

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2005-2007

Final: 9 May 2006

Notes:

The deadline for submitting National Reports is **Friday 15 December 2006**.

BFUG members are encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Your report should not exceed **20 pages in length**, using Times New Roman font size 12. Where appropriate, please include precise web references to legislation or other documentation. For any topic where there has been no change since 2005, please refer to your National Report for the Bergen conference.

Please attach your country's action plan to improve the quality of the process associated with the recognition of foreign qualifications.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in London in May 2007.

This template has three sections:

- A. Background information on your Higher Education system
- B. Main stocktaking questions, including scorecard elements
- C. Current issues in Higher Education.

Elements that will inform the scorecard element of stocktaking are clearly indicated in the template.

Information for the stocktaking, including the scorecard element, will also be drawn from the Eurydice survey "Focus on the Structure of Higher Education in Europe". These elements are also indicated in the template. Please use your National Report to supplement, but not repeat, your country's input to the Eurydice survey.

A. Background information on your Higher Education system

Details

Country	TURKEY
Date	December 15, 2006
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Main achievements since Bergen

<p>1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.</p>
<p>The important developments with legislative changes taken place in Turkey since Bergen are as follows:</p> <ol style="list-style-type: none">1. Internal ratification process of the Lisbon Recognition Convention signed on December 1, 2004 has been completed. The Convention was approved by the Law No. 5463 of February 23, 2006, and ratified by the Cabinet Decision No. 2006/11158. The Ministry of Foreign Affairs submitted the instrument of ratification to the Council of Europe and the UNESCO, hence the international ratification process has been completed. The Convention will enter into force in Turkey on March 1, 2007.2. The five basic principles related to the assessment of qualifications of the Lisbon Recognition Convention were adopted by the Decision of Council of Higher Education (CoHE) dated April 13, 2006. These principles will be applied in the procedure for recognition both during the applications and the assessments of foreign higher education diplomas in Turkey. The above-mentioned Decision foresees that the relevant changes will be made in the “Regulation on Recognition of Foreign Higher Education Qualifications” in order to ensure the implementation of these principles.3. According to the Decision of CoHE dated December 1, 2006, the “Regulation on Recognition of Foreign Higher Education Qualifications” will be reviewed in line with the Lisbon Recognition Convention and its supplementary texts, and necessary changes will be made in the regulation, if needed. The related work continues and the amended regulation is expected to be adopted by the end of January 2007. When the new regulation comes into force, it will be published on the website and sent to the depository parties of convention and all ENICs.4. “Regulation on Academic Assessment and Quality Improvement at Institutions of Higher Education” was adopted by CoHE after its publishing in the Official Journal No. 25942 of September 20, 2005. The independent Commission for Academic Assessment and Quality Improvement in Higher Education Institutions (YODEK) 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. “Regulation on Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions in Turkey”, was enacted by CoHE after its publishing in the Official Journal no. 25942 of September 20, 2005. In accordance with this regulation, a national-level student council was established following the election of the president and the bodies of the national student council that took place in December 2005.
6. The Commission on National Qualifications Framework for higher education was established by the Decision of CoHE dated May 26, 2006. This Commission consisting of a core group of four members: one member from CoHE, one Rector, the President of YODEK and the Chairman of the Executive Board of the Educational Volunteers Foundation of Turkey (TEGV) has started work on national qualifications framework for higher education.
7. Diploma Supplement and ECTS became mandatory implementations at all higher education institutions from the end of 2005-2006 academic year onwards with the Decision of CoHE dated March 11, 2005. Higher education institutions issue DS including ECTS credits to students upon their graduation along with their diploma, on request; the first copy being free of charge and in one of the languages of English, German or French.
8. The “Regulation on Establishment of Joint and Dual Degree Programmes with Foreign Higher Education Institutions” was adopted by CoHE following its publication in the Official Journal No.26390 of December 28, 2006. This regulation encourages the establishment and provision of international joint and dual higher education programmes in Turkey.
9. “Regulation on Amending the Regulation on Promotion and Appointment to Assistant Professorship, Associate Professorship and Professorship” was adopted by CoHE following its publication in the Official Journal No. 26173 of May 20, 2006. The regulation provides a legal framework for the promotion and appointment of foreign visiting faculty members. In addition, the regulation enables a foreign academician both in Turkey and abroad serve as a member in the juries for Assistant, Associate, full Professorship in addition to the post-graduate theses defence committees.
10. The Law No. 5544 of September 21, 2006 on the establishment of the Authority for Vocational Competencies was enacted. This new body is responsible for the administration of standards of the vocational qualifications obtained through informal/non-formal and formal education, and training below the higher education level (including short cycle qualifications).
11. A draft “Regulation on the Harmonisation of the Minimal Training Requirements for the Seven Regulated Professions stipulated by the EU Directive 2005/36/EC” was

adopted by the Decision of CoHE dated December 1, 2006. The Regulation was forwarded to the Prime Ministry to be published in the Official Journal. The national core curriculum of basic training programmes of seven professions compatible with the above-mentioned Directive have already been in practice at all related higher education programmes. However, a legal instrument enforcing a harmonised curriculum to be applied at the relevant higher education institutions and supervised by CoHE was required. This requirement will be met by this forthcoming regulation.

12. “Regulation on the Consultation and Coordination of Physically Handicapped Students at Higher Education Institutions” was enacted by CoHE and published in the Official Journal No. 26024 of June 20, 2006. This Regulation envisages providing the physically disadvantaged students with the tools and equipment necessary to pursue their studies at higher education institutions. Accordingly, consultation and coordination offices were formed at CoHE, Student Selection and Placement Centre (OSYM) and at higher education institutions.

13. A “Draft Report on the Strategy for Higher Education to 2025” was prepared by the Strategy Development Commission formed by the CoHE. The draft report, which has been subject to consultation process with all stakeholders will be finalised by the end of December 2006.

National organisation

2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.

Please include:

- whether higher education institutions (HEIs) report to /are overseen by different ministries
- how funds are allocated to HEIs
- areas for which HEIs are autonomous and self governing.

There has been no change in the structure of upper governing bodies of higher education since Bergen. For the relevant information, please see Item 2.1 of the Turkish National Bologna Report 2004-2005. Information on autonomy of higher education institutions is also available under Item 8.1 of the Report.

With the Public Financial Management and Control Law No. 5018 published in the Official Journal of December 24, 2005, a recent change that has also influenced the state universities took place in the state budgetary system. Starting from January 1, 2007 state funds will be allocated to the state universities according to the performance-based budget system in accordance with the annual strategic plans of the state universities, which include the strategic targets formed in accordance with their mission, vision and goals, their performances assessed by predetermined indicators, and the monitoring and evaluation of this overall process.

The recurrent budget of each state university is negotiated jointly by CoHE and the university concerned with the Ministry of Finance and, in the case of the investment

budget, with the State Planning Organization. The budget proposals of state universities and CoHE itself are defended by the Minister of National Education in the Parliament. The President of CoHE is also given the floor at the beginning and the end of the discussion in the planning and budget commission of the Parliament.

In addition to the annual budget, provided by the state, each university is also capable of creating its own financial resources (endowments, tuition fees, overhead from contract research, use of land owned by the universities, income generating community services like university hospitals and continuing education services, according to the article 55 of Higher Education Law No. 2547).

The Law No. 5018 has also brought a change in the administration of the income generated by the universities themselves. According to Article 15 of Law No. 5018, these incomes are to be registered as self-incomes in the budgets of higher education institutions, and the registered amount is to be used according to the proposed plan for how to use the income in excess of the estimated amount or how to fill in the deficit in relation to the expected amount. The universities criticize this new application since they lose their flexibility of using income generated by themselves. The implementation of the new law is closely followed by the state universities as it may result in a decrease of the state contribution to the total budget in universities where self generated income is high.

3. Describe any changes since Bergen to the institutional structure.

Please include:

- the number of public/private HEIs
- are there different types of institutions delivering higher education (i.e. academic/professional, university/non-university etc.)
- the number/percentage of students admitted in academic session 2006-2007 to each type of institution
- the extent to which different types institutions are covered by the same regulations.

The number of the higher education institutions was 78 (53 state and 25 foundation private non-profit universities) in 2005. Now, it has reached to 93 with the newly founded 15 state universities by the Law No. 5467 of March 1, 2006. The Turkish higher education has a unitary system consisting of only universities, short cycle vocational programmes are offered by universities. In the academic year of 2006-2007, total number of student enrolment (including short, first, second and third cycles) at the higher education institutions is 430.322. The number of students enrolled in the first cycle programmes is 379.591, and 31 % of which were admitted to short cycle vocational programmes in 2006-2007 academic year.

All higher education institutions, both state and foundation (non-profit private), are subject to the Higher Education Law No.2547 of 1981, to the regulations enacted in accordance with the Law. For the information on the legal framework that governs all higher education institutions and on the types of institutions, please refer to the item 2.2 of the Turkish National Bologna Report, 2004-2005.

Partnership

4. Describe the structure which oversees the implementation of the Bologna Process in your country.

Please include:

- the membership and role of any national Bologna group (for example policy committee, promoters' group)
- the membership and role of students, staff trade unions, business and social partners in any national Bologna Group.

1. A permanent unit (the European Union and International Relations Office, EUIRO) has been established within CoHE. Presently five subject experts on Bologna action lines are employed in this unit:
 - Full responsible experts for Diploma Supplement and ECTS
 - Acting as the Liaison office responsible for:
 - relations between National Student Council (NSC) and ESIB
 - relations of EUA with CoHE, Turkish University Rectors' Conference (TURC) and universities
 - the ENIC NARIC networks
 - relations of YÖDEK with CoHE and universities
 - relations of the Commission for NQF for HE with CoHE and universities
 - the Turkish National Agency for EU education and youth programmes
 - Secretariat office of the Strategy Development Commission
 - Responsible for following and announcing/distributing the Decisions of CoHE to universities
2. Universities have units responsible for acting as a liaison with CoHE
3. Policy committees for action lines/group of action lines
 - Strategy Development Commission
 - YÖDEK
 - Commission for NQF for HE (core group with four members)
 - consultation with all related stakeholders
 - sectoral sub commissions with members from social and business partners
 - Commission for EUROSTUDENT project
4. National Team of Bologna Promoters with 15 members including one student (for promoting action lines)

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Please include:

- precise references (preferably with web links) to any legislation (or equivalent) in place to ensure students and staff are represented on HEI governing bodies
- the role of students in the governance of HEIs
- the role of staff trade union/representative bodies in the governance of HEIs

The “Regulation for Student Councils of HEIs and the National Student Council of HEIs” (http://www.yok.gov.tr/duyuru/student_council.pdf) was enacted on September 20, 2005 by CoHE, and replaced the old one with new amendments while also establishing the National Student Council (NSC). The first NSC elections were held in December 2005.

The new regulation provides students with a complete bottom-up organizational power in the most democratic manner starting from the departments/programme/major level at the bottom to the higher education institution and the national level at the top and aims to increase the student participation, involvement and contribution and take active part at every level of academic and administrative meetings of higher education institutions and that of student representation at national and international level through the national student councils of higher education institutions.

President of university student union can attend the Senate and the Executive Board meetings of the university concerned if student-related issues are in the agenda of the meetings (Article 24/e of the Regulation). Likewise, president of the national student council can attend the General Board of CoHE and the Interuniversity Board, which is advisory body to CoHE, meetings upon the invitation of the President of CoHE if student related issues are to be discussed in these meetings (Article 35/f of the Regulation). However, under the existing HE Law, student representatives do not have the right to vote. This shortcoming of the existing Law is emphasized in the draft report on strategy for HE to 2025.

At present, there are no measures in place for ensuring involvement of staff trade union/representative bodies in the governance of HEIs, however, measures to be taken are listed in the draft report on higher education strategy, e.g. establishing consultative upper bodies at universities consisting of non-academic stakeholders (alumni, representatives from the business world and trade associations).

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

The cooperation of business and social partners within the Bologna Process is not up to the desired levels. However, at the process of establishment of a NQF for HE, particularly during the determination of sectoral descriptors involvement of related stakeholders in the process will be ensured.

B. Main stocktaking questions, including scorecard elements

Degree system

(Scorecard and Eurydice)

Stage of implementation of the first and second cycle

7. Describe the progress made towards introducing the first and second cycle.

Please include:

- the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2006/07.

The two-cycle degree structure had been fully implemented in Turkish higher education system before Bologna. First cycle in Turkey requires an accumulation of 240 ECTS credits (4 years), while 120 ECTS credits for the Master-with-thesis and 90 ECTS credits for the Master-without-thesis are required. In the academic year of 2006-07, 97% of higher education students are enrolled in the two-cycle degree system below doctoral level.

For detailed information please see item 4 of the Turkish National Bologna Report, 2004-2005.

(Eurydice)

Stage of implementation of the third cycle

8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of 3rd cycle students following structured doctoral programmes
- the normal length of full-time doctoral studies
- the elements that are included in doctoral study programmes, e.g. do they include taught courses or independent research only
- the supervisory and assessment procedures for doctoral studies
- are doctoral studies included in your country's qualifications framework and are they linked to learning outcomes
- are interdisciplinary training and the development of transferable skills integrated in doctoral studies
- are credit points used in measuring workload in doctoral studies?

Third cycle studies are all structured in Turkey (hundred percent) and offered by the graduate schools affiliated to the universities. The Doctoral programmes consist of a minimum of seven courses, with a minimum of 21 national credits, a qualifying examination, a dissertation proposal, and a dissertation. The period allotted for the completion of the Doctorate programmes is normally eight semesters (four years). However, while it is possible to graduate in a shorter time, it is also possible to have an extension subject to the approval of graduate school. A dissertation supervisor who must hold the minimum rank of assistant professor is appointed for each PhD student. When the nature of the dissertation topic requires more than one supervisor, a joint-supervisor may be appointed. A joint-supervisor must hold a doctoral degree.

The PhD students are required to take the Doctorate Qualifying Examination, after having successfully completed taught courses. The examination consists of written and oral parts. The Doctorate Qualifying Committee determines by absolute majority whether a candidate has passed or failed the examination. A minimum score of 60 out of 100 on the Foreign Language Proficiency Examination for State Employees (KPDS) is a prerequisite for

taking the qualifying examination. Periodic monitoring of research work by a thesis monitoring committee is required to be awarded the Doctoral degree. Thesis defense by the candidate is open to all audience and a jury decides to grant/deny the Doctoral degree. The existing credit system used at the Doctoral programmes is based on contact hours (i.e. theoretical or practical hours per week). The credits assigned per semester to a given course are equal to the weekly lecture hours plus one-half of the weekly laboratory or practicum hours. Higher education institutions may specify a minimum semester average or cumulative grade point average at the end of a particular semester as a precondition for continuing in the program enrolled in. ECTS credits are mandatory in Doctoral programmes.

All three-cycle level descriptors are being updated and expected to be finalized by the end of 2006. Presently, the competences for Doctoral degree are:

- capacity to produce knowledge and technology at universal level;
- capacity to plan, conduct and conclude a research on his/her own

After acquiring the following lower level competences:

- having basic skills and knowledge,
- capability of verbal and written communication in Turkish and in at least one foreign language widely used in scientific circles (English, German or French);
- capability to contemporary ICT;
- skills including analysis, synthesis and creativity;
- acquirement of the notion of lifelong learning;
- having in-depth knowledge required by his/her field of work;
- capacity to understand the complexity and interdisciplinary nature of his/her academic carrier

In 2004 the “Industrial Doctorate Programme in Ceramics” was initiated as a project in Anadolu University. The project was financed by the State Planning Organization (SPO) (with the contribution of 5,2 million USD) and received 1 million USD contribution from the industry sector. The project aims at training researchers who received graduate education in the fields needed by the industry, and thus contributing to the ceramics industry of the region.

At present, totally 16 students are enrolled in the industrial doctoral programme and 13 private companies are included in the project as supporting firms. Each Doctorate student enrolled in the programme is granted a scholarship by one of the supporting firms. And the scholarship-granting firm can employ the students who complete the programme successfully. The students have two supervisors in this programme and spend 25% of their time working at the industrial sector; thus, both the sector and the university regularly derive benefit from their success. The project will continue in 2007 and SPO has announced a Call for Proposal for new applications to the programme with the enrolment quota of 14 students, and also a call for proposal for supporting new industrial doctoral programmes in 2007.

Within the framework of intensified university-industry partnership; another new project called “SAN-TEZ” has been launched by the Ministry of Industry and Trade in accordance with the “Regulation on the Principles and Procedures for Supporting Industrial Thesis Projects (SAN-TEZ)” published in the Official Journal No. 26284 of September 9, 2006. This programme is open to all projects prepared by universities in cooperation with any domestic enterprise regardless of its size and/or sector. The main aims of this project are

to:

- support graduate level thesis carried out by M.S. and PhD students which are designed and implemented in co-operation with industry,
- institutionalize university-industry-public cooperation,
- provide R&D and technological culture for SMEs,
- commercialize the academic knowledge,
- transfer academic knowledge into high added value technological products,
- solve the problems of industry during production process in cooperation with the universities,
- ensure that the thesis subjects of the Master and PhD students are determined according to the needs of R&D, production management and new technology products,
- increase the number of qualified labor force by ensuring the support of more Master and PhD students in the framework of these projects

In 2005, 104 project proposals were submitted and after the assessment process, 25 of them were accepted by the Ministry of Industry and Trade and launched by several universities (Middle East Technical University, Hacettepe University, Bilkent University and Ankara University) in cooperation with enterprises.

(Scorecard and Eurydice)

Access¹ to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

Please include:

- the percentage of first cycle qualifications that give access to the second cycle
- if appropriate, the percentage of first cycle qualifications that give access to the third cycle
- the percentage of first cycle qualifications that give access to both the second and third cycles
- the percentage of second cycle qualifications that give access to the third cycle
- specify any first cycle qualifications that do not give access to the second cycle
- specify any second cycle qualifications that do not give access to the third cycle.
- specify any examples where bridging courses are necessary to transfer between cycles in the same subject area
- any measures planned to remove obstacles between cycles.

The Turkish HE system includes a two-year short-cycle vocational degree. Each cycle gives direct access to the next/upper cycle. Access from the short cycle to the first cycle is

¹ Access as defined in the Lisbon Recognition Convention. Access: the right of qualified candidates to apply and be considered for admission to higher education.

possible through a central examination. Students who pass this examination can start their study for the first cycle at the third year after successfully completing a deficiency programme of at most one year. In addition, the change on the “Regulation on Graduate Education” (<http://www.yok.gov.tr/english/gradreg.html>) that took place on August 19, 2003, enables the Bachelor’s degree holders to enlist directly in Doctoral programmes provided that the students’ performance at the Bachelor’s level is evaluated as exceptionally high and his/her application is approved by the relevant authorities of the university.

(Scorecard and Eurydice)

Implementation of national qualifications framework

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA².

Please include:

- the stage of development of your national qualifications framework (for example: has your national QF been included in legislation or agreed between all relevant stakeholders; has a working group been established; have national outcomes-based descriptors of the main types of qualifications been prepared; has a timetable for implementation been agreed?)
- the extent to which your national qualifications framework is in line with the Framework for Qualifications of the EHEA
- the role of stakeholders in the development of your national qualifications framework.

The Commission for the National Qualifications Framework for Higher Education was established by the Decision of the CoHE on May 26, 2006. The Commission consists of a core group of four members: one member from the Council of Higher Education, one Rector, the President of the National Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK) and the Chairman of the Executive Board of a nongovernmental organization, *Educational Volunteers Foundation of Turkey (TEGV)*. The commission finalized the work plan and it is planned that consultation will be carried out in every stages of the establishment of NQF. Participation of all related stakeholders (representatives from teaching staff, national student union, alumni, business world –employers and employees– and trade associations) will play important role in the consultation process. The Commission may establish sub commissions when necessary upon the authority granted by the Council of Higher Education (YOK). Sub-committees will conduct research, surveys and prepare reports, which will be discussed by the relevant stakeholders. Organization process will be centralized and the authority in charge of the development of national qualifications framework is CoHE, and the other authorities involved in the organizational process are the Interuniversity Board (UAK), the Turkish University Rectors’ Conference (TURC) and the National Commission for Academic Assessment and Quality Improvement in Higher Education (YODEK).

² A Framework for Qualifications of the EHEA: <http://www.bologna-bergen2005.no/>

The definitions on qualifications and competences, which are set up at the Overarching Qualifications Framework for EHEA based on the Dublin descriptors, will be applied in Turkey as the Turkish higher education qualifications system is fully compatible with the structure foreseen in the EQF for EHEA. There is less work required in the higher education programmes leading to the regulated professions compared to the other programmes. The common principles such as quality assurance, guiding and counselling and key competences will play important roles in the Turkish NQF for higher education. The validation of non-formal or informal competences will be out of scope of the Turkish NQF for HE due to the lack of a favourable legal framework for the time being.

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

Please include where possible:

- the percentage of first cycle graduates who found employment after graduating in 2005/06
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06
- the extent to which this is expected to change in 2006/2007.

The employment of higher education graduates is monitored nationally and institutionally. Some higher education institutions have started to monitor their graduates recently, but it is not compulsory. The Turkish Statistical Institute (TURKSTAT) monitors the employment of higher education graduates (including all three-cycle graduates) on a national basis within the context of national statistics on employment and labour force. According to the recent survey conducted by TURKSTAT ("*Household Labour Force Survey for the period of August 2006*", covering July, August and September), the labour force participation rate of higher education graduates that was 8,8 % in 2000, increased to 11,8 %. The percentages of employment after graduating in 2005/06 are not available for any cycles. However, the survey shows that 10,6% of the graduates of all three cycles up to date were unemployed during the period covered by the survey.

Employment policy of Turkey has been revised within the context of the EU candidacy, particularly under the Lisbon strategy. One of the national objectives stated in the 9th Development Plan of Turkey is to increase the share of the higher education graduates in labour force and to reach the level of that of EU, through active labour force policies.

CoHE strongly believes that the establishment and implementation of a national higher education qualifications framework system is going to contribute the employability of university graduates.

Among the measures taken at the institutional level to increase the employability of university graduates, the career planning and development centres in higher education institutions can be counted. Most of the universities established these centres in order to guide and help graduates in finding appropriate job and in developing their career. Through these centres, universities organizes such activities as sector introduction meetings, training programmes, career days and career fairs, and information seminars, in which various companies are invited to universities, company representatives provide students

and graduates with information about their company, career opportunities and open positions, make interviews, and sometimes, recruit graduates. Many local and international companies, international organizations, and government agencies use these centers to recruit the university graduates.

Quality assurance

(Scorecard and Eurydice)

National implementation of the Standards and Guidelines for QA in the EHEA³

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Please include:

- the stage of implementation of the national quality assurance system in line with the Standards and Guidelines for QA in the EHEA
- any action that has been taken to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any deadlines set for taking action to ensure that the national quality assurance system is in line with the Standards and Guidelines for QA in the EHEA
- any action planned to ensure that the national quality assurance system is in line with the standards and guidelines for QA in the EHEA.

A new “Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions” (http://www.yok.gov.tr/duyuru/academic_assessment.pdf), complying with the recommendations and criteria of the Berlin Communiqué and the standards and guidelines for quality assurance in the EHEA was enacted on September 20, 2005. The Regulation determines the principles for evaluating and improving the quality of educational, instructional and research activities and administrative services at higher education institutions, as well as approval and recognition of their level of quality through an independent external assessment. External assessment is recommended but not compulsory.

The Regulation embodies the 5 key elements of evaluation system listed in the Berlin Communiqué, namely, internal assessment, external review, participation of student, publication of results and international participation. It ensures the internal assessment of academic activities and administrative services of higher education institutions, which is carried out periodically every year, starting from the beginning of 2006, and a cyclical external assessment every five years. The results of internal and external assessments are open to the public.

Following the adoption of the regulation, the independent “Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK)” with 9 members elected by the Interuniversity Board – UAK (composed of the rectors and the university

³ <http://www.enqa.net/files/BergenReport210205.pdf>

representatives elected by the senates of the universities) **and one student member appointed by the national student union** was formed. 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.

(Scorecard and Eurydice)

Stage of development of external quality assurance system

13. Describe the quality assurance system operating in your country.

Please include:

- the stage of implementation of your external quality assurance system
- the scope of your external quality assurance system: does it operate at a national level; does it cover all higher education⁴
- which of the following elements are included in your external quality assurance system:
 - internal assessment
 - external review
 - publication of results
- whether procedures have been established for the peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA.

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

The related regulation aims to establish independent national external QA agencies. The independent body YÖDEK 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.

Recently, some independent national quality agencies started to work on acquiring accredited status of external quality assurance agency. Engineering Evaluation Board

⁴ higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country’s higher education system.

(MUDEK) continues its work to acquire legal personality and to apply to YÖDEK to be certified. In addition, the Turkish Society for Quality (KALDER) conducts the institutional evaluation system that has common features and significant similarities with the EFQM model. Furthermore, there are two more sectoral agencies (for health and architecture programmes) which applied to YÖDEK to become independent national accreditation agencies.

In accordance with the regulation and the “Guide on Academic Assessment and Quality Improvement in HEIs” prepared by YÖDEK in line with the Standards and Guidelines for QA in EHEA, starting from this year, universities are required to conduct annual self assessment studies and prepare their own strategic plans based on the conclusions drawn from their self assessment. **40 HEIs out of then 78 have already completed their self-assessment reports.** It is planned that the process will be completed and the first internal assessment of all universities as well as the external assessment of some will be completed and published before the 2007 Ministerial Meeting.

(Scorecard and Eurydice)

Level of student participation

14. Describe the level of student participation in your national quality assurance system.

Please include:

- whether students are included in the following aspects of quality assurance:
 - the governance of national agencies for QA
 - as full members or observers in external review teams
 - as part of the decision making process for external reviews
 - in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
 - in internal evaluations.

1. One student appointed by the NSC as a full member of the national QA agency, YÖDEK (Amendment to the regulation was adopted following its publishing in the Official Journal No.26390 of December 28, 2006).
2. Students are to participate as full members in external review teams and in decision-making. They exercise the same roles as the other members of the team.
3. At institutional level, on the other hand, all universities, in accordance with the regulation, are required to include one representative from the university student union in their “Academic Assessment and Quality Improvement Board (ADEK)” as a full member (Article 8 of the regulation)

(Scorecard and Eurydice)

Level of international participation

15. Describe the level of international participation in your national quality assurance system.

Please include:

- whether there is international participation in the following aspects of quality assurance
 - the governance of national agencies for quality assurance
 - the external evaluation of national quality assurance agencies
 - teams for external review, either as members or observers
 - membership of ENQA
 - membership of any other international network.

At present, the Turkish quality assurance system is open to evaluation from abroad – a practice widely used by many universities. As of today, 42 engineering programmes of the four Turkish universities have been evaluated by the “Accreditation Board for Engineering and Technology-USA (ABET)” at different times and received "substantial equivalence" from ABET.

Among other international quality assessments exercised by the higher education institutions in Turkey is the review by EUA. So far, 12 Turkish universities have been successfully evaluated by EUA through its “Institutional Evaluation Programme” and 5 more universities are currently at the stage of submitting their applications for participation in this programme in order to gain an increased strategic capacity and internal quality culture. In addition, three universities participated in the first phase of the Quality Culture Project conducted by EUA, in 2002-2003. One Turkish university participated in the second phase in 2003-2004, and the two universities were selected for the third phase of the above-mentioned project in 2005.

The quality assurance system recently established in Turkey foresees the cooperation and participation of foreign experts and agencies in every stage of external assessment. Foreign experts and/or international cooperation are to take place in the decision-making and evaluation processes of both YÖDEK and accreditation agencies registered by YÖDEK.

YODEK intends to apply to join ENQA in the future after a reasonable number of internal evaluations have been conducted (already achieved), reports have been published (in progress). The principles and procedures for the accreditation of national independent external QA agencies in accordance with the principles of ENQA will be drafted by YÖDEK by the end of June 2007.

Recognition of degrees and study periods

(Scorecard and Eurydice)

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

Please include:

- the percentage of students graduating in 2007 who will receive a Diploma Supplement
- which of the following apply to Diploma Supplements issued in your country:
 - issued in a widely spoken European language
 - free of charge
 - automatically
 - correspond to the EU/CoE/UNESCO Diploma Supplement format.

Diploma Supplement has been mandatory at all higher education institutions since the end of the academic year of 2005-2006 by the Decision of CoHE dated March 11, 2005. A national Diploma Supplement template was formed in line with the model recommended jointly by the European Commission, the Council of Europe and UNESCO/CEPES. An office in the CoHE was charged with checking the compatibility of Diploma Supplement samples from HEIs with national template and giving technical assistance. Diploma Supplement that includes ECTS credits is issued to students upon their graduation, in English, German or French, upon request, first copy being free of charge. As of the end of the academic year of 2005-2006, totally 113,153 Diploma Supplements at Bachelor's, Master's, Doctorate and short cycle levels have been issued at 67 higher education institutions out of then 78. So far, 13 higher education institutions (2 universities in 2005 and 11 universities in 2006) were awarded Diploma Supplement Labels by the European Commission.

(Scorecard)

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents⁵ of the Lisbon Recognition Convention.

Please include:

- whether your country has ratified the convention (including depositing ratification instrument at either CoE or UNESCO)
- whether all appropriate legislation complies with the legal framework of the Convention and the later Supplementary Documents
- which of the following principles are applied in practice
 - applicants' right to fair assessment
 - recognition if no substantial differences can be proven
 - demonstration of substantial differences, where recognition is not granted
 - provision of information about your country's HE programmes and institutions
- whether you have a fully operational ENIC

⁵ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

- any action being taken to ratify or fully implement the Convention and the later Supplementary Documents.

Internal ratification process of the Lisbon Recognition Convention signed on December 1, 2004 has been completed. The Convention was approved by the Law No. 5463 of February 23, 2006, and ratified by the Cabinet Decision No. 2006/11158. The Ministry of Foreign Affairs submitted the instrument of ratification to the Council of Europe and the UNESCO, hence the international ratification process has been completed. The Convention will enter into force in Turkey on March 1, 2007.

The five basic principles related to the assessment of qualifications of the Lisbon Recognition Convention were adopted by the Decision of CoHE dated April 13, 2006. These principles will be applied in the procedure for recognition both during the applications and the assessments of foreign higher education diplomas in Turkey. The above-mentioned Decision foresees that the relevant changes are to be made in the “Regulation on Recognition of Foreign Higher Education Qualifications” (<http://www.yok.gov.tr/english/regula/recognition.htm>) in order to ensure the implementation of these principles.

According to the Decision of CoHE dated December 1, 2006, the “Regulation on Recognition of Foreign Higher Education Qualifications” will be reviewed in line with the Lisbon Recognition Convention and its supplementary texts, and necessary changes will be made in the regulation, if needed. The related work continues and the amended regulation is expected to be adopted by the end of January 2007. When the new regulation comes into force, it will be published on the website and sent to the depository parties of convention and all ENICs.

Turkey is represented in the ENIC Network and the national centre within CoHE has been operative for a long time. ENIC Turkey attends regularly annual and joint meetings, participates the ENIC ListServ, study visits, updates regularly information on Turkey at the ENIC-NARIC website and, replies and makes enquiries from/to other ENICs.

(Scorecard and Eurydice)

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Please include:

- the stage of implementation of ECTS in academic year 2006/2007
- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007
- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

All higher education institutions in Turkey use credit system based on the contact hours (i.e. theoretical or practical hours per week). Accordingly, credits assigned per semester to

a given course are equal to the weekly lecture hours plus half of the weekly laboratory or practicum hours. Higher education institutions may specify a minimum semester average or cumulative grade point average at the end of a particular semester as a precondition for continuing in the upper class courses of the programme concerned.

ECTS has been used as a credit transfer system for student mobility in the Erasmus Programme since the official participation of Turkey in the EU education and youth programmes in 2003. With the Decision of CoHE dated March 11, 2005, ECTS, as the compulsory constituent of Diploma Supplement, has become mandatory at all higher education institutions in Turkey since the end of the academic year of 2005-2006. As of the end of 2005/06 academic year, totally 45 universities out of then 78 completed their work and ECTS credits have been placed in their Diploma Supplements. ECTS is not used for credit accumulation, as this system is not being practised in Turkey, yet. On the other hand, it is in the agenda of CoHE that ECTS will become mandatory for general use and all transcripts issued by higher education institutions will include ECTS credits as well, along with the national credits.

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications⁶? If so, give a brief description of the plan and attach a copy.

Turkey's action plan for recognition is enclosed.

Lifelong Learning

(Scorecard)

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

Please include:

- the stage of development of any procedures or national guidelines to recognise prior learning
- a description of any procedures or national guidelines for assessing prior learning as a basis for access to HE
- a description of any procedures or national guidelines for allocating credits as a basis of exemption from some programme requirements.

The validation of non-formal or informal competences is not applicable in Turkey for access to first cycle degrees due to the lack of a favourable legal framework. It is not in the strategic agenda of HE in a foreseeable future.

21. Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education.

⁶ ENIC/NARIC has produced guidelines for National Action Plans for Recognition.

Please include:

- any flexibility in entry requirements
- any flexible delivery methods
- any modular structures of programmes.

In addition to the distance learning HE programmes offered by the Anadolu University, almost all the universities have “continuous education centres” contributing to LLL. These centres offer seminars, conferences and refresher courses to those who wish to be kept up to date in their profession or to those who would like additional skills and/or knowledge in a different field. Likewise, government institutions, private sector and increasingly non-governmental organisations provide lifelong learning activities. Lifelong learning is considered as one of the national priorities both in labour market and in education sector.

As a measure taken to encourage higher education institutions in developing lifelong learning paths, “Second University” project has been carried out by Anadolu University since 2001. The project enables the Associate and the Bachelor degree holders, and also the undergraduate students to be admitted to the distance-learning programmes of Anadolu University without taking the university entrance exam. The Bachelor degree holders can apply to both two- or four-year distance-learning programmes, while the Associate degree holders can be admitted only to the two-year distance-learning programmes. Within the context of the project, current number of enrolment in various distance-learning programmes of the university is 40,000.

More advanced universities offer internet based courses in certain fields to the students of peripheral universities based on the protocols between participating HEIs and upon the approval of the National Committee for Informatics under CoHE. The credits earned from these courses can be transferred to the formal HE programmes. Another programme in which courses are delivered by flexible methods is industrial Doctorate programme in ceramics offered by Anadolu University. The students studying in this programme spend 25% of their time working at the industrial sector (See item 8).

Joint degrees

(Scorecard and Eurydice)

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

Please include:

- the stage of implementation of any legislation to establish joint programmes
- whether joint⁷ degrees are allowed and encouraged in legislation
- whether joint degrees are allowed and encouraged in all three cycles
- an indication of the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries
- any action being taken to encourage or allow joint programmes.

The regulation on international joint/dual degree programmes in higher education has been adopted by CoHE following its publishing in the Official Journal No.26390 of December 28, 2006. This regulation encourages the establishment and provision of international joint programmes in Turkey in two ways: (1) providing extra income for faculty staff in those programmes and (2) attracting students to the first cycle joint/dual programmes as these are listed in the official guide of the student selection and placement examination (ÖSS). Universities can set up and carry out joint degree programmes through bilateral protocols with the approval of CoHE (There is no legal obstacle in the establishment and recognition of joint degrees and/or joint study programmes in Turkey). International joint programmes have already been in practice in some universities long before this recent action taken to encourage further cooperation with universities in Europe.

Currently, one university is offering joint first cycle programme with a German university and one university is offering joint Doctoral programmes on individual basis within the context of the bilateral agreements with some French universities. Two universities offer joint Bachelor and Master programmes with two Dutch universities; two offer one dual Bachelor and three dual Master programmes with three French universities. One university offers three dual Bachelor programmes with a British university. In addition, eight universities have been offering joint study programmes leading to a dual Bachelor's degree in different fields of study, through bilateral agreements with a non-European partner, the State University of New York in USA.

C. Current issues in Higher Education

Higher education and research

23. Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs; are any steps being

⁷ A joint degree is a single degree certificate awarded by two or more institutions, and where the single degree certificate is valid without being supplemented by any additional national degree certificate.

taken to improve the synergy between HE and other research sectors.

The S&T policy of Turkey has recently been revised to emphasize the establishment and enhancement of national innovation systems. Universities play a critical role in this new policy adopted by S&T.

Most of the research work in Turkey is conducted in HEIs. Until now, two criteria have been used in general in evaluating higher education's research functions. First are the numbers of Doctoral students and post-Doctoral researchers, the second are the numbers of articles published in journals covered by Science Citation Index (SCI), Social Science Citation Index (SSCI), and Arts and Humanities Citation Index (AHCI) of ISI.

As for the first criteria, in the last decade, there has been a four times increase in the number of master's graduates and the number of those who received doctoral and medical specialization degrees doubled. Despite this rise, especially the number of doctoral graduates is far from making up for the lack of lecturers and researchers of Turkey. Regarding the second criteria, Turkey's publications in the journals mentioned above had a 30 times increase in the last 20 years in the field of sciences (basic, engineering, health, agriculture, forestry, animal husbandry) and Turkey recorded a success of rising from 43rd row to 19th in world classification. Technology Development Regions (TDR) in university campuses (presently 22 TDR) have had a significant impact in university-industry cooperation leading to innovation. Firms in these regions enjoy certain tax exemptions and state aid and support for export of their products. The statistics on the R&D activities for innovation are conducted by the Scientific and Technological Research Council of Turkey (STRC).

24. What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?

Even though there are no statistical data available, it is not false to state that nearly all the doctoral candidates take up academic positions in universities after graduation, the rest being employed in few existing R&D institutions, some under STRC and less under private sector.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Please include:

- any financial or other measures to widen access in higher education amongst socially disadvantaged groups
- any measures in place to monitor the impact of policies to widen access to higher education, including results if possible
- any further measures planned, following evaluation of the widening access measures already in place.

There is a centralised state grant and loan system to support both undergraduate and graduate

students from the middle/low income groups. According to the Law No.5102, the Higher Education Credit and Dormitory Authority (YURTKUR) is the responsible body for the administration of state grant and loans and rooming in higher education. YURTKUR offers need and merit based study grants, study loans and tuition fee loans. According to a survey conducted by YURTKUR, 50.6 % of higher education students received tuition fee loan and 56.7 % of them received study loan in 2005. In 2006, nearly 724.000 students out of nearly 2.350.000 were awarded grants and loans.

In accordance with the Decision of CoHE dated February 2, 2006, Turkey has participated in the third round of the Eurostudent Project. A commission was set up for coordinating the related work. The project aims to deliver comparable data and information in order to define and draw a general picture of students' socio-economic living conditions ("Social Dimension") within Europe and to define the current situation and by the help of international comparison to identify obstacles against an effective common EHEA. The data collected by the project will also serve as a major source for the empirical reality of student life and as a basis for a future monitoring system on the socio-economic conditions of student life. The above-mentioned commission continues the work on the survey to be carried out between December 2006 and March 2007. The data will be submitted to the Eurostudent project coordinators in July 2007. The commission completed the template of questionnaires. 60.000 questionnaires are to be distributed and 10.000 returns are estimated which is a statistically significant number to evaluate and draw conclusion.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Please include:

- any guidance or counselling services and any other measures to improve retention
- any measures in place to monitor the impact of policies to improve retention, including results if possible
- any further measures planned, following evaluation of the retention measures already in place.

In accordance with the articles 46 and 47 of the Higher Education Law No. 2547, universities (state or foundation) are required to establish a unit for health, culture and sports with the objective of providing all students with healthcare facilities; social and cultural counselling-guidance and sports facilities. Also, each student is appointed an academic advisor to be academically assisted and instructed for the entire period of his/her study.

Retention rate in Turkish higher education is rather low as compared to other countries in Europe. Also taking into account the maximum period of study before being dismissed, it is obvious that the retention rate in the in-class (face-to-face) programmes is less than 25% for the first cycle, less than %52 for the second cycle and less than %57 for the third cycle. The efficiency rate of Open Faculty of Anadolu University is low when compared to in-class HE programmes.

Mobility

27. Describe any measures being taken to remove obstacles to student mobility

and promote the full use of mobility programmes.

Please include:

- any measures to increase inward student mobility
- any measures to increase outward student mobility.

In addition to the measures stated in the Turkish National Bologna Report, 2004-2005 (See item 7.2) more effective counselling-guidance and lodging services and orientation programmes (including Turkish language courses in university campuses) for inward students have been put into practice since 2005.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

There are no portable loans or grants available in Turkey.

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward staff mobility
- any measures to increase outward staff mobility.

In addition to those stated in the Turkish National Bologna Report, 2004-2005 (See item 7.4) following measures have been taken:

- lodging facilities for visiting faculty,
- additional salary possibilities upon approval from Ministry of Finance with an advanced notice,
- legislative flexibility for leave of absence for outgoing faculty

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

- Jean Monnet Action Programme has been active in Turkey since 2001. Currently, there are 7 Jean Monnet chairs and 26 Jean Monnet modules or courses at Turkish universities. The Jean Monnet post-graduate scholarship programme has been running for almost 15 years and has allowed several hundred Turkish scholars to get acquainted with issues related to European integration. It also has played a role in strengthening the links between EU and Turkish academic institutions.
- “European Master Programme in Conference Interpreting” is going to be initiated in the 2007/08 by one state and one foundation university jointly with the European Commission.
- Turkey has become an eligible country for Erasmus Mundus Programme with its EU candidacy status. It is envisaged that Turkey will fully participate in the programme for 2004-2008.

Future challenges

31. Give an indication of the main challenges ahead for your country.

According to the draft report on strategy for Turkish HE to 2025, the main challenges ahead for the Turkish higher education are as follows:

- Imbalance of demand-and-supply in higher education. Demand for higher education is much higher than the supply of the system;
- Improvement of the quality of education and full implementation of a national QA system internationally accepted;
- Establishment of the necessary mechanisms to enable centres of excellence to take a leading role in the S&T competition;
- Designing a new higher education finance model ensuring the diversity of resources, equal opportunity and efficient use of resources;
- Allocation of significant financial support for HRD in HE;
- Providing means of learning at least one foreign language starting at the secondary education level;
- Differences in quality of education and capacity of vocational schools of HE;
- Equal opportunity for access to HE;
- The increase in young population can be turned into an opportunity by providing higher education qualified labour force in the demanded fields until 2025 via appropriate infrastructure plan of education and adequate financial resources.

Completed National Reports should be sent to the Bologna Secretariat by email no later than **Friday 15 December 2006**.

Please remember to attach a copy of your national action plan to improve the quality of the process associated with the recognition of foreign qualifications.

Bologna Secretariat
May 2006