



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Turkey**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Turkey

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

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### Contributors to the report:

• Government representatives "The Council of Higher Education - International Relations Unit"

### Contributors to the report:

• Employer representatives ""

### Contributors to the report:

• Student representatives ""

### Contributors to the report:

• Academic and other staff representatives "National Bologna Experts"

### Contributors to the report:

• Other representatives (please specify) ""

## Data entry: (I\_Degrees\_qualifications)

### I.1. Do your higher education steering documents address demographic projections for your country?

Yes

#### I.1.1. How do these projections affect higher education policy planning?

The Council of Higher Education takes into account those demographic projections during establishing higher education and deciding the student quota for the departments. In addition to this, Turkey has five year National Development Plans. These plans are proposed by the government and approved by the Parliament. In these plans there are projections. Demographic projections are also regarded in annual programmes of 5-year development plans. The Ministry of Development is the responsible body for monitoring.

Rules and articles related to Demographic Projections in Turkish legislation are as following;

- In the constitution, Article 130, Subsection 3
- The Ministry of National Education (the MoNE) strategy plan (2010-2014)
- The Council of Higher Education Law (2547). Such articles are mentioned as below;
  - Article 7, Subsection 1, Subclause d, Subclause h
  - Article 5, Subsection 1, Subclause e, Subclause f, Subclause h
- With the Public Finance Management and Control Law (5018) coming into force in 2003, strategic planning is brought into action. Purpose of this law is to regulate structure and operating of public finance management, preparation and application of public budget, recognition and reporting of whole financial operations and finance control so as to ensure gain and use of public resources in an efficient, economic and productive way, accountability and financial transparency in accordance with policies and goals taking place in development plans and programmes. Furthermore, demographic projections are regarded in strategic documents of the Council.
- Higher Education (HE) Strategy Documents (2007)

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

Institute of Technology (first, second and third cycles),  
Non-profit foundation vocational Higher Schools (short cycle)  
Military academies (short, first, second and third cycles)  
Police academy (short, first, second and third cycles)

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private \*Non-profit foundation
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

#### I.3.1. What is the number of institutions in the categories identified?

105 public universities (including 2 institutes of technology),  
73 foundation universities (non profit),  
8 non-profit foundation vocational higher schools  
6 military academy  
1 police academy

### I.4. Comments

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "100"

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

#### I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

**I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

240 ECTS "100"

**I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

Other duration ""

**I.6.1. Please specify**

**I.7. Please note that short cycle programmes are treated in a separate section below.**

**I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

Yes (please explain in the field on the right)

Such as medicine, veterinary, nursery, conservatoire and some other professional schools have structured curricula...

**I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

**I.9.1. In which study fields do these study programmes exist?**

One-tier regulated programmes: Dentistry, Medicine, Veterinary, Pharmacy

**I.9.2. What is the typical duration of these degree programmes outside the Bologna model?**

5-6 years

**I.9.3. What percentage of first cycle students is enrolled in these programmes?**

28% (the ones having 5-6 year-education: 94768; Total number of students in first cycle: 3372519)

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "1"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "5"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "94"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration ""

**I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "0.5"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "10"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "89.5"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration ""

**I.11.1. Please specify**

**I.12. Do integrated/long programmes leading to a second cycle degree exist?**

**I.12.1. Is the duration of the above programmes calculated in...**

ECTS credits (or other credits)

**I.12.2. What is the typical duration of these degree programmes?**

For medicine 6 years, for others 5 years

**I.12.3. In which study fields do these study programmes exist?**

Dentistry, Medicine, Veterinary, Pharmacy

**I.12.4. What percentage of first cycle students is enrolled in these programmes?**

28% (the ones having 5-6 year-education: 94768; Total number of students in first cycle: 3372519)

**I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

**I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**



L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

together 5 years

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

The Council of Higher Education (Higher Education Law No. 2547, Article 44)

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%

L17.1. Please provide a source for this information.

Database of the CoHE

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

For Executive Programmes

L18.3. Holders of a first cycle degree from a different study field...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

scientific preparation programme implemented

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

L19.1. Please provide a source for this information.

Database of the CoHE

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

20.0000000000

**L20.1. Please provide a source for this information.**

Database of the CoHE

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**L21.1. Please specify the criteria**

Since 2003, a change (1996) in the Regulations on Graduate Education allows first cycle degree holders to PhD programmes if their performance at the first cycle degree level is exceptionally high and their application is approved. For these students, the theoretical part of the PhD programmes consists of additional courses of 60 ECTS credits. Senates of universities decide admission criteria for these programmes.

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

1-5%

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**L23. Do higher education steering documents mention doctoral education/training?**

Yes

**L23.1. Please provide a reference to the relevant steering document(s):**

Database of the CoHE

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**L25.1. 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. There are three groups of Graduate Schools that award second and third cycle degrees: Natural and Applied Sciences, Social Sciences, Health Sciences and Educational Sciences

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

100%

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3-4"

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "average 4-5"

**L27. Are doctoral studies included in your country's qualifications framework?**

Yes

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

No

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

Yes

**L30. Comments**

\*These programmes are structured and profession oriented, and belong to mostly regulated fields

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

Graduates of all study programmes at vocational higher schools may access to the first cycle programmes depending on their success at central entrance exam.

**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

**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

**L33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

Yes, part of higher education

**L34. Comments**

**L35. Do your steering documents mention the concept of student-centred learning?**

Yes

**L35.1. How do steering documents in your country define student-centred learning in higher education?**

Higher Education Law No. 2547 Article 44

**L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- |                                              |                                    |                         |                         |                                    |                                    |                                    |                                 |
|----------------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| <b>Independent learning</b>                  | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Learning in small groups</b>              | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Training in teaching for staff</b>        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Assessment based on learning outcomes</b> | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Recognition of prior learning</b>         | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Learning outcomes</b>                     | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| <b>Student/staff ratio</b>                   | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Student evaluation of teaching</b>        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| <b>Other</b>                                 | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

**L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- |                                              |                         |                         |                         |                         |                         |                         |                                            |
|----------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------------------------|
| <b>Independent learning</b>                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Learning in small groups</b>              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Training in teaching for staff</b>        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Assessment based on learning outcomes</b> | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Recognition of prior learning</b>         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Learning outcomes</b>                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Student/staff ratio</b>                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| <b>Student evaluation of teaching</b>        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

**L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**

**L35.4. Please provide a reference for your steering documents on student-centred learning**

Higher Education Law No. 2547, Article. 44

**L36. Comments**

**L37. In your country, do you use...**

ECTS

**L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

Percentage of higher education institutions  100%  76-99%  51-75%  1-50%  0%  No answer

Percentage of programmes  100%  76-99%  51-75%  1-50%  0%  No answer

**L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?**

Combination of student workload and teacher-student contact hours

**L39.1. Please specify**

**L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Combination of student workload and teacher-student contact hours

**L40.1. Please specify**

**L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

**L41.1. What is the number of hours per credit?**

Nationally, 25-30 hours per ECTS.

**L42. 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 all programmes

**L43. 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.)

**L43.1. Does your country take specific support measures on the national level?**

The CoHE monitors all HEIs regularly.

**L44. Does national policy steer student assessment procedures to focus on learning outcomes?**

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

**L45. 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

**L45.1. Please indicate the approximate percentage that participate**

20%

**L45.2. Please specify for which members of academic staff training programmes are offered**

**L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**L46.1. Please explain how, and provide a reference to further information**

There are six field specific national professional associations authorized by the Council of Higher Education (CoHE). In addition authorized international bodies also assess and monitor the learning outcomes based evaluations and accreditations.

**L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

Based on institutional decisions

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

In English, French or German

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 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".

This secondary regulation is based on the Higher Education Law No. 2547, Article 43.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Awarding joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Recognition of QA decisions on joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

- Award joint degrees**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer
- Participate in joint programmes**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...**

- ...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

**L59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "11.3"

**L59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "51.7"

**L59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "37"

**L60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**L60.1. Please explain briefly and mention/link to the source of this information**

Database of the CoHE  
Management, Engineering, International Relations and European Studies in international programmes at first cycle; and nationally mostly master and doctorate programmes in Management, Engineering programmes and health sciences

**L61. Comments**

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

8: Study programmes have been re-designed on the basis of the Learning Outcomes included in the NQF  
Decision to start has been taken by the national body responsible for higher education (in 2006)

**L62.1. Please provide the date when the step was completed.**

01-13-2011

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

Yes

**L62.3. Please provide the link to the website:**

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

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

**L64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**L64.1. Please provide a reference to official documents**

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

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

Yes: short-cycle qualifications have been referenced against EQF level 5

**L65.1. Please provide a reference to official documents**

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

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice  
The CoHE

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice  
The CoHE, For third cycle in Medicine and Dentistry: the Ministry of Health

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

**L68.1. Please provide a reference to the relevant legislation**

Higher Education Law No. 2547, Article 7/p and related regulation

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

Via application to the CoHE, everybody has right to ask to be assessed fairly in terms of qualifications.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L69.1. Please specify**

Qualifications from the countries that are party to the Lisbon Convention.  
Qualifications from third part countries are subject to pre-determined procedure for recognition.

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L70.1. Please specify**

Qualifications from the countries that are party to the Lisbon Convention.  
Qualifications from third part countries are subject to pre-determined procedure for recognition.

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L71.1. Please specify**

Qualifications from the countries that are party to the Lisbon Convention.  
Qualifications from third part countries are subject to pre-determined procedure for recognition.

**L72. Do higher education institutions typically:**

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

**L72.1. Please explain**

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Regulations based on institutions' senates

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

Several full-fledged independent agencies operate legitimately

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

Please choose

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

#### II.4.1. Considered together, do the agencies cover:

All higher education institutions

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

No reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |                                                |                                      |                                     |                                     |                                 |
|------------------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

For the QA agencies, six agencies (MÚDEK-Association for Evaluation & Accreditation of Engineering Programmes; TEPDAD-Association for Evaluation and Accreditation of Medical Education Programs; FEDEK-Association for Evaluation and Accreditation of Science & Art Education Programs; MIAK-Association for Evaluation and Accreditation of Architecture Education Programs; VEDEK-Association for Evaluation and Accreditation of Veterinary Education Programs; TPD-Association for Evaluation and Accreditation of Physiology Education Programs), so far, have acquired the recognition of the CoHE or re-licensed as national quality assurance agencies in their related fields of studies.



### II.8.3. Additional comments

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, some institutions are able to choose

#### II.9.1. Please explain the differences

#### II.9.2. Please specify which institutions are able to choose

ABET (Accreditation Board for Engineering and Technology)  
AACSB (Association to Advance Collegiate Schools of Business)

### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

#### II.10.1. How many higher education institutions have used this opportunity?

None so far. However, all universities can apply to agencies registered in EQAR or a member of ENQA or accreditation agencies in the world for recognition of such programmes on voluntary basis.

### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

#### II.11.2. Please specify

None so far. However, HEIs are free to apply to agencies registered in EQAR or a member of ENQA or accreditation agencies in the world for recognition of such programmes on voluntary basis.

### II.12. Additional comments

### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

### II.15. Is there a formal requirement that students are involved

- |                                                     |                                             |                                                     |                          |                                     |                                 |
|-----------------------------------------------------|---------------------------------------------|-----------------------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies    | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the preparation of self evaluation reports       | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input type="radio"/> Yes, it is compulsory | <input checked="" type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.15.1. Please specify

### II.16. Is there a formal requirement that international peers/experts are involved?

- |                                                     |                                             |                                                     |                          |                                     |                                 |
|-----------------------------------------------------|---------------------------------------------|-----------------------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies?   | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.16.1. Please specify

### II.17. Is there a formal requirement that academic staff are involved

- |                                                     |                                                        |                                          |                          |                                     |                                 |
|-----------------------------------------------------|--------------------------------------------------------|------------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies?   | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams            | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams               | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures                             | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.17.1. Please specify

### II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?

- Yes, it is compulsory
  Yes, it is advised
  No
  In some cases
  No answer
- As full members in external review teams**
 Yes, it is compulsory
  Yes, it is advised
  No
  In some cases
  No answer
- As observers in external review teams**
 Yes, it is compulsory
  Yes, it is advised
  No
  In some cases
  No answer
- In the decision making process for external reviews**
 Yes, it is compulsory
  Yes, it is advised
  No
  In some cases
  No answer
- In follow-up procedures**
 Yes, it is compulsory
  Yes, it is advised
  No
  In some cases
  No answer

**II.18.1. Please specify**

**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Higher education institutions

**II.21.1. Please specify**

**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify**

**II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify**

**II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

**II.24.1. Please specify**

**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

75 - 99%

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

75 - 99%

**II.26.1. Please describe what kind of arrangements are in place.**

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

50 - 74%

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

1 - 24%

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

Yes

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

- Everyone has the right to have higher education, regardless of their gender and social background.
- All disabled students wishing to go on higher education are provided with any kind of help and assistance during their exam for entrance into higher education.
- All higher education institutions are obliged to have set up a commission for Counselling and Coordination for the Disabled (Resmi Gazete 27672, 2010).
- All higher education institutions have to provide disabled-free environment in order to help the disabled students in their studies. This involves arrangements for infrastructure as well as any kind of study material required by the disabled students, all of which are paid by the state funds.
- Higher education is provided free of charge to every student in formal education regardless of their financial status (decision number 2012/3584 and articles 1-22; Resmi Gazete number 28396).
- Students from low socio-economic backgrounds are provided with financial aid by the governmental sources.

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities

Please specify the objective set and the policy document in which it is stipulated:

- Assistance in HEIs (Resmi Gazete 27672)
- Scholarships, loans or credits and financial aid (Resmi Gazete 25394)
- Free public transport
- Positive discrimination for employment after graduation
- Legislative improvements were made to help children with no families, students on low income or from lower socio-economic backgrounds by means of scholarships, loans or credits and financial aid (Article 5102, Resmi Gazete 25394).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

There are mechanism encouraging/obliging HE institutions to participate in a systematic monitoring of the composition of the student body. Every student who enters HE are required to fill in a form and let the HEI have the details with regard to his/her personal background

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="text" value="1"/>
Disability:During HE studies	<input type="text" value="1"/>
Disability:At graduation	<input type="text" value="1"/>
Disability:After graduation	<input type="text" value="1"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="0"/>
Age:During HE studies	<input type="text" value="0"/>
Age:At graduation	<input type="text" value="0"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="1"/>
Socio-economic background:During HE studies	<input type="text" value="1"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="0"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>

- HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

At entry to HE, both student selection and placement center (ÖSYM) and the HEI keep records of student populations. Both have equal responsibilities. HEI are obliged to send the records of students who have been placed into that specific HEI but did not register to ÖSYM.

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

Turkish Const ensures non-discrimination

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

**III.7.1. How are these results published?**

Information is aggregated

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

.

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

- Number of female students increased
- Number of disabled students increased

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

### III.9.1. Please specify which fields are excluded:

### III.9.2. Comments

There is a fierce competition for entry to higher education in Turkey due to insufficiency of available places. Out of around 1.8 million students who take the higher education entrance exam, only 50% secures a place in HE. However graduates of vocational schools at the secondary level have direct access to vocational higher education schools in their fields of study.

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

### III.10.1. Please specify which other criteria apply:

### III.10.2. Comments

### III.11. 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).

Route 1 "Through university entry exam"

### III.11. 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).

Route 2 "Through university entry exam followed by a competitive qualification exam mainly in the fields of art and sports."

### III.11. 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).

Route 3 "Entry with a vocational education certificate"

### III.11. 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).

Route 4 ""

### III.11. 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).

Route 5 ""

### III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

### III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

In case of routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

(Route 1): University entry exam is a two phase exam. Certain programmes accept students based on the first exam. Most other programs admit students based on the cumulative score calculated as a result of the two exams. Students are placed into programmes they chose by the student selection and placement center based on their scores and the student quotas of those programmes.

(Route 2): Programmes such as sports, music, drama, cinema, which require certain skills apply a qualification exam among the students who achieved a pre-set level of score from the university entry exam.

(Route 3): Graduates of vocational schools at the secondary level have direct access only to vocational higher education schools in their own fields of study. If they wish to study in another field, they are obliged to take the university entry exam and compete with all other students taking the exam.

### III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys

{III\_11\_SQ001}:Estimates 95%

{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}:% of students entering HE through this access route

{III\_11\_SQ002}:Official data based on central level monitoring, including surveys

{III\_11\_SQ002}:Estimates 2%

{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}:% of students entering HE through this access route

{III\_11\_SQ003}:Official data based on central level monitoring, including surveys

{III\_11\_SQ003}:Estimates 3%

{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}:% of students entering HE through this access route

{III\_11\_SQ004}:Official data based on central level monitoring, including surveys

{III\_11\_SQ004}:Estimates

{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}:% of students entering HE through this access route

{III\_11\_SQ005}:Official data based on central level monitoring, including surveys

{III\_11\_SQ005}:Estimates

{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

A vast majority of study programmes admit students to HE based on university entry exam. There are only a few vocational programmes admitting students with secondary level vocational education certificates in the same field of study.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

Recognition of prior learning is very new in Turkey. There has been a recent attempt to form a regulation to the use of PL

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▼

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No ▼

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No ▼

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Formal education is free of charge in Turkey provided that the students complete their education within the normal duration (which is four years for most programmes). If they exceed this duration to complete the studies, they are required to pay tuition. In addition, the financial support given to the students by the government is cut if the students cannot complete their studies in the normal period.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Declared in Official Gazette dated 29/08/2012 with reference number 3584.

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

All HEIs keep full transcripts of their students and have statistical data on the student completion times for each programme. This information is ready to use if so required by the HECOs and the Ministry of Education.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▼

III.32.1. Please specify for which underrepresented groups data is calculated:



III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students ?

Please choose.. ▼

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No ▼

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

All HEIs provide academic guidance within academic units who can also help the prospective students to arrange their careers.

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes

- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives ""

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

All HEIs receive public funding based on their pre-defined objectives for the coming year, which also include the budget of the department for social, cultural and sports, present in all HEIs. This department is responsible for the payments related to guidance services. In this regard, HEIs are free to arrange activities for carrier guidance to be financed by public funds. In fact, this is the case for most HEIs, but it is not an obligation for the universities.

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

Higher Education (HE) Law (2547)

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

Yes ▾

**III.48.1. Please provide the details on such services here:**

Some universities provide special career guidance for disabled students.

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

Regulation of the Council of Higher Education for Disabled Students. Declared on Official Gazette 14/08/2010 Reference number:27672

[http://www.yok.gov.tr/web/guest/icerik/~journal\\_content/56\\_INSTANCE\\_rEHF8BIsfYRx/10279/18014](http://www.yok.gov.tr/web/guest/icerik/~journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/18014)

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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!)

No ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount

1st cycle international students:Minimum amount

1st cycle international students:Maximum amount

2nd cycle international students:Most common amount

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Tuition Waiver, Scholarship, Loans, Accommodation, Social Service

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

NA

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 0.10

% of students receiving grants:Second cycle 0.009

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▾

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).**

First cycle ; 0.25  
Second cycle ; 0.038  
Third cycle ; 0.01  
Total ; 0.23

**IV.19. Can students use loans for studying abroad?**

No portable loans

**IV.20. Are there any additional requirements for using the loan abroad?**

Please choose.. ▾

**IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.**

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

**IV.21.1. If there is more than one type of loan, please specify:**

**IV.21.2. Which other requirements exist?**

**IV.22. Additional comments on public grants and loans**

**IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.**

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

Travel costs  
Living cost difference

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Mevlana Exchange Programme - <http://www.yok.gov.tr/web/mevlana>  
TUBITAK Graduate Support Programmes  
<http://www.tubitak.gov.tr/tr/burslar/lisansustu/egitim-burs-programlari/icerik-2213-yurt-disi-lisansustu-burs-programi>  
<http://www.tubitak.gov.tr/tr/burslar/lisansustu/arasirma-burs-programlari/icerik-2214-a-yurt-disi-doktora-sirasi-arasirma-burs-programi>  
<http://www.tubitak.gov.tr/tr/burslar/lisansustu/arasirma-burs-programlari/icerik-2214-b-yurt-disi-musterek-doktora-burs-programi>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

General Directorate of the Institution of Credits and Dormitories, (KYK)  
Turkish Scientific and Technological Research Council (TUBITAK)  
Ministry of Education (MEB)  
HEIs

IV.34. Please explain any differences in the fees that third cycle candidates 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.

The amount of scholarships and loans are much higher and easy to access in third cycle compared to first and second cycle.

IV.35. Additional comments on doctoral education



## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes ▾

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

The exact formulation is stated in the decisions of the board of Turkish Higher Education Council (CoHE General Assembly Decision dated 21.01.2010 and 13.01.2011) and in the documents about why Turkish Qualifications Framework had to be developed ( For more information about NQF-HETR see <http://tyyc.yok.gov.tr/> )

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No ▾

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

Yes ▾

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Yes ▾

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

Yes ▾

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

The labour market /skills forecasting are regularly done and the results of those reports are taken into account when the Annual programmes and 5 year Development Plans of the Ministry of Development are prepared. Additionally Ministry of Labour and Social Security, Regional Development Agencies and Sector-based private and public associations and chambers regularly research on those topics and the reports are shared with all the stakeholders in the country.  
[http://www.kalkinma.gov.tr/Lists/Kalkinma%20Planlar/Attachments/12/Onuncu\\_Kalkinma\\_Plan1.pdf](http://www.kalkinma.gov.tr/Lists/Kalkinma%20Planlar/Attachments/12/Onuncu_Kalkinma_Plan1.pdf) ( 5 year Development Plans 2014-2018)

**V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes ▾

**V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).**

The MoNE as well as Ministry of Labour and Social Security inform the CoHE regularly on about the needs and the state of employability in different sectors and that information is used by the CoHE in the action plan of the higher education and in other areas.

One example is that the opening of a new study programme has to be approved by the CoHE ; the CoHE requires the university to include the labor market information report, the possibility of employability of the graduates of the new programme in the dossier of the application. The approval is done after the related committee of CoHE examines such information. One example is that new programmes in teacher education areas are not allowed to be opened by the CoHE since currently, the number of programmes offered by the universities are in enough number for the country's employability needs.

**V.3. In your country, are employers involved in higher education planning and management?**

Yes ▾

**V.3.1. How are they involved?**

- |                                                                                                                    |                                                     |                                                            |                                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------|--------------------------------------------------|---------------------------------|
| Curriculum development in higher education                                                                         | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved            | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching                                                                                                           | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs                                                                          | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

**V.3.2. Please provide the details and the source of evidence here.**

The reports of certain sectoral associations are taken into account when the HEIs are establishing/developing their study programmes/curricula. The governing bodies of private foundation universities include employers. Many of those universities are established by the employers from different sectors in relation to their needs for employability; for example Turkish Association of Chambers and Commerce established a university namely "TOBB University of Economics and Technology" and the curricula of the study fields were and are developed in close cooperation with the labour market. ([www.etu.edu.tr](http://www.etu.edu.tr)) Another example is the vocational IHigh school named " Faruk Saraç Tasarım Meslek Yüksek Okulu" ([www.faruksarac.edu.tr](http://www.faruksarac.edu.tr)) offering programmes at short cycle level was established by a famous designer in Turkey.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Certain ministries provide funding to facilitate university-business cooperation projects for many years. The technology development zones of the universities provide certain advantages like tax exempt to entrepreneurs who establish a company in those areas. The holder of such a company may or may not be a teaching staff. The teaching staff of the university may work part/full time in those companies. The research and product of such companies must be directly related to the needs of the labour market thus contribute to the economic development of the country. One example is the Hacettepe Technopolis (<http://hacettepeteknokent.com.tr/cn/>).

In addition to this Ministry of Science, Industry and Technology gives funding to the projects which are developed in collaboration with the labour market. The national priorities for such projects are changed/ developed regularly according to the needs of the country.

The Scientific and Technological Research Council of Turkey ([www.tubitak.gov.tr](http://www.tubitak.gov.tr)) and KOSGEB ( Republic of Turkey-Small and Medium Enterprises Development Organisation) are other examples for public funding for university-business cooperation projects.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

TOBB-ETU ([www.etu.edu.tr](http://www.etu.edu.tr)) university developed all programmes in cooperation with business partners.

The doctoral programme in Ceramics offered by the Anadolu University ([www.anadolu.edu.tr](http://www.anadolu.edu.tr)) is another example for the programmes developed by the university-business collaboration.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Practical training is compulsory in certain HE programmes; one example is the Engineering programmes.

Compulsory practical training is under the mandate of HEIs; and is generally the case in most professionally/vocationally oriented programmes such as engineering, health sciences and education.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input checked="" type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input checked="" type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Database of the Department of Health, Culture and Sport of Universities.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in some higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

Social security premiums, internship payments in some programmes.

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

No

V.6.1. Are there tracer studies conducted on national level?

Please choose..

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals

- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Please choose.. ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Please choose.. ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose.. ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

Although there is no specific definition of LLL in any of the steering documents on education (Higher Education Law No. 2547, National Education Law No: 1739 and Vocational Education Law No: 3308) reference to the concept can be found in:

1- Law 2547: Art. 12 Duties of the Higher Education Institutions gives the responsibility of providing the society, especially the industrial and agricultural sectors, the higher education they need via formal, informal, continuous and open education.

2- Law 1739: Art. 9 Continuity stating that "The general and vocational education of people must continue throughout their life". The article continues with the contribution of education in combatting unemployment.

3- Law 3308: Art. 37 Vocational Training referring to the Ministry's responsibility of "organising trainings for the unemployed in order to provide them qualifications they need for the open jobs"

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

.

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

**Formal HE programmes provided under flexible arrangements**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Non-formal courses open to all (e.g. languages)**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Preparatory courses for HE entrance examinations**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Professionally-oriented upgrading of already achieved qualifications**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Tailor-made provision for industry**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No ▼

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No ▼

**VL4.1. Please explain these restrictions.**

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "90"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "10"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

Other: Mostly funded by participants.

**VL5.2. If you have any further comments regarding this section, please provide them here:**

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VL6.1. Please provide a short description of specific policy measures that exist in your country.**

In Turkey, flexibility of higher education is ensured through distance education and second education.

**VL7. Which of the statements on student statuses best describes the situation in your country?**

There is only one status for all students (i.e. the status of student) without any further distinctions

**VL7.1. Please explain what student statuses exist in your country and how you define them.**

**VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

Yes, HE students can change the pace of their studies and follow de facto part-time studies

**VL7.3. Please indicate which fees apply to students studying part-time.**

**VL7.4. Please indicate which fees apply to de facto part-time students.**

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Other (please use space for comment to specify)  
Part-time studies do not exist in Turkey.

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

**VL10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e.**

towards fulfilment of studies)?

Please choose

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

Please choose

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

Actually there is a working group founded by the Council of Higher Education to determine the basic principles of the planned legislation on the recognition of prior non-formal and informal learning. The working group consists of former Bologna Experts.

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

Yes ▾

**VL11.1. Please specify what they are.**

Actually, the most widely used mean of LLL is through the Continuous Education Centres of Higher Education.

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education  
 Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution  
 Specific Department in the Ministry responsible for Higher Education  
 Agency for the internationalisation of higher education  
 Stakeholder organisations  
 Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

General Assembly Decision of February 2010

#### 7.3.2. Has the impact of the strategy been assessed?

No

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

#### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

#### 7.3.3.1. Please provide a source for this information:

<http://www.studyinturkey.gov.tr/>

#### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

#### 7.3.4.1. Please provide a source for this information:

162 universities out of 186 HEIs hold Erasmus Charter for Higher Education (ECHE)  
[https://eacea.ec.europa.eu/erasmus-plus/funding/erasmus-charter-for-higher-education-2014-2020\\_en](https://eacea.ec.europa.eu/erasmus-plus/funding/erasmus-charter-for-higher-education-2014-2020_en)

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 17000

Credit mobility:Incoming mobility 7300

Degree mobility:Outgoing mobility Non-available

Degree mobility:Incoming mobility Non-available

#### 7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

#### 7.4.1.1. Please specify:

#### 7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

#### 7.4.2.1. Please specify:

The expected numbers for 2013-2014 academic year are: 595 incoming students, 402 outgoing students, 309 incoming staff, 617 outgoing staff

### 7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

#### 7.5.1. Please specify:

The budget of the Mevlana Project which is the mobility programme for all the countries around the world is 6.976.876 TL. Although there is no national regulation to support student 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.

### 7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?



Yes

**7.6.1. Please name and describe them:**

Turkey is a Program Country of Erasmus+ Program. With this opportunity, our higher education institutions have the possibility to have mobility projects for students and staff and also having the possibility to take part in strategic partnerships and knowledge alliances with other EU countries and countries from the rest of the world.

**7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?**

No

**7.7.1. Please explain this funding, and how it is allocated:**

**7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?**

No, such practice is not required and would be very unusual

**7.8.1. Please provide a reference:**

**7.9. Do any higher education institutions have campuses abroad?**

Yes

**7.9.1. How many campuses do your higher education institutions have abroad?**

3.0000000000

**7.9.2. In which countries do they have these campuses?**

Middle East technical University, Çukurova University and Istanbul Technical University have campus abroad.

**7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?**

No

**7.10.1. Please provide:**

The percentage of HEIs offering MOOCs (%) ""

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) ""

**7.11. Does your country have main regions of operation for international student mobility?**

Yes

**7.11.1. Which are the main regions of operation for student mobility?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

**7.11.2. Please specify**

**7.11.3. Does your country have main regions of operation for joint/double degrees?**

Yes

**7.11.4. What are the main regions of operation for joint/double degree programmes?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.5. Please specify**

**7.11.6. Does your country have main regions of operation for campuses abroad?**

No

**7.11.7. What are the main regions of operation for campuses abroad?**

- EHEA

- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

**7.11.8. Does your country have main regions of operation for international cooperation in research?**

Yes ▾

**7.11.9. What are the main regions of operation for international cooperation in research?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.9.1. Please specify**

Work and Holiday Visa Agreement

**7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?**

No ▾

**7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.11.1. Please specify**

**7.12. Comments:**

**7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.**

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

**7.13.1.1. Please specify:**

**7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:**

- Funding
- Recognition
- Language

- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life
- visa problems

**7.13.2.1. Please specify:**

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

- Specific study cycles**  Yes  No  No answer
- Specific fields of studies**  Yes  No  No answer
- Credit mobility**  Yes  No  No answer
- Degree mobility**  Yes  No  No answer

**7.14.1. Please specify:**

Specific study cycles: Lack of opportunities for short cycle finding a thesis supervisor in second cycle  
Specific fields of studies: medicine, dentistry, law  
Credit mobility: visa

**7.15. 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.

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

No

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

Study in Turkey website for national and international students (<http://www.studyinturkey.gov.tr/>)

**7.18.2. Is the website linked to Bologna website?**

Yes

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information exclusively on national programmes and higher education institutions  
Our national institutions/agencies responsible for internationalisation also provide information on the EHEA, with links to other national systems and European programmes

**7.19.1. Please provide a link to such information:**

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

No

**7.20.1. Do students have to pay additional fees?**

Yes

**7.20.2. Are there any other differences? Please specify:**

No

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

Memorandum of Understanding between Republic of Turkey Council of Higher Education and Ministry of Education and Scientific Research of Libya (21.05.2012)  
Protocol between Republic of Turkey Council of Higher Education and Ministry of Education and Science of United Kingdom.(13.02.2012)  
Cooperation Protocol on Scientific Research between Republic of Turkey Council of Higher Education and Republic of Azerbaijan Ministry of Health National Oncology Center (18.01.2013)

Cooperation Protocol on Scientific Research between Republic of Turkey Council of Higher Education and Republic of Azerbaijan President Special Medical services Institutions.(18.01.2013)  
Agreement In the Field of Higher Education and Scientific Research between Republic of Turkey and The Government of the State of Kuwait (29.04.2013).  
Memorandum of Understanding between Republic of Turkey Council of Higher Education and Sultanate of Oman In the Field of Higher Education and Scientific Research (23.10.2013).

**7.22.2. What were the main higher education issues addressed in these events?**

BFUG Meetings, Chinese Education Fair 2013, Turkey-Germany Science Year, World Forum of Education 2013, Universities Meeting in Memory of 600th years of Turkish- Polish Diplomatic Relations (04.04.2014).  
Polish- Turkish Rectors Meeting (11.04.2014).

**7.23. Comments:**

**7.25. Are there national policy goals regarding staff mobility in higher education?**

Yes

**7.25.1. Please specify and provide reference:**

Mevlana Project is designed to contribute the internationalisation of HEIs

**7.26. Are there any national mobility programmes for higher education staff?**

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

**7.26.1. Please provide details and a link for further information on relevant programmes**

Researchers: CoHE, Tubitak Scholarships, Teaching staff: Mevlana Project, Tubitak Scholarships,  
Doctoral candidates: Tubitak Scholarships

<http://www.tubitak.gov.tr/>

**7.27.1. Does your country define quantitative targets for any incoming staff mobility?**

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

**7.27.1.1. Please specify any targets that exist:**

NA

**7.27.2. Does your country define quantitative targets for any outgoing mobility?**

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

**7.27.2.1. Please specify any targets that exist:**

NA

**7.28. For each staff group, is information collected on participation rates in mobility?**

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer

Guidance counsellors  Yes  No  No answer

Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Database of the CoHE

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages  Yes  No  No answer

Financial benefits  Yes  No  No answer

Non-financial benefits  Yes  No  No answer

Other  Yes  No  No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

In Certain universities to participate in mobility is required for the promotion of teaching staff.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "7"

7.31.2.1. Additional comments:

7.32. 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 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.

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

No ▼

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**