



YÖDEK
2005

**QUALITY ASSURANCE IN
TURKISH HIGHER EDUCATION**

IFEES Global Engineering Education Summit

Bilkent University, Ankara, Turkey, September 20-21, 2006

QUALITY ASSURANCE IN:

- EUROPEAN HIGHER EDUCATION AREA
- HIGHER EDUCATION IN TURKEY

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CHALLENGES IN EUROPE BY 2010:

LISBON and BOLOGNA PROCESSES

AIM:

To make Europe the most competitive knowledge based economy & Society

HEIs recognised as main actors if the Lisbon & Bologna goals are to be reached

BOLOGNA DECLARATION-1999:

1. Easily readable and comparable degrees & Three-cycle system
2. Establishing a system of credits
3. Mobility
4. **European cooperation in quality assurance**
5. European dimension in higher education
6. Lifelong learning
7. Students' and HEIs' participation in Bologna Process
8. Attractiveness of EHEA
9. Synergy between EHEA-ERA

PRAG-2001: QUALITY ASSURANCE

Emphasis was on:

- closer **cooperation** between **recognition** and **quality assurance networks**
- mutual **trust** in and acceptance of **national quality assurance systems** in Europe

BERLİN - 2003: QUALITY ASSURANCE

“**Quality** of higher education has proven to be the **heart** of setting up of a **European Higher Education Area**”

National quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved.
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, co-operation and networking.

BERGEN -2005: QUALITY ASSURANCE

- Implementation of the **European Standards and Guidelines for Quality Assurance** developed by ENQA in cooperation with EUA, EURASHE and ESIB (E4 Group)
- Foundation of a European **Register for Quality Assurance Agencies**
- Use of a **peer review system** for quality assurance agencies
- Establishment of **National and European Frameworks for Qualification**

LONDON – 2007: QUALITY ASSURANCE

- The Standards and Guidelines (ESG) for QA in the EHEA adopted in Bergen has been a powerful driver of change in relation to QA
- Development of external QA and student involvement at all levels
- The main responsibility for quality lies within HEIs, they should continue to develop their systems of QA
- International cooperation amongst QA agencies
- The E4 Group should continue to organize European QA Fora to facilitate the sharing of good practice and ensure that quality in the EHEA continues to improve
- Welcomes the establishment of a “The European Quality Assurance in Higher Education (EQAR)” proposed by E4 Group

The European Standards and Guidelines for Quality Assurance in HE

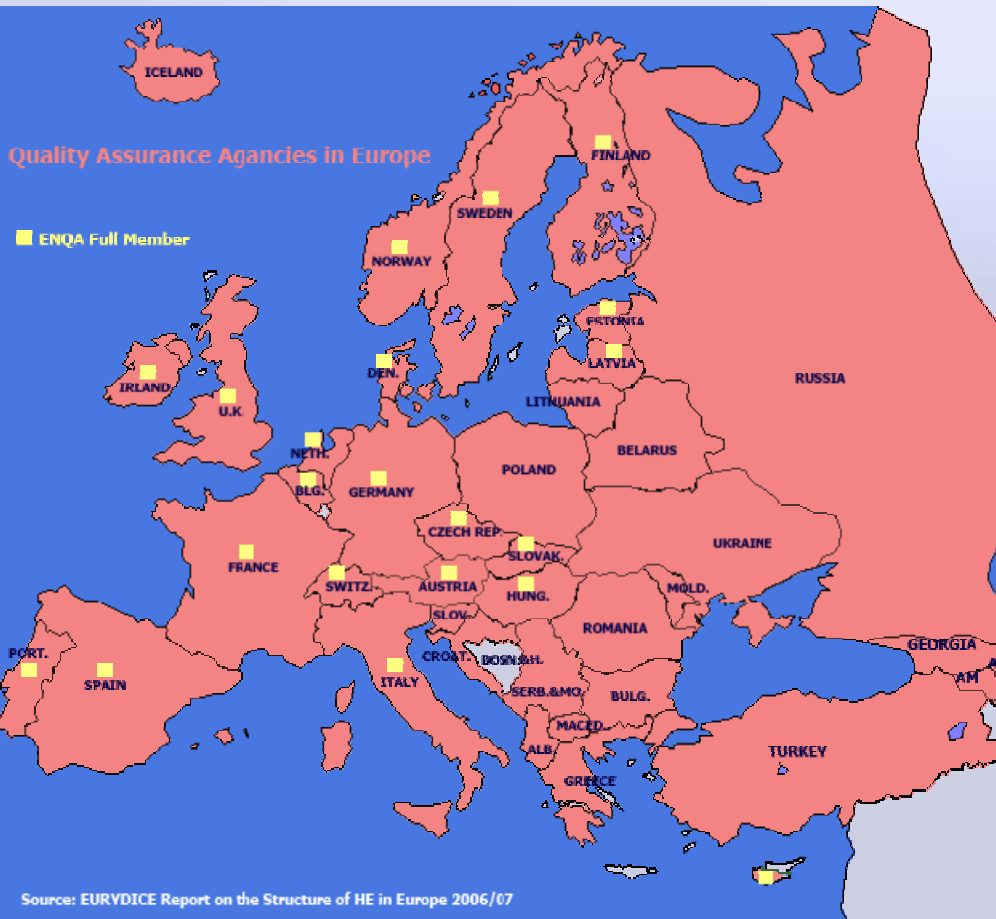
THE FOUR-STAGE MODEL (European Council-1998)

- ✓ **Creation** of an **autonomous body** for quality assurance
- ✓ **Utilization** of **internal** and **external** aspects of quality assurance
- ✓ **Involvement** of various **stakeholders**,
- ✓ **Publication** of **results**.

The European Standards and Guidelines for Quality Assurance in HE (ENQA Report-2005)

- Standards for **internal QA** in HEIs
- Standards for **external QA** in HEIs
- Standards for **QA agencies**

Quality Assurance Agencies in Europe



- 71 Agencies in 25 Countries
- 35 Agencies ENQA Full Member
- 9 Agencies ENQA Candidate Member
- 12 Agencies not independent

METHODS OF EVALUATION:

- Evaluation
- Accreditation
- Audit
- Bench-marking

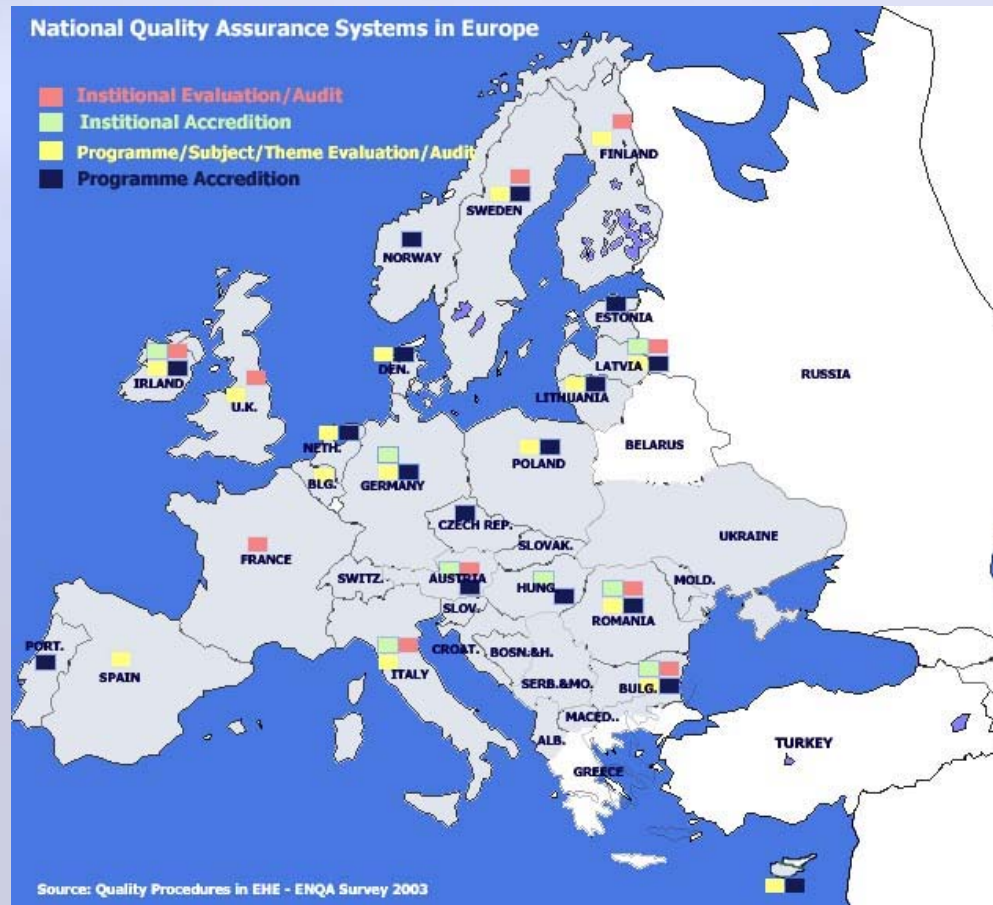
CATEGORIES OF FOCUS:

- Programme
- Institution
- Subject
- Theme

	Evaluation	Accreditation	Audit	Bench-marking
Subject	6	1	1	6
Programme	21	20	5	7
Institution	12	10	14	4
Theme	10	0	1	4

Source: Quality Procedures in EHE; ENQA Survey, 2003

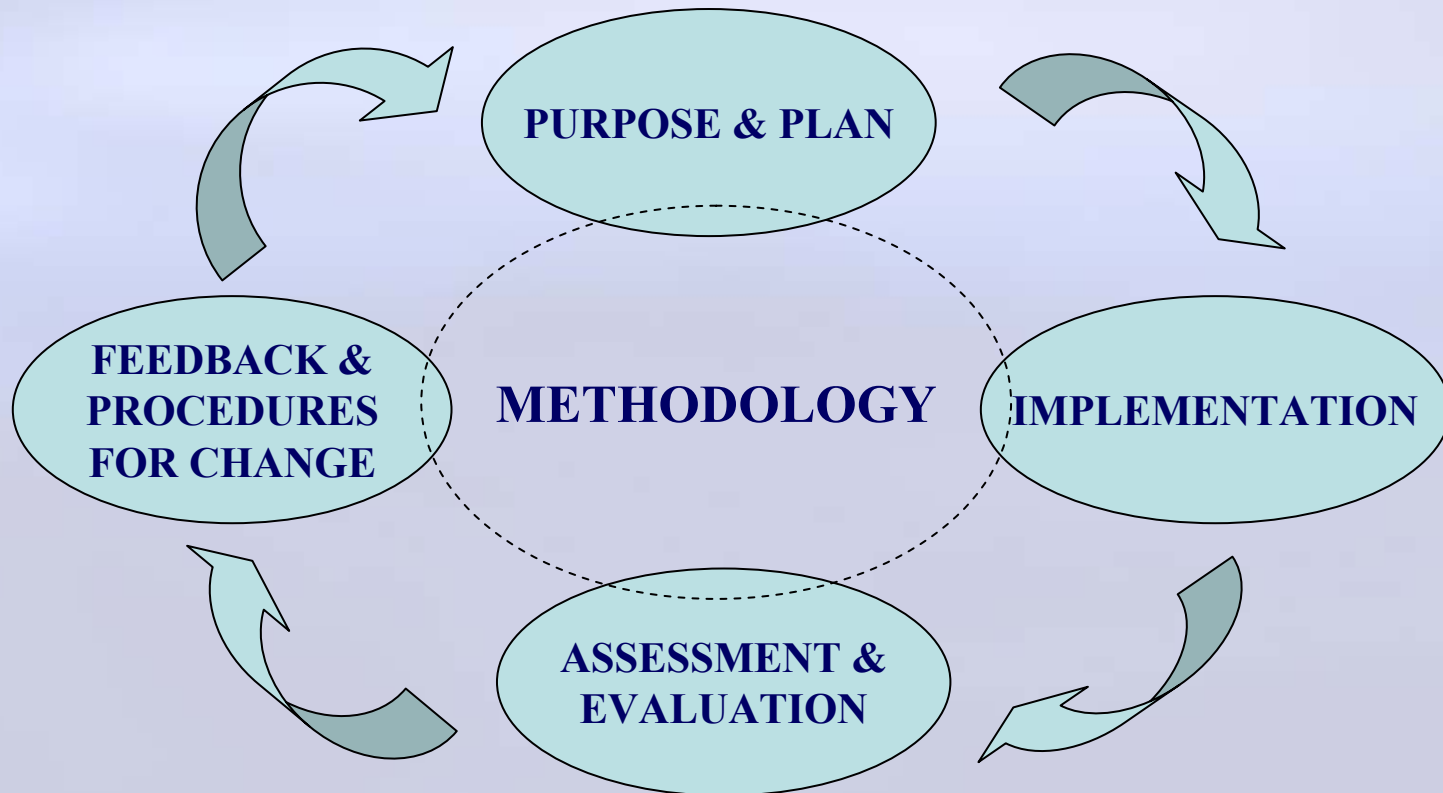
Quality Assurance Systems in Europe



THE NEW ISSUES IN RELATION TO QA IN EUROPE

- The European **Common Framework** for **QA** in **VET** Sector (CQAF)
- The European **Qualification Framework** (EQF) & **Overarching** of National Qualifications Frameworks

The European Common Framework for QA in VET Sector (CQAF)



DESIGNING OF NATIONAL QUALIFICATION FRAMEWORK

- Cycles
- Profiles
- Award types
- Learning Outcomes
- Dublin (EHEA) or EQF-LLL Descriptors
- Credits & workload
- **Quality Assurance**

QUALITY ASSURANCE IN:

- EUROPEAN HIGHER EDUCATION AREA
- HIGHER EDUCATION IN TURKEY

QUALITY ASSURANCE IN HE IN TURKEY

By law;

It is the responsibility of **Higher Education Council (YÖK)** and **Inter-University Council (ÜAK)** to see to it that a **national system of quality assurance** with a structure and function comparable to its transnational counterparts is **established** and **implemented**.

TURKEY IN BOLOGNA PROCESS

TURKEY;

- **Joined** the Bologna Process in **2001**
- **Affirms** its commitment to the **general principles** of the Process
- And since then it has **actively involved** in this process to meet the requirements set forth by **its action lines**.

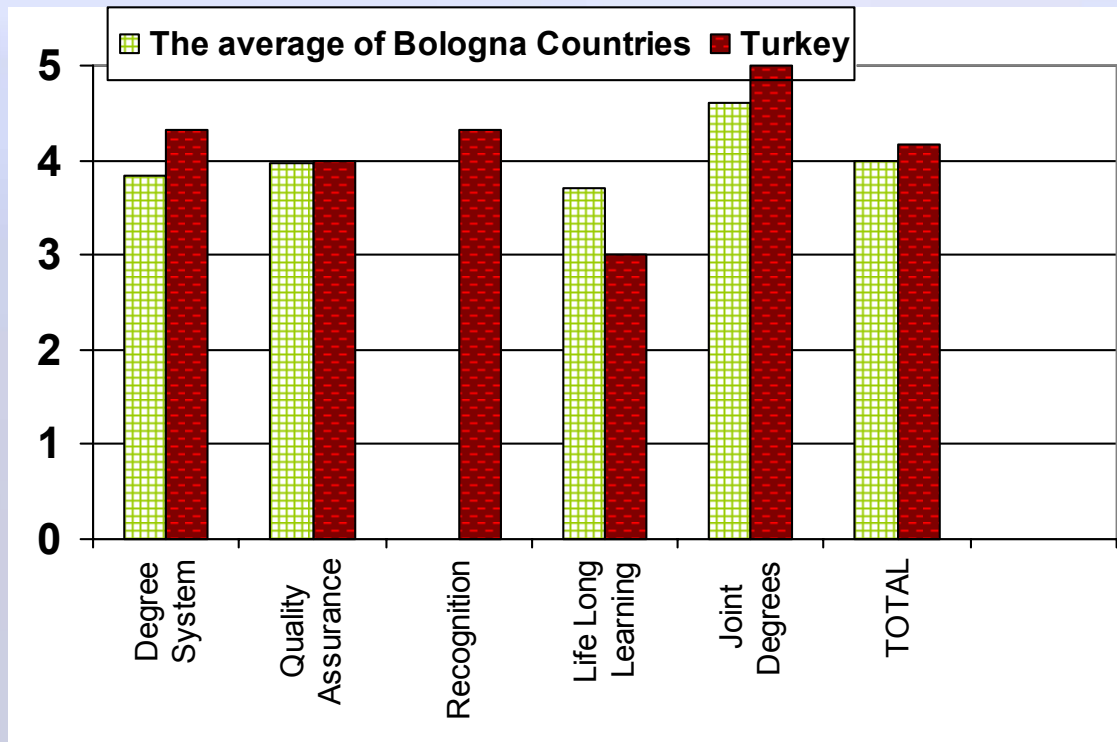
BOLOGNA SCORECARD OF TURKEY FROM BERGEN 2005 TO LONDON 2007

2005

2007

QUALITY ASSURANCE	SOME PROGRESS (2.00)	VERY GOOD (4.00)
• National implementation of Standards and Guidelines for QA in the EHEA	SOME PROGRESS (2)	EXCELLENT (5)
• Criteria and External Evaluation system	SOME PROGRESS (2)	VERY GOOD (4)
• Level of student participation	SOME PROGRESS (2)	VERY GOOD (4)
• Level of international participation	SOME PROGRESS (2)	GOOD (3)
DEGREE SYSTEM	EXCELLENT (4.67)	VERY GOOD (4.33)
• Stage of implementation of two-cycle system	EXCELLENT (5)	EXCELLENT (5)
• Access to next cycle	VERY GOOD (4)	EXCELLENT (5)
• Level of student enrolment in two-cycle system	EXCELLENT (5)	-
• Implementation of national qualifications framework	-	GOOD (3)
RECOGNITION OF DEGREES AND STUDY PERIODS	VERY GOOD (3.67)	VERY GOOD (4.33)
• Stage of implementation of diploma supplement	VERY GOOD (4)	VERY GOOD (4)
• Ratification of Lisbon Recognition Convention	GOOD (3)	VERY GOOD (4)
• Stage of implementation of ECTS	VERY GOOD (4)	EXCELLENT (5)
LIFE LONG LEARNING		GOOD (3.00)
• Recognition of prior learning	-	GOOD (3)
JOINT DEGREES		EXCELLENT (5.00)
• Establishment and recognition of joint degrees	-	EXCELLENT (5)
TOTAL	GOOD (3,45)	VERY GOOD (4.13)

TURKEY'S PERFORMANCE IN BOLOGNA PROCESS LONDON-2007



QUALITY ASSURANCE IN TURKEY: BACKGROUND

Quality assurance has firmly been on the agenda of many higher education institutions in Turkey at least for the last decade, mainly spurred on by requirements arising from **international accountability, recognition of academic programmes** and, more recently, from those of **Bologna process**.

Internal & international quality assessment exercises implemented:

- ✓ 42 engineering programmes of 4 universities by **ABET** (Accred. Board for Engineering & Technology of the USA) since 1996.
- ✓ 27 engineering programmes of 6 universities by **MÜDEK**- The Engineering Evaluation Board formed by the Conference of Engineering Deans in 2002 and a partner of EUR-ACE project.
- ✓ **Accreditation Standards for Teacher Training** Programmes since 1998.
- ✓ 15 universities **evaluated** by **EUA** (European Univ. Assoc.) since 2003.

QUALITY ASSURANCE IN TURKEY

A new Law on Public Financial Management & Control:

- Enacted on December 24,2003
- Regulates the structure and functioning of the public financial management including that of HEIs, in order to ensure **accountability, transparency** and the **effective, economic** and efficient **utilization of public resources**.
- In order to present public services at the required level and **quality**, public administrations shall base their budgets and their program and project-based resource allocations on their **strategic plans, annual goals** and **objectives**, and **performance**.

QUALITY ASSURANCE IN TURKEY

A new set of regulations on Quality Assurance:

- **Enacted on September 20, 2005 by Higher Education Council (YÖK)**
- **In line with European Standards & Guidelines**
- **Evaluating and improving the quality of educational, instructional and research activities as well as administrative services**
- **Recognition of independent external assessment**

The New Regulations complies in principle with the European Standards and Guidelines for QA in terms of:

- ✓ **Independence** in terms of procedures and methods concerning quality evaluations from HEIs and the Government
- ✓ **Internal Assessment**
- ✓ **External Assessment**
- ✓ **Publication of internal and external assessment reports**

At National Level:

The Commission for Academic Assessment and Quality Improvements (YÖDEK)

At Institutional Level:

Councils for Academic Assessment and Quality Improvements (ADEKs)

are **responsible** for **coordinating** and **conducting** the processes.

The Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK)

- consists of **nine academic members** elected by the Inter-university Board and **one representative** of **National Student Council**.

Councils of Academic Assessment and Quality Improvement at Institutions of Higher Education (ADEKs)

- HEIs form their **Councils of Academic Assessment and Quality Improvement** which are **responsible** for **academic assessment and quality improvement activities** within their organization
- ADEKs consist of up to **18 academic members** elected by the Senate, including **the President of Student Council** of each relevant HEI.

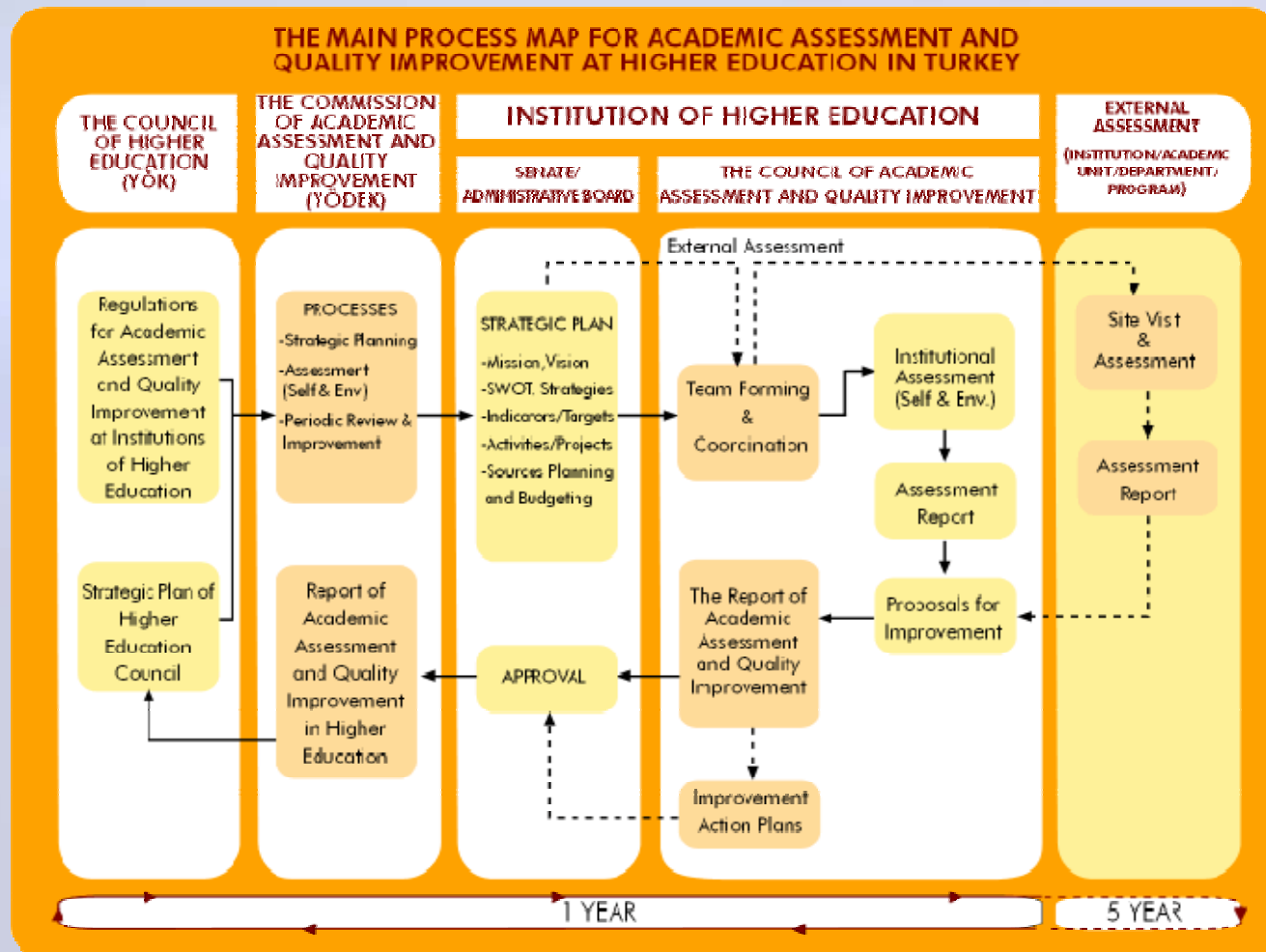
Within the framework of the new regulations:

YÖDEK issued **standards and guidelines** and **defined the processes** and indicators necessary for maintenance of the activities for **academic assessment** and **quality improvement** in HEIs.

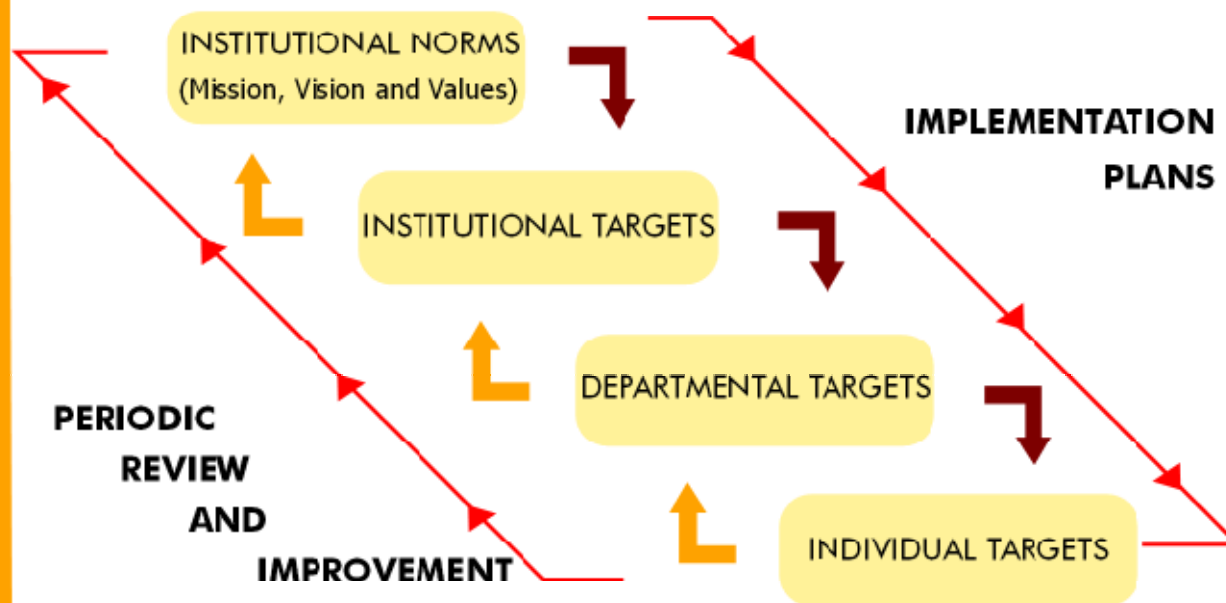
These include the processes of:

- **Academic Assessment and Quality Improvement**
- **Strategic Planning**
- **Institutional Assessment**
- **Periodic Review and Improvement**

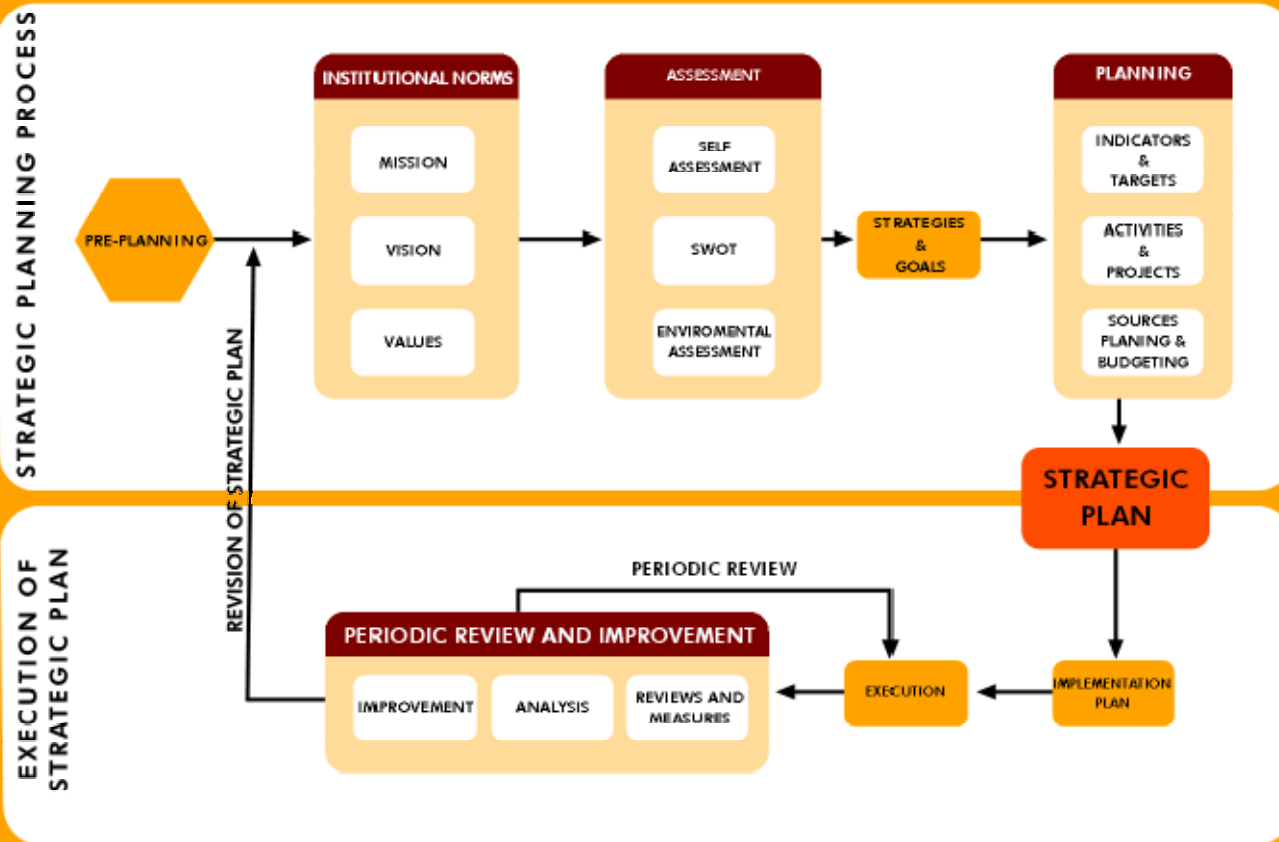
THE MAIN PROCESS MAP FOR ACADEMIC ASSESSMENT AND QUALITY IMPROVEMENT AT HIGHER EDUCATION IN TURKEY



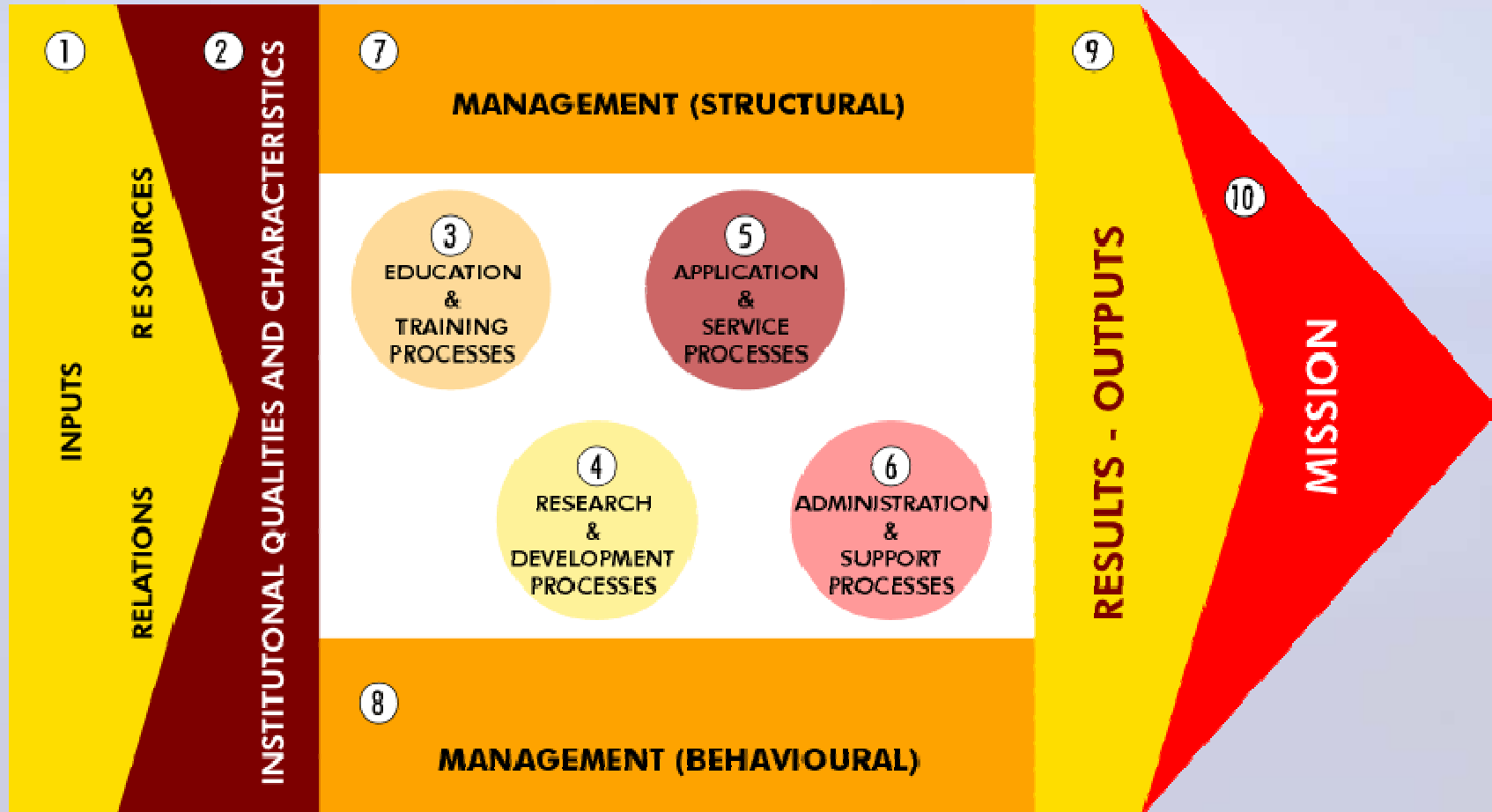
STRATEGIC APPROACH FOR ACADEMIC ASSESSMENT AND QUALITY DEVELOPMENT



**YÖDEK - ACADEMIC ASSESSMENT AND QUALITY IMPROVEMENT PROCESS
AT INSTITUTIONS OF HIGHER EDUCATION**



A PROPOSED SELF-ASSESSMENT MODEL



Assessments of Inputs (Resources and Relations)



Assessment of Institutional Qualities and Characteristics



Assessment of Education & Training Processes

- Programs for national and environmental needs;
- Educational objectives of programs;
- Qualifications of programs;
- Scope and objectives of programs and their clarity;
- Integrity and continuity of the programs;
- Program outcomes;
- Program resources;
- Inter-disciplinary among programs;
- Guidance/counseling services offered for students;
- Educational assistance offered for disabled students;
- Student assessment procedures and tools;
- Procedures for the preparation of new students to programs;
- Educational support services provided for students;
- Compatibility of programs with relevant national and international programs;



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RESULTS - OUTPUTS

MISSION

Assessment of Research and Development Processes

-
- R&D activities within national and environmental needs;
 - Facilities and resources for R&D;
 - Sufficiency of R&D activities;
 - R&D priorities;
 - Unity and continuity of R&D activities;
 - Interdisciplinary R&D activities;
 - International level of R&D activities;
 - Instruments that encourage and support R&D activities;
 - Accomplishment at objectives of R&D activities;
 - Relation between R&D activities and education and instruction activities;
-
- Instruments and Mechanisms for publicizing the results of R&D results;
 - Relations with stakeholders that take part in R&D activities;
 - Contribution of the results of R&D activities to social welfare;
 - Contribution of the results of R&D activities to institutional welfare.

Assessment of Application and Service Processes

- A&S activities within national and environmental needs;
- Facilities and resources for A&S activities;
- Sufficiency of A&S activities;
- Priorities of A&S activities;
- Interdisciplinary nature and level of A&S activities;
- International level of A&S activities;
- Instruments that encourage and support A&S activities;
- Accomplishment at objectives of A&S activities;
- Relation between A&S activities and education and instruction activities;
- Relation between A&S activities and R&D activities;
- Instruments and mechanisms for publicizing the results of A&S activities;
- Relations with stakeholders that take part in A&S activities;
- Life-Long Education activities;
- Educational activities for public;
- Social activities for public;
- Contribution of A&S activities to social welfare;
- Contribution of A&S activities into the welfare of the institution.



Assessment of Administration and Support Processes

- Services for personnel;
- Services for administration (transportation, sanitation, contract);⁹
- Services and processes for financial matters;
- Academic services for student affairs;
- Services for library and documentation;
- Services for construction and landscape arrangements;
- Services for technical support;
- Services for I&T;
- Services for legal support;
- Services for press and public relations;
- Services for healthcare;
- Services for cultural, social and sport activities;
- Services for scholarship;
- Services for accommodation;
- Services for student societies;
- Services for international affairs;
- Services for student carrier planning;
- Services for internship;
- Service and support for student councils.

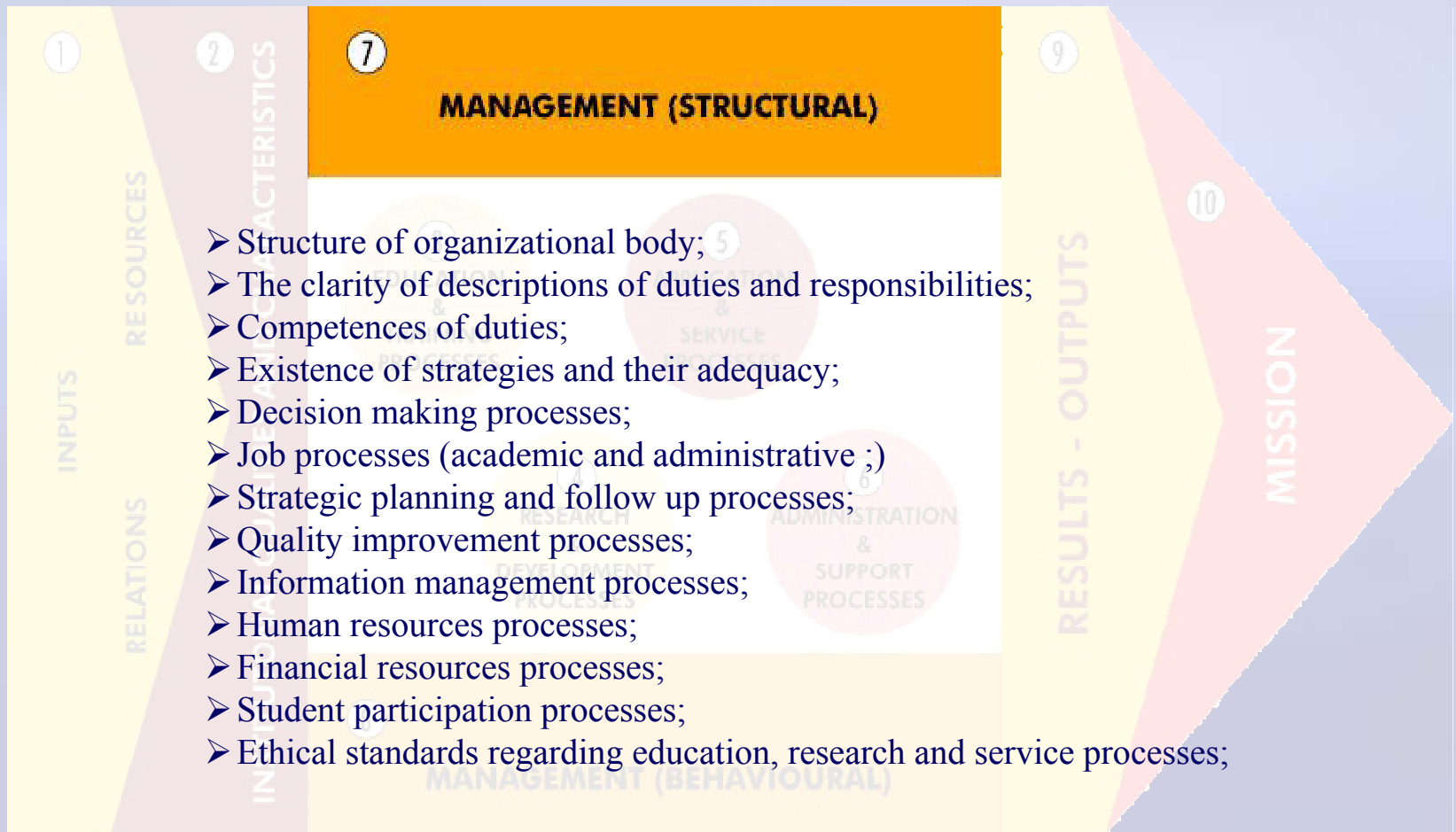
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ADMINISTRATION
&
SUPPORT
PROCESSES

RESULTS - OUTPUTS

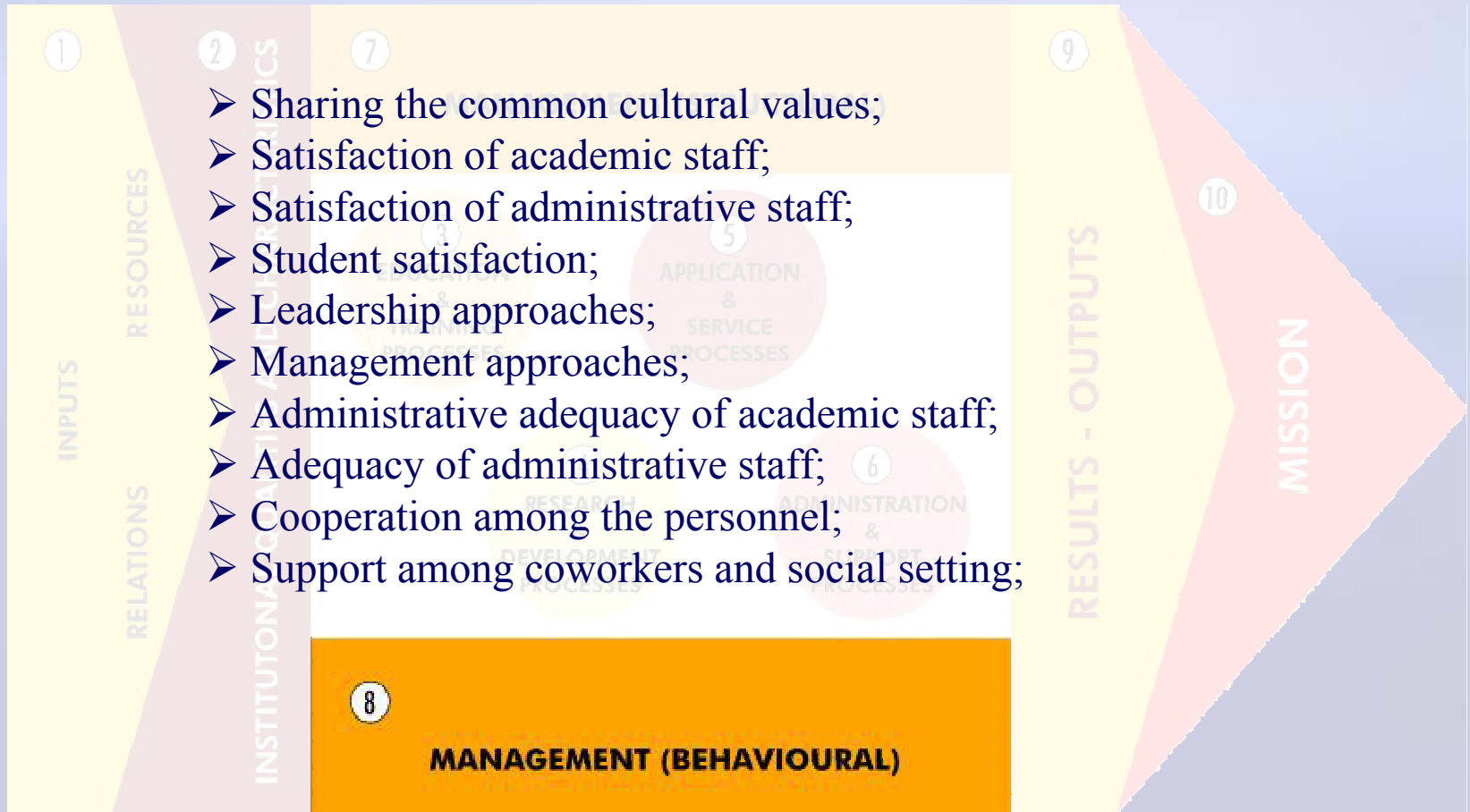
MISSION

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Assessment of Management (Structural)



Assessment of Management (Behavioural)



Assessment of the Results



Assessment of the Achievement of the Higher Education Mission



Performance Indicators:

NO	INDICATORS	METHOD OF MEASURING	UNIT
1	Qualification of students accepted to pre-baccalaureate programs	Average of high school success grades	Absolute Number
2	Qualification of students accepted to undergraduate programs	2.1. The average of Quantitative points of students selected by their Student Selection Exam Quantitative -1 2.2 Student Selection Exam Quantitative -2 2.7..... 2.8 Number of students selected according to the SSE quantitative-1 from the first %10 in SSE / Total number of the students in quantitative group x 100 2.9 Student Selection Exam Quantitative -2 2.14.....	2.1. Absolute Number 2.2 . Absolute Number 2.7. Absolute Number 2.8. Percent 2.9. Percent 2.14. Percent
4	Doctorate.....
...
74	Satisfaction of public, service provided outside the institution	Questionnaire	Percent
75	Level of performance of achieving the higher education mission	Questionnaire	Percent

WORK AHEAD:

- YÖDEK should keep its status but needs to gain **more effective & professional organisational structure**.
- **A National QA agency** is to be founded to perform **external assessments at institutional level** based on the standards and guidelines set up by YÖDEK.
- **Agencies** like **MÜDEK** are to be founded for other disciplines of studies to perform **external assessments** on **programme/subject level** with particular interest in and emphasis on the outcomes and quality of **qualifications** within the **framework of NQF**.
- **International cooperation** is **needed** at all levels.

THANK YOU...

www.yodek.org.tr