Bologna Process Implementations in Turkey

19.10.2012
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Council of Higher Education
Structure of the Higher Education (HE) System

- HE system is defined as all post-secondary programmes with a duration of at least two years

- Unitary system consisting of
  - State Universities
  - Foundation Universities (non-profit private)
  - Foundation Vocational Higher Schools

- Universities offer programmes of;
  - Short cycle (Associate)
  - First cycle (Bachelor)
  - Second cycle (Master)
  - Third cycle (PhD)
Structure of the Higher Education (HE) System (Cont’d)

- All HEIs, both state and foundation (non-profit private) are subject to HE Law No.2547

- Universities are established per the State by Law, with the proposal/opinion of the CoHE

- Number of HEIs
  - In 2010: 156
  - In 2012: 181
Number of Students (2011-2012)

- **Enrollments**
  - 1,033,203  ⇒ short cycle (associate),
  - 2,477,785  ⇒ first cycle (bachelor)
  - 168,156  ⇒ second cycle (master)
  - 51,468  ⇒ third cycle (PhD)
  - 585,224  ⇒ second education and medical interns
  - 37,706  ⇒ other HE institutions

- Total Number of Students in HE ⇒ 4,353,542
Bologna Process Implementations

- Turkey became a member of the Bologna Process in 2001
- A permanent unit (EU & International Relations) has been established within CoHE
- Bologna Process Policy committees for action lines/group of action lines:
  - YÖDEK-national level
    - (Committee for Academic Assessment and Quality Improvement at HEIs, national QA authority responsible for accreditation of national external QA agencies)
  - ADEK- institutional level
    - (Committee for Academic Assessment and Quality Improvement)
Bologna Process Implementations

- BEK- institutional level
  - (Bologna Coordination Commission)
  - According to the CoHE Decission dated 20.11.2008, all Universities started to establish Bologna Coordination Commission which will work on the realization, dissemination, monitoring and evaluation of Bologna Reforms in HEI’s
- Committee for NQF for HE and its working group
- National Team of Bologna Experts with 16 members including one student (for promoting action lines)
Scorecard indicator n°1: Stage of implementation of the first and second cycle, 2010/11

Scorecard categories

- At least 90% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
- 70-89% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
- 50-69% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
- 25-49% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
- Less than 25% students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles
  OR
  Legislation for a degree system in accordance with the Bologna principles has been adopted and is awaiting implementation

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* Sources: Eurostat and BFUG questionnaire, 2011
** Source: Rauhürgers, Deane & Pauwels, 2009.
Scorecard indicator n°2: Access to the next cycle, 2010/11*

Scorecard categories

- **Green**: All first-cycle qualifications give access to second-cycle programmes and all second-cycle qualifications give access to at least one third-cycle programme without major transitional problems.
- **Light green**: There are some (less than 25%) first-cycle qualifications that do not give access to the second cycle, or some second cycle-qualifications that do not give access the third cycle.
- **Yellow**: There are some (less than 25 %) first-cycle qualifications that do not give access to the second cycle and some second-cycle qualifications that do not give access to the third cycle.
- **Orange**: A significant number (25-50 %) of first and/or second-cycle qualifications do not give access to the next cycle.
- **Red**: Most (more than 50 %) first and/or second-cycle qualifications do not give access to the next cycle OR there are no arrangements for access to the next cycle.

**Legend**

- Data not available

**Source**:
- BFUG questionnaire, 2011.

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* Source: BFUG questionnaire, 2011.
** Source: Rauhvargers, Deane & Pauwels, 2009.
Scorecard indicator n°3: Implementation of national qualifications frameworks, 2010/11*

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<td>Step 10: The Framework has self-certified its compatibility with the Qualifications Framework for the European for Higher Education Area</td>
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<td>Steps 7-9:</td>
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<td>o 9. Qualifications have been included in the NQF</td>
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<td>o 6. Study programmes have been re-designed on the basis of the learning outcomes included in the NQF</td>
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<td>o 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</td>
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<td>Steps 5-6:</td>
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<td>o 6. The NQF has been adopted in legislation or in other high level policy fora</td>
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<td>o 5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders</td>
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<td>Step 4: The level structure, level descriptors (learning outcomes), and credit ranges have been agreed</td>
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<td>Step 3-1:</td>
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<td>o 3. The process of developing the NQF has been set up, with stakeholders identified and committee(s) established</td>
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<td>o 2. The purpose(s) of the NQF have been agreed and outlined</td>
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<td>o 1. Decision to start developing the NQF has been taken by the national body responsible for higher education and/or the minister</td>
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Indicator 3:

Implementation of national qualifications framework

In 2010:
- With the CoHE decision dated 21.01.2010 Associate Level descriptors were approved (5th level) and Bachelor, Master and PhD level descriptors were revised

In 2011:
- Field Based Qualifications has been determined; 13.01.2011
- ISCED97 fields were taken as reference points for the determination of “field based qualifications”
- 4 pilot universities were selected and started work on preparing program based qualifications
- Pilot universities finished their prog. Qualifications in June 2011
- Program based qualifications for all universities expected to be finalised by the end of 2012
Figure 3.3: Scorecard indicator n°4: Stage of development of external quality assurance system 2010/11*

Scorecard categories

- A fully functioning quality assurance system is in operation nationwide. The QA agency/ies has/have been successfully evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to all institutions and/or programmes and covers the following main issues:
  - teaching
  - student support services
  - internal quality assurance/management system

- A quality assurance system is in operation nationwide. The QA agency/ies has/have been successfully evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to all institutions and/or programmes and covers a subset of the main issues.

- A quality assurance system is in operation nationwide. The QA system has not been evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to all institutions and/or programmes and covers teaching, student support services and internal quality assurance/management.

OR

- A quality assurance system is in operation at the national level. The QA system has been successfully evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to some institutions and/or programmes and covers subset of the main issues.

- A quality assurance system is in operation nationwide. The QA system has not been evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to all institutions and/or programmes and covers a subset of the main issues.

- A quality assurance system is in operation nationwide. The QA system has not been evaluated against the European Standards and Guidelines in the EHEA. The QA system applies to some institutions and/or programmes and covers a subset of the main issues.

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* Source: BFUG questionnaire, 2011.
** Source: Rauhwargers, Deane & Pauwels, 2009.
Scorecard indicator n°5: Level of student participation in quality assurance, 2010/11*

Scorecard categories

- In all quality assurance reviews, students participate at five levels:
  - in governance structures of national quality assurance agencies
  - as full members or observers in external review teams
  - in the preparation of self evaluation reports
  - in the decision making process for external reviews
  - in follow-up procedures

- Students participate at four of the five levels mentioned above
- Students participate at three of the five levels mentioned above
- Students participate at two of the five levels mentioned above
- Students cannot participate or participate at only one level mentioned above

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* Source: BFUG questionnaire, 2011.
** Source: Rauhvarges, Deane & Pauwels, 2009.
Scorecard indicator n°6: Level of international participation in external quality assurance, 2011/12

Scorecard categories

- In all cases the following four aspects are met:
  - Agencies are full members of ENQA and/or listed on EQAR
  - International peers/experts participate in governance of national QA bodies
  - International peers/experts participate as members/observers in evaluation teams
  - International peers/experts participate in follow-up procedures

- Three of the four aspects are met
- Two of the four aspects are met
- One of the four aspects is met
- No international participation

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* Source: BFUG questionnaire, 2011.
** Source: Rauhvarges, Deane & Pauwels, 2009.
Scorecard indicator n°7: Stage of implementation of the Diploma Supplement, 2010/11*

Scorecard categories

- Every graduate receives a Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language
  - automatically
  - free of charge
- Every graduate who requests it receives a Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language
  - free of charge
- A Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language is issued to some graduates OR in some programmes free of charge
- A Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language is issued to some graduates OR in some programmes for a fee
- Systematic issuing of Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format and in a widely spoken European language has not yet started

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* Source: BFUG questionnaire, 2011.  
** Source: Rauhvargers, Deane & Pauwels, 2009.
Scorecard indicator n°8: Stage of implementation of ECTS system, 2010/11*

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* Source: BFUG questionnaire, 2011.
** Source: Rauhvarges, Deane & Pauwels, 2009.

Scorecard categories

ECTS credits are allocated to all components of all HE programmes, enabling credit transfer and accumulation
ECTS credits are demonstrably linked with learning outcomes

ECTS credits are allocated to all components of more than 75% of HE programmes, enabling credit transfer and accumulation AND ECTS credits are demonstrably linked with learning outcomes

OR

Credits are allocated to all components of all HE programmes using a fully ECTS compatible credit system enabling credit transfer and accumulation AND credits are demonstrably linked with learning outcomes

ECTS credits are allocated in 50-75% of all HE programmes AND ECTS credits are demonstrably linked with learning outcomes

OR

ECTS credits are allocated to all components of more than 75% of HE programmes enabling credit transfer and accumulation, but ECTS credits are not yet linked with learning outcomes

ECTS credits are allocated in at least 49% of HE programmes

OR

A national credit system is used which is not fully compatible with ECTS

ECTS credits are allocated in less than 49% of HE programmes

OR

ECTS is used in all programmes but only for credit transfer
ECTS Label 2010
- 6 applications received
- 2 applications screened
- 2 applications accepted
- 6 ECTS Label awarded by the Commission

ECTS Label 2011
- 26 applications received
- 15 applications screened
- 3 applications accepted
- 12 ECTS Label awarded by the Commission
Scorecard indicator n°9: Recognition of prior learning, 2010/11

Scorecard categories

- There are nationally established procedures, guidelines or policy for assessment and recognition of prior learning as a basis for 1) access to higher education programmes, and 2) allocation of credits towards a qualification and/or exemption from some programme requirements, AND these procedures are demonstrably applied in practice.

- There are nationally established procedures, guidelines or policy for assessment and recognition of prior learning as a basis for 1) access to higher education programmes, and 2) allocation of credits towards a qualification and/or exemption from some programme requirements, BUT these procedures are not demonstrably applied in practice.

- There are nationally established procedures, guidelines or policy EITHER for 1) OR for 2) (see above), AND these procedures are demonstrably applied in practice.

- There are nationally established procedures, guidelines or policy EITHER for 1) OR for 2) (see above), BUT these procedures are not demonstrably applied in practice.

- There are no specific procedures/national guidelines or policy for assessment of prior learning, but procedures for recognition of prior learning are in operation at some higher education institutions or study programmes.

- Implementation of recognition of prior learning is in a pilot phase at some higher education institutions

- Work at drawing up procedures/national guidelines or policy for recognition of prior learning has started.

- No procedures for recognition of prior learning are in place EITHER at the national OR at the institutional/programme level.

2012 Report 2009 Report
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11 9
4 10
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*Source: BFUG questionnaire, 2011.
**Source: Rauhvargers, Deane & Pauwels, 2009.
Thank you ...