



Agency for
Quality Assurance
and Accreditation
Austria

Review Report of the Expert Panel

International University of Sarajevo

Bachelor programme "International Relations"
Master programme "International Relations"

31 August 2016

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1 General information

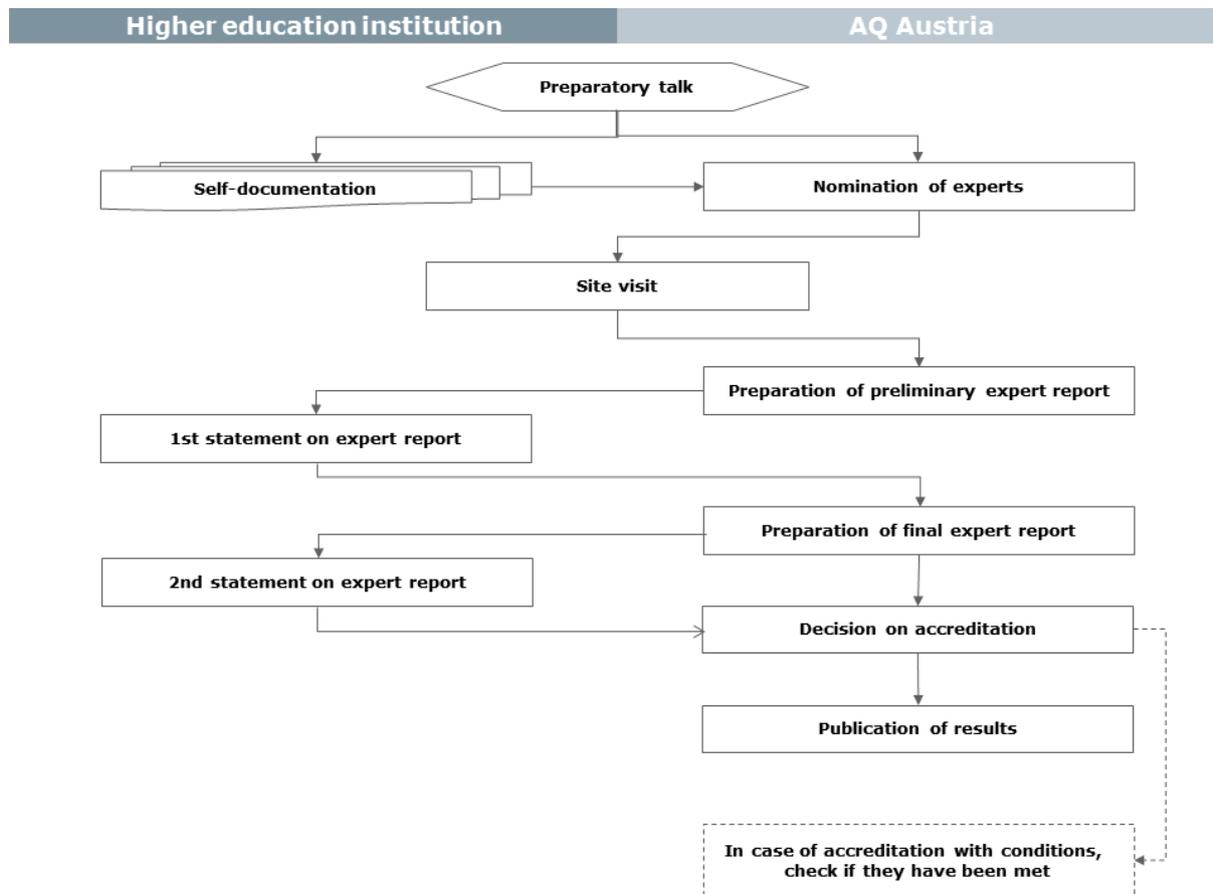
1.1 Basic principles of the procedure

AQ Austria is the Austrian agency for quality assurance and accreditation in higher education. The agency is operating in Austria and other countries of the European Higher Education Area (EHEA). It is committed to serving the common good and is based on the values of the EHEA, in particular the autonomy and diversity of higher education institutions and independent quality assurance.

By granting international accreditation to a study programme, AQ Austria confirms the compliance of the study programme with European quality standards. These standards are derived from the principles laid down in the Bologna Process and the Standards and Guidelines for Quality Assurance in Higher Education (ESG).

Standard 1	Study programme and programme management
Standard 2	Staff
Standard 3	Quality assurance
Standard 4	Funding and infrastructure
Standard 5	Research and development and appreciation of the arts
Standard 6	National and international cooperation

The accreditation pursues the principles of peer review and follows the procedural steps:



The accreditation report of the expert panel and the higher education institution's statement constitute the basis for the accreditation decision, which is taken by the 14-members-board of AQ Austria. There are three options for the decision:

Accreditation without conditions

The quality requirements are being met. Any recommendations given on the basis of expert opinion are supposed to help the higher education institution to continuously develop the study programme. The agency grants the accreditation for a period of six years.

Accreditation with conditions

Deficiencies have been detected which are likely to be corrected within nine months. The higher education institution proves that the conditions have been met, and this will be verified by AQ Austria.

Denial of accreditation

Serious deficiencies have been detected which are not likely to be corrected within nine months.

If the accreditation decision is positive, AQ Austria will issue a certificate to the higher education institution.

1.2 Accreditation procedure at the International University of Sarajevo

Timetable of the accreditation procedure

Procedural step	Date
Delivery of self-documentation by IUS	14 April 2016 14 June 2016 (revised and amended version)
Decision on expert panel members by the Board of AQ Austria	15 April 2016
Preparatory virtual conference of the expert panel	22.June 2016
Site visit to IUS by the expert panel	8 July 2016
Review report of the expert panel	8 August 2016
Formal statement by IUS	
Final review report of the expert panel	If necessary
Statement on the final review report by IUS	If necessary
Accreditation decision by the Board of AQ Austria	20./21 September 2016

1.3 Members of the expert panel

Name	Institution	Role
Dorota Pietrzyk-Reeves	Associate Professor at the Institute of Political Science and International Relations, School of International Studies, Jagiellonian University in Krakow	Head of the expert panel Expert from academia
Vedran Dzihic	Lecturer at the Institute for Political Sciences, University of Vienna	Expert from academia
Ingrid Gössinger	Monitoring Officer, OSCE Special Monitoring Mission in Ukraine	Expert with professional practice
Katharina Hechl	Student at the University of Innsbruck.	Student Expert

AQ Austria project coordinator

Barbara Schinwald

2 Higher education system in Bosnia and Herzegovina

The adoption of the Framework Law on Higher Education in Bosnia and Herzegovina (FLHE, The Official Gazette of BiH, No. 59/07 and 59/09) in 2007 represents a key reform act for higher education in BiH. The FLHE allowed further necessary reforms in higher education in line with the European Higher Education Area (EHEA).

BiH has joined the Bologna Process in 2003 and committed itself to implement the principles of the EHEA. In this context, BiH is dedicated to set up a quality assurance system, as one of the primary goals defined by the Bologna Declaration (1999), and specified through the Standards and Guidelines for Quality Assurance in the European Higher Education Area (established at the European Education Ministerial Conference in Bergen in 2005 and revised by the Ministerial Conference in Yerevan in May 2015). As for BiH, the Ministry of Civil Affairs (MoCA) is representing the country in the Ministerial Conference.

Regulations and legislation regarding the higher education in BiH have to be in line with the Constitution of the country; therefore legislating is subject to the entity of the Republika Srpska (RS), 10 cantons in the Federation of BiH (FBiH) among which, one is the Canton Sarajevo, and the Brčko District of BiH (BiH BD).

Competent education authorities at this level, in case the Ministry for Education of the Canton Sarajevo, are held accountable for adopting laws in the area of (higher) education, determining budgets (for public higher education institutions), establishing education policies and having all other rights and obligations in their area of responsibility. According to the law (latest: Sarajevo Canton Law on Higher Education, SC OG No. 22/10) a higher education institution, either being a university or a college can be established as a public institution or as a private institution.

In line with the FLHE, universities are, as of its aims and objectives, obliged to undertake both education and research, to offer academic degrees in all three cycles. Accordingly the title university- only refers to higher education institution offering studies in at least five different subject groups in at least three scientific areas – natural sciences, technical sciences, biomedicine and health, biotechnical sciences, social sciences and humanities.

Besides being funded by tuition fees and funds provided by its founder the International University of Sarajevo (IUS) as, like all other public/private higher education institutions in the Canton Sarajevo operates according to the given legal framework. This in particular means e.g. organizational structure, appointment of rector, head of units, requirements for academic titles, teaching hours of academic staff, students assignment, grading system and scale, organization of study programmes etc. are determined and regulated according to the respective law.

The obligation, stipulated by the FLHE was to, within six months from its entering into force, harmonize the laws on (higher) education by competent education authorities. However, the legislative framework was only fully established in March 2013. At the same time, the number of licensed higher education institutions in BiH was rapidly growing. Licensing of new higher education authorities lies within the competence of the competent education authorities at entity level. For example:

- in the academic year 2009/10 33 Higher Education Institutions (HEIs)¹
- in the academic year 2010/11, 37 HEIs
- in the academic year 2011/12 43 HEIs
- in the academic year 2014/15, 47 HEIs
- in the academic year 2015/16, 49 HEIs

According to the relevant legal regulations licensed higher education institutions are obliged to undergo an institutional accreditation process in a given period. As for the higher education institutions located within the Canton Sarajevo, out of the five licensed higher education institutions (as of the academic year 2015/16), four have received institutional accreditation decisions for a four-year period, as foreseen in the relevant regulations (Cantonal Law on higher education in line with the FLHE).

Licensed and institutional accredited higher education institutions are listed in the *National Register of Accredited higher education institutions* by September 2015:²

- University Sarajevo School of Science and Technology, Sarajevo Canton, 03/07/2014 (Private University)
- University of Sarajevo, Sarajevo Canton, 26/09/2014 (Public University)
- International University of Sarajevo, Sarajevo Canton, 26/09/2014 (Private University)
- International Burch University, Sarajevo Canton, 26/09/2014 (Private University)

All institutional accredited higher education institutions are obliged to apply for study programmes according to the relevant legal framework. The IUS has submitted relevant applications to the competent ministry; however the process of study programme accreditation has not started yet.

Notwithstanding the IUS has decided to seek for international accreditation with a number of representative study programmes.

3 International University of Sarajevo

The International University of Sarajevo (IUS) has been established in 2003. The founder of IUS is the Foundation for Education Development Sarajevo (*SEDEF – Sarajevo Education Development Foundation*). The Foundation was founded 2001 as a non-governmental organization with characteristic of endowment according to the relevant legal framework in BiH respective the Canton Sarajevo.

The foundation is registered as a legitimate institution whose purpose is to seek and create academic, material and legal conditions for the advancement of education in Bosnia and Herzegovina. Beside of IUS, the foundation also operates a kindergarten and a primary school.³

¹ Universities and colleges as of the FLHE.

² http://hea.gov.ba/akreditacija_vsu/Default.aspx

³ www.sedef.ba and www.ius.edu.ba/foundation-education-development-sarajevo

IUS is, as mentioned before, licensed and as well institutional accredited according to the relevant legal frameworks in BiH by the competent ministry of the Canton Sarajevo. In addition IUS is also accredited by the Turkish Council for Higher Education (YÖK).

IUS offers, as of the academic year 2015/16, 53 study programmes in total in all cycles organized within five faculties:

- Faculty of Business and Administration
- Faculty of Engineering and Natural Sciences
- Faculty of Arts and Sciences
- Faculty of Law
- Faculty of Education

All study programmes are offered in English. IUS is open to students from all over the world; however the majority of students are from the Republic of Turkey. As of the academic year 2015/16 1931 students are enrolled. 1201 are foreign students and 730 from BiH. Out of the 1201 1053 are from the Republic of Turkey.

According to its own vision and mission IUS considers itself as one of the largest educational projects in the Balkan region and being a hub between east and west.

In the first twelve years since its establishment IUS was operating primarily as a teaching university. Available resources in terms of financial, material and human were spent on institution building processes. Only since the last years and with re-locating the campus from the center of Sarajevo to Ilidza, where the new campus is located, IUS is strengthening all its efforts towards becoming a research university. As it is stated in its *Strategic Plan 2016-2020* the vision of IUS is to become an internationally recognized higher education and research institution and a center of excellence and quality through shared efforts of the founders, academic and administrative staff, students and all stakeholders.

IUS is an associate member of European University Association (EUA), and a full member of International Association of Universities (IAU) and European Consortium of Political Research (ECPR).

3.1 Profiles of the study programmes subject to accreditation

Name of the programme	International Relations
Academic degree awarded	Bachelor
Date of introduction	23 June, 2004/ Pursuant to the Article 14 of the Law on Higher Education (Official Gazettes of the Canton Sarajevo, issues 17/99, 14/00, 15/01, 13/02, 12/03 and 15/03)
Regular study period	8 semester/ 4 years
Number of ECTS credits	240
Full time/Part time	Fulltime
Tuition fees	As per Semester in EUR for academic year 2016/17:

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	<p>Foreign students: First cycle: EUR 2,750/semester Second Cycle: EUR 1,250/ semester Third cycle: EUR 3,000/ semester</p> <p>BiH citizen: First Cycle: EUR 1,925/semester Second Cycle: EUR 1,250/ semester Third cycle: EUR 3,000/ semester</p>
Name of the programme	International Relations
Academic degree awarded	Master
Date of introduction	23 June, 2004/ Pursuant to the Article 14 of the Law on Higher Education (Official Gazettes of the Canton Sarajevo, issues 17/99, 14/00, 15/01, 13/02, 12/03 and 15/03)
Regular study period	2 semester/ 1 year
Number of ECTS credits	60
Full time/Part time	Fulltime
Tuition fees	<p>As per Semester in EUR for academic year 2016/17:</p> <p>Foreign students: First cycle: EUR 2,750/semester Second Cycle: EUR 1,250/ semester Third cycle: EUR 3,000/ semester</p> <p>BiH citizen: First Cycle: EUR 1,925/semester Second Cycle: EUR 1,250/ semester Third cycle: EUR 3,000/ semester</p>

4 Preliminary Remarks by the expert panel

135 out of 221 students (all levels) of the IR programme are of Turkish origin, there are also Turkish teachers and Turkish founders among those who have founded the University. However, during the site visit we did not meet any Turkish students and only one member of teaching staff of Turkish origin. All other Turkish partners we talked to were at the management level. It would certainly be of help if the expert panel had a chance to talk to partners of Turkish origin, especially students. As we were told, it is the Turkish students who have more problems with the language skills than other students. Unfortunately we could not verify this. The English skills of the students we talked to, who were mainly from Bosnia and Herzegovina, were excellent. We understand that the absence of Turkish interview partners was largely due to the timing of the site visit which was scheduled for the period of summer holidays. Talking to Turkish students would have completed the picture.

4.1 Standard 1: Study programme and programme management

1.1 The study programme is aligned with the objectives of the institution and is logically connected with its strategies and goals.

Statement (including findings and analysis)

Bachelor Programme

According to the IUS self-documentation (SD), the IUS Strategy 2016-2020 and the interviews conducted during the site visit, the BA programme International Relations attracts a large number of students in comparison with other IUS programmes and plays an important role in the strategic development of the institution. The IUS aims at being an international institution of education and research that cooperates with universities in the region and in other countries. Teaching international relations in English provides valuable opportunity, especially for Bosnian and Turkish students, to acquire expertise and knowledge in the field that is of high importance in today's changing world. This is especially important in Bosnia and Herzegovina (BiH) which has aspiration to become a stable democracy and a member of EU and NATO. The programme complies with the mission of the IUS as to preparing its graduates to the role of active and responsible citizens. It enables students to understand and analyse the main processes of international relations, its actors, institutions, and decision-making processes. The programme attracts international students providing intercultural competence valuable for IR experts.

Master Programme

The MA programme in International Relations complies with the objectives of the IUS in a similar way as aiming to provide more advanced knowledge of IR and educate experts in the field who are also sensitive to the problems of Bosnia and Herzegovina and the Balkans. According to our interview partners, this is to be further enhanced through the IUS's Balkans Studies Centre which aims at supporting scholarly contributions, research and discussion on the region. The programme structure, however, needs to be further developed to meet ambitious goals of IUS stated in the self-documentation and the Strategic plan 2016-2020.

1.2 The qualification objectives of the study programme (learning outcomes of the study programme) have been clearly defined and meet the technical, scientific and professional requirements and are in accordance with the respective levels of the qualification framework of the European Higher Education Area.

Statement (including findings and analysis)

Bachelor Programme

According to the self-documentation, the learning outcomes of the first cycle IR programme are aligned with the European Qualification Framework (EQF) and BiH Qualification Framework (BHQF) as well as with the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) which is applied by the IUS programmes. They are divided into three groups: knowledge, skills and professional competence. The IUS provided very detailed tables indicating how learning outcomes of various courses are interrelated. The main qualification objectives are well-defined and meet international Agency for Quality Assurance and Accreditation Austria, Renngasse 5, 4.OG, 1010 Vienna, Austria, T+43 1 532 02 20-0, F-99, office@aq.ac.at, www.aq.ac.at, DVR Nr.: 093 31 63

standards, and especially those defined by the EHEA with strong emphasis on the general learning outcomes such as eg. the ability to “demonstrate substantial knowledge and understanding of historical development of international relations”, or “skills and self-confidence to work and manage things independently”. The self-documentation also demonstrates the correspondence between defined learning outcomes and BHQF.

Specific learning outcomes are applied to individual courses in the course syllabi, they are not, however, divided into three groups as to indicate what kind of knowledge, skills and social/personal competence the student is supposed to acquire upon completion of the given course.

Recommendation

Course syllabi should specify the way of demonstrating the achievement of learning outcomes, in what way they will be verified: eg. Learning Outcome 1: final exam, LO2: essay, LO3: final exam, presentation, etc.

Master programme

According to the SE Report, the learning outcomes of the second cycle IR programme are aligned with the European Qualification Framework (EQF) and BiH Qualification Framework (BHQF) as well as with *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR). The list of general learning outcomes is adequate to the level of the programme (second cycle). In accordance with the requirements of the Bologna process, the learning outcomes should adequately reflect not only the level, but also the context, scope and content of the programme.⁴ There is a clear difference in terms of knowledge, skills and social competences between the first and the second cycle IR programmes the latter being related to demonstration of knowledge and understanding which is the forefront of the field of learning. The objectives and learning outcomes at the MA level relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts associated with the field of International Relations. Course specific learning outcomes are listed in the syllabi.

Recommendation

Course syllabi should specify the way of demonstrating the achievement of intended learning outcomes, and in what way they will be verified: eg. Learning Outcome 1: final exam, LO2: essay, LO3: final exam, presentation, MA thesis etc.

⁴ http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf (ECTS Users' Guide), p.21; accessed 28 June 2016.

1.3 The contents, structure and scope of and teaching methods applied to the curriculum and the modules meet the technical, scientific and professional requirements and are suited to achieve the intended learning outcomes.

Statement (including findings and analysis)

BA Programme

The first cycle IR programme consists of eight semesters (four-year programme) and requires the completion of 240 ECTS credits in accordance with BiH legal requirements. As stated in the SE Report, the programme is structured around four different types of courses: university required courses (36 ECTS credits), required faculty courses (60 ECTS credits), required programme courses (120 ECTS credits), free elective courses (18 ECTS credits) and elective Bachelor Thesis (elective, 6 ECTS credits). The scope and contents of the modules within each category vary a lot, however, it is the IUS policy to allocate the same number of ECTS credits to each course (6 ECTS credits). The programme provides a broad range of obligatory modules that include introductory courses to both social sciences and IR, economics including international political economy, IR theories, as well as typical IR courses such as International Organizations, Political Geography and Geopolitics and Security and Strategy. The programme puts some emphasis on the Balkan region, its history, traditions and problems as well as the relationship between religion and politics and foreign policy analysis. The contents and methods of teaching as specified in the syllabi are adequate to assure the achievement of the intended learning outcomes. However, as our interviews and the analysis of documents indicate some of the courses seem not particularly relevant to the IR discipline eg. Marketing or Political Participation. The review panel has also noticed some concern as to the relevance of the university required courses taught in the first semester. It is also unclear what is the aim of the course called Freshman English taking into consideration the fact that all students admitted to the IR programme should have sufficient command of the English language and any course of this kind should have an academic profile.

The elective courses allow students to acquire more specialized knowledge related to a specific region or processes within IR or to focus on different areas within the discipline of social science including sociology, politics, economics and history (these are courses offered by other departments within IUS). Students also have choice when it comes to writing a BA thesis which is not mandatory for the completion of the programme and can be replaced by an additional module (6 ECTS credits).

The programme does not seem to have a particular focus (except the focus on the Balkans region mentioned before), but offers quite substantial amount of courses that allow students to acquire sound knowledge of the IR discipline. The structure of the programme is adequate when it comes to the achievement of study objectives, however, the relevance of some of the required courses (especially university courses that seem to correspond more with a high school level than university education) should be reconsidered.

Teaching methods (as indicated in the syllabi) are typical for the field of IR and include lectures, discussions, power-point presentations, simulations and group projects. Due to low interest of the majority of the students to engage in serious reading of assigned texts for each class the methods of examination are meant to stimulate their class preparation (eg. short tests – ‘quizzes’, mid-term exams). However, as we were told, the interaction between

students and lecturers during big required classes is small, also due to low language skills, especially in the first year. This suggests that perhaps language requirements upon admission should be higher. Written assignments are given mainly in the third and fourth year for the same reason (language skills).

Recommendations

1. Instead of a university-wide Freshman English IR students should be offered a more specialized Academic English course consisting of at least 45 teaching hours and taught in small groups (15-20 students). This course would include instruction on academic writing as well speaking, presentation and research and would be offered in the first or second semester as mandatory.
2. The number of ECTS credits awarded upon completion of a BA thesis should be higher than 6 ECTS credits (at least 10-12 ECTS credits) if it is supposed to be a serious piece of writing demonstrating skills acquired during the whole cycle of studies. The requirements for those who prefer not to write a BA thesis should also be higher – eg. a formal final exam.
3. Close attention should be paid not only to the language skills of the students but also of the lecturers to assure the quality of teaching and the achievement of the programme objectives.

MA programme

The second cycle IR programme is taught for two semesters (one academic year) which follows the 4+1 scheme typical for Bosnia and Herzegovina and Turkey. In order to complete the programme students need to earn 60 ECTS credits. This can be done either in terms of completion of ten courses (6 ECTS credits each) or a combination of 7 courses and a Master thesis (18 ECTS credits). MA thesis is optional, which is not a standard practice at universities in Europe and raises questions about the quality of the “non-thesis” MA degree. Students do not have to complete their MA thesis by the end of the second semester and they can be granted two additional semesters to complete the thesis. This contradicts the IUS statement presented in the SE Report (p. 38) according to which “The second cycle consists of 2 semesters, students should receive 30 ECTS credits in each of them”.

The programme offers two required and a number of elective courses of which four have exactly the same names as courses offered at the BA level (Research Methods, International Relations Theories, Middle East in World Politics and International Organizations). The programme structure, the courses offered and their content do not have any particular focus and as many as five out of twelve elective courses are economics courses. The programme does not offer a Master thesis seminar meant to prepare students to write their theses, but instead close supervision is provided and students can choose their supervisors.

Teaching methods are adequate for the second level programme and include lectures with class discussion, group projects, presentations and written assignments. Students demonstrate better language skills than at the BA level which generally has positive impact on the quality of the programme.

The review panel is of the opinion that MA thesis must be made mandatory for all IUS students wishing to graduate with MA degree in International Relations. Writing and submitting an MA thesis is an essential part of second cycle programmes in social science and

humanities no matter whether they last one year (eg. at UK universities) or two years (most European countries). Students who for some important reasons cannot fulfil this requirement should be offered one more semester to complete the work. We also expect a substantive revision of the MA programme. to ensure that it provides good education at MA level that focuses on some major fields within IR discipline and is not limited to international economics. These two conclusions are formulated as conditions in the appropriate sections of the report.

Recommendations

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1.4 The application of the European Credit Transfer System (ECTS) is appropriate and plausible. It meets the recommendations of the European Commission⁵.

Statement (including findings and analysis)

BA and MA programmes

As stated in the self-documentation and confirmed during interviews, both the first and the second cycle IR programmes closely follow the requirements of the *Framework Law on Higher Education in Bosnia And Herzegovina* and *Law on Higher Education adopted* and comply with the European Credit Transfer System as specified by the European Commission. The implementation of European Credit Transfer System (ECTS) at IUS is regulated by Article 121 of the *IUS Statute*.

Most courses provide the same number of credits (6 ECTS credits) and each credit corresponds with 25 hours of student workload, either in class or outside class. The BA and MA IR programmes, similarly to all other IUS programmes, apply a model of standardized workload for each course which comprises of 150 hours of total student activities per course. While this standard is practicable it limits the programme structure in terms of giving extra weight to the most important courses and less weight to those which are less important or elective.

Recommendations

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1.5 The study programme is structured consistently with regard to formulated qualification objectives.

Statement (including findings and analysis)

BA programme

The structure of the programme allows for the achievement of the qualification objectives. It provides sufficient number of obligatory and elective courses with clearly defined learning outcomes although some flexibility is needed so that each year new courses can be offered depending on new developments in the IR field, students' interest and staff expertise.

Recommendations

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⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf (ECTS Users' Guide)

MA programme

The structure of the programme in its current form allows for the achievement of the qualification objectives at a minimal level.

Recommendation

As stated above, the programme needs revision to provide good quality MA degree in International Relations that focuses on the current developments of the IR field.

1.6 The students' workload required for the study programme is devised in a way so as to allow them to reach the aspired qualification objectives in the study period specified.

Statement (including findings and analysis)

BA and MA programmes

According to the self-documentation the IR programmes fulfil national and EU requirements (ECTS) as regards the student workload required to complete each part of the programme (semesters) and the programme as such. The required amount of work, as specified in the course syllabi, is the same in each semester (30 ECTS credits which equals 750 hours of student work in class and outside class). Student workload in a course is equally distributed throughout 15 weeks of a semester. This measure is consistent and allows students to reach the aspired qualification objectives within the defined period of studies (eight semesters for the BA degree and two semesters for the MA degree).

1.7 The examination methods are suitable to assess whether the defined learning outcomes have been achieved.

Statement (including findings and analysis)

BA and MA programmes

According to the SE Report and information collected during the interviews, each IR course includes various forms of examination and 'student assessment is a continuous process' (SE Rep. p. 44). This means that apart from a final exam other methods are used during the semester to evaluate students' progress, and they include: student presentations, mid-term exams, written assignments, quizzes, projects. Detailed information about forms of examination is provided at the beginning of semester in form of the course syllabi. The overall grade usually consists of several components, and not just the final exam. Examination methods at BA and MA level differ slightly and more independent student work is expected at MA level.

Various examination methods that are used help to verify the achievement of intended learning outcomes, although this correspondence is not clear from the syllabi (see Recommendation to substandard 1.2).

Recommendations

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1.8 Issuance of a diploma supplement is guaranteed.

Statement (including findings and analysis)

BA and MA programmes

Samples of BA and MA diplomas and diploma supplements had been provided by IUS prior to the site visit and were available during the visit. The diploma supplement is guaranteed to each graduate. It complies with technical and other formal requirements as stipulated by the Ministry of Education, Science and Youth of Sarajevo Canton. Diploma supplement is available in Bosnian and English languages. The supplement includes the transcript of grades as well as the title of BA or MA thesis and the grade obtained upon its completion.

Recommendations

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1.9 Admission requirements for the study programme are clearly defined, meet the statutory requirements and contribute to achieving the educational goals of the study programme. Recognition rules for external achievements pursuant to the Lisbon Recognition Convention⁶ and achievements outside of higher education institutions have been defined.

Statement (including findings and analysis)

BA programme

On the basis of the self-documentation, other IUS documents and the interviews the panel has established that admission requirements at twofold: 1. Secondary school diploma obtained in Bosnia and Herzegovina or its equivalent obtained abroad; 2. English language proficiency. An additional requirement applies to those who want to obtain IUS scholarship to cover partially or fully their tuition fees. In that case candidates are required to take the university entrance examination. 31 IR students (BA level) have received scholarship recently. Those who do not possess an official English language certificate (eg. TOEFEL, IELTS) can take IUS English language exam at advanced level. These two major criteria (school diploma and good command of the English language) meet statutory requirements and contribute to achieving the education goals of the IR programme.

According to the self-documentation, the recognition of foreign HE achievements can be obtained on the basis of similarity and correspondence with the IUS qualifications. The requirements are further specified in terms of intended learning outcomes and the procedure is conducted by the IUS Senate or a relevant council nominated by the given unit/faculty. Rules for recognition of foreign HE qualifications are specified in the *Book of Rules on Recognition of Foreign Educational Qualifications* which is part of self-documentation.

Recommendations

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⁶ Applicable to states that have ratified the Lisbon Recognition Convention and where it has come into force. See: <http://conventions.coe.int/Treaty/Commun/ChercheSig.asp?NT=165&CM=1&DF=07/10/2009&CL=ENG>

MA programme

Candidates to the second cycle of the IR programme are supposed to have completed an undergraduate programme (BA) during which they earned 240 ECTS credits. As the panel has established during the site visit, those candidates who have completed a three-year BA programme (180 ECTS credits) can also apply, but they would have to undertake more courses (including several courses from the BA level). This is not clearly stated in the self-documentation.

The second requirement concerns the sufficient command of the English language (advanced level or proficiency) that must be proved by a recognized language certificate eg. IELTS or TOEFL. Alternatively, candidates can pass the IUS English proficiency exam.

Final decision on admission is made on the basis of: 1) Results obtained at the BA level; 2) Candidate's score obtained during interview and test organized as part of the application process; 3) Other criteria determined in the IUS announcement (self-documentation, p. 51-52). We assume that criterion 2 includes the English language proficiency.

The number of recently admitted candidates is 20.

Recommendation

Rules of admission and criteria that candidates need to meet for both BA and MA level should be stated more clearly and unambiguously. It was difficult for the panel to establish what exactly is expected from candidates to the IR programmes, eg. what additional criteria (if any) graduates of a three-year BA programmes should meet to be admitted for the MA programme in IR.

1.10 If e-learning, blended learning and distance learning are part of the programme, suitable didactic, technical, organisational and financial preconditions have been created to ensure the achievement of the study programme's qualification objectives.

Not applicable

1.11 If applicable: The organisation of the study programme and the workload of a part-time study programme can be reconciled with a regular job.

Not applicable

1.12 If applicable: Placements form an educationally relevant part of the curriculum. The job profile, the selection, support and assessment of placements contribute to achieving the study programme's qualification objectives.

Statement (including findings and analysis)

BA level only

Students (only of the first cycle programme) are obliged to undertake one month of internship for which since 2016/2017 they will acquire 6 ECTS credits (IUS internal regulation). The list

of learning outcomes students are supposed to acquire upon completion of the internship was not included in SD.

Students receive some support when applying for internships through the Student affairs office (one employee deals with internships and the office provides a list of possible employers). Students are advised to complete their internship in state institutions such as the parliament, ministries, courts, municipality councils, NGOs or international institutions.

Formal IUS requirements apply to internship completion including an evaluation form obtained from the placement provider and submitted to the University.

One of the major problems is the lack of agreements with institutions that could provide internship opportunities to IR students. IUS strategy includes reaching such agreements in the near future.

Recommendation

Provide a list of learning outcomes associated with 6 ECTS credits that IR students will acquire upon completion of an internship.

1.13 not applicable: Criteria for PhD Programmes 1.14 not applicable: Criteria for Joint Programmes
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4.1.1 Bachelor Programme

(a) Summary Statement

The expert panel's findings and analysis indicate that the programme's overall quality is sufficient and meets AQ Austria standard 1. The content, structure and other important components of the programme follow the requirements of the Bologna process and the programme is regarded as providing good quality education. There is still room for improvement and our recommendations are met to help with implementing changes where needed.

(b) Assessment

The panel has assessed the standard as "met".

4.1.2 Master Programme

(a) Summary Statement

The Master programme has several strong points as been a follow-up of the Bachelor programme providing more advanced knowledge. The panel has established, however, that the structure and content of the programme need changes in order to improve the overall quality of Master degree. It is beneficial to students that they are offered a number of elective courses, but these should be more closely related to the IR discipline (and not to economics). We recommend substantial changes in this respect. The major shortcoming of the programme is its elective MA thesis.

(b) Assessment

The panel has assessed the standard as “partially met” under the following **conditions**:

Condition 1

The MA thesis must be made mandatory for all IUS students wishing to graduate with MA degree in International Relations. Writing and submitting a MA thesis is an essential part of second cycle programmes in social science and humanities no matter whether they last one year (eg. at UK universities) or two years (most European countries). MA thesis is supposed to demonstrate certain skills that are closely related with the programme objectives as stated in the self-documentation. The aim of the thesis is to show that at the end of their degree, students have the capacity to think and work independently, they can carry on their own research and solve problems independently. Replacing MA thesis with three additional courses does not allow for achieving such objectives and thus some of the key learning outcomes of the programme. With appropriate supervision the completion of MA thesis should be done at the end of the second semester (eg. in September) followed by formal defence. Students who for some important reasons cannot fulfil this requirement should be offered one more semester to complete the work.

Condition 2

Revise the structure and contents of the programme to ensure that it provides good education at MA level that focuses on some major fields within IR disciplines and is not limited to international economics. Alternatively, allow for a specific focus in terms of teaching, eg. Conflict resolution and peace building, the Balkan region, international security etc.

4.2 Standard 2: Staff

2.1 A sufficient number of scientific or artistic teaching and research staff is available for the study programme, who are scientifically qualified, have adequate vocational experience and are qualified in terms of their teaching methods.

Bachelor and Master Programmes

Statement (including findings and analysis)

The IUS Bachelor and Master programmes “International Relations” are legally bound by the standards for higher education institutions set by the Canton Sarajevo as well as by the University statute. All vacancies are advertised in accordance with the laws of the Canton Sarajevo, which also requires that two thirds of teaching staff is employed full-time whereas the one third can be employed as visiting or part-time lecturers.

New members of staff are employed upon a legal and public process of selection that includes a review committee, which conducts interviews and evaluates introductory lectures held by shortlisted candidates as well as submits a recommendation for appointment to the faculty council for final decision by the Senate voting.

The majority of academic staff are young professors who come from several countries and teach in English. The academic year 2015/16 saw eight full-time academic staff members (5 Ph.D. holders - table 31 of the self-documentation) for both the bachelor and master

programmes. IUS management, in particular the Vice-rector for Academic and Student Affairs and Dean of faculty, seek to employ a sufficient number of teaching staff to provide all IR courses as well as time for student consultations, research and administrative duties.

Four-year Bachelor and one-year Master programmes are very demanding in terms of teaching and supervision. They require expertise and research experience in all core areas of International Relations. Five fully qualified members of teaching staff who also have important administrative duties at the university level cannot fulfil this requirement. Therefore the review panel is convinced that the University should seek to employ more qualified academic staff competent in both teaching and research in focus areas of the IR programme as soon as possible.

Recommendations

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2.2 The composition of the faculty meets the requirements of a profound scientific and artistic education and ensures adequate student support.

Bachelor and Master Programmes

Statement (including findings and analysis)

The core staff of the IR programme includes one full professor, one associate professor, three assistant professors and three senior teaching assistants. As per federal and cantonal laws, only Ph.D. holders can be course holders. Therefore, university and faculty lectures for the IR BA and MA programme include the IR core staff but also staff from other IUS departments, such as Social and Political Sciences (SPS), Law, Economics and Management. They provide students with knowledge and expertise in various core disciplines, language instruction as well as communication and reporting skills. All lecturers are experts in IR competent in research and teaching.

Recommendations

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2.3 Teaching and research staff have access to human resource development and further education measures.

Bachelor and Master Programmes

Statement (including findings and analysis)

IUS regulates human resource development and the promotion of its academic staff through a specific program. Teaching staff are provided with financial resources which they can apply for when they plan to attend conferences or publish articles and books. IUS also supports publications with honorariums.

The university also offers internal training in order to enhance the quality on research proposal preparation, management and research methods.

Recommendation

The IUS should cater to introducing more favourable teaching arrangements (limited number of teaching hours) for those lecturers who are in the stage of completing their PhD theses, finalising research publications or wishing to focus on research.

4.2.1 Bachelor and Master Programmes

(a) Summary Statement

- The composition of the teaching staff for the BA programme is not adequate although meets BIH requirements.
- A sufficient number of IR lecturers is needed to ensure the quality of the programme as well as research development with some support from the IUS.
- The lecturers, especially at MA level, receive some support from the IUS but not the necessary time flexibility for their research.

(b) Assessment

The panel has assessed the standard as “partially met” under the following **condition**:

Condition:

The University needs to employ more PhD holders competent in both teaching and research in the discipline of International Relations and increase the number of full time teaching staff by at least two PhD holders to share and consequently reduce the teaching obligations amongst a larger team of course holders.

4.3 Standard 3: Quality assurance

3.1 The study programme is supported by the institution’s quality management system.
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Statement (including findings and analysis)

IUS quality assurance (QA) system complies with – as the Self-evaluation Report (p.70) outlines – BiH and ENQA standard and guidelines. It follows laws and acts of Canton Sarajevo and the BiH *Agency for Development of Higher Education and Quality Assurance* (p.70). Objectives for IUS QA system are stated in the *IUS Strategic Plan 2016-2020*. These objectives include evaluating learning outcomes and advising staff, as well as revising assessment procedures and proposing measures to enhance quality of teaching (p.26f). Furthermore the Strategic Plan puts forward organising workshops and seminars to bolster innovation and quality of teaching (p.28).

Within IUS, the QA system works at two levels. The QA office as main QA executive body is concerned with QA at a university level, whereas every faculty has its own QA team, responsible to the faculty’s dean. The QA office is an autonomous body whose manager is responsible to the rector (self-documentation, p.69).

The panel was informed during the site visit that the QA office has two main duties concerning the support of study programmes, namely consultation and supervision. In terms of supervision, the QA office conducts student surveys at the end of every term to test if and how learning outcomes have been achieved. In addition, the QA office conducts the evaluation of academic staff (teaching and research activities) through self-evaluation, evaluation by students and the dean. Furthermore QA office monitors and authorises revisions of curricula as the panel was told during the interviews. The above mentioned consulting duties consist of providing training for the staff on creating syllabi and how to set learning outcomes.

Recommendations

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3.2 The study programme is part of a regular quality assurance and enhancement process which takes into account the curriculum, the study conditions and the programme organisation, and which involves all relevant groups as well as external experts.

Statement (including findings and analysis)

The panel was told during the site visit that various kinds of surveys are conducted by the QA office and other QA agents (e.g. faculty QA teams), targeting not only internal stakeholders but also external experts, such as local business and industry representatives or other Higher Education Institutions (as outlined in the Book of Rules, *Internal Quality Assurance Procedures*). Internal surveys particularly concern students and academic staff, but are also conducted among alumni and university management. We understood student surveys are regarded by IUS as a barometer for assessing curriculum, study conditions and programme organisation, as they apparently provide a wide range of information on students' opinions on courses, curricula, quality of teaching and availability of resources.

Additional data allowing insight in how students fare with the programme is derived from the student information system (UNIPA). According to the self-documentation (p. 72f), UNIPA not only serves as a tool for students but also allows the university to monitor the quality of study programmes, as UNIPA provides data on student progression and success rates, average duration of study, drop offs and exam pass rates.

Moreover course analysis is performed regularly – once a year at the end of each academic year, as the self-documentation (p.72) shows. Course analysis takes into account students' evaluation of the course, grade point average, number of drop-outs and registered students. Finally, the IUS curriculum committee is responsible for the analysis of course syllabi and the evaluation of new and the revision of existing curricula. The committee consists of members from the academic staff (Book of Rules, *Rules of Procedure of committee for monitoring study programmes*).

As the panel established during interviews IUS tries to involve a variety of internal and external stakeholders in the QA process. External experts, such as the Turkish chamber of commerce, are involved mostly through informal forums and personal contact (self-documentation, p.70). Internal stakeholders such as students, academic and non-academic staff, management etc. are involved mainly through the above mentioned surveys and committees, such as the curriculum committee, faculty council or the senate. The composition of faculty QA teams in terms of staff exemplifies the broad involvement of internal stakeholders, as they are composed by the concerning faculty's vice-dean, a professor, an

assistant, a student and a member of administrative staff, as required by the Book of rules (*Regulation on quality assurance at IUS*).

Recommendations

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3.3 The participation of students in reflections on the study programme, the study conditions and the programme organisation has been institutionalised.

Statement (including findings and analysis)

Institutionalised student participation in Quality Assurance works twofold. On one hand, student participation is institutionalised through student surveys the QA office conducts, as stated in the self- evaluation report (p.74), shortly before the final exams of each term. The obtained data then contributes to the reports provided by the QA office. Furthermore the obtained data serves as evidence and input for self-evaluation, assessment of the academic staff and development of study programmes (p.74).

The results of the student surveys are not publicly available, students receive information on the results only through their representatives in IUS governance bodies such as the Senate, QA teams and faculty councils. The participation in students surveys is not compulsory, however as the panel has learned during the site visit, participation numbers are rising as students feel taken seriously in the process of evaluating teaching and academic staff.

Secondly, student participation is institutionalised through an official and elected student association. The student association is present both at faculty as well as university level. The Book of Rules (*Regulation on student organisation and student roles at IUS*) stipulates students' assemblies may elect their representatives for governing and QA bodies at IUS, where they can express their views and opinions on quality of teaching and academic staff. The Book of Rules further requires the university to financially support student organisations. The QA and legal offices of IUS provide them with counselling.

As we were informed during the site visit, the QA office also seeks informal consultation with students, usually in accordance with the programme coordinator, in order to consult them on curriculum, structure and content of courses.

Recommendations

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4.3.1 Bachelor Programme

(a) Summary Statement

The duties, rights and responsibilities of QA and QA agents have been clearly defined by IUS. The expert panel is convinced that the university's quality assurance system functions adequately, providing all the necessary support for enhancing and assuring the study programme's quality. The QA system presents the necessary requirements and involves internal as well as external stakeholders in the QA process. Students' say in QA is credibly assured and institutionalised.

(a) Assessment

The expert panel has assessed the standard as “met”.

4.3.2 Master Programme

(a) Summary statement

The duties, rights and responsibilities of QA and QA agents have been clearly defined by IUS. The expert panel is convinced that the university's quality assurance system functions adequately, providing all the necessary support for enhancing and assuring the study programme's quality. The QA system presents the necessary requirements and involves internal as well as external stakeholders in the QA process. Students' say in QA is credibly assured and institutionalised.

(a) Assessment

The expert panel has assessed the standard as “met”.

4.4 Standard 4: Funding and infrastructure

4.1 Transparent documentation of the funding of the study programme is available.

Statement (including findings and analysis)

Bachelor and Master programmes

The self-documentation provided information on IUS finance including the programme yearly budget (income and expenses) as well as plans for various investments in the near future. It was confirmed by the IUS during the site visit that there is no separate budget for individual study programmes. But a table with estimated cost and sources of funds for the IR programmes was provided for the periods 2015-2016 till the fiscal year 2019-2020.

All funds come from the following sources: the founder, tuition fees and various types of university activities (self-documentation, p. 76). Funds to support individual programmes including IR are distributed according to the specific needs and expenses such as teaching and teaching infrastructure.

Recommendations

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4.2 Adequate rooms and technical facilities required for the study programme are available.

Statement (including findings and analysis)

Bachelor and Master Programmes

The IUS campus provides adequate infrastructure for teaching and learning purposes. Buildings are new, spacious and provide 90 classrooms as well as offices for members of teaching and administrative staff. Classrooms are equipped with projectors. Students of the IR programme also benefit from the availability of computer labs, sports facilities, print and copy centre, cafeterias, meeting rooms and the university library. The main problem is the number of recently published IR books available in the library.

The current number of IR textbooks is not sufficient and needs to be expanded (for both MA and BA programmes) as soon as possible to secure adequate access to scholarly literature on the subject. As we were told the acquisition of textbooks for IR students is a continuous process; the collection is growing every year. Students have also access to EBSCOHOST, Jstor, World Bank – GDF Online, World Bank – WDI Online, Academia Social Sciences Index, DART Europe E-Thesis, National Databases.

Recommendation

Students' and lectures' access to IR books published in English must be extended through the acquisition of a significant number of the most recent publications in most areas taught as part of the IR curriculum. This will vastly facilitate good quality of teaching and learning as well as research. We strongly recommend purchasing of at least a hundred volumes.

4.4.1 Bachelor and Master Programmes

(a) Summary Statement

The IUS infrastructure and facilities available to IR students are sufficient and of good quality. Students can also apply for rooms in dormitories. The IUS library, as we were told, is one of the best in Bosnia and Herzegovina in terms of the number of books published in English that are available in the library. This however, does not fully correspond with the needs of IR students and lecturers. Therefore we strongly recommend that a significant number of IR books is purchased for the library.

(b) Assessment

The expert panel has assessed the standard as "met".

4.5 Standard 5: Research and development and appreciation of the arts

5.1 The objectives and perspectives for research and development defined for the study programme are consistent with the strategic orientation of the institution.

Statement (including findings and analysis)

IUS has been established primarily as a teaching institution. In the strategic framework of the University for 2010-2015 research figured more prominently including active (financial) measures from the University to support research. The new IUS strategy for the period 2016-2020 identifies limitations for research and foresees further strengthening of research capacities by improving publication record, improving infrastructure for research, reducing teaching workload, introducing new budget lines for research and increasing the number of PhDs. There is awareness among IUS management of the University shortcomings when it comes to research, especially in certain fields.

Recommendation

Ensure the implementation of the new University plan 2016-2020 in the field of research and develop a) an active strategy for the implementation, and b) a monitoring and evaluation mechanism to accompany the implementation of the plan.

Develop an internal research strategy for the Programme of International Relations and identify main areas of research.

5.2 The scientific and/or artistic staff is involved in the institution's research activities and/or activities regarding the development and appreciation of the arts. The interaction between research and teaching is ensured.

Statement (including findings and analysis)

Members of teaching staff are involved in individual research projects and do not have much access to external funding.

Publication record for recent years is modest. The IUS publishes its own academic journal, organizes academic conferences and summer schools.

There is a huge teaching workload, which limits time and resources for research and thus hinders the more intensive interaction between research and teaching. Close correlations between research and teaching is not always visible when comparing lecturer's CVs with the syllabi of courses they teach.

Recommendation

Increase the visibility of correlation between research and teaching.

5.3 To the extent required by the type of study programme, students will be integrated into research projects and/or projects regarding the development and appreciation of the arts.

Statement (including findings and analysis)

The involvement of students in research projects is limited by the teaching character of the University and by the number of projects of the academic staff. However, the IUS recognizes this problem. Academic members invite students to help with translation/editing/collection and reviewing of sources for publications, as well as with Summer Schools (organization mainly) and projects.

Recommendations

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5.4 The (*planned*) organisational and structural framework conditions are sufficient and suitable to implement the scheduled research activities and/or activities regarding the development and appreciation of the arts.

Statement (including findings and analysis)

The University has its own research budget for which also staff members of programme for International Relations can apply. Unfortunately, it became not evident how much of the budget is allocated to the Programme.

Incentives for the research are provided by the IUS in terms of honoraria for publications, travelling/conference fees and smaller IUS internal research funds.

There is no „research package“ (in terms of supporting research staff as well as financial start-up support for research) for new professors.

The teaching obligations are perceived as quite intensive and absorbing.

Recommendation

Make a specific and transparent allocation of budget for the research dedicated to the Programme of International Relations.

With the increase in number of PhD holders in the Programme a new teaching schedule should be elaborated and introduced allowing staff members to allocate more time for research.

4.5.1 Bachelor Programme

(a) Summary Statement

Strategic orientation of the IUS for 2016-2020 includes strengthening research potential of the institution. Specific plans have been developed. Still, there are a number of obstacles that need to be overcome to develop further from a teaching towards (also) a research university.

It is teaching rather than research that is priority at the moment. And it is more individual effort of staff member to undertake research than a systematically implement University strategy. There is potential to change this with an increased number of teaching/research staff.

(b) Assessment

The expert panel has assessed the standard as "met", but the condition formulated for standard 2 (see the point 4.2.1) also applies here.

We strongly recommend increasing the number of fully employed PhDs in order to enhance the research capacities of the IR programme

4.5.2 Master Programme

(a) Summary Statement

Strategic orientation of the IUS for 2016-2020 includes strengthening research potential of the institution. Specific plans have been developed. Still, there are a number of obstacles that need to be overcome to develop further from a teaching towards (also) a research university. It is teaching rather than research that is priority at the moment.

(b) Assessment

The expert panel has assessed the standard as "met" although the condition formulated for standard 2 (point 4.2.1) also applies here. We strongly recommend increasing the number of fully employed PhDs and thus enhancing the research capacities of the IR programmes.

4.6 Standard 6: National and international co-operations

6.1 In line with the study programme's profile, national and/or international co-operation projects with higher education institutions or institutions outside the higher education sector have been established.

Bachelor and Master programmes

Statement (including findings and analysis)

The IUS has established various co-operations with national and international Universities and institutions. By participating in Erasmus+ Program (Bosnia and Herzegovina is a Partner Country within Erasmus+) and Mevlana preconditions for mobility are met.

Special attention by the Programme of International Relations is given to participation and memberships in European and international associations for political sciences and international relations. IUS became member of the ECPR (European Consortium for Political Research) in 2016.

Programme for International Relations belongs to the most successful programmes within the IUS in terms of established co-operations. Due to the fact that Bosnia and Herzegovina is not eligible for CEEPUS staff members and students cannot apply for exchange in this program. IUS is also regularly hosting visits and lectures by members of the Diplomatic Corps and International Community in Bosnia and Herzegovina.

IUS also disposes of the broad network of national partners and partnerships with institutions and members of international community in Bosnia and Herzegovina. Regular activities are conducted with partner universities in the country (e.g. common conferences).

There is a wide number of signed memoranda of understanding with Turkish Universities. However, it is not evident how the IUS is making use of these memoranda.

Recommendations

1. Teaching staff in the Programme is aiming at memberships in important international networks in the field of political science and international relations. After joining ECPR (European Consortium for Political Research) in 2016 it is recommended to intensify these efforts and to join in the next step IPSA (International Political Science Association).
2. Make better use of existing memoranda of understanding and make them functional.

6.2 The co-operation projects encourage and support the advancement of the study programme and the mobility of students and staff.

Statement (including findings and analysis)

Staff members are involved in international mobility on an individual level. The mobility of staff members in terms of participating in international conferences is supported by the IUS. International relations staff participates in various programmes and trainings abroad as well as seminars and conferences to gain further academic experience.

Incoming and outgoing mobility both for students and staff members was so far very limited. From the study year 2016-17 on a significant improvement (foremost within Erasmus+ and Mevlana program) is observed.

A number of BA graduates continues education at IUS at the MA level. Some excellent BA students continue their education abroad and are supported by academic staff in these efforts.

Recommendations

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4.6.3 Bachelor and Master Programmes

(a) Summary Statement

International cooperation is one of the key strategic directions for IUS in 2016-2010. IUS has a broad network for national and international cooperation although primarily on the rather formal level of Memoranda of Understanding. Staff and student mobility is limited but it is beginning to improve.

(b) Assessment

The expert panel has assessed the standard as "met".

5 Summary and Final Assessment

Overall statements

As stated above, the expert panel is of the opinion that Bachelor and Master programmes in International Relations meet most of the AQ Austria standards. A number of recommendations that we have formulated indicates several areas where improvements can still be made.

Both programmes have been designed for international students and aspire to meet standards set by the Bologna process. The major weakness of the programmes which is reflected in each programme structure, syllabi and research potential is a limited number of IR teaching staff (holders of PhD degrees and experts in the field with good publication record). Another weakness that we have found concerns the Master programme, its structure and graduation requirements which allow students to opt for non-thesis degree. The IUS and the Faculty of Business and Administration management need to pay more attention to the development of research allowing for research grants, sabbaticals and better access to publications in the field of IR. This will contribute to better quality of teaching as well and thus the overall quality of the BA and MA degrees in International Relations.

Final Assessment

The expert panel recommends the accreditation of the Bachelor programme International Relations with condition.

The expert panel recommends the accreditation of the Master programme International Relations with conditions.

Bachelor programme

Standard	Assessment	Conditions
Standard 1 - Study programme and programme management	"met"	
Standard 2 – Staff	"partially met under the following conditions"	Increase the number of fully employed holders of PhD degree by two to three staff members and thus enhance the teaching and research capacities of the IR programme.
Standard 3 - Quality assurance	"met"	
Standard 4 - Funding and infrastructure	"met"	
Standard 5 - Research and development and appreciation of the arts	"met"	
Standard 6 - National and international co-operations	"met"	

Master programme

Standard	Assessment	Conditions
Standard 1 - Study programme and programme management	"partially met under the following conditions"	<ol style="list-style-type: none">1. The MA thesis must be made mandatory for all IUS students wishing to graduate with MA degree in International Relations.2. Revise the structure and contents of the programme to ensure that it provides good education at MA level that focuses on some major fields within IR

		discipline and is not limited to international economics. Alternatively, allow for a specific focus in terms of teaching, eg. conflict resolution and peace building, the Balkan region, international security etc.
Standard 2 – Staff	“partially met under the following conditions”	Increase the number of fully employed PhDs by at least two new staff members and thus enhance the teaching and research capacities.
Standard 3 - Quality assurance	“met”	
Standard 4 - Funding and infrastructure	“met”	
Standard 5 - Research and development and appreciation of the arts	“met”	
Standard 6 - National and international co-operations	“met”	

Recommendations of the Review Panel

Bachelor programme

Standard	Recommendations
Standard 1 - Study programme and programme management	<ul style="list-style-type: none"> • Course syllabi should specify the way of demonstrating the achievement of learning outcomes, in what way they will be verified: eg. Learning Outcome 1: final exam, LO2: essay, LO3: final exam, presentation, etc. • Instead of a university-wide Freshman English IR students should be offered a more specialized Academic English course consisting of at least 45 teaching hours and taught in small groups (15-20 students). This course would include instruction on academic writing as well speaking, presentation and research and would be offered in the first or second semester as mandatory. • The number of ECTS credits awarded upon completion of a BA thesis should be higher than 6 ECTS credits (at least 10-12 ECTS credits) if it is supposed to be a serious piece of writing demonstrating skills acquired during the whole cycle of studies. The

	<p>requirements for those who prefer not to write a BA thesis should also be higher – eg. a formal final exam.</p> <ul style="list-style-type: none"> • Close attention should be paid not only to the language skills of the students but also of the lecturers to assure the quality of teaching and the achievement of the programme objectives. • Provide a list of learning outcomes associated with 6 ECTS credits that IR students will acquire upon completion of an internship.
Standard 2 - Staff	<ul style="list-style-type: none"> • The IUS should cater to introducing more favourable teaching arrangements (limited number of teaching hours) for those lecturers who are in the stage of completing their PhD theses, finalising research publications or wishing to focus on research.
Standard 3 - Quality assurance	<ul style="list-style-type: none"> •
Standard 4 - Funding and infrastructure	<ul style="list-style-type: none"> • Students' and lectures' access to IR books published in English must be extended through the acquisition of a significant number of the most recent publications in most areas taught as part of the IR curriculum. This will vastly facilitate good quality of teaching and learning as well as research. We strongly recommend purchasing of at least a hundred volumes. •
Standard 5 - Research and development and appreciation of the arts	<ul style="list-style-type: none"> • Ensure the implementation of the new University plan 2016-2020 (strategy) in the field of research and develop a) an active strategy for the implementation, and b) a monitoring and evaluation mechanism to accompany the implementation of the plan. • Develop an internal research strategy for the Programme of International Relations and identify main areas of research. • Increase the visibility of correlation between research and teaching. • Make a specific and transparent allocation of budget for the research dedicated to the Programme of International Relations. • With the increase in number of PhD holders in the Programme a new teaching schedule should be elaborated and introduced allowing staff members to allocate more time for research.
Standard 6 - National and international co-operations	<ul style="list-style-type: none"> • Teaching staff in the Programme is aiming at memberships in important international networks in the field of political science and international relations. After joining ECPR (European Consortium for Political Research) in 2016 it is recommended to intensify these efforts and to join in the next step IPSA (International Political Science Association). • Make better use of existing memoranda of understanding and make them functional.

Master programme

Standard	Recommendations
Standard 1 - Study programme and programme management	<ul style="list-style-type: none"> • Course syllabi should specify the way of demonstrating the achievement of intended learning outcomes, and in what way they will be verified: eg. Learning Outcome 1: final exam, LO2: essay, LO3: final exam, presentation, MA thesis etc. • As stated above, the programme needs revision to provide good quality MA degree in International Relations that focuses on the current developments of the IR field. • Rules of admission and criteria that candidates need to meet for both BA and MA level should be stated more clearly and unambiguously. It was difficult for the panel to establish what exactly is expected from candidates to the IR programmes, eg. what additional criteria (if any) graduates of a three-year BA programmes should meet to be admitted for the MA programme in IR.
Standard 2 - Staff	<ul style="list-style-type: none"> • The IUS should cater to introducing more favourable teaching arrangements (limited number of teaching hours) for those lecturers who are in the stage of completing their PhD theses, finalising research publications or wishing to focus on research.
Standard 3 - Quality assurance	<ul style="list-style-type: none"> •
Standard 4 - Funding and infrastructure	<ul style="list-style-type: none"> • Students' and lectures' access to IR books published in English must be extended through the acquisition of a significant number of the most recent publications in most areas taught as part of the IR curriculum. This will vastly facilitate good quality of teaching and learning as well as research. We strongly recommend purchasing of at least a hundred volumes.
Standard 5 - Research and development and appreciation of the arts	<ul style="list-style-type: none"> • Ensure the implementation of the new University plan 2016-2020 in the field of research and develop a) an active strategy for the implementation, and b) a monitoring and evaluation mechanism to accompany the implementation of the plan. • Develop an internal research strategy for the Programme of International Relations and identify main areas of research. • Increase the visibility of correlation between research and teaching. • Make a specific and transparent allocation of budget for the research dedicated to the Programme of International Relations. • With the increase in number of PhD holders in the Programme a new teaching schedule should be elaborated and introduced allowing staff members to allocate more time for research.
Standard 6 - National and	

international co-operations	
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6 Annex: Documents to support the review report

- Self-Documentation (as of 14 June 2016) including Annex A – Annex G
- Amendments sent by 22 June 2016:
- 1st Study Cycle Curricula AY 2016-2017
- The Amendments to the English Language School Book of Rules
- Decision on Changes to IUS Curricula
- Decision on Adoption of Changes to Internship Rulebook.

On-site:

- Academic evaluation score sheet
- Academic staff performance Assessment
- QA office: students survey report
- IR Alumni survey (Faculty “Business and Administration”)
- List of fees

7 Annex: Glossary

BiH	Bosnia and Herzegovina
BiH BD	Brčko District of BiH
BHQF	BiH Qualification Framework ()
BA	Bachelor
CEFR	Common European Framework of Reference for Languages: Learning, teaching, assessment
FASS	Faculty of Arts and Social Sciences
FBIH	Federation of BiH
FLHE	Framework Law on Higher Education
ECTS	European Credit Transfer System
ECPR	European Consortium of Political Research
EHEA	European Higher Education Area
ESG	Standards and Guidelines for Quality Assurance in Higher Education
EUA	European University Association
EQF	European Qualification Framework
HE	higher education
HEI	higher education institution
IAU	International Association of Universities
IUS	International University of Sarajevo
IR	International Relation
Jstor	Journal Storage
MA	Master
MoCA	Ministry of Civil Affairs
QA	quality assurance
RS	Republika Srpska
SC	Sarajevo Canton
SD	Self-documentation
SEDEF	Sarajevo Education Development Foundation
UNIPA	student information system

Agenda

Thursday, 7 July 2016

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Dr. Mustafe Pintola 23
Ilidža, Sarajevo 71000, BH

The preparatory meeting will be at Hotel Hollywood, Conference Room 14 D Ground Floor

Top	Time	Topic(s) inter alia	Participants / Interview partner(s)
1	16:30-19:30	Preparatory meeting	Expert panel and AQ Austria coordinator
2	20:00	Dinner (Hotel)	Expert panel and AQ Austria coordinator

Friday, 8 July 2016

International University of Sarajevo (IUS)
15 Hrasnička Cesta,
Sarajevo 71000, BH

Meeting 1 and 2 will be held in the Senate Room, A Building, Ground floor, G-30
Meeting 3 until 11 will be held in the conference room A Building, Ground floor G-29.
Meeting 12 and 13 will be held in the Senate Room, A Building, Ground floor, G-30

Top	Time	Topic(s) inter alia	Participants / Interview partner(s)
1	09:00-09:15	Short welcome and presentation of IUS	Prof. Dr. Yücel Oğurlu, Rector Assoc. Prof. Dr. Ali Gürsel, Vice-Rector for Int. Cooperation & Research Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic and Student Affairs Assist. Prof. Dr. Muhamed Ali, Vice-Rector for General Affairs
2	09:15-10:00	Standards to be discussed: Organisation, strategy, funding of IUS (alignment of study programmes to strategical framework of IUS)	Prof. Dr. Hasan Korkut, FBA Dean Assist. Prof. Dr. Peter Plenta, Programme Coordinator Assoc. Prof. Dr. Muhidin Mulalic, FASS Dean Assist. Prof. Dr. Anela Hasanagic, Program Coordinator Edina Hadziahmetovic, QA Office Manager Ibrahim Inal, Finance Manager
3	10:00-10:30	Change of room / Internal discussion	Expert panel and AQ Austria coordinator

4	10:30-12:45	Standards to be discussed: Study programme and programme management (inter alia: staff, national and international co-operation)	Prof. Dr. Hasan Korkut, FBA Dean Assist. Prof. Dr. Peter Plenta, Programme Coordinator Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic and Student Affairs Assist. Prof. Dr. Aliye Fatma Mataraci Sen. Assist. Endris Faris Mekonen
5	12:45-13:45	Lunch break, IUS Canteen	Expert panel and AQ Austria coordinator
6	13:45-14:30	Standards to be discussed: Research and development (inter alia: national and international cooperation)	Prof. Dr. Hasan Korkut, FBA Dean Assist. Prof. Dr. Peter Plenta, Programme Coordinator Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic and Student Affairs Sen. Assist. Nerkez Opacin
6a	14:30-14:45		Assist. Prof. Dr. Joseph J. Kaminski (via skype from Prishtina)
7	14:45-15:30	Standards to be discussed: Study programme and programme management (inter alia: national and international co-operation/mobility)	BA cycle students: Emina Basic, 3rd year student Dzeneta Begic, 3rd year student Iman Hasanbegovic, 2nd year student Alaedin F. Mohsen, 2nd year student MA cycle students: Nermin Cakic Mirel Hajder Hamza Preljevic Ajla Smaka
8	15:30-16:00	Visitation of IUS library and other premises relevant for the study programmes	Merima Arslankadic, Library Manager Peter Plenta, Program Coordinator Mirsad Karic, Vice-Rector for Academic and Student Affairs
9	16:00-16:30	Coffee break / Internal discussion	Expert panel and AQ Austria coordinator
10	16:30-17:15	Standards to be discussed: Quality assurance	Edina Hadziahmetovic, QA Office Manager Faculty QA Team Members: Jahja Imamovic, Legal Advisor Peter Plenta, Program Coordinator
11	17:15-17:50	Standards to be discussed: Relevance of the study programme for the job market (inter alia: national and international co-operation/mobility)	Melina Ahmetovic Melika Hadziahmetovic Merima Dlakic Hasan Nuhanovic Lemana Omerbegovic Melvin Ahmetovic Employers Representatives: Mr. Artem Avanesyan Dr. Zilka Spahic-Siljak Mr. Sci. Muhamed Dzihic

11a	17:50-18:00		Busra Dilioglu (via skype from Ankara)
12	18:00-19:00	Internal discussion/Change Room	Expert panel and AQ Austria coordinator
13	19:00-19:15	Final meeting with IUS management	Prof. Dr. Yücel Oğurlu, Rector Assoc. Prof. Dr. Ali Gürsel, Vice-Rector for Int. Cooperation & Research Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic & Student Affairs Assist. Prof. Dr. Muhamed Ali, Vice-Rector for General Affairs Prof. Dr. Hasan Korkut, FBA Dean Assist. Prof. Dr. Peter Plenta, Programme Coordinator Edina Hadziahmetovic, QA Office Manager
14	20:00	Dinner	Panel and AQ Austria coordinator

Top	Time	Topic(s) inter alia	Participants
1	09:00-09:30	Drafting of the review report	Expert panel and AQ Austria coordinator

Interview partners:

Name	Position
IUS Staff	
Prof. Dr. Yücel Oğurlu	Rector
Prof. Dr. Ali Gürsel	Vice-Rector for Int. Cooperation & Research
Assist. Prof. Dr. Mirsad Karic	Vice-Rector for Academic and Student Affairs
Assist. Prof. Dr. Muhamed Ali	Vice-Rector for General Affairs
Prof. Dr. Hasan Korkut	Dean of Faculty for Business and Administration (FBA)
Assist. Prof. Dr. Peter Plenta	Programme Coordinator
Sen. Assist. Endris Faris Mekonen	Academic staff member
Assist. Prof. Dr. Joseph J. Kaminski	Academic staff member
Sen. Assist. Nerkez Opacin	Academic staff member
Assist. Prof. Dr. Aliye Fatma Mataraci	Academic staff member
Merima Arslankadic	Library Manager
Jahija Imamovic	Legal Advisor

Edina Hadziahmetovic	QA Office Manager
Ibrahim Inal	Finance Manager
Bachelor cycle students	
Alaaeddin F. Mohsen,	2nd year, 3rd sem.
Dzeneta Begic	3rd yea, 5th sem.
Emina Basic	3rd year, 6th sem.
Iman Hasanbegovic	2nd year, 3rd sem.
MA cycle students:	
Ajla Smaka	1st year, 1st sem.
Hamza Preljevic	1st year, 2nd sem.
Mirel Hajder	1st year, 2nd sem.
Nermin Cakic	1st year, 1st sem.
Alumnae:	
Hasan Nuhanovic	Senior Advisor for Strategic Planning / Memorial Centre Potocari
Lemana Omerbegovic	Business Development Expert/ Laoret d.o.o
Melina Ahmetovic	Deputy Manager of Student Affairs Office/IUS
Melika Hadziahmetovic	Project Coordinator / TPO Foundation Sarajevo
Melvin Ahmetovic	PR and Marketing Manager / BIRR Group
Merima Dlakic	Graduate Secretary/IUS
Employer	
Mr. Artem Avanesyan	BIRR GROUP http://www.birrgroup.ba/