

# Decision of the FIBAA Accreditation and Certification Committee



6<sup>th</sup> Meeting on June 29, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/O20
<b>Higher Education Institution:</b>	Ege University
<b>Location:</b>	Izmir, Turkey
<b>Study Programme:</b>	Bachelor programme International Relations (Bachelor in International Relations)
<b>Type of Accreditation:</b>	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 submitted 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

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## Assessment Report

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**Higher Education Institution:**

Ege University, Izmir, Turkey

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**Bachelor programme:**

International Relations

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**Qualification awarded on completion:**

Bachelor in International Relations

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# General information on the study programme

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**Brief description of the study programme:**

The Bachelor programme International Relations 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. The principal aim of the IR undergraduate programme (IR) is to get the students equipped with, within the broader framework of IR discipline and social sciences, the necessary knowledge and skills to their careers after graduating and to get them to acquire critical and analytical thinking and problem-solving skills, for both daytime and evening education. Graduates can find occupations both in the public and in the private sector. The programme has 45 courses including 14 elective courses. About 60 % of the courses are conducted in English.

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**Type of study programme:**

Bachelor programme

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**Projected study time and number of ECTS credits:**

4 years 240 ECTS

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**Mode of study:**

Full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

No

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

Once a year;

Capacity: for daytime education: 90 study places

for evening education: 60 study places

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**Programme cycle starts in:**

Fall semester

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**Initial start of the programme:**

Daytime Education started in 1994/1995 Academic Year

Evening Education started in 2000/2001 Academic Year

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor programme International Relations (Bachelor in International Relations) 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 in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. 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

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 Economics (Bachelor in Economics) and Business Administration (Bachelor in Business Administration). 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 study programme IR 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 aspects<sup>1</sup>:

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);
- 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 possibilities for faculty members to gather practical experience (see chapter 4.1);
- 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);

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<sup>1</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- Student support by the faculty (see chapter 4.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2);
- 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 IR programme belongs to the FEAS.

The FEAS started the undergraduate formal education in 1994/1995 Academic Year with three programmes: Economics, IR 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 IR 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 IR which is responsible for the programme at hand has three divisions: International Politics, Political History and International Law, are organized for this purpose.

## 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 International Relations (daytime and evening):

Study Programmes: International Relations (Daytime)							
		5. Cohort (2015)	6. Cohort (2016)	7. Cohort (2017)	8. Cohort (2018)	9. Cohort (2019)	10. Cohort (2020)
Study Places offered by HEI		93	95	94	94	103	103
Applicants	∑	NA	NA	NA	2068	1958	1717
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
Application rate		NA	NA	NA	2200,00%	1900,97%	1666,99%
First-Year Students	∑	86	94	107	87	94	118
	f	46	58	61	50	52	60
	m	40	36	36	37	42	58
Rate of female students		53,49%	61,70%	57,01%	57,47%	55,32%	50,85%
Foreign Students	∑	2	3	5	5	8	7
	f	0	2	0	2	2	1
	m	2	1	5	3	6	6
Rate of foreign students		2,33%	3,19%	4,67%	5,75%	8,51%	5,93%
Percentage of occupied study places		92,47%	98,95%	113,83%	92,55%	91,26%	114,56%
Graduates	∑	NA	NA	NA	NA	NA	NA
Success rate (students who finished their studies) (in 7 years)		NA	NA	NA	NA	NA	NA

<b>Dropout rate (students who dropped their studies) (in 7 years)</b>		NA	NA	NA	NA	NA	NA
<b>Average duration of study (year)</b>		NA	NA	NA	NA	NA	NA
<b>Average grade of final degree (over 4.00)</b>		NA	NA	NA	NA	NA	NA

<b>Study Programmes: International Relations (Evening)</b>							
		<b>5. Cohort (2015)</b>	<b>6. Cohort (2016)</b>	<b>7. Cohort (2017)</b>	<b>8. Cohort (2018)</b>	<b>9. Cohort (2019)</b>	<b>10. Cohort (2020)</b>
<b>Study Places offered by HEI</b>		93	95	94	94	103	72
<b>Applicants</b>	$\Sigma$	NA	NA	NA	875	1105	875
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
<b>Application rate</b>		NA	NA	NA	930,85%	1072,82%	1215,28%
<b>First-Year Students (accepted applicants)</b>	$\Sigma$	79	67	100	80	92	123
	f	51	36	57	46	50	57
	m	48	31	43	34	42	66
<b>Rate female students</b>		64,56%	53,73%	57,00%	57,50%	54,35%	46,34%
<b>Foreign Students</b>	$\Sigma$	0	0	0	0	0	12
	f	0	0	0	0	0	6
	m	0	0	0	0	0	6
<b>Rate foreign students</b>		0,00%	0,00%	0,00%	0,00%	0,00%	9,76%
<b>Percentage of occupied study places</b>		84,95%	70,53%	106,38%	85,11%	89,32%	170,83%
<b>Graduates</b>	$\Sigma$	NA	NA	NA	NA	NA	NA
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
<b>Success rate (students who finished their studies) (in 7 years)</b>		NA	NA	NA	NA	NA	NA

<b>Dropout rate (students who dropped their studies) (in 7 years)</b>		NA	NA	NA	NA	NA	NA
<b>Average duration of study (year)</b>		NA	NA	NA	NA	NA	NA
<b>Average grade of final degree (over 4.00)</b>		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 12 % (daytime) and 5 % (evening) and the success rates as 88 % (daytime) and 95 % (evening), all on average.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

The principal aim of the IR undergraduate programme (IR) at Ege University is to get the students equipped with, within the broader framework of IR discipline and social sciences, the necessary knowledge and skills in their careers after graduating and to get them to acquire critical and analytical thinking and problem-solving skills, for both daytime and evening programmes.

The programme objectives and learning outcomes for the IR 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 University<sup>2</sup>, IR's main objectives are:

- An interdisciplinary perspective by constructing a curriculum based on a wide range of social scientific expertise.

This objective is supported by a curriculum containing courses ranging from academic disciplines such as sociology, history, political economy, law, and political sciences to international relations.

- A global perspective on international issues and developments utilizing perspectives and contexts of different localities and regions.

This objective is achieved by offering courses not only on mainstream frameworks but also perspectives from different critical and region-based angles such as Africa, Middle East, Eastern Europe, and Asia.

- Critical and analytical thinking and problem-solving skills as responsible and self-confident individuals to seek careers in a wide range of areas from diplomacy, government, research, and business to media at national and international levels.
- A solid and interdisciplinary background in IR to be able to make a critical analysis of historical and contemporary international political developments.

This is aimed by core courses such as Theories of IR, Political History, International Organizations, International Law, and Foreign Policy Analysis. In addition, a range of elective courses both on IR and on other fields of social sciences shall help students earn knowledge and skills proper for their career choices.

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

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<sup>2</sup> Additional information to the SER p. 7 f...

environment. Thus, students shall be able to start positions such as researchers, analysts, consultants, experts, managers.

## 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)

IR as an area of study goes beyond the limitation of intra state affairs and domestic politics. In order to design a long-term plan in accordance with the FEAS's and Ege University's vision of international integration, the programmes' management has taken several steps to shape not only the curriculum, but also to incorporate the course languages for taking part in the international exchange programmes such as Erasmus+, Farabi and Mevlana. At least 60 % of the courses are taught in English.

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 IR department<sup>3</sup>.

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.

Courses with international orientation such as International Public Law, International Organisations, European Integration and the EU, Global Environmental Issues and Politics,

<sup>3</sup> See also chapter 4.3 below.

African Politics, and International Political Economy are designed to promote the effectiveness of the curriculum.

## Appraisal:

The panel acknowledges that the study programme implies a strong 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.

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

Graduates of the IR Department have employment opportunities in the public sector, the private sector and academia according to their preferences and abilities.

Amongst the public sector, the most related public division for IR graduates is the Ministry of Foreign Affairs. In order to work in the Ministry, graduates need to take the Ministry's own vocational exam, written and if passed, vocal, on which the minimum score is 70. For other public sector employments, the graduates need to take the Turkish Public Personnel Selection Examination (KPSS) conducted by OSYM<sup>4</sup> and acquire at least 70 points. In 2020, according to YOKATLAS<sup>5</sup> the average score of graduates from daytime and evening programmes is the same: 73.46. This average is over the required score.

As for the private sector, 23 % of the graduates work in retailing and 10 % in production sectors, 12 % in vocational, scientific and technical jobs, 14 % in administrative positions while 41 % is occupied in other areas.

<sup>4</sup> OSYM stands for Turkish Student Selection and Placement Centre.

<sup>5</sup> YOKATLAS is a website prepared by the Turkish Higher Education Institutions.

The content and application methods of the courses in the 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 for the daytime training and 10 to 1 for the evening education 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 IR 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 sitting 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 YOK<sup>6</sup> 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 90 candidates who choose Ege University and the IR programme 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.

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

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<sup>6</sup> 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.

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

Since more than 60 % of the courses in the IR 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 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 entire 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 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.

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<sup>7</sup> [https://yos.ege.edu.tr/wp-content/uploads/2022/02/EGEYOS\\_2022\\_EN\\_20.02.2022.pdf](https://yos.ege.edu.tr/wp-content/uploads/2022/02/EGEYOS_2022_EN_20.02.2022.pdf)

A selection procedure does not take place because the University has to admit quasi automatically 90 applicants for the daytime training and around 90 (for 2020 the number of 60) 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 IR programme has a duration of four years excluding the English Preparatory Class. It has been designed to provide the fundamentals of contemporary International Relations.

The University has defined key learning outcomes of both daytime and evening programme:

1. To be able to gain advanced conceptual, theoretical and practical knowledge based on current issues and scientific resources in the discipline of international relations and its subfields (Political History, International Economic Integrations, International Law, Political Science),
2. To be able to make use of the theoretical and practical knowledge gained in the discipline,
3. To be able to examine concepts, facts, issues and ideas using scientific methods; and to be able to interpret and critically evaluate data in the discipline of international relations,
4. To be able to take responsibility either individually or as part of a group to solve complex problems,
5. To be able to assess critically knowledge and skills gained in the discipline of international relations; to be able to determine learning requirements and to guide the learning process,
6. To be able to inform individuals and institutions in the discipline international relations; and to be able to present her/his ideas and proposals both in writing and orally,
7. To be able to make use of English to pursue knowledge and scientific resources,
8. To have necessary knowledge of computer software and hardware at the required level for international relations; to be able to make use of information and communication technologies,
9. To have a belief in the importance and universality of social rights, to be conscious of social justice and the protection of environment and resources,
10. To be able to pursue and analyse national and international contemporary issues in the discipline of international relations; to be educated as intellectual, credible and creative individuals who contribute the development of our society and can take initiative.

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 IR programme

Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester								Workload	
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self- Study
<b>1st Semester</b>										
Compulsory	30								238	512
TURKISH LANGUAGE I	2								28	32
PRINCIPLES OF ATATURK AND RECENT TURKISH HISTORY I	2								28	32
POLITICAL HISTORY I	5								42	108
INTRODUCTION TO POLITICAL SCIENCE	5								42	108
INTRODUCTION TO IR	5								42	108
ACADEMIC ENGLISH I	4								42	78
CAREER PLANNING	2								14	46
Electives (1st Semester)	5								42	108
<b>Total semester</b>	<b>30</b>								<b>280</b>	<b>620</b>
<b>2<sup>nd</sup> Semester</b>										
Compulsory									266	634
TURKISH LANGUAGE II		2							28	32
PRINCIPLES OF ATATURK AND RECENT TURKISH HISTORY II		2							28	32
POLITICAL HISTORY II		6							42	138
INTRODUCTION MICROECONOMICS		5							42	108
MAJOR THEORIES OF IR		6							42	138
FUNDAMENTAL PRINCIPLES OF LAW		5							42	108
ACADEMIC ENGLISH II		4							42	78
<b>Total semester</b>		<b>30</b>							<b>266</b>	<b>634</b>
<b>3<sup>rd</sup> Semester</b>										
Compulsory									210	690
INTERNATIONAL PUBLIC LAW I			6						42	138

INTERNATIONAL ORGANIZATIONS			6					42	138
INTRODUCTION TO MACROECONOMICS			6					42	138
CURRENT DEBATES IN IR THEORY			6					42	138
EUROPEAN INTEGRATION AND THE EU			6					42	138
<b>Total semester</b>			<b>30</b>					<b>210</b>	<b>690</b>
<b>4th Semester</b>									
Compulsory								210	690
RESEARCH METHODS IN SOCIAL SCIENCES				6				42	138
COMPARATIVE POLITICS				6				42	138
HISTORY OF POLITICAL THOUGHT				6				42	138
INTERNATIONAL PUBLIC LAW I				6				42	138
FOREIGN POLICY ANALYSIS				6				42	138
<b>Total semester</b>				<b>30</b>				<b>210</b>	<b>690</b>
<b>5th Semester</b>									
Compulsory					15			126	324
TURKISH FOREIGN POLICY I					5			42	108
TURKISH POLITICAL LIFE I					5			42	108
INTERNATIONAL POLITICS					5			42	108
Departmental Electives (5th Semester)					12			84	276
University Electives 5th Semester					3			28	62
<b>Total semester</b>					<b>30</b>			<b>238</b>	<b>662</b>
<b>6th Semester</b>									
Compulsory						21		168	462
TURKISH FOREIGN POLICY II						5		42	108
TURKISH POLITICAL LIFE II						5		42	108
TURKEY-EUROPEAN UNION RELATIONS						5		42	108
INTERNATIONAL POLITICAL ECONOMY						6		42	138

Departmental Electives (6th Semester)						6			42	138
University Electives (6th Semester)						3			28	62
<b>Total semester</b>						<b>30</b>			<b>238</b>	<b>662</b>
<b>7th Semester</b>										
								30	168	732
Departmental Elective Courses (7th Semester)										
Departmental Electives (7th Semester)										
<b>8th Semester</b>										
								30	168	732
Departmental Elective Courses (8th Semester)										
Departmental Electives (8th Semester)										
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>1778</b>	<b>5422</b>

Forms and durations of the examinations may vary depending on academic year. (Extraordinary measures such as Covid-19 period, are excluded.)

Changing on a yearly basis the curriculum involves elective courses offered by the department for the 1<sup>st</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> semesters that students can select from. Additionally, at 5<sup>th</sup> and 6<sup>th</sup> 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:

#### 2020-2021 Fall (3rd and 4th year students)

Course	for ... year students
Global Environmental Issues And Politics	3
Globalization And The World System	3
Peace Studies	3
American Foreign Policy (1776-1945)	3
Rising Powers in World Politics	3
Vocational Training (Internship)	3 / 4
Politics in the Middle East	4
Critical Theories of IR	4
Conflict and Civilization	4
Eurasia	4

Current Topics in Turkish Political Life	4
Identity Politics and Turkish Nationalism	4
Global Governance	4
International Energy Politics	4
Politics in Balkans	4
EU as Global Actor	4
Undergraduate Thesis I	4

- 3rd year students should select 6 elective course plus 2 elective courses from the Ege University Electives Pool.
- 4th year students should select 5 elective courses
- 1st year students should select 1 course out of the additional courses: Sociology, Basic Information Technologies, Transition into University Life.

With the identical curricula of daytime and evening education, the cores of the discipline of IR are provided through understanding the theories of discipline with compulsory courses such as Introduction to International Relations, Major Theories of International Relations in the first year and Current Debates in International Relations Theory in the second year. Moreover, the courses of Foreign Policy Analysis and International Organisations serve as an important tool for understanding the essence of relations between the actors of international relations while the courses on International Law in two following semesters correspond to the rules and regulations that govern the international relations.

The objective of the programmes is not only to prepare the students to be able to take up such positions as experts, researchers, managers and bureaucrats in the public and private sector but also to help them to be successful in all areas of social life. This is done by contributing to their personal development as responsible and self-confident individuals and by developing their critical and analytical thinking and problem-solving skills. The programme provides a wide range of compulsory courses related to similar disciplines and elective courses for specific sub-disciplines of international relations. The compulsory courses on economics as Introduction to Microeconomics and Introduction to Macroeconomics serve to create a better understanding of economics since international relations need to take into account effects of economics. The compulsory courses on the European Union such as European Integration and the EU, and Turkey-European Union Relations are the supplementary courses for understanding of the nature of international relations.

Theoretical questions that are dealt with in the discipline of international relations are explained in theory-related courses such as Introduction to IR, Major Theories of IR, Current Debates of IR Theories and to some extent in European Integration and the EU. In these courses, lecturers not only use examples but also may require the students to collect examples before the class. These example assignments could vary depending on the course content and lecturer, from collecting weekly news on the relevant subject or creating discussion topics on the subject. In courses such as Turkey – EU Relations, EU as Global Actor, Balkan Politics, Global Environmental Issues and Politics, Latin American Studies and Humanitarian Intervention, the students are expected to choose cases and make presentations in return for parts of their overall grades.



As extracurricular activities, lecturers take the students to visit facilities of international organisations or to participate in the gathering events of international political elites, for example, visiting NATO LANDCOM HQ (Allied Land Command) in Izmir. Students are able to listen and ask questions about the functioning or practice on the cases they have been examining in the class, from the practitioners of these examples. Moreover, students could participate in the UN Secretary General Antonio Guterres' opening speech in the Istanbul Mediation Conference in 2019. In these cases, diplomats, ambassadors or other international political elites are invited to give seminars or speeches. Students can combine their theoretical knowledge with practices through listening the experiences of practitioners.

Students are encouraged to use voluntary internships which normally last around one month and are done in vacation. Interns obtain opportunities to contact professionals, to identify practical 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 an internship. During the online conference students expressed the wish to prolong the internship because one month would be too short.

There are compulsory and elective courses across different disciplines provided within the frame of the discipline of international relations in order to establish a foundation for students to gain the ability of making connections among the concepts of separate disciplines. Courses in a range of social sciences allow the students to make choices for their academic and professional lives and help them acquire qualifications for their own preferences. At the Faculty level, introductory courses of Economics are compulsory in the first two semesters, elective courses from departments of Business Administration and Economics are available to students in the last two semesters. Furthermore, initiatives for improving interdisciplinary activities through courses coordinated with other departments are executed.

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. In several courses students can learn about scientific and professional ethics. Moreover, exam papers or assignments given during the semester and the thesis, which is not compulsory for all students but students who wish to improve their academic skills can take a thesis project, are ways to assess the knowledge and competence of students.

The programme aims to provide a research perspective and emphasises the methodological competences for research. The course Research Methods in Social Sciences is specifically designed to serve this purpose. Every student must pass this course to be eligible to graduate. Therefore, this condition makes sure that all students get an opportunity to develop their research skills with hands-on tasks.

Evaluation and assessment methods for each course are defined in the course syllabi prepared by the relevant instructor that can be reached at EIP<sup>8</sup> at any time. Ege has issued a directive on "Measurement and Evaluation Principles" which describes general rules for examinations.

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

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<sup>8</sup> EIP is the Ege University Information Package which is available on the Ege Website.

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. 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. The contribution percentage of within semester educational activities and final examination to the final grade is determined by the instructor prior to the registration week and announced to the students in the first week of the semester. The contribution percentage of within semester activities is supposed to be between 40-70 % and contribution percentage of final and make-up exams are supposed to be between 30-60 %. Lecturers have to indicate which learning outcomes are associated with which exam questions in Course Evaluation Form. Students must attend classes, practices and examinations which is followed by the Instructor of the course. The semester grades add up to the overall passing grade. 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 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. The grades of midterm and final exam per course add up to the overall passing grade. The curriculum does not include an obligatory 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	45 courses
Time required for processing the final thesis and awarded CP	A final thesis is not obligatory
Number of contact hours	1,778

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 45 courses out of which 31 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 as Credit-Points (CP) per course based on the necessary student workload. As a result, the courses have different CP numbers.

As a general issue least one year before the annual education year starts, the University declares the academic calendar<sup>9</sup>. 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, objectives and language of instruction of the courses. The curriculum offers only compulsory courses in the semesters 2 to 4. In the first semester as well as in the third and fourth years there are also elective courses that students will choose based on their interests. 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 their working 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.

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 credits) 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 have to pass a final exam at the end of the study programme.

As mentioned above<sup>10</sup>, 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.

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.

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.

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

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<sup>9</sup> Official English site: [https://ege.edu.tr/eng-57/academic\\_calendar.html](https://ege.edu.tr/eng-57/academic_calendar.html)

<sup>10</sup> See chapter 3.1.

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 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.

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.

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 department takes into account the dropout rate.

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 compulsory and elective 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 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 as well as precise descriptions of teaching and learning methods is lacking. Therefore, the panel recommends the following **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 others<sup>11</sup>. 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

<sup>11</sup> However, this information is lacking in the syllabi, see above chapter 3.2.

prepare a report on that topic. In terms of both curricular and extracurricular activities, students are encouraged to organise projects which are in accordance with the programme objectives.

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. 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 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 migration issues, women studies, different forms of political participation, area studies, and professional work life.

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*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			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 programme's international content is created and can be found in the core courses such as European Integration and The EU, Turkey-European Union Relations, African Politics, British Colonialism in Africa, Eurasia, EU as A Global Actor, Politics in Balkans, Politics in Middle East and Europe in World War II. Also, courses based on country studies have international context such as Turkish Foreign Policy, Turkish Political Life, Turkey and Its Neighbours and Historical Development of Russia in 20th Century.

As shown in the statistics<sup>12</sup> the number of foreign students has increased in the 2020 Academic year. According to Ege<sup>13</sup>, the University stands out for a significant high number of exchange students and staff through the Erasmus+ Programme among Turkish universities. Within the

<sup>12</sup> See above the statistics in chapter Information.

<sup>13</sup> See SER p. 29.

scope of Erasmus+, the department has bilateral agreements with 19 universities regarding student/ teaching staff mobility. Universities in Germany, Lithuania, Estonia, Latvia, Slovenia, Italy, Czechia ,Poland, Romania, Hungary, Norway, Spain and Hungary are the ones the programme has bilateral agreements with for Erasmus mobility.

Also, Ege University is taking part in the Turkish Mevlana Exchange Programme which 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 IR takes part in this programme and welcomes students and academic staff from all over the world.

Moreover, Ege University and the department of IR 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. Also the department of IR has welcomed students from other countries.

As far as the internationality of faculty is concerned, due to the Turkish employment system for academics<sup>14</sup> the department has no full-time foreigner faculty members. However, all faculty members of the IR department have international academic and professional experiences. Some obtained their master and/or PhD degree from universities abroad. Others did post-doc studies and / or research abroad.

Students are obliged to take Academic English I and Academic English II courses to be able to keep up with departmental professional 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 foreign language courses for different languages. 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 student body.

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<sup>14</sup> Regulated by the central HEIs authority (YOK).

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 60 % 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.

	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)

For daytime and evening education, there are opportunities provided for improving the students' communication and public speaking skills. Class discussions, group reports and/or group presentations are the main forms of public speaking used in lectures. Examples of courses that these activities require are State, Society and Change in the Middle East, Identity Politics and Turkish Nationalism, Introduction to International Relations, International Politics, Global Environmental Issues and Politics, Women in International Society, Current Issues in Turkish Politics and Humanitarian Intervention and Turkey-EU Relations. These are mostly elective courses with lower numbers of participants which encourages students to speak in public.

Also, elective courses from other faculties and the preparation of individual and group projects and presentations promote multidisciplinary. There is a list of common elective courses, including those from other departments.

During their first semester, students are offered a Career Planning course<sup>15</sup>, which includes topics such as basic communication skills, soft skills, body language, preparation of CVs, and effective interview techniques. The course helps students to discover their abilities and personal competencies.

#### Appraisal:

<sup>15</sup> See also chapter Information above.

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 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 IR department considers the feedbacks from faculty, alumni, senior students and the Advisory Board and seeks to intensify links to the business life.

The academic staff of the department consists of lecturers from various academic fields including sociology, political science, journalism and history and in the curricula, their academic backgrounds are reflected. In addition, the 7th and 8th semester of the curriculum allow the students to select courses of their interests, which enables them to improve their knowledge and skills in their field of choice and incline towards specific fields after graduation. This background also makes room for those who wish to take occupational exams and attend different programmes to design their own weekly programme accordingly. For the students want to be admitted to the Ministry of Foreign Affairs, the study programme provides adequate compulsory and elective courses.

In addition to career days Ege University offers seminars where experts give presentations on different topics continue throughout the year.

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

#### 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.

		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 department is under the control of the FEAS as far as strategic decision making is concerned. The Dean has the overall responsibility of all strategic decisions concerning the department. The department Chair is responsible for the day-to-day business and arranges meetings with the teaching staff at regular intervals to solve any problems by either contacting the Dean or to the appropriate staff of the University.

The IR department consists of 19 full-time lecturers (four Professors, three Associate Professors, nine Assistant Professors, two PhD holders and one lecturer) as well as four research assistants (three PhD candidates, one M.Sc. candidate) whose degrees vary in disciplines of international relations (8 lecturers), political science (1 lecturer), history (4 lecturers), law (1 lecturer), sociology (2 lecturers), Public Administration (1 lecturer), Journalism (1 lecturer) and geography(1 lecturer).

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 by the academic staff of other faculties (for example Turkish Language and Atatürk's Principles and History of Turkish Revolution). 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. For other positions, the department is bound to Ege University Appointment and Promotion criteria which is officially announced and updated.

During their PhD education, graduate students who already are 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 graduate students will be able to comprehend the importance of planning and evaluating in instruction and to prepare instructional activities in relevant fields. Furthermore they have taken courses such as Specialisation Field and Seminar Courses which improves their didactic capabilities.

Required qualifications of faculty members on competency of lecturing in English are stipulated in governmental by-laws. As a part of granting first time assistant professorship, faculty members are asked to lecture in English to a competent group of professors, which is practiced throughout the University.

There is a limited number of academic staff with business experience in the IR Department. The business experiences of faculty show a wide variety of professions ranging from being a store manager, TV presenter, a bank official to being a curator at the museum.

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 Team.

Each undergraduate student is assigned to an academic advisor to get answers to questions 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. It is also possible for a student to ask for a meeting with the academic advisor, upon requirement. Faculty members are easily accessible to students via online platforms and email. In addition, it is possible to access consultancy services through the OBYS (Information System for students).

## 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. They are verified the qualifications by means of established procedures, 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.

Up to a certain extent, the practical experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Nevertheless, the panel recommends the department widening the possibilities for faculty members to gather practical experience.

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 conducts 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 law<sup>16</sup> 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.

<sup>16</sup> Turkish Law No. 2547.



The Head of Department is assisted by faculty members who hold the position of Assistant Department Head.

Moreover, there are two Deputy-Chairs, one of them is international coordinator of the HEI and has the responsibility to support the academic and social activities of faculty members and students, as well as supervision for ULIT (International Relations Student Community) activities. The other Deputy-Chair is responsible for the management and development of the curriculum.

The administrative organisation of the study programme has been designed to support students and faculty members. The Faculty has sufficient professionally equipped 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. EBYS<sup>17</sup> allows to manage all administrative procedures electronically. It also contains a support section constructed for helping students and university personal for any 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. With EBYS, 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.

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<sup>17</sup> EBYS means Electronic Knowledge Transfer System.

		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 IR's 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 for both daytime and evening education agreements with 19 academic institutions from European countries such as Germany, Spain, Hungary, Italy, Norway, Poland, Romania, Slovakia, Latvia, Lithuania, Estonia and the Czech Republic. The number of the students who benefit from Erasmus+ is more than 45 for each academic year, regardless of their study programme of daytime or evening. The Erasmus+ programme also supports staff mobility for training and teaching mobility for academic and administrative staff which is used by the department.

The Mevlana Exchange Programme aims to contribute to the educational, linguistic and cultural development of all students by providing international experience in HEIs in other than European countries. Although this exchange programme has been suspended due to the pandemic for the academic years of 2020-2021 and 2021-2022, there are bilateral agreements from three different academic institutions for both the daytime and the evening education IR programme.

As for the Orhun Exchange Programme the IR department has agreements with seven HEIs from other Turkic countries such as Azerbaijan, Kazakhstan, Kyrgyzstan, and Hungary. The start of this exchange programme has been suspended due to the pandemic for the academic years of 2020-2021 and 2021-2022.

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 IR has agreements with other Turkish universities.

The IR department and the Directorate for EU Affairs jointly organise lectures. For example, the Deputy Minister of Foreign Affairs and Director for EU Affairs. The Ambassador gave a talk on "Turkey – EU Relations".

## 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 IR 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 public organisations 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.

		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 two large and five small classrooms belonging to the IR 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.

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		

## 4.5 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 (Internship) course for the students. To pass this course, students need to complete a 20-day practical training period 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 Presidential Decrees. Thus, tuition fees cannot be charged from formal education students, 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. Moreover, it coordinates the processes of accreditation, internal and external quality assurance, and the authorisation of independent external evaluation. It is a member of ENQA. Ege University, with all its departments and units, has undergone an inspection process by YOKAK. The result 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 IR 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.

The IR 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 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 conducted 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 faculty members. It 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 EDYS<sup>18</sup>, 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 Directorate of Health, Culture and Sports held in university campus every year.<sup>19</sup> Also, Ege

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<sup>18</sup> See above especially chapters 3.3, 4.1, 4.2.

<sup>19</sup> See chapter 2.1.

University has a specific web page for the future students called Ege Tercih<sup>20</sup> 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 Facebook, Instagram, Twitter, LinkedIn and YouTube accounts, and these accounts are updated regularly. In addition, 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. 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).

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<sup>20</sup> See also chapter 2.1.

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: International Relations**

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
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.	<b>Academic environment and framework conditions</b>					
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		
<b>5</b>	<b>Quality assurance and documentation</b>					
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		