



**EUROPEAN**  
Higher Education Area

**National Report regarding the Bologna  
Process implementation  
2009-2012**

**Turkey**

## Part 1.0 BFUG Data Collection: administrative information

**For which country do you fill in the questionnaire?**

TURKEY

**Name(s) of the responsible BFUG member(s)**

Prof.

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**Contributors to the report**

Government representatives = The Council of Higher Education, Ministry of National Education, The Higher Education Credit and Dormitory Authority, Turkish National Agency (Center for European Union Education and Youth Programmes)

**Contributors to the report**

Employer representatives =

**Contributors to the report**

Student representatives = National Student Union

**Contributors to the report**

Academic and other staff representatives =

**Contributors to the report**

Other (please specify) =

## Part 1.1 BFUG Data Collection on Context and Structures

**1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?**

Yes

**2. How do these projections affect higher education policy planning?**

The Council of Higher Education takes into account those demographic distributions during establishing higher education institutions and deciding the student quota for the departments.

**3. Which of the following statements correspond to your higher education system?**

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

**4. What is the number of institutions in the categories identified?**

177 in total 108 public (including 6 military academies) 69 non profit foundation higher education institutions (including 7 vocational HEIs)

### 5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

**5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:**

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

**5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:**

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

**5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?**

**These may include integrated/long programmes leading either to a first or a second cycle degree.**

Yes

**5.4. In which study fields do these study programmes exist?**

Dentistry Medicine Veterinary Pharmacy

**5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?**

5-6 years

**5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?**

%5.5 (59.188/ 3.322.559 students in total)

**5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:**

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

**5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.**

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

**5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No

**5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?**

**5.11. What percentage of all second cycle students is enrolled in these programmes?**

0

**5.12. In which study fields to these programmes exist?**

**5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.**

## **6. PROGRESSION BETWEEN CYCLES**

**6.1. What percentage of first cycle programmes give access to at least one second cycle programme?**

100%

**6.1.1. Please provide a source for this information.**

The Council of Higher Education

**6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?**

>10-25%

No certain information.

**6.2.1. Please provide the source for this information.**

Student Selection and Placement Center Statistics Book

**6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

All students (Scale 1)  Yes  No  Some  No answer

All students (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 2)  Yes  No  Some  No answer

**6.3.1. When you selected 'some' in any of the answers above, please explain.**

**6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100 %

**6.4.1. Please provide a source for this information.**

The Council of Higher Education

**6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?**

30% (10.143/ 33.697 students in total)

**6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**6.6.1. Under which criteria is this possible?**

Besides obligatory language and graduate education exams, the criteria for admission to those kind of integrated doctorate programmes are decided by the senate of the relevant university.

**6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?**

>0-2.5%

**6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.**

## 7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

**7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?**

Please choose..

**7.1.1. Please explain the differences.**

**7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?**

No

**7.2.1. Please specify how it is regulated.**

**7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates of these programmes

**7.3.1. Please specify for which graduates.**

Dentistry Medicine Veterinary Pharmacy

## 8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

**8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).**

There are structured doctoral programmes in our higher education system.

**8.2. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**8.2.1. What are the main features of these schools and how many doctoral schools are there?**

Doctoral/Graduate schools are named "Graduate School/Institute." Graduate School is an institution in universities concerned with graduate education, scholarly research and applications. Called institutes, they award MA, MS and PhD degrees. There are 145 Graduate School of Natural and Applied Sciences, 146 Graduate School of Social Sciences and 70 Graduate School of Health Sciences.

**8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?**

Yes

**8.3.1. Please specify the number of years.**

4 years

**8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?**

5

**8.4. Are doctoral studies included in your country's qualifications framework?**

Yes

### 8.5. Are ECTS credits used in doctoral programmes?

No

### 8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

## 9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

### 9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

### 9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

### 9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

### 9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

## 10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

### 10.1. Does national higher education legislation mention joint degrees?

Yes

#### 10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

The legislation is named as "The Regulations on Establishing Joint Education and Training Programmes with the Higher Education Institutions in the Context of the Higher Education Institutions Abroad"

#### 10.2. Does higher education legislation allow:

- |                               |                                      |                          |   |   |
|-------------------------------|--------------------------------------|--------------------------|---|---|
| Establishing joint programmes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
|                               | <input type="radio"/> No answer      |                          |   |   |
| Awarding joint degrees        | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
|                               | <input type="radio"/> No answer      |                          |   |   |

**10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

- Award joint degrees  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer
- Participate in joint programmes  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer

**10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...**

- with a joint degree  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No  
answer
- from a joint programme  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No  
answer

**10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**10.5.1. Please explain briefly.**

Management, Engineering Departments such as Software, Mechanical,Civil, Industrial, Computer Engineering, Environment and International Relations and European Studies.

**10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.**



## Part 1.2 BFUG Data Collection on student-centred learning

### 1. Do your steering documents mention the concept of student -centred learning?

Yes

#### 1.1. How do steering documents in your country define student-centred learning in higher education?

With the recent regulations, student centered learning is based on student workload, qualifications framework, learning outcome, program qualifications, employability, stakeholders participation.

#### 1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- |  |                         |                                    |                                    |                                    |                                    |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning                                 | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            |
| Learning in small groups                             | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            |
| Assessment based on learning outcomes                | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            |
| Recognition of prior learning                        | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            |
| Learning outcomes                                    | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 |
| Student/staff ratio                                  | <input type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            |
| Student evaluation of teaching                       | <input type="radio"/> 1 | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            |

#### 1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

#### 1.4. Please specify.

#### 2. Please provide a reference for your steering documents covering student-centred learning.

The Higher Education Law: Law No:2547 Article No: 44 and 46

#### 3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

## 4. LEARNING OUTCOMES

#### 4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

According to the Decision on Bologna Coordination Committees taken by the General Board of the Council of Higher Education dated 20.11.2008, Learning outcomes are defined as "a Learning Outcome is a statement of what a student should understand and be able to do as a result of what he or she has learned after completion of study duration."

#### 4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

### 4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

#### 4.3.1. Does your country provide specific support measures on the national level?

Yes, Turkey provides specific support measures on the national level. The Council of Higher Education organizes meetings in universities in order to increase awareness on learning outcomes. Site visits to the universities and workshops in the higher education institutions are also being implemented.

### 4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

### 4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory  Yes for all academic staff  Yes for some academic staff  No  No answer
- Voluntary  Yes for all academic staff  Yes for some academic staff  No  No answer

#### 4.5.1. Please specify for whom and give approximate % that participate.

Training programs and topics have been offered to Deans, Directors of the Graduate Schools, the presidents of Bologna Coordination Commissions in each Higher Education Institutions in Turkey. The 80 % of the mentioned administrators benefitted from these training programs.

### 4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

#### 4.6.1. Please explain how, and provide a reference to further information.

### 4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

## 5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

### 5.1. In your country, do you use

ECTS

#### 5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

### 5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

**5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?**

<50%

**5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?**

Combination of student workload and teacher-student contact hours

**5.4.1. Please specify.**

**5.4.2. For student workload, is there a standard measure for the number of hours per credit?**

Yes

**5.4.3. What is the number of hours per credit?**

25.5

**5.4.4. What is the number of student teacher contact hours per credit?**

11.9

**5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.**

21 student-teacher contact hours per week (average). 17 weeks per semester. 765 hours student workload including contact hours per semester. 45 hours student workload per week(765/17).  $21/45=0,47$  (share of contact hours) 30 ECTS per semester.  $765/30=25.5$  hours per ECTS credit.  $25.5*0.47=11.9$  (number of student teacher contact hours per credit)

## 6. DIPLOMA SUPPLEMENT

**6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?**

- |                                   |                                    |                                      |   |                                     |                                     |                          |
|-----------------------------------|------------------------------------|--------------------------------------|---|-------------------------------------|-------------------------------------|--------------------------|
| All students answer               | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input checked="" type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> No |
| Some students answer              | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs            | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| Upon request answer               | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input checked="" type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> No |
| In certain fields of study answer | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs            | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| No students answer                | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input checked="" type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> No |

**6.1.1. Please identify those fields.**

**6.1.2. Please specify to which students.**

**6.2. Is there any monitoring of how employers use the Diploma Supplement?**

No

**6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.**

**6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

No

**6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.**

We do not have such information.

**6.4. In what language(s) is the Diploma Supplement issued?**

English, French, German

**6.5. Is the Diploma Supplement issued**

free of charge

**6.5.1. Please provide the amount and the reason for the fee.**

**6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to [data.collectors@ehea.info](mailto:data.collectors@ehea.info)**

**6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.**

## **7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)**

**7.1. Have you started the process to develop a National Qualification Framework in your country?**

Yes

**7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.**

**Please choose below the stage that best describes your national situation.**

7. Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agency(ies) and other bodies

NQF-TR (National Qualifications Framework for Higher Education in Turkey) has been adopted by the CoHE's General Assembly decision dated 21 January 2010 and by the decision of 13 January 2011, implementation of the NQF has started with agreement on the roles and responsibilities of HEIs, QA agencies and other bodies.

**7.2.1 Please provide the date when the step was completed.**

13.01.2011

**7.2.2. Please provide a reference for the decision to start developing a NQF.**

The decision to start developing NQF-TR was adopted by the CoHE's General Assembly decision of 28/04/2006. It was the first time when a specific commission was established by the COHE to study developing a NQF for HE.

**7.2.3. Please provide a reference outlining the purpose of the NQF.**

**7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.**

**7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.**

**7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.**

**7.2.7. Which stakeholders have been consulted and how were they consulted?**

**7.2.8. Please provide a reference document for the adoption of the NQF.**

**7.2.9. Are ECTS included in the NQF?**

Please choose..

**7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.**

The decision to start implementation of NQF-TR has been taken by the CoHE's General Assembly decision dated 13/01/2011. With this decision, qualifications on fields of education and training according to ISCED 97 have been approved and three pilot universities were chosen to complete their studies on defining their programme qualifications until June 2011 and the rest of the HEIs are asked to complete their studies until December 2012. CoHE is currently studying on the development of a regulation, in which the roles and responsibilities of different stakeholders will be identified in detail.

**7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.**

**7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.**

**7.2.13. Please provide a reference to the self-certification report.**

**7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?**

Yes

### 7.3.1. Please provide the link to that website.

<http://www.tyyc.yok.gov.tr>

## 8. RECOGNITION OF QUALIFICATIONS

### 8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution  Central government authority (e.g. ministry)  Regional government authority (e.g. ministry)  National ENIC/NARIC centre  Regional/local specialised independent institution  Social partner organisation (employers' organisation, trade union etc)  Individual employers  Other  No answer
- Recognition for professional employment
- Higher education institution  Central government authority (e.g. ministry)  Regional government authority (e.g. ministry)  National ENIC/NARIC centre  Regional/local specialised independent institution  Social partner organisation (employers' organisation, trade union etc)  Individual employers  Other  No answer

#### 8.1.1. Please specify.

The Council of Higher Education (YOK)

#### 8.1.2. Please specify.

The Institution of Vocational Qualifications (MYK) and The Council of Higher Education (YOK)

### 8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

#### 8.2.1. Please provide a reference to the relevant legislation.

'The Directives of the Equivalence' dated 6 November 2010 published on 'the Official Gazette No: 27751'

### 8.3. What measures exist to ensure that these legal statements are implemented in practice?

All implementations in the Equivalence Unit in the Council of Higher Education are bounded by the Law No:2547.

### 8.4. Do higher education institutions typically:

make recognition decisions at central level

### 8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

#### 8.5.1. Please explain.

### 8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Such kind of recognition procedures are under scrutiny of the Council of Higher Education.

**8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.**

## Part 1.3 BFUG Data Collection on Quality Assurance

### 1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

#### 1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

**1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?**

**1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.**

#### 1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Formative advice on strengthening and enhancing quality

#### 1.3. What is the main outcome of an external review?

Please choose..

#### 1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### 1.4.1. Please specify the normal impact of an external review.

#### 1.5. Does the agency cover:

Please choose..

#### 1.5.1. Collectively, do the agencies cover:

All higher education institutions

#### 1.6. What is the main "object" of the external evaluations undertaken?

Programmes

#### 1.6.1. Are all institutions subject to external evaluation?

Please choose..

#### 1.6.1.1. Please specify



### 1.6.2. Are all programmes in all cycles subject to external evaluation?

Yes

#### 1.6.2.1. Please specify

### 1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

#### 1.6.3.1. Please specify

### 1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Evaluation results of accreditation agencies are made public in their websites. This implementation creates knowledge among public on which programmes of which higher education institutions are accredited under which conditions. This also brings transparency and facilitates and helps recognition of such programmes in question.

### 1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

No negative outcome of such evaluation is observed.

### 1.9. Which of the following issues are typically included in external quality assurance evaluations?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Teaching                                     | program and learning outcomes are evaluated |
| <input checked="" type="checkbox"/> Student support services                     | social dimension improvement is evaluated   |
| <input checked="" type="checkbox"/> Lifelong Learning provision                  | generic skills are evaluated                |
| <input type="checkbox"/> Research  |   |
| <input checked="" type="checkbox"/> Employability                                | relations with professional stakeholders    |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | continuous improvement                      |
| <input type="checkbox"/> Other (please specify)                                  |   |

#### 1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

Students, programme objectives, programme outcomes, continuous improvement, education plan in the respective field, academic staff, infra structure, monetary sources, organization and decision making process and programme requirements are evaluated as general standards in respective programmes.

### 1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The Council of Higher Education (CoHE) is the legitimate public body governing all higher education in Turkey, with no affiliation to any ministry. There are several committees and commissions working within the CoHE. The Commission of Academic Evaluation and Quality Improvement in Higher Education Institutions (YÖDEK) is one of these commissions which is primarily responsible for quality assurance improvement implementations and an associate member of the ENQA. Quality assurance in higher education is conducted according to the By-Law on Academic Evaluation and Quality Improvement in Higher Education Institutions.

## 2. CROSS-BORDER EVALUATION

**2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?**

Yes, all institutions are able to choose

**2.1.1. If some institutions are able to choose, please specify which ones.**

**2.1.2. If no, please go to section XVII.**

**2.2. Which conditions apply to the choice of a quality assurance agency from another country?**

Other (please specify)

There is no any restriction

**2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.**

Universities are free to choose a cross-border QA Agency which will make evaluations for their programmes. Since there is no legislation and any article in the above mentioned By-Law about this implementation, the tendency among universities is to choose an agency which is internationally credible and registered and recognized/accredited agency in its country of origin.

**3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)**

**3.1. Has the agency been evaluated against the European Standards and Guidelines?**

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

**3.2. If an evaluation has been conducted, was the application successful?**

There are three independent accreditation agencies operating in Turkey; MÜDEK, TPD and FEDEK. They are all evaluated against the ESG by YÖDEK in the course of their evaluation for acceptance as independent QA agencies having the right to give accreditation in programs for their respective fields.

**4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE**

**4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.**

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports

In the decision making process for external reviews

In follow-up procedures

Other, please specify

There is no any requirement about above-mentioned fields in QA legislation in Turkey, but there are discussions for including these items in the related legislation.

#### 4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the decision making process for external reviews

In follow-up procedures

Other (please specify)

#### 4.3. Is there a formal requirement that academic staff are involved?

In governance structures of national QA agencies

As full members in external review teams

As observers in external review teams

In the preparation of self evaluation reports

In the decision making process for external reviews

In follow-up procedures

Other (please specify)

#### 4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

#### 4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

### 5. INTERNAL QUALITY ASSURANCE

#### 5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

##### 5.1.1. Please specify these requirements and the relevant source.

According to QA legislation(By-Law on Academic Evaluation and Quality Improvement in Higher Education Institutions), all higher education institutions are subject to internal evaluation and required to prepare annual internal evaluation report to the CoHE. Strategic plan, programme indicators, research activities, academic infer structure lifelong education activities are main components of internal evaluation reports.

#### 5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Other

**5.2.1. Please specify.**

The By-Law on Academic Evaluation and Quality Improvement in Higher Education Institutions was adopted by CoHE after its publishing in the Official Gazette No. 25942 of September 20, 2005. The independent Commission for Academic Assessment and Quality Improvement in Higher Education Institutions (YÖDEK) was established in accordance with the above-mentioned regulation. The commission consists of 9 members elected by the Interuniversity Board and one student member appointed by the national student union. The Guide on Academic Assessment and Quality Improvement in higher education institutions completely in line with the Standards and Guidelines for Quality Assurance in EHEA was published by YODEK. Within the framework of the guide most of the higher education institutions have completed their self-assessment reports.

**5.3. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**5.3.1. Please go to Question 5.6.**

**5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

Yes

**5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

**5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

25-<50%

**5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

All

**5.5.1. Please describe what kind of arrangements are in place.**

?

**5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

More than 75%

**5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?**

None

**5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.**

?

**5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.**

## Part 1.4 BFUG Data Collection on Lifelong Learning

### 1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

### 2. How do your steering documents define lifelong learning?

There is no exact term of LLL in the Higher Education Law. However, in the National Education Basic Law there is a perspective of “continuity in education” and “education to everyone, everywhere and every time”.

### 3. What is the common understanding of lifelong learning in your country?

There is no exact term of LLL in the Higher Education Law. However, in the National Education Basic Law there is a perspective of “continuity in education” and “education to everyone, everywhere and every time”.

### 4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Higher Education Law provides higher education for society especially in industrialization and agricultural modernization areas via formal, informal, continuous and open education. In this sense, the main forms of lifelong learning are Continuing Education Centers, Distance Learning, Open Education, "Second Education"

### 5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

### 6. For which institutions is lifelong learning a recognised mission?

### 7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

### 8. Please provide a reference to the relevant legislation or regulation.

### 9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

### 10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

### 11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students

Adults without higher education qualifications

Other, please specify

## 12. Where does the funding of lifelong learning provision in higher education come from?

general higher education budget

special budget for lifelong learning

private contributions from students

private contributions from business and industry

## 13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

No data available

## Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

#### 4.7.1. Please specify.

**4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.**

#### 4.8.1. What data is collected?

**4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?**

Please choose..

#### 4.10. When are data generally collected?

Please choose..

**4.10.1. Where an approach different from the general approach is used for any group, please specify.**

**4.11. Where is information provided by this monitoring system published (provide a reference and link)?**

### 5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

**5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.**

In order to increase and widen participation and to overcome obstacles to access higher education, both the number of HEIs and the seats in each HEIs are increasing taking the regional differences into consideration.

**5.2. How does your country's policy explicitly identify the obstacles that it addresses?**

The main obstacle in Turkey is that the number of seats in the universities is much lower than the demand of the students for higher education.

**5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?**

No certain criteria

**5.4. In your country, is the composition of the student body monitored according to certain criteria?**

Yes

**5.4.1. Who monitors on the basis of which criteria?**

The Eurostudent Project Team in Turkey monitors the student socio-economic profile of students.

**5.5. How is this data used in higher education policy?**

It is used in writing the National Profile Report of Turkey.



**5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).**

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

## **6. DIFFERENT APPROACH TO WIDENING PARTICIPATION**

**6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.**

**6.2. Does your country's policy approach explicitly identify obstacles to higher education?**

Please choose..

**6.2.1. Please describe these obstacles.**

**6.3. Does your country's policy approach make reference to parts/groups in the population?**

Please choose..

**6.3.1. Please describe these groups.**

**6.4. What measures does your country's policy take?**

**6.5. How does your country assess whether its policy has been successful?**

## **7. COMPLETION OF STUDIES**

**7.1. Does your country have policies aiming to increase the level of completion of studies?**

Yes

**7.1.1. Please describe the main features of these policies.**

The dismissal of the students for any reason is abolished in Higher Education Institutions (except for the dismissal because of the terrorism acts).

**7.2. Are student completion rates monitored in your country?**

No

**7.2.1. What use is then made of the data?**

**7.3. Are there any incentives for higher education institutions to improve student completion rates?**

Yes

**7.3.1. Please specify the nature of these incentives.**

The dismissal of the students for any reason is abolished in Higher Education Institutions (except for the dismissal because of the terrorism acts). Besides, Make-up examinations, Incomplete Grades, Summer Schools for completion and repeating the courses are possible in most of the universities.

**7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?**

**8. STUDENT SERVICES**

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

**8.1. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

**8.1.1. Please specify.**

Medical Centers in the HEIs.

**8.2. Who are the main users of the services?**

All students

**8.2.1. Please specify.**

**8.3. Please provide the main source(s) of funding.**

HEIs themselves.

**8.4. What are the main tasks of the services?**

To provide health services To provide academic and career guidance services as well as psychological counselling service.

**8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.**

**9. Do you want to answer this section now or later?**

Now

**10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?**

Yes

**10.1. Please provide details of specific policy measures.**

There are flexible provisions of Higher Education such as distance learning and e-learning in Turkey.

**11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?**

No

**11.1. Please explain how higher education policy aims to attain this goal.**

**12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?**

No

**13. Please provide details of these measures.**

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 1: = Entry with a High School Diploma after Student Selection Examination

Route 2: = Entry with a Vocational High School Diploma without Student Selection Examination

Route 3: = Successful and genius student without examination

Route 4: = International Students (the criteria are defined totally by HEIs themselves)

Route 5: = n/a

**15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?**

No

**15.1. Please briefly describe these measures.**

**16. PART-TIME STUDY**

**16.1. In your country, is there any official status other than full-time student?**

No

**16.1.1. If yes, what formal status does exist?**

**16.1.2. How do you define it?**

**16.1.3. What are the reasons for offering a different student status?**

**16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?**

**16.1.5. Please describe the most common understanding/concept of part-time studies.**

If a student is part time student s/he has to pay less fee than the full time students' fees.

**16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?**

**16.2.1. Please describe briefly the main elements and provide the source.**

**16.3. Which one of the following statements best describes the current situation in your country?**

**16.3.1. Please specify**

Part time studentship is not defined in our legislative documents.

## **17. RECOGNITION OF PRIOR LEARNING**

**17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?**

**17.1.1. How does your legislation in higher education define prior learning?**

**17.1.2. Do your steering documents in higher education define prior learning?**

**17.1.3. How do your steering documents in higher education define prior learning?**

**17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?**

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

**17.3. Prior learning as defined by your steering documents can ...**

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

**17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?**

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

**17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:**

Very unusual practice in higher education institutions (less than 5%)

**17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

**17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

No

**17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.**

## Part 2.2 BFUG Data Collection on student contributions and support

### 1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

#### 1.1. Do you want to answer this section now or later?

Now

#### 2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Please choose..

#### 3. In which currency are contributions to higher education institutions and other study costs paid in your country?

#### 4. In principle, which home students at public higher education institutions have to pay fees?

During studies  All students  Specific groups of students  No answer

After studies  All students  Specific groups of students  No answer

#### 4.1. Which main exemptions to this principle exist in your country?

#### 4.2. Which of the following criteria determine whether a student has to pay fees?

Need

Merit

Part-time/Full-time/Distance learning

Field of study

#### 5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

Please choose..

#### 5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies  All students  Specific groups of students  No answer

After studies  All students  Specific groups of students  No answer

#### 5.2. What main exemptions to this principle exist in your country?

**5.3. Which of the following criteria determine whether a student has to pay fees?**

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

**6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.**

Minimum amount =

Maximum amount =

Most common amount =

**6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

**6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.**

**7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.**

Minimum amount =

Maximum amount =

Most common amount =

**7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

**7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

**7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.**

**8. Concerning fees, are international students treated differently in your country from home students?**

Please choose..

**8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?**

Minimum amount =

Maximum amount =

Most common amount =

**8.2. According to your country's steering documents, students from which countries are considered international students?**

**9. Who defines the fee amounts for any student in the first cycle?**

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**10. Who defines the fee amounts for any student in the second cycle?**

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

**11. Do students have to pay compulsory contributions to student unions/representations?**

Please choose..

**11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.**

**12. Do you want to answer this section now or later?**

Please choose..

**12.1. Please identify the main focus of your country's student support system.**

Please choose..

**12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.**

**13. PUBLIC GRANTS AND SCHOLARSHIPS**



**13.1. Does any student receive public financial support in the form of grants and/or scholarships?**

Please choose..

**13.2. Which first cycle students are eligible for grants and/or scholarships?**

Please choose..

**13.2.1. Which groups of students receive grants and/or scholarships?**

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

**13.2.2. What percentage of first cycle students receives a grant and/or scholarship?**

0

**13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?**

Minimum =

Maximum =

Most common =

**13.4. Which second cycle students are eligible to receive grants and/or scholarships?**

Please choose..

**13.4.1. Which groups of students receive grants and/or scholarships?**

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

**13.4.2. What percentage of second cycle students receives a grant and/or scholarship?**

0

**13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?**

**13.5. What percentage of all students receives a grant and/or scholarship?**

0

## 14. STUDENT LOANS

**14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?**

Please choose..

**14.2. Are all first cycle students eligible to receive loans?**

Please choose..

**14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

**14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.**

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

**14.2.3. Are all second cycle students eligible to receive loans?**

Please choose..

**14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

**14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.**

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

**14.3. If different types of loans exist in your country, please provide the details here.**

**14.4. What percentage of students takes out loans?**

In the first cycle = 0

In the second cycle = 0

Of all students = 0

**14.5. Are student loans publicly subsidised or guaranteed?**

Please choose..

**14.5.1. Please explain the form of this guarantee/subsidy.**

**14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?**

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

**14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.**

**15. Do you want to answer this section now or later?**

Please choose..

**16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle    Yes    No    No answer
- 2nd cycle    Yes    No    No answer

**17. Which students' parents are eligible to receive such non-tax based benefit?**

Please choose..

**17.1. What are the criteria upon which eligibility is decided?**

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

**17.1.1. Please specify.**

**17.2. Are parents of students in the first or in the second cycle treated differently?**

Please choose..

**17.2.1. Please explain the difference.**

**18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?**

Please choose..

**19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.**

**19.1. Is there a difference for parents whose children are first or second cycle students?**

Please choose..

**19.2. Please explain the difference.**

**20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).**

**21. Do you want to answer this section now or later?**

Please choose..

**22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle    Yes    No    No answer
- 2nd cycle    Yes    No    No answer

**22.1. What are the criteria to determine who is eligible?**

- They are enrolled as a student at a recognised higher education institution

- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

**23. In your country, do any forms of public non-cash student support exist?**

- 1st cycle    Yes    No    No answer
- 2nd cycle    Yes    No    No answer

**24. What forms of public non-cash student support exist?**

- Subsidised accommodation:1st cycle
- Subsidised accommodation:2nd cycle
- Subsidised health insurance:1st cycle
- Subsidised health insurance:2nd cycle

**24.1. Please specify the details of existing subsidies.**

**25. Who is eligible to receive such non-cash support?**

- Subsidised accommodation    All students    Specific groups of students based on pre-defined criteria    No answer
- Subsidised health insurance    All students    Specific groups of students based on pre-defined criteria    No answer
- Other subsidies    All students    Specific groups of students based on pre-defined criteria    No answer

**25.1. What are the criteria to determine who is eligible?**

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

**25.2. Is there a difference in eligibility between first and second cycle students?**

Please choose..

**25.3. Please explain the difference.**

**26. Please provide any additional relevant comments for consideration regarding public non-cash student support.**

**27. Do you want to answer this section now or later?**

Please choose..

**28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

- Student
- They hold an employment contract with a HEI

**28.1. Please explain why you selected multiple options?**

**28.2. Are there differences between students of different subject areas?**

Please choose..

**28.3. Please explain the difference.**

**29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

**30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

**31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.**

**32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.**

**33. Please provide any additional relevant comments for consideration regarding your doctoral education.**

# Questionnaire on student and staff mobility

## A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: [secretariat@ehea.info](mailto:secretariat@ehea.info).

## **B Details on the completion of the questionnaire**

**B.1. Who contributed to the completion of this report? Please provide the names and functions.**

**B.1.a** Government representatives

The Council of Higher Education (CoHE)

Ministry of National Education (MoNE)

The Centre for EU Education and Youth Programmes (Turkish National Agency for Lifelong Learning)

**B.1.b** Stakeholder representatives

**B.1.c** Other contributors



## C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

### C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

**C.1.a** If yes, please provide a reference.

2) Lifelong Learning Strategy Document of Turkey 2009

**C.1.b** If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: 05.06.2009

Most recent revision:

### C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility <sup>1</sup>	Degree mobility <sup>2</sup>
Inbound			
Outbound			
No target			

**C.2.a** Please provide a reference for the target.

In the Lifelong Strategy Document of Turkey 2009, under the title of priority 15. "to increase International Cooperation and Mobility in the concept of LLP" (page 35), it is stated that around 250.000 beneficiaries are foreseen to benefit from mobility for all exchange programme until the end of 2013.

<sup>1</sup> Mobility to a different country in the context of a programme in the home institution for which credits are awarded

<sup>2</sup> Mobility for an entire degree programme

**C.2.b** Are these targets the same for students in all cycles or are there differences?

- Same
- Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

**C.3. Does your country's national strategy/action plan include staff mobility in higher education?**

- Yes
- No

**C.3.a** If yes, does it include quantitative targets for staff mobility?

- Yes
- No

C.3.a.i If yes, please specify

**C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?**

- Yes
- No

**C.4.a** If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

**C.4.b** If you have regional priorities, please give reasons.

**C.5. Does your country monitor the impact of your national strategy or action plan?**

Yes

No

**C.5.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The National Strategy Document was adopted in 2009, hence, there was no monitoring action taken place yet. However, Ministry of National Education (MoNE) is responsible for its implementation.

**C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

Yes

No

**C.6.a** If yes, please explain and/or give examples.

There is a national mobility programme called "Farabi", established and coordinated by the Council of Higher Education (CoHE) and was introduced in 2008. The programme is very similar to Erasmus mobility programme, implemented between Turkish Higher Education Institutions (HEIs)

**C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?**

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

**C.7.a** If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		Erasmus
Other restrictions apply (please specify)		
No restrictions apply		

**C.8. Has your country implemented any of the following financial support measures to foster student mobility?**

<b>Measure</b>	<b>Credit mobility</b>	<b>Degree mobility</b>
loans for incoming students		
grants/scholarships for incoming students		Yes
Loans for outgoing students	Yes	Yes
Grants/scholarships for outgoing students	Yes	Yes
Other: (please specify)		

**C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)**

Although there is no national regulation to support credit mobility for this perspective, a number of higher education institutions are providing extra grants from their own sources to their students such as extra grants, flight tickets, insurance etc. Some institutions are offering free accommodation, subsidised food or accommodation for their incoming students in order to attract mobility both for incoming and outgoing in order to achieve balanced mobility figures. For the outgoing degree mobility students under the programme of MoNE and CoHE the health insurances, guidance services, accommodation/ transport subsidies and tuition fees are maintained.

## D Identifying and removing obstacles to mobility

**D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?**

Yes

No

**D.1.a If yes, please provide** references to those surveys and/or research that have influenced your policy on mobility?

2007 and 2008 Impact Analysis of Lifelong Learning Programme

EUROSTUDENT III Survey Results (EUROSTUDENT IV Survey Results are still being analyzed)

Annual Reports of Bologna Coordination Commissions from each HEI.

**D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		3
Recognition		2
Language		
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		
Other, please specify:		1 (VISA PROBLEMS)

**D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?**

Yes

No

**D.3.a** If yes, please specify.

particularly undergraduate credit mobility students

**D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?**

Yes

No

**D.4.a** If yes, please specify.

**D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?**

Yes

No

**D.5.a** If yes, please specify.

Erasmus student mobility

**D.6. Are the obstacles that you ranked above particularly important for degree mobility?**

Yes

No

**D.6.a** If yes, please specify.

For some Joint/Dual Degree Programmes and SUNY Programme

**D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

**Visa problem:** The Turkish National Agency has raised the issue to the relevant institutions such as embassies, consulates, Ministry of Foreign Affairs and the EU Commission. Although there has been some improvements with a number of countries, the problem still persists in greater extent both for students and staff.

With regard to recognition issue, the Turkish National Agency is carrying out a number of audit visits to various higher education institutions to see the extent of the problem and report back to those institutions in order to reduce the problem. The outcomes of those visits are shared with other institutions during the national events. The institutions are also well informed about the recognition issues and advised to fully implement the principles of Erasmus University Charter which clearly advocates the full recognition of mobility. CoHE also monitors the recognition issue through the annual reports of the Bologna Coordination Committees since 2009.

The funding available for Erasmus programme is only enough to cover 1/3 of the demand, hence, the Turkish government is providing complementary funding for student mobility with a considerable amount of extra grant; such as Turkish National Agency has complemented around 3.8 million Euros extra in order to provide grants for more student mobility in 2009. Both MoNE and CoHE increase the numbers of funds each year in order to give opportunity to more students to study abroad.

In order to increase the mobility, international offices are being established in universities specifically dealing with the promotion of the Erasmus Programme and tutoring of the incoming students. CoHE advised each HEI to establish a Bologna Coordination Committee, headed by either the rector or the vice rector. They will plan, coordinate and organise

activities within the institution to increase the level of implementation of Bologna Process. They work on curriculum reform, ECTS and DE, quality assurance and mobility issues. Moreover HEIs are encouraged to start joint degree programmes and to increase the numbers of their elective courses to foster mobility programmes.

CoHE also supports for language learning (both incoming and outgoing students) by giving them language courses free of charge in HEIs for degree mobility and also the number of courses in English has been increased in HEIs. (National Reports for Bologna Process 2007-2009).

CoHE also communicates with related ministries in order to amend immigration legislation to facilitate visa procedures for students and researchers. CoHE and MoNE encourages national students to study abroad by giving scholarships and grants to them who were selected and sent to abroad in order to study MA and PhD. CoHE also tries to attract international students to the country by signing bi-lateral or multi-lateral cooperation agreements, joint and double degree programmes, and supports HEIs in considering internationalisation in their curriculum designs; focus on fair and simple recognition procedures and on the good use of ECTS by implementing the Bologna measures in the country.

Turkey is undertaking steps to enact various instruments of main action lines in the Bologna Process. Ratification process of Lisbon Recognition Convention (LRC) has been completed that approved by the Law No. 5463 of February 23, 2006, and ratified by the Cabinet Decision No. 2006/11158. It came into force on March 1, 2007. As ECTS/DS are seen as one of the major supporting instruments for mobility, all HEIs are encouraged in their ECTS/DS implementations. As a result, among five applicant higher education institutions in the European Higher Education Area, two Turkish HEIs (Karadeniz Teknik University and Sakarya University) were awarded ECTS Label and four HEIs (Anadolu University, İzmir Ekonomi University, İzmir Yüksek Teknoloji University, Marmara University) were awarded DS Label in 2010. Thus total number of HEIs which has DS Label reached 11 in 2010, and other HEIs are encouraged to apply for DE/ECTS Labels in the coming years, which will help fostering mobility.

**D.8. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.8.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

**D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?**

Yes

No

**D.9.a** If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?



2007 and 2008 Impact Analysis of Lifelong Learning Programme  
Annual Reports of Bologna Coordination Commissions

**D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

<b>Obstacles to staff mobility</b>	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		3
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		1- Lack of Motivation 2- Visa Problems

**D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

Visa issue continues to be the most serious obstacles for staff mobility as well. The above statement is also true for this context.

The staff are encouraged to benefit more from the mobility programme, by setting new regulations to ease their academic and administrative responsibilities at their home institution. They are also encouraged advance their language abilities in order to have more cooperations with their partner institutions. The language issue is more serious for the administrative staff than the academic staff. At this point, CoHE also encourages HEIs in order to give foreign language courses to administrative staff of HEIs free of charge.

**D.12. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.12.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

For the credit mobility through Erasmus programme, since 2009 CoHE asks every HEI to report their level of implementations in each Bologna actionlines (a detailed report inspired by the stocktaking reports). 2009–2010 reports are under evaluation now, and will be shared with the HEIs in December 2010 in a national conference on Bologna Process.

## E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

### E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	Yes	Yes	Yes
approximately the same number of incoming and outgoing students			
No information available			

**E.1.a** What is the statistical source for this information? Please supply statistical data.

Credit mobility: Turkish National Agency. The incoming/outgoing student mobility ratio is imbalanced as follows: 4.438 outgoing/ 1321 incoming students according to 2006/2007 statistics; 7018 outgoing/ 1982 incoming students according to 2007-2008 statistics; 7769 outgoing/ 2385 incoming students according to 2008-2009 statistics. (<http://www.ua.gov.tr>)

Degree mobility: Statistical data is still being collected from different institutions.

**E.2. Is the situation described above regarded as balanced mobility?**

Yes

No

**E.2.a** Please explain and include a definition of “balanced mobility” as it is used in your country.

**Balanced mobility means that the ratio between incoming and outgoing mobility figure is almost the same, if not. 15 % can be tolerated.**

**E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?**

Yes

No

**E.3.a** If yes, with which countries or regions are mobility flows most imbalanced?

**For the degree mobility, outgoing students are mostly to the developed and English speaking countries, whereas incoming mobility is mostly from Turkic Republics and from the neighbouring countries.**

**For Joint/ Dual Degree Programs, USA, CANADA, CHINA, AUSTRALIA, NEW ZELAND, JAPAN, SWITZERLAND seem to be preferred by the Turkish HEIs.**

**For Erasmus Programme, IT, ES, PT, DK, UK, FI, IE, EE, SE are the countries most HEIs in Turkey have agreements with.**

**E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?**

Yes

No

**E.4.a** If yes, what are the main concerns addressed?

**E.4.b** If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: Turkish National Agency is participating along with a number of higher education institutions in various fairs and exhibitions, organising contact seminars with various European countries in order to promote Turkish higher education institutions. The Agency has a target of reaching 1/2 mobility ratio by the end of 2013. The Agency has published updated edition of "Turkish Higher Education Institution" and "Studying in Turkey" books which are distributed to all

European countries to increase the mobility level. The publications are also available in the Agency web page and in English.

The Council of Higher Education also published some documents to increase the outgoing mobility level such a booklet named "Reform in Higher Education: Frequently Asked 66 Questions in Bologna Process Implementations", a brochure named "The Qualifications Framework for Higher Education in Turkey" and an English booklet on Turkish Higher Education System.

The CoHE continues to establish joint/dual degree agreements that universities set up and carry out joint/dual degree programmes through bilateral protocols. With a new regulation dated on December 28, 2006, by CoHE, HEIs were encouraged to set up international joint/dual degree programmes. Currently, there are 101 joint degree programmes with higher education institutions abroad with the approximate number of 2000 students.

CoHE also organizes meetings and study visits for students, for academic and administrative staff of HEIs, related to ECTS credits, DS Label, quality assurance culture, learning outcomes for HEIs under the Promotion of Bologna Process project in Turkey 2009-2011 in order to promote mobility. There are also some workshops which were intended with the participation of Erasmus institutional coordinators in order to discuss how effective mobility in LLL programmes should be.

There are also similar meetings arranged under the Farabi National Exchange Programme to foster mobility within the country.

Turkey country comments on 2012 National Report about respective headings in the report to assure updated information for reflecting the current situation on main action lines, are as follows:

### Part 1.3 BFUG Data Collection on Quality Assurance

#### 1.1.1

At country level, it is the responsibility of the Council of Higher Education (CoHE) to oversee the implementation of the Bologna Process nationwide in Turkey. CoHE is an autonomous corporate public body responsible for planning, steering, governing and supervising higher education within the provisions set forth in the Constitution of the Turkish Republic and the Higher Education Law.

The "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions", complying with the recommendations and criteria of the the European Standards and Guidelines for Quality Assurance in the EHEA was enacted on September 20, 2005. With this regulation, the "Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK)" was formed with the participation of one student member appointed by the national student union. The commission is responsible for maintaining and organizing the activities related to academic assessment and quality improvements at higher education institutions within the provisions set forth by the regulation.

The quality assurance system partially established in Turkey is based on institutional/programme evaluation, which includes annual internal assessments and post assessment studies (review their improvement through periodical monitoring and improvement process for continuous improvement) carried out by universities and external evaluation carried out every 5 years under normal conditions.

The system has also been designed to involve accreditation and evaluation elements in order to guarantee the quality assurance of learning outcomes determined on major/programme basis in the scope of NQF. Related regulation aims to establish independent national external QA agencies. The independent body YODEK responsible for implementing the regulation is also the authority to grant license to national external QA agencies. A higher education institution undergoing external assessment may obtain a "Quality Certificate" indicating its level of quality and the level of quality improvements achieved in that institution. The period of validity of the certificate is five years. The Quality Certificate may be obtained by a higher education institution at institutional level as well as at the levels of academic unit(s) or programme(s) in these units.

In external quality assurance, operating quality assurance agencies perform their evaluation based on teaching, student support services, Life Long Learning provisions, employability and internal quality assurance management systems of the higher education institution or programme in question.

#### 4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

In Turkey, students involvement is maintained in the following areas in QA system;

- in governance structures of national quality assurance agencies (YODEK is composed of 9 members elected by the Interuniversity Council and one Student Representative elected by the National Student Council)
- In the preparation of self-evaluation reports (All universities are required to establish "Academic Assessment and Quality Improvement Board (ADEK)", which are responsible for internal and external quality procedures (including preparation of self-evaluation reports) within their institutions. In accordance with Article 8 of the Regulation on Academic Assessment at Quality Improvement at Turkish HEIs, all HEIs are required to include a student representative appointed by the Student Council of the relevant HEI within their Academic Assessment and Quality Improvement Board (ADEK).
- In follow-up procedures (At national level, one student member appointed by the National Student Council represents the students in the Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK- which is also responsible for the follow up of QA implementations in Turkey) according to the Regulation on Academic Assessment at Quality Improvement at Turkish HEIs.

#### 6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

According to the decision adopted by the CoHE on March 11, 2005, Diploma Supplement has been mandatory at all universities upon request since the end of 2005-2006 academic year. Starting with that time, all universities issue the DS upon request in one of the three main languages of EU, English or German or French, to all graduates at first, second and short cycle levels, and first copy being free of charge.

14 universities were awarded DS label and 3 universities were awarded ECTS Label by European Commission in 2011.