



European
Commission

ECTS and Diploma Supplement Label Holders 2011 & 2012

Internationalisation
in Europe's universities

Education and
training

More information on the European Union is available on the Internet (<http://europa.eu>).

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**ECTS and
Diploma Supplement
Label Holders 2011 & 2012**

Internationalisation in Europe's universities



European ECTS and Diploma Supplement label award ceremony, Copenhagen, 8th May 2012

The Label – boosting attractiveness within the European Higher Education Area

Higher education is at the heart of the Europe 2020 Strategy and of Europe's ambition to become a smart, sustainable and inclusive economy. With 28 different Member States in the EU, and 47 countries in the European Higher Education Area, one part of countries' modernisation efforts in higher education is introducing and applying Europe-wide tools and instruments. Use of these tools inspires greater trust in each other's higher education systems and makes it easier for people to move to other countries to study and so to acquire the high-level skills needed in our rapidly evolving economies.

The European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement (DS) play a key role in developing a high level of comparability, compatibility and exchange among Higher Education Institutions and systems in Europe, and their basic principles have long been agreed by Ministers within the European Higher Education Area. ECTS is a tool that allows students to accumulate the credits they earn within an education programme in a transparent and comparable way. It facilitates the transfer of learning experiences between different institutions, greater student mobility and more flexible pathways to a higher education degree. In parallel, the DS provides a standardised description of the nature, level, context, content and status of the studies completed by the holder of a higher education diploma. The European Commission awards Labels to Higher Education Institutions which show that they are implementing ECTS and/or the DS correctly.



Czech ECTS and Diploma Supplement label award ceremony, Prague, 25th April 2013

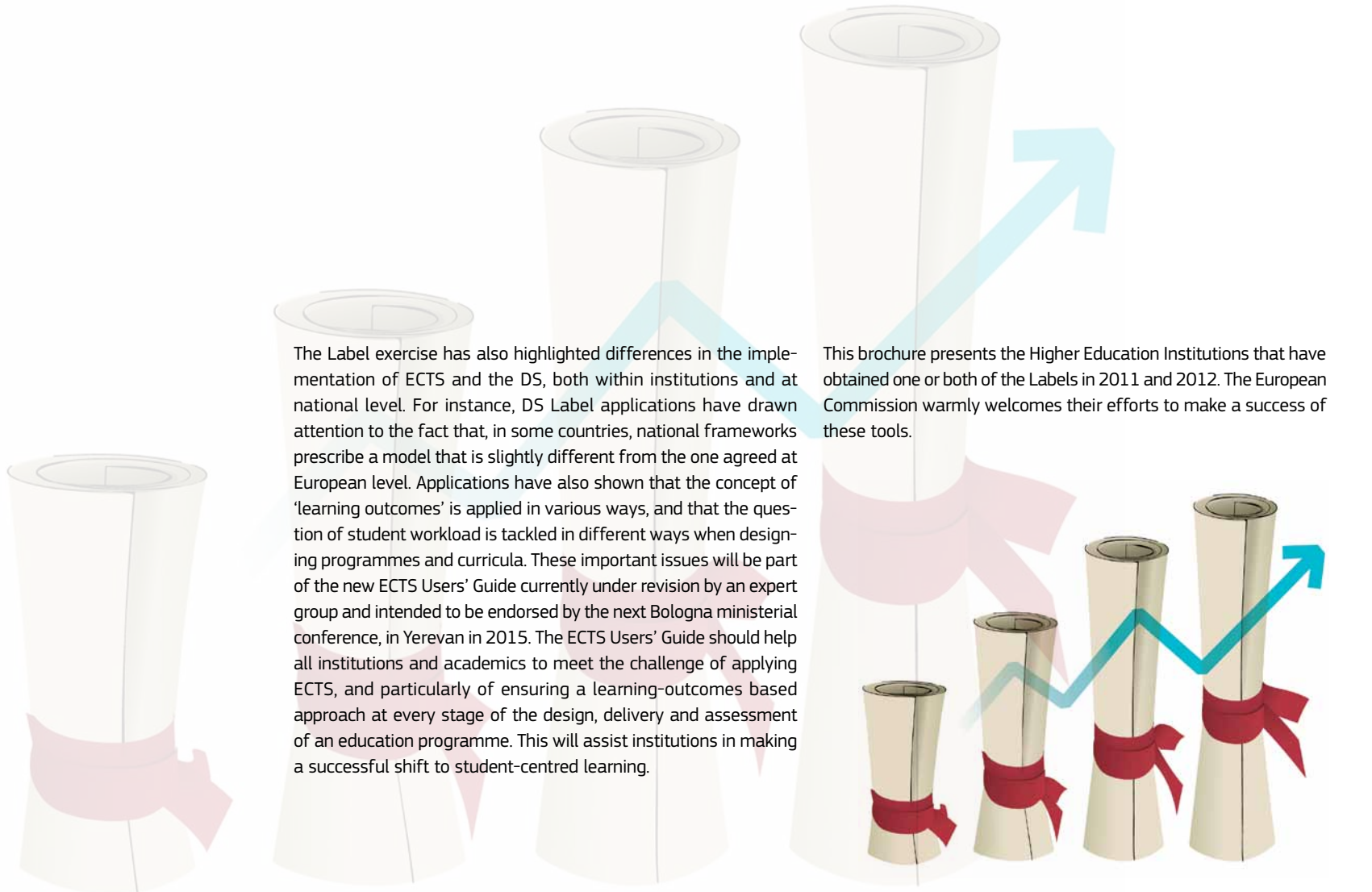


Cypriot ECTS and Diploma Supplement label award ceremony, Nicosia, 26th November 2013



Lithuanian ECTS label award ceremony, Vilnius, 27th March 2013

Austrian ECTS and Diploma Supplement label award ceremony, Dornbirn, 19th March 2013



The Label exercise has also highlighted differences in the implementation of ECTS and the DS, both within institutions and at national level. For instance, DS Label applications have drawn attention to the fact that, in some countries, national frameworks prescribe a model that is slightly different from the one agreed at European level. Applications have also shown that the concept of 'learning outcomes' is applied in various ways, and that the question of student workload is tackled in different ways when designing programmes and curricula. These important issues will be part of the new ECTS Users' Guide currently under revision by an expert group and intended to be endorsed by the next Bologna ministerial conference, in Yerevan in 2015. The ECTS Users' Guide should help all institutions and academics to meet the challenge of applying ECTS, and particularly of ensuring a learning-outcomes based approach at every stage of the design, delivery and assessment of an education programme. This will assist institutions in making a successful shift to student-centred learning.

This brochure presents the Higher Education Institutions that have obtained one or both of the Labels in 2011 and 2012. The European Commission warmly welcomes their efforts to make a success of these tools.



Polish ECTS label award ceremony, Wroclaw, 7th June 2013



Portuguese ECTS label award ceremony, Lisbon, 28th May 2013



Slovak ECTS label award ceremony, Bratislava, 25th April 2013



Turkish ECTS and Diploma Supplement label award ceremony, Izmir, 6th May 2013



Norwegian ECTS and Diploma Supplement label award ceremony, Bergen, 6th March 2013



His Royal Highness Prince Haakon Magnus of Norway
Norwegian ECTS and Diploma Supplement label award ceremony, Bergen, 6th March 2013

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ECTS Labels 2011 & 2012



ECTS originated as a tool for the transfer of students' learning achievements in Erasmus student mobility, facilitating the recognition of all studies. It has since been widely adopted as a tool for accumulation of credits within educational programmes, linked to specific learning outcomes, helping to place the learner at the centre of the education process, both during a mobility period, and while studying in their home institution. It is closely related to other efforts to modernise higher education in Europe. In particular, it has become a central tool in the Bologna Process, which aims at the convergence of national systems.

As requested by the Education Ministers of the 47 Bologna countries during their last ministerial meeting in Bucharest in 2012, an expert group is currently looking into the revision of the ECTS Users' Guide. The aim is to focus more on the student-centred approach and lifelong learning as well as the increasing use of learning outcomes. The revised ECTS Users' Guide should be endorsed at the next Bologna ministerial meeting in Yerevan, in 2015.

In 2011 and 2012, a total of 37 institutions (13 in 2011 and 24 in 2012) were awarded the ECTS Label for their correct implementation of ECTS for mobile students.

In the interviews that follow, Higher Education Institutions around Europe provide various reasons for seeking the Label. But one recurring theme is internationalisation. When you have the Label, *'students throughout Europe and the world know that your exchange procedures have been checked by experts'*. It *'certifies a level of transparency and state of progress that strongly support the internationalisation of curricula'*. The Label *'has reinforced the international culture of our organisation'*. And that, surely, is where the future of higher education lies.

INSTITUTION

Katholieke Hogeschool Leuven

WEBSITEwww.leuvenuniversitycollege.be**ADDRESS**Abdij van Park 9
3001 Heverlee
Belgium

‘Teaming up all colleagues’

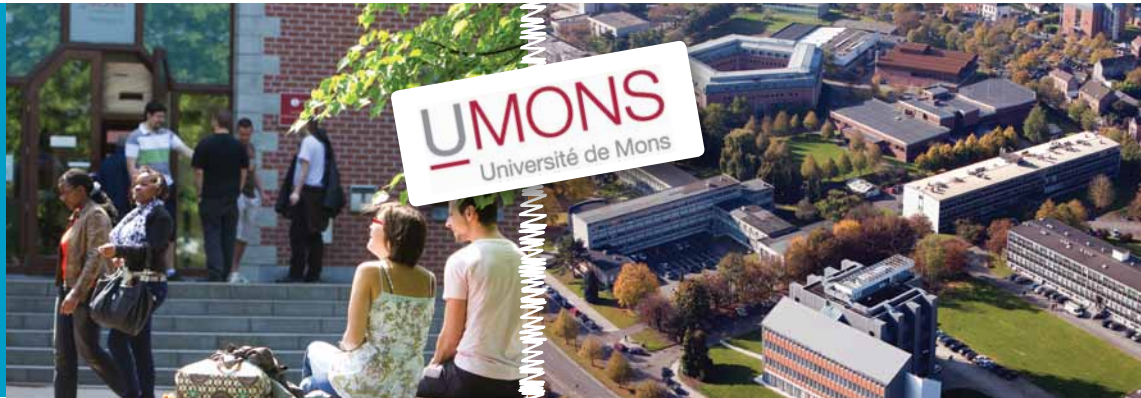
Leuven University College (KHLeuven), Belgium

In 2013, Leuven University College has around 8000 students and 725 staff on its campuses in Leuven and Diest. Its four departments cover business studies, education studies, healthcare and technology, and social work. Bachelor's, advanced Bachelor's and postgraduate courses are available, as well as other continuing studies. Some are taught in English. KHLeuven was awarded the ECTS label in 2011.

‘When the Flemish government introduced the ECTS as a basic element of its higher education system, we fully adopted it, and we aimed higher.’ For Toon Martens, General Director at Leuven University College, the ECTS Label provided *‘the framework in which to team up all colleagues in the institution towards the same goal’*.

It has improved KHLeuven's international communications by ensuring that information is available in English. And for students, it has meant greater flexibility. Under the points system, their trajectories have become *‘quite individual and no longer standardised.’* Recognition of prior learning is another benefit. *‘A large number of students either have work experience or bring along credits from other institutions. Within the ECTS, it has become much easier to recognise these credits.’*

KHLeuven has embarked on a merger that will create the largest university college in Flanders. *‘This new institution will be international in all its aspects right from the start,’* he says. *‘The ECTS will play a vital part in achieving that goal.’* In a few cases, KHLeuven has received approaches to join international projects *‘because our partners noticed the presence of the Label.’* The University's three-year European Bachelor in Business Management (EBM) combines studies in three different countries.

**INSTITUTION**

Université de Mons

WEBSITE<http://portail.umons.ac.be>**ADDRESS**Place Warocqué, 17
7000 Mons
Belgium

'First major project for a new university'

University of Mons, Belgium

For the University of Mons (UMONS), the ECTS Label came at just the right moment. *'The Label was considered in the very favourable context of the merging in 2009 of two formerly independent universities,'* explains Vice-Rector for International Relations Prof. Pierre Dehombreux. *'They were the Université Mons-Hainaut and the Faculté Polytechnique de Mons. A Faculty of Architecture and Urban Planning joined this new institution in 2010.'*

The Label contributed directly to the success of this merger, as *'it stimulated new types of collaboration between our faculties and administrative departments. Our Centre of Administrative Information Technology developed the software tools we needed to fill up the database in accordance with the ECTS guidelines.'* Those guidelines were *'in phase with our quality assessment objectives and our need to define learning outcomes and skill profiles'.*

He feels that the ECTS process has *'made our course offer clearer and more accessible worldwide'*. It is *'a necessary tool to define learning agreements in student exchange programmes but also to prepare future double diplomas which are fully mutually recognised'*.

Applying for the Label *'turned out to be one of the first major projects of the newly created university... and it was a successful one!'*

The University of Mons has about 6 000 students. It is currently building up its international programmes, mainly through the Erasmus and Erasmus Mundus Action 2 network. Inward and outward student mobility is increasing, particularly in the faculty of translation and interpretation. One outcome of the ECTS work is the development of courses taught in English. A one-semester International Management Programme and two Masters of Science in Electrical Engineering (focus on Biosystems Engineering and in Multimedia and Telecommunications) are offered. UMONS was awarded the ECTS label in 2011.

INSTITUTION

Mendelova univerzita v Brně

WEBSITE

www.mendelu.cz

ADDRESSZemědělská 1
613 00 Brno
Czech Republic

‘Guarantees of quality’

Mendel University in Brno, Czech Republic

Originally an agricultural university, Mendel later expanded into forestry, horticulture, business economics, and regional and international development. Its Institute of Lifelong Learning runs free courses for senior citizens. Some 500 of Mendel's current 10 000 students are from abroad. Each year, about 100 teaching staff come from other countries. The total number of teachers is 500. Mendel was awarded the ECTS label in 2012.

‘We wanted to standardise our programmes, so as to ensure proper information for the students. We wanted to fit the real content of the courses to the declared profiles of the students in particular programmes. We wanted a tool that would help us to assess the quality of our teaching activities. And we wanted to be quite open with students elsewhere, and potential partners, while providing some guarantees of quality.’

These were just some of the reasons why Mendel University applied for the Label, says Libor Grega, Dean of its Faculty of Regional Development and International Studies. The University needed almost two years to complete the changes needed, *‘but I had been prepared for that, as I had taken part in the EU programme TUNING Educational Structures in Europe. We used the lessons learned from TUNING, which was a great help during the implementation.’*

The Label does provide assurances about Mendel's quality, he feels, *‘and when we are selecting partners, we push them to give us the same guarantees. This is particularly important in the case of student exchanges, in order to minimise the risk of any problems with mutual recognition of studies.’* Mendel has a series of Programme Commissions, which include student and teacher representatives. Standardised student evaluations of courses, introduced as part of the Label process, have given the commissions a new tool for promoting the quality of each programme.

**INSTITUTION**

Vysoká škola technická a ekonomická
v Českých Budějovicích

WEBSITE

www.vstecb.cz

ADDRESS

Okružní 517/10
370 01 České Budějovice
Czech Republic

‘The pinnacle of the process’

Institute of Technology and Business in České Budějovice, Czech Republic

Founded in 2006, the Institute of Technology and Business (ITB) in České Budějovice followed ECTS standards right from the start. The Institute’s rules and regulations were designed to comply with them, and so was its information system. Receiving the Label was *‘the pinnacle of this process and the confirmation of its accuracy,’* says the ITB’s International Relations Coordinator Alžběta Troupová. *‘We especially appreciate the fact that those independent experts have not found any weaknesses in our ECTS application.’*

The Label is *‘essential for us as a small and relatively new higher education institution,’* she feels. *‘It has increased our reputation among our prospective partners.’*

The ECTS principles have *‘allowed us to define the key parameters such as the workload required to achieve the objectives of the programme, and to obtain those learning outcomes,’* while the ECTS recognition policy and the key documents *‘have given the ITB an effective administrative framework for mobility implementation. All of the academic achievements that have been gained abroad are fully recognised as a part of the ITB studies.’*

The ITB has created a course catalogue and an information package specifically for international students. As well as an International Office, there is an ESN Buddy Club for students. Each international student has his or her buddy and the club organises group activities.

The ITB has more than 3 500 students and 150 teaching staff. Study programmes include mechanical and civil engineering, transport technology, business administration and building management. Industry and business are closely involved in its programmes. To help ensure graduates’ employability, semester-long internships are included in the courses. ITB was awarded the ECTS label in 2012.

INSTITUTION

Technická univerzita v Liberci

WEBSITE

www.tul.cz

ADDRESSStudentska 2
46117 Liberec
Czech Republic

'ECTS is a common language'

Technical University of Liberec, Czech Republic

Founded in 1953, Liberec now has some 10 000 students and around 1 000 academic and administrative staff. Although a technical university, it teaches a very wide range of subjects and serves as the regional university for Northern Bohemia. There are six faculties and two institutes. Liberec is particularly well-known for its research on technical innovation, notably nanomaterial. Liberec was awarded the ECTS label in 2011.

'The management of our university sees the Label as a matter of prestige,' Randa Tomehová says. 'It's a significant element in our international cooperation.'

As the Institutional Coordinator at the Technical University of Liberec, she has seen student mobility increase steadily over the years – although she would like a better balance. *'We have more incoming than outgoing students, although the numbers are getting closer. The incoming students know that the ECTS is a common language, and that they will understand the study process in our university.'*

One issue, she feels, is that there is still sometimes an incompatibility of subject content between Liberec and its partners elsewhere. *'Maybe this is something that we should be tackling though continuous discussions and contacts with our partners. Sometimes we send our students abroad to study a subject and it's not really the same course. This can cause problems for them in their state exams back here. But it doesn't happen very often.'*

For incoming students, the University holds a Welcome Day focusing on practical issues. Accommodation in the hall of residence is reserved for each exchange student before arrival. A students' club run by the local branch of the European Student Network provides social and cultural activities.

Liberec has a number of partner universities in Europe and beyond, particularly in the field of technical research. All of its teaching staff are also researchers.

**INSTITUTION**

Vysoká škola báňská –
Technická univerzita Ostrava

WEBSITE

www.vsb.cz

ADDRESS

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708 33 Ostrava – Poruba
Czech Republic

‘Process-oriented information’

VŠB – Technical University of Ostrava, Czech Republic

‘The ECTS Label can send out a good message to incoming students,’ Prof. Petr Noskiewič believes. As Vice-Rector for Study Affairs at the VŠB – Technical University of Ostrava, he sees the Label’s impact ‘not only in the recognition of the study results, but also in the Label guarantee that the whole student mobility process is running very well.’ That process encompasses ‘the preparation of mobility, selection of the subjects, travel, accommodation reservation, the stay at the university campus, lectures and all services for students’.

The number of incoming students to Ostrava is growing. This is, he thinks, *‘not only because we offer interesting study programmes and subjects, but also because services important for successful student mobility were correctly set up. The effort of preparing for the ECTS Label was helpful in this activity.’*

He sees the ECTS methodology as *‘very important for preparing the curricula of the study programmes and the subjects. It is used in defining the learning outcomes of each subject and in the evaluation and assessment of the study results.’*

The Label application was part of the University’s internationalisation drive. *‘Very important was the introduction of the new process-oriented information system. This supports all the steps in the students’ mobility, including the recognition of the study period abroad and diploma supplement printing.’*

The VŠB – Technical University of Ostrava is a polytechnic and economic university with around 21 000 students and some 1 000 teaching staff. It has seven faculties and many research centres, including the R&D Centre of Nanotechnology, the R&D Energy Centre and the IT4I Centre of Excellence, which focuses on supercomputing. The University has recently been increasing its use of English and was awarded the ECTS label in 2011.

INSTITUTION

Ostravská univerzita v Ostravě

WEBSITE

www.osu.cz

ADDRESSDvořákova 7
701 03 Ostrava
Czech Republic

'Defining course outcomes'

University of Ostrava, Czech Republic

The University of Ostrava has six faculties: Arts, Pedagogy, Fine Arts, Social Studies, Science and Medicine. More than 10 500 students were enrolled in 2012. An important teacher training centre, it also makes a vital contribution to medicine, natural sciences and humanities in its region, both in its study programmes and through research. Internationally, it gives priority to the Erasmus Programme. It was awarded the ECTS Label in 2012.

Ever since 1998, the University of Ostrava has been gradually structuring the credit allocations for all its study programmes to comply with ECTS. *'The University manifested its administrative maturity when it was granted the DS Label,'* Vice-Rector Iva Málková recalls. *'The ECTS Label represented another challenge. We can now describe our programmes in such a way that the graduate profile contains information about the quality and uniqueness of what Ostrava has to offer.'*

In future, she believes, *'this kind of information will motivate both Czech and international students to apply for a place here. In the context of the evaluation of the quality of Czech universities, the Label will also underscore the fact that the University is able to manage educational processes in a competent and coordinated way.'* Together with the Czech ministry's current requirements, the Label *'helps shape the programme and clearly define the outcomes of courses'*, as well as *'the graduate's profile and prospects on the job market'*.

Ostrava has what it takes to attract more international students, she says. *'We have coordinators who help international students to deal with any administrative difficulties that might arise. And the International Student Club of the University of Ostrava is a well-established and functioning body that organises events for international students on a regular basis.'*

**INSTITUTION**

Západočeská Univerzita v Plzni

WEBSITE

www.zcu.cz

ADDRESS

Univerzitní 20
306 14 Pilsen
Czech Republic

‘Heart in Europe’

University of West Bohemia, Czech Republic

Feet in Pilsen, Heart in Europe is the slogan of the current long-term strategy at the University of West Bohemia. Gaining the Label reflects that credo, says Jaroslav Dokoupil, the University's Vice-Rector for Academic Affairs. *‘Transferability of credits means an increase in the attractiveness of our study programmes for applicants from abroad, and this may increase the numbers of students participating in mobility in future.’*

For the academic staff, the ECTS system took some getting used to, but it *‘has meant a positive change for Czech students, mainly as regards information about individual subjects and the new way of looking at student activity, i.e. 1 credit = 26 hours of student workload’*.

An important component of the University's current strategy is internationalisation through increased incoming and outgoing mobility in Master's and PhD study programmes. *‘We can say that the strategy is continuously successful and the mobility numbers have been rising with the help of the ECTS Label.’*

An English-language online application tool for incoming international students on short study stays is now available as part of the University's information system. Other elements have been translated into English as well, he points out. *‘Incoming students can also use our study environment, which has been fully translated into English, including the legislation and the study and examination regulations.’*

The University of West Bohemia currently has almost 16 000 students in its nine faculties and two institutes of higher education and more than 1 200 academic staff. With European funds, the University is building new research centres on information technologies, electric engineering, mechanical engineering and new technologies. It was awarded the ECTS Label in 2012.

INSTITUTION

Univerzita Tomáše Bati ve Zlíně

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www.utb.cz

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760 01 Zlín
Czech Republic



Univerzita Tomáše Bati ve Zlíně
Tomas Bata University in Zlín



‘The Label will increase our reputation’

Tomas Bata University in Zlín (TBU), Czech Republic

Some 12 000 students attend Tomas Bata University in Zlín's faculties of technology, management and economics, multimedia communications, applied informatics, humanities, logistics and crisis management. There are 470 researchers employed at TBU and the University is particularly well known for its research in polymer processing. TBU has more than 30 partner institutions worldwide. It was awarded the ECTS Label in 2012.

‘Our decision to apply for the ECTS Label was the next step towards improving the quality of the degree programmes and courses offered and making them more attractive to international students and staff,’ comments Andrea Kadlcikova, Director of Marketing and Communications at TBU. ‘In future, we expect that this accomplishment will increase our reputation. Thanks to the fact that we had been awarded the Label, we were in a certain manner favoured during the budget allocation in 2013.’

The introduction of ECTS system ‘had an impact on our degree programmes as regards their modernisation and the formulation of strict rules,’ she says. ‘Each course unit is allocated a number of credits which reflects the relative degree of study load required for a successful completion. So it was necessary to analyse the course units taught and allocate the respective number of credits. The credits obtained within one degree programme are added up and the total number of credits obtained serves as a tool for checking progress in studies. The minimum number of credits required for proper completion of one year is 60. Altogether, the minimum required for successful completion of a Bachelor’s degree programme is 180, and 120 in a Master’s programme. All data can be automatically checked through computer systems.’

‘The University’s efforts seem to have been rewarded as the numbers of outgoing and incoming students are continuing to increase,’ she adds.

**INSTITUTION**

Πανεπιστήμιο Λευκωσίας

WEBSITEwww.unic.ac.cy**ADDRESS**

46 Makedonitissas Avenue
 P.O. Box 24005
 1700 Nicosia
 Cyprus

‘It’s all about the student’

University of Nicosia, Cyprus

‘ECTS is all about the student,’ Philippos Pouyioutas insists. He is the Vice-Rector of Academic Affairs at the University of Nicosia.

‘It’s about building a student-centred environment,’ he says. *‘About rethinking and re-engineering the academic curriculum and delivery methods for learning and assessment. Making programmes address labour needs and preparing students for industry positions. Improving the quality of study programmes and qualifications. Helping the accreditation of programmes. Enhancing the University’s image and reputation. Making it well known internationally. Helping to recruit both local and international students. Enabling Erasmus mobility. Developing joint, double and multiple degrees and promoting collaboration and research. In short, making it possible to offer cross-border education.’*

It has also helped to improve the content of the Diploma Supplement (DS), which the University provides free of charge to graduates, by *‘introducing the learning outcomes of the degree awarded to the student into the DS. This provides employers with a more accurate indication of the graduates’ capabilities, knowledge, skills and competences.’*

ReProTool (www.reprotool.com) is an integrated IT tool developed by the University to support its application for the Label. Co-financed by the European Regional Development Fund and the Republic of Cyprus, it is designed to help universities make the necessary adjustments to their academic programmes.

The University of Nicosia has four faculties comprising more than 250 academic and research staff. They teach over 5 000 students, 20% of whom are from abroad. The university offers more than 65 programmes and has a strong reputation in life and health sciences, law, international relations, architecture, psychology, accounting and oil and gas management and engineering. It was awarded the ECTS Label in 2012.

INSTITUTION

Πανεπιστήμιο Frederick

WEBSITE

www.frederick.ac.cy

ADDRESS7, Y. Frederickou Str.
Pallouriotisa, Nicosia 1036
Cyprus**FREDERICK UNIVERSITY**

'Our credentials have been validated'

Frederick University, Cyprus

Frederick University's six schools cover most fields of study, except medicine. They include the island's main school of engineering. Art and architecture are another specialism. Most programmes are taught in English. It has joint research projects with more than 120 institutes in Europe. There are plans for joint degrees with other universities. Frederick's University was awarded the ECTS label in 2012.

'We're a new university, and we felt it was important to follow the guidelines of the Bologna Process,' says Christoforos Charalambous, President of the Planning Committee at Frederick University. 'The Label will also make it easier for us to collaborate with other European universities, particularly on the Erasmus Programme.'

Gaining the Label has been a boost for the University's students and staff, he believes. 'Everyone understood that our credentials have, in a sense, been validated by the EU. We hope that prospective future students will also value this achievement. It will be one of the reasons why they'll choose to apply to Frederick.'

Being a new institution, Frederick adopted the ECTS as its credit system from the outset. 'So it wasn't a difficult process. The main change was in our provision of information via the website. We had to make sure that we are more visible and transparent as an organisation.'

Frederick is a private university, a status that was not legally possible in Cyprus until 2007. But it has 45 years of educational experience behind it. So far, it has not had many students and staff from abroad. 'We're hoping that's something the Label will increase. Currently, the great majority of our students are Cypriots. Which is positive in the sense that the local community approves of our work. But we do feel that a university should have an international dimension. That's one reason why we went for the Label.'



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‘Our reward for our efforts’

European University Cyprus

‘We adopted and applied the Bologna principles and the ECTS from 2005 onwards,’ recalls Athanasia Ktena, Administrative Head of the European University Cyprus (EUC). *‘So applying for and receiving the Label was the next step – and our reward for our efforts. The re-engineering of all our programmes required team effort, both from academics and from administrators.’*

This reflected some important changes in study programmes. *‘A student-centred approach is now implemented, with even distribution of the workload and clearly defined learning outcomes for each programme and course.’*

International synergy is central to the EUC’s strategic development plans. Cooperation projects focus on studies of development cooperation models meeting regional needs and of educational cooperation generated by the academic community. Training is also provided for lecturers, experts and professionals from EU and non-EU countries, as well as joint teaching programmes with organisations and researchers.

‘Faculty members have accumulated rich international experience,’ Athanasia Ktena emphasises. *‘In addition, every year EUC sends a certain number of undergraduate and graduate students abroad.’*

It has also been equipping itself to attract students from other countries, notably through a user-friendly website, a course catalogue in English and 270 academic agreements with Higher Education Institutions in Europe and elsewhere.

The European University Cyprus (EUC) currently has 4000 students. Its 50 accredited programmes, 25 of which are offered in English, include Business, Economics, Management, Marketing, Computer Science/Engineering, Education, Music, Psychology and Law. There is also a Department of Health Sciences, and a new School of Medicine. EUC was awarded the ECTS Label in 2011.

INSTITUTION

Mykolas Romeris Universitetas

WEBSITE

www.mruni.eu

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LT-08303 Vilnius
Lithuania

‘Our partners appreciate it’

Mykolas Romeris University, Lithuania

Mykolas Romeris University is active mainly in social sciences, law and the humanities. There are also some programmes on information sciences and the media. The university is strongly oriented towards international development. It has approximately 18 000 students and more than 1 000 staff. Its main research focus is social innovation. The University received the ECTS Label in 2012.

‘Applying for the Label was part of our quality process,’ says Giedrius Viliūnas, Vice-Rector for Education at Mykolas Romeris University. ‘Five or six years ago, we established a quality policy. One of its main points was to comply with European standards and guidelines. The ECTS Label is one of the most important international quality symbols.’

The application process was ‘very fruitful. We had to produce descriptions of all our study programmes, and we also used this process as a tool to refocus them on student competencies. So all our courses are now described in the same way, with clearly defined learning outcomes. Those are already two remarkable achievements.’

What is more, ‘the Label requirements have very much added to the visibility of our university. Now that we have this ECTS catalogue, we can use it in our marketing activities and our international partnerships. We no longer have to explain about our programmes and our arrangements for receiving foreign students. We just have to give this link. Our partner universities in Europe appreciate that very much, and so do those in other parts of the world. The response from our own students is also very positive. For them too, this is a good way of understanding our programmes. We now speak a common language with other European universities. We all know that the ECTS system as a tool is one of the main achievements of the European Higher Education Area.’



INSTITUTION
Fachhochschule Vorarlberg

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www.fhv.at

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Hochschulstrasse 1
6850 Dornbirn
Austria

‘It rallied everybody’

Vorarlberg University of Applied Sciences, Austria

‘Applying for the ECTS Label gave us a goal,’ Karin Wüstner-Dobler recalls. She heads the International Office at Vorarlberg University of Applied Sciences. ‘It rallied everybody behind the efforts for change. The ECTS criteria are built into our internationalisation strategy. They’re really helpful for describing our university.’

Founded in 1997, the University currently has 1 054 students, of whom 646 are full-time. There are 70 lecturers (full-time equivalent) on its staff, and it also uses external lecturers. Six Bachelor’s and six Master’s degree programmes cover business, technology and engineering, design and social sciences. Six of these programmes are also offered part-time.

For Vorarlberg, internationalisation has high strategic priority. It has 121 cooperation agreements with universities in other countries. More than 50% of its full-time Bachelor students spend one semester studying abroad. In each of the full-time Bachelor’s study programmes, one complete semester is conducted in English. One Master’s programme is completely in English. An orientation programme is offered to incoming students from abroad.

‘As a small university, we have to convince people abroad of our quality,’ Karin Wüstner-Dobler says. ‘The Label is very useful for that. And not only at the international level. I think it has helped us to present our information to all stakeholders in a very structured, professional way.’

Vorarlberg’s 12 degree programmes cover the fields of business, technology and engineering, design and social sciences. Six research centres specialise in process and product engineering, micro technology, user-centred technologies, society and socio-economics, mechatronics, and energy. Vorarlberg was awarded the ECTS label in 2011.

INSTITUTION

Fachhochschule Kufstein Tirol

WEBSITE

www.fh-kufstein.ac.at

ADDRESS

Andreas Hofer-Strasse 7
A-6330 Kufstein
Austria



‘Multiculturalism is what education is about’

FH KufsteinTirol University of Applied Sciences, Austria

The FH KufsteinTirol University of Applied Sciences has 1 500 students, taught by about 80 local staff and more than 250 guest professors from Europe and beyond. Each year, it sends 250 students abroad and receives more than 200 from other countries. It is known for its teaching and research on business topics, notably facility and real estate management. It was awarded the ECTS Label in 2012.

‘For us, the Label is a structured way of being transparent about how we work here. Right from when we started up in 1997, we have always been very international and multicultural.’ All of the students at the University of Applied Sciences are expected to spend one or two semesters at one of its partner universities abroad, says the Head of its International Relations Office, Nouredine Rafili.

At a worldwide education fair in the USA recently, he noticed that the Label is seen as ‘a guarantee of seriousness and internationalism. In their booths there, various universities were highlighting that they’re Label holders. So we know that it will help us a lot in our work.’

Implementing the ECTS scheme is ‘hard work,’ he concedes. ‘It’s very structured. The international office can guide it, but it requires cooperation with different departments. It touches upon degree programmes, quality management, marketing... It’s a job for the whole institution.’ The reward is ‘being able to show our partner universities that we’re working in the right way and that their students will benefit both socially and academically from being here.’

From the outset, the Kufstein campus included a residence for international students. ‘That infrastructure really empowered us to be part of the Bologna Process. Multiculturalism is what education is all about. Our mission is to communicate that value to our students.’

**INSTITUTION**

Politechnika Gdańska

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80-233 Gdańsk
Poland

'A logical step'

Gdańsk University of Technology (GUT), Poland

Applying for the ECTS Label was *'a natural and logical step in our strategy of quality assurance,'* Barbara Zaleska says. She is the Head of the Quality Management Department at the Gdańsk University of Technology (GUT). *'We have been working with ECTS rules right from the beginning of the Bologna Process. The ECTS Label proves that our strategy of quality was on the right track.'*

The GUT is currently introducing a new education model, called Engineer of the Future. This emphasises personality development, effective teamwork, interdisciplinary projects and innovative ventures. *'A significant part of this model is the ECTS Catalogue, with all the study programmes and the curriculum described in the language of learning outcomes,'* she points out.

Meanwhile, the ECTS Catalogue *'presents all information in two language versions: Polish and English. We have observed an increasing number of foreign visitors to our English website. The ECTS Label helps us to increase trust in our brand, both in Poland and abroad. Foreign students often tell us that it was the reason they chose GUT. The Label validates the quality of our education.'*

It has also helped to promote student mobility, as it meant *'adopting a system of grading that allows students to study partially outside their alma mater without losing the period of study abroad – and without the fear of not having that period of study recognised at home.'*

A total of 25217 students are currently enrolled at GUT, of whom some 300 are from other countries. It has nearly 1300 teaching staff. Teaching in its 9 faculties includes 12 degree courses in English. It has more than 420 bilateral agreements within the Erasmus Programme and over 75 framework agreements. GUT is a founding member of the Baltic Sea Region University Network and was awarded the ECTS label in 2011.

INSTITUTION

Wyższa Szkoła Filologiczna
we Wrocławiu

WEBSITE

www.wsf.edu.pl

ADDRESS

ul. Sienkiewicza 32
50-335 Wrocław
Poland



WSF has over 2000 students, who can opt for: translation, language and business, foreign language teaching, or language + language (i.e. two languages). The teaching staff, numbering around 160, are international. Mobility agreements cover 33 European universities and through a 'buddy system', Polish students help those from other countries to settle in. WSF was awarded the ECTS Label in 2012.

'Promoting non-public institutions'

Philological School of Higher Education in Wrocław (WSF), Poland

For Poland's WSF, the Label is a means towards an end. *'We have an interest in going international and achieving a wider European perspective,'* explains Anna Zastona, Head of the School's International Office. *'The Label certifies and strengthens our position among higher education institutions in Poland and Europe. As far as we're concerned, internationalisation and modernisation will go hand in hand.'*

Changes in Polish higher education reflect the deep political transformation of recent decades. *'There were no non-public institutions like ours before 1989,'* she says. *'Now there are plenty but we are the only ECTS holder in Poland among them.'* This prestigious European award will, she is convinced, *'promote the status of non-public institutions in our country as being valuable.'*

Before applying for the Label, WSF staffers attended a number of seminars run by experts on the Bologna Process and Erasmus. *'Then we did a lot of staff training. And we got the students involved. We keep them informed about developments. It was all relatively easy for us because, when we came into being in 2002, we built an ECTS-based system right from the start.'* The only problem, until changes in 2011, was the rather rigid study programme requirements laid down by the Polish education ministry. *'That contrasted with the ECTS system, which was more relaxed. But now attitudes have become more similar.'*

**INSTITUTION**

Instituto Politécnico de Bragança

WEBSITE

www.ipb.pt

ADDRESS

Campus de Santa Apolónia
5301-253 Bragança
Portugal

'It ensures our offer is clear'

Polytechnic Institute of Bragança, Portugal

'Getting the ECTS Label means that everything we do both inside and outside Europe, we do in a transparent way and in line with good practice. It ensures that our academic offer is clear and that the credits are strictly comparable.'

Luís S. Pais is the Vice-President of the Polytechnic Institute of Bragança (IPB). He thinks that the use of the ECTS system *'has been very important throughout Europe, because it prevents misunderstandings'*. But the same goes for cooperation with partners outside Europe. *'Nowadays, every country in the world understands what our rules and our measurements are. I think that's a result of the Bologna Process and the ECTS system.'*

The ECTS Label also raises two issues, he says. *'One is to use, with all of our partners, the proper documentation that is proposed by the EU. The other is to acquire an IT platform that makes everything clear to everyone, and at the same time makes it easier for us to keep up to date within our institution.'*

The IPB has developed an ECTS catalogue and an additional webpage for its International Relations Office. *'There, we clearly explain to our partner institutions' staff and students how to communicate with us in order to do an international mobility in our institution.'*

A worthwhile effort, he feels, because *'the most important programmes for showing the world the unity of Europe are the Erasmus Programme and the Lifelong Learning Programme'*.

The IPB has 7 000 Bachelor's and Master's students. Some 11% of them are non-Portuguese. It cooperates closely with Brazil and Portuguese-speaking Africa, and also offers some degrees in English. Its three research centres focus on applied science in food and agriculture, chemical engineering, and health and sport. It will soon be involved in a new science park in Bragança. IPB was awarded the ECTS label in 2011.

INSTITUTION

Universidade da Beira Interior

WEBSITE

www.en.ubi.pt

ADDRESS

Convento de Santo António
6201-001 Covilhã
Portugal



‘Paving the way’

University of Beira Interior (UBI), Portugal

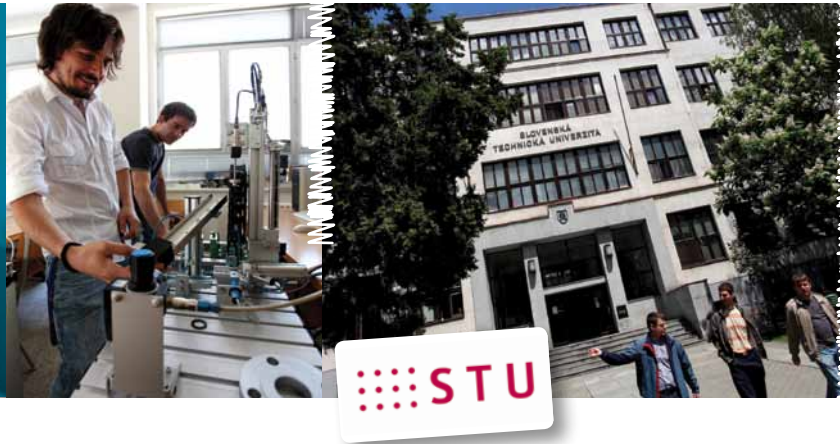
The University of Beira Interior (UBI) has five faculties and around 7 000 students and 500 teachers. There is now a clear emphasis on the implementation of Bologna Process, with a focus on teaching and research. The University’s campus, which includes buildings of historic value, is spread across the mountain town of Covilhã. It was awarded the ECTS Label in 2012.

For the UBI, the Label confirms a long-standing commitment to European higher education. ‘We participated in a pilot project that preceded the ECTS,’ recalls Paulo Almeida, Vice-Rector for Teaching and Internationalisation. ‘And we consistently applied the ECTS ever since its introduction. Having been awarded the DS Label in 2005 and 2010, UBI lacked the recognition of how well it was using the ECTS.’

So gaining the ECTS Label was part of the strategy set out in the Rector’s Action Plan for 2009-13, which emphasises the development of a quality culture at the UBI. The aim was to enhance the quality of learning and teaching, while at the same time furthering the University’s implementation of the Bologna Process.

The award is ‘a paramount step forward in UBI’s internationalisation.’ He expects it to ‘boost our already significant mobility figures as well as paving the way for extending our European and overseas cooperation, in terms of both partners and projects.’

The UBI is ‘committed to building upon all the internal developments and external opportunities that this recognition entails, and we believe that many other Higher Education Institutions across Europe will come to realise how much there is to gain from this distinction.’

**INSTITUTION**

Slovenská technická univerzita
v Bratislave

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ADDRESS

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812 43 Bratislava 1
Slovak Republic

‘Publicity effect’

Slovak University of Technology in Bratislava (STU), Slovak Republic

‘We thought the Label might provide us with interesting feedback, as well as a publicity effect.’ And Frantisek Hornak, the STU’s Vice-Rector for Education, saw that effect almost immediately. ‘We put the ECTS information package on our website in September 2012 and from that moment, many foreign students started to contact us. If there’s a good overview of a university’s programmes online, they respond to that. That has been the most important benefit so far, because we had a lot of information about our study programmes and courses, but it wasn’t well ordered. The structure of the ECTS information package is very good. So that was rather helpful.’

The STU has more than 180 study programmes and almost 5 000 courses. *‘The main problem was to convince all the professors to put all these programmes into the ECTS structure, in the English language. In the end, there were more than 2 000 people involved in this process. But there was no need for changes in the study programmes themselves. Everything that the Label required in that respect, we already had.’*

Scholarships for international students are planned for the next academic year. The STU already provides eight preparatory modules for foreign students. Available in both English and Slovak, each module reflects a different study area, with teaching texts and tasks designed to promote specific knowledge and competences.

STU currently has 17 000 students and 1 900 academic staff. International cooperation is managed through 89 agreements with other universities, 48 faculty agreements and 274 Erasmus agreements. Its institute and seven faculties have 800 industrial contracts, 600 state research contracts and 107 international projects. STU was awarded the ECTS Label in 2012.

INSTITUTION

Blekinge Tekniska Högskola

WEBSITE

www.bth.se

ADDRESS

Campus Gräsvik
SE-371 79 Karlskrona
Sweden



'A target to aim at'

Blekinge Institute of Technology (BTH), Sweden

Founded in 1988, BTH specialises in engineering and technology. In 2012, it had 3700 full-time equivalent students (approximately 7000 individuals) and 200 teaching staff. There are a number of short courses, some of which take only one semester. Research accounts for more than one-third of BTH's activities and budget. It is focused on applied IT and on planning and management. BTH was awarded the ECTS label in 2011.

'We have a lot of European students, and we wanted to improve the quality of our information to them,' recalls Anders Hederstierna, Vice-Chancellor of the Blekinge Institute of Technology. *'Applying for the Label set in motion a major process of reviewing our information throughout the university and making it more accurate. The Label gave us a target to aim at.'*

Part of the motivation was to achieve greater visibility across Europe – *'a sort of accreditation from the European Commission'*. For that reason, he thinks, there was really no institutional resistance to the changes. *'Every teacher at BTH was involved in the project, as well as the students, the administrators and the international officers. It was devolved. Other universities I've spoken to here decided to approach it in a more centralised way, and I think maybe that's more difficult.'*

All of BTH's advanced-level courses are taught in English, as well as two Bachelor's programmes. About 45% of its faculty are non-Swedish. Foreign students come mainly via the Erasmus Programme and through a number of bilateral agreements with countries outside Europe. An International Week is held each September to welcome the incoming students. A student residence is available.

'We've presented our work on the Label – and our reasons for wanting it – to other Swedish universities at various conferences,' Anders Hederstierna notes. *'We hope we'll inspire them to go for it.'*

**INSTITUTION**

Karlstads Universitet

WEBSITE

www.kau.se

ADDRESS

Universitetsgatan 2
SE-651 88 Karlstad
Sweden



‘Mobility, employability, competitiveness’

Karlstad University, Sweden

‘We applied for the Label back in 2006, and we were the first university in Sweden to receive it. We thought it was definitely worth renewing our application, because the Label promotes mobility, employability and competitiveness.’ For Carina Eriksson, International Coordinator at Karlstad University, the Label as *‘a good way to facilitate credit transfers for students’*.

It is also *‘a marketing tool when we apply for other external funding – for instance, EU research programmes. As a young university, we must use all the selling points we have, and the Label is definitely one of them’*.

Karlstad University aims to *‘foster understanding of other cultures and make our university an important part of the international academic community’*, she says. *‘The strategic plan was updated last year and focuses on increasing the mobility of our students and staff, and boosting the number of our courses taught in English.’*

Karlstad has about 300 incoming and outgoing exchange students each year. Those arriving are now mainly Erasmus students. An electronic registration system helps them to reduce formalities and plan their studies ahead of their arrival in Sweden. For students from outside Europe, Sweden introduced tuition fees in 2011. Outgoing students are mainly on Sweden’s own exchange programmes and tend to go to English-speaking countries, *‘although interest in France has increased recently’*.

Karlstad University currently has 12 500 students and about 800 teaching and research staff. Teacher training was its original purpose and remains a core activity. Its two faculties – Arts and Social Science, and Health, Science and Technology – include 12 departments in all. A Welcome Centre provides information to all students, including of course incoming international students. It was re-awarded the ECTS Label in 2011.

INSTITUTION

Pamukkale Üniversitesi

WEBSITE

www.pau.edu.tr

ADDRESSKinikli Campus
20070 Denizli
Turkey

‘Removing barriers’

Pamukkale University, Turkey

Pamukkale University has 42 000 students and some 3 500 staff in its 14 faculties, 4 graduate schools, 6 higher education schools and 11 vocational higher education schools. Use of IT enables exchange students to collect their transcripts and certificates within one week of the final exams. This expedites the recognition of courses by their home institutions. It was awarded the ECTS Label in 2012.

‘We wanted to remove all the barriers for any exchange students, whether they are our own students or foreign students,’ says Hüseyin Bağcı, Rector of Pamukkale University. ‘We know that recognition of the courses is one of the most important barriers that can face students. By gaining the credentials required for the ECTS Label, we showed our commitment in this direction.’

Throughout the Bologna Process implementation and ECTS Label application preparations, *‘we evaluated and updated all of our programmes and courses according to national and international standards. We reduced duplication, and the approach to courses and teaching changed. Learning outcomes became the priority. The motivation and response from all faculty members were outstanding. I can certainly state that we moved one step further in the direction of student-centred learning as opposed to teacher-centred education.’*

Crucial factors in this achievement were *‘motivating the staff, educating and informing them on new developments and approaches and providing them with the necessary tools.’* A strong IT team is ‘a must’ throughout the process, he insists. *‘We expanded our IT team to support the implementation of the ECTS and the monitoring of all the stages.’*

But the effort was worth it. *‘The implementation made our study programmes more visible, transparent and reliable for all current and prospective partner institutions.’*

**INSTITUTION**

Anadolu Üniversitesi

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Turkey



‘Committed to constant improvement’

Anadolu University, Turkey

Anadolu aims to become ‘a world university, with a particular emphasis on lifelong learning,’ says Ender Suvaci, its Vice Rector for Research and International Affairs. Gaining the ECTS and Diploma Supplement Labels is a key part of that strategy. ‘Currently we have more outgoing than incoming students. We believe that the Label will help us to attract more and more students in future.’

The ECTS became Anadolu’s only credit calculation system in 2005. To ensure a smooth transition from its previous system, ‘in the 2004-5 academic year, ECTS credits for each course were allocated by the ECTS credit committees of each programme. An ECTS credit evaluation questionnaire was prepared by experts and distributed to students at the end of each course, re-evaluating the credits and assigning new ECTS credits if necessary. Basically, we do this every five years, so that we keep our ECTS credits updated.’

The Label was both a reward and a confirmation. ‘We knew that the quality of our procedures for international mobility was accurate. However, we still needed official recognition of that. Another motivation was to encourage the faculties and the university administration to finalise the procedure. We put lots of effort into transferring our local credit system to the ECTS, and we wanted to crown that with the Label. We have committed ourselves to constant improvement. The Label is an outcome of this philosophy.’

Anadolu sees itself as a ‘global university with a global campus.’ Some 3 of its 16 faculties are involved in open and distance education. All in all, more than 1.7 million students are enrolled in its system – the second-highest figure in the world for a university. They include distance students in 19 EU countries. Engineering, business studies and aviation training are among its specialisms. Anadolu was awarded the ECTS Label in 2011.

INSTITUTION

Mustafa Kemal Üniversitesi

WEBSITE

www.mku.edu.tr

ADDRESS

Tayfur Sokmen Campus
31030 Antakya
Hatay
Turkey



‘A prestigious label’

Mustafa Kemal University, Turkey

Established as a public university in 1992, Mustafa Kemal University has 15 faculties, with programmes of four years or more. More recently, it has opened vocational schools that teach a wide range of industrial and agricultural subjects, and three post-graduate institutions. The University is also well known for its teaching hospital. It was awarded the ECTS Label in 2012.

‘The ECTS is an instrument for building bridges between institutions and providing opportunities that might not otherwise be available for students to study abroad,’ says Hüsnü Salih Güder, Rector of Mustafa Kemal University. *‘It also encourages cooperation. We applied for the Label as a way of consolidating our implementation of the Bologna Process.’*

The ECTS Label *‘is one of the most prestigious within our system,’* he points out. *‘So we wanted to have it for both internal and external reasons.’*

Externally, *‘it enhances international visibility and indicates quality assurance by the EU’.* He sees it as *‘one of our most important paths towards recognition, especially within the European Union. We think it will increase the popularity of our exchange programmes. We expect that the mobility of both our students and our staff will increase. And in turn, mobility increases cultural understanding within Europe.’*

He also hopes that it will encourage more students from Europe to choose Mustafa Kemal University. Currently, it sends some 120 exchange students per year to European countries, but receives only about 20.

Internally, meanwhile, *‘the Label has increased our prestige at home. We noticed that more students from other parts of Turkey started choosing our university once we had the Label. It’s also a way of motivating staff, because they can see that we are now more widely recognised in Europe than we were before.’*

**INSTITUTION**

Marmara Üniversitesi

WEBSITEwww.marmara.edu.tr**ADDRESS**

Marmara Üniversitesi
 Binası
 34722 Kadıköy / İstanbul
 Turkey



'Developing relationships'

Marmara University, Turkey

'One reason for wanting the Label was to facilitate our exchange programmes,' explains Hamza Kandur, Vice-Rector/Provost of Marmara University. *'We also saw it as a tool for quality management. And we wanted an instrument for measuring the productivity of our students and teachers.'*

The students *'are now more aware of what to expect from the courses, of what the outcomes will be'*. And teaching has *'become much more interactive. Traditionally, Turkish university teaching was formal. The teacher lectured and then gave some sort of homework. But now the students are taken outside the classroom and have more project-oriented activities.'*

Marmara is a large university, so *'managing all our programmes within one format was something of a challenge for us. But we got almost everyone in the university involved and we worked together on this for two or three years, and we managed in the end.'*

One of the aims in Marmara's current strategy plan is worldwide integration. *'That means exchange programmes with other universities, joint degree programmes, joint research programmes and so on. We have a number of bilateral agreements under the Erasmus Programme – about 600. On top of that, we have protocols with 56 non-European universities on cooperation in educational and scientific fields. The ECTS Label had been very important in developing relationships of this kind. It makes it easier to match the programmes, as it emphasises outcomes.'*

Marmara University has about 74 000 students and 3 000 academic staff. Its 15 faculties and 11 institutes cover most subjects, but it is particularly reputed for its medical and engineering activities and its business school. Teaching is in Turkish, English, German, French and Arabic. It was awarded the ECTS Label in 2012.

INSTITUTION

Fatih Üniversitesi

WEBSITE

www.fatih.edu.tr

ADDRESS34500 Büyükçekmece
İstanbul
Turkey

‘Entrepreneurship and innovation’

Fatih University, Turkey

Fatih University has nine faculties, three vocational schools and five institutes, which aim to strengthen relations between industry and the service sectors. Out of some 15 000 students, about 1 400 are international. Among the 800 academic staff, 70 are from abroad. Fatih has a strong reputation for legal and medical studies. It was awarded the ECTS Label in 2012.

‘We are very glad to be awarded the ECTS and DS Labels by the European Commission. These recognise our efforts to apply ECTS and the DS correctly,’ says Şerif Ali Tekalan, Rector of Fatih University. ‘The ECTS and DS Labels are honorary distinctions that facilitate cooperation with other universities, not only in Europe but also in non-European countries.’

‘Becoming part of the European Higher Education Area is an important goal for us and being awarded the Labels is an invaluable asset in that regard,’ he continues. ‘Keeping up with the Bologna Process is another crucial area for us. We have a dedicated Vice-Rector responsible for the application of this, and we organise meetings almost every week to see where we are and what could be done more.’

‘Our motto is “A world University” and in order to realise this we try to attract international students from all over the world. We believe our goal is partly fulfilled by our international students from 110 countries, but we do also give great importance to international cooperation. To boost this, we have developed relations with more than 220 partners from all over the world.’

‘We also organise an international conference annually on higher education, particularly in relation to entrepreneurship and innovation. This attracts participants from more than 50 countries.’

In addition, Fatih University provides many optional classes in languages such as English, French, Spanish, Russian, Arabic and Japanese.

**INSTITUTION**

Maltepe Üniversitesi

WEBSITE<http://maltepe.edu.tr/>**ADDRESS**Marmara Eğitim Köyü
34857 Maltepe / İstanbul
Turkey

'Building bridges'

Maltepe University, Turkey

'We're excited about the Label,' enthuses Belma Akşit, Head of Maltepe University's Bologna Commission. 'It's an instrument for us to create transparency, build bridges between institutions and widen the choices available to students.'

The programme outputs are particularly important, she feels. 'We reviewed all our programmes and improved them in line with the Bologna Process criteria.'

The system also 'facilitates our recognition of students' learning achievements through the use of common measurements'. The ECTS 'makes it very easy to sort out credit allocation during exchange procedures. And it motivates our academic staff to reconsider ECTS workloads for students at the beginning of each semester.'

The University's implementation of the ECTS has been strongly linked to the Bologna Process. 'A quality team prepared a strategic plan in line with the Bologna criteria and those of the Turkish Higher Education Council. One difficulty was that some professors thought it was a sort of control mechanism. In Turkish culture, this could be considered some kind of dominance. We're still experiencing this issue to a certain extent, but I think our staff is getting used to this process.'

The number of international students at Maltepe is growing, 'but it's still not enough. We're aware of the need to increase the number of programmes in English, as well as internship opportunities abroad. We think the ECTS is very helpful at this stage, as it provides equivalence.'

Maltepe University has over 500 short-cycle students, 6 000 in the first full cycle, 1 000 in the second and about 200 in the third. The number of doctoral programmes will be increased. The University's faculty of medicine is well known in the region thanks to its teaching hospital. Law and architecture are among its other major fields. Maltepe University was awarded the ECTS Label in 2012.

INSTITUTION

T.C. İstanbul Kültür Üniversitesi

WEBSITE

www.iku.edu.tr

ADDRESSE5 Freeway Bakirkoy 34156
İstanbul
Turkey

Istanbul Kültür University has almost 10 000 students who are taught by 596 staff. Practical innovation is the focus of its 19 research centres, in fields ranging from brain dynamics to molecular biology and robotics. There is an emphasis on contract work: for instance, one centre checks if buildings in Istanbul are earthquake-proof. It was awarded the ECTS Label in 2012.



‘The best quality assurance’

Istanbul Kültür University, Turkey

‘We seek academic excellence, so we wanted to go for the best quality assurance system,’ explains Siddika Semahat Demir, President of Istanbul Kültür University. *‘The ECTS Label is the best of all. And we received it for all our levels of teaching, from undergraduate to postgraduate. It helped us to learn who we are and what we can do much better.’*

As an example of that, she cites the national accreditation of the University’s maths, molecular biology and genetics, physics, Turkish language and literature, and psychology programmes. *‘That happened in parallel to our ECTS application, so they were both learning experiences and one supported the other.’*

And when it comes to Erasmus and other European exchange programmes, *‘the Label really helps our students to come back to our campus in the knowledge that they will have earned equivalent credits. That really encourages them to go on an Erasmus in the first place.’* Meanwhile, the number of incoming students from other countries has increased. *‘They recognise us because we have the Label.’*

The University’s European and International Studies Office eases the paperwork for incoming students, and provides orientation services and mentoring during their first weeks there. *‘They’re made very welcome, and some of them may consider coming back here for another semester, or for graduate school or even to be employed by us. I really enjoy the activities that I attend with them, because I learn a lot from them too.’*

**INSTITUTION**

Istanbul Aydın Üniversitesi

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'A Europe-wide benchmark'

Istanbul Aydın University, Turkey

'We have been implementing the ECTS in all our programmes since 2009,' points out Yadigar Izmirli, Rector at Istanbul Aydın University. 'We recognise that, particularly at the Label level, it sets the most comprehensive framework for defining study programmes and their educational components on the basis of learning outcomes. It's a Europe-wide benchmark for international visibility and transparency.'

Receiving the Label 'has already created confidence among faculty staff that we are doing things right. It has raised the prestige of the University in Turkey and in Europe. This is reflected in the increased number of bilateral agreements with European universities and, hence, Erasmus students. It will also help to increase our institutional cooperation with European universities.'

As part of its internationalisation strategy, the University has increased its teaching in English. It offers a 50% reduction on tuition fees to foreign students and provides them with free Turkish language courses. Foreign students are assigned Academic Consultants who help them all the way through their studies at the University. Via its AYSIS database, students can monitor their progress and follow their timetable. AYSIS also enables them to see their credits and other details about each course they take. The University's International Office organises social and cultural activities and promotes its courses worldwide by increasing the number of framework agreements.

Istanbul Aydın University has 3 graduate schools, 10 faculties, a school of foreign languages, 3 vocational schools and 187 different programmes in total. With 26 070 students and more than 800 academic staff, it is particularly known for its teaching of engineering, architecture, economics and administrative sciences. It was awarded the ECTS Label and DS Label in 2012.

INSTITUTION
Ege Üniversitesi

WEBSITE
www.ege.edu.tr

ADDRESS
Rektörlükü
35040 Bornova-İZMİR
Turkey



Ege University currently has 60 000 students and about 1 700 teaching staff, plus 1 500 research assistants. Its Technology Transfer Office networks with a number of European universities on research work. Ege is particularly well known for its medical and engineering sciences. It was awarded the ECTS Label in 2011.

‘The common language of mobility’

Ege University, Turkey

‘Internationalisation is the priority in our strategic plan. That’s why we decided to apply for the Label,’ explains Süheyda Atalay, ECTS/DS Coordinator at Ege University. *‘It’s a good tool for achieving both transparency and recognition.’*

Ege was the first Turkish university to send Erasmus students abroad, she recalls. *‘We came to learn that the ECTS is the common language of mobility. Every year, we have increased the number of mobile students.’*

These days, Ege sends some 550 students to EU countries each year, and hosts about 150 incoming students. *‘That’s a big imbalance,’* she feels. *‘It’s mainly because most of our courses are taught in Turkish, although we do provide some special teaching in English for incoming students. We hope the Label will help us to internationalise.’*

Turkish universities have traditionally used a study credit system based on contact hours. *‘The ECTS depends on the students’ workloads and learning outcomes,’* she points out. *‘So we started by asking departmental coordinators and heads of department to write their down the key learning outcomes of their programmes, also in terms of the graduates’ employability. It wasn’t always easy, because this is one of Turkey’s oldest universities and the staff aren’t used to these kinds of issues. But the Rector and Vice-Rectors motivated them, and altogether some 20 000 courses were reorganised according to learning outcomes, bringing them all into line with the ECTS.’*

**INSTITUTION**

İzmir Yüksek Teknoloji Enstitüsü

WEBSITEwww.iyte.edu.tr**ADDRESS**Urla, İzmir 35430
Turkey

‘Providing leverage’

İzmir Institute of Technology, Turkey

‘The Label is a significant quality assurance system, and we wanted to have that in our university,’ explains Sedat Akkurt, Vice-President responsible for International Relations at the İzmir Institute of Technology.

‘We have greatly benefited from the Label,’ he says. *‘All our course descriptions are now available online, which was not the case before we applied. It used not to be possible to get all the professors to keep a written record of course descriptions, but now with the leverage provided by the ECTS application process, we have achieved that.’*

‘The Label is part of the Institute’s internationalisation strategy,’ he confirms. *‘These things don’t happen overnight, but it’s a significant step for us. We hope to gain benefits from it in future. Internationalisation is a long-term process.’* The Institute already has *‘multiple tools to attract students from other countries’* but *‘there are many factors that are beyond our control. Most international students who come to Turkey end up in Istanbul. It’s a very attractive destination for them. The city of Izmir is not very well known in Europe or other parts of the world’.*

‘But here in our university, we’re doing our best. All courses are offered entirely in English. And, of course, our involvement with the ECTS process is an important part of our efforts. But we need to do a lot more to publicise the city, the university and the neighbourhood.’

The İzmir Institute of Technology has 3 500 students and 170 teaching staff. There are also 210 research assistants and 30 specialists. The three faculties cover engineering, science and architecture. İzmir has bilateral cooperation agreements with institutions in most European countries, as well as some parts of Asia and the USA. It was awarded the ECTS Label in 2012.

INSTITUTION

İzmir Ekonomi Üniversitesi

WEBSITE

www.ieu.edu.tr

ADDRESSSakarya Cd. No:156
35330 Balçova İzmir
Turkey

'It attracts quality students'

İzmir University of Economics (İUE), Turkey

The İUE has nine faculties, covering most areas of science and education. Its 6 500 students are from 48 countries, and are taught by 748 staff. In 2012, there were 60 incoming and 62 outgoing Erasmus students. The aim is to increase this to 250 in each direction by 2018. Also enrolled are students from 32 African countries, supported by the İzmir Chamber of Commerce. İUE was awarded the ECTS label in 2011.

'Our reason for taking part, both as a nation and as an institution, is internationalisation.' As Acting Rector Cemali Dinçer points out, the İUE was founded in 2001, the year that Turkey opted to take part in the Bologna Process.

So cross-border education was on the agenda right from the start. *'All of our teaching here is in English, apart from the faculty of law. We decided that internationalisation must be the primary strategic area of our institution. The Diploma Supplement was an important way of demonstrating the transparency of our education system. We set up a Bologna commission, with sub-committees in each school and department, and this eventually led to our receiving the Label.'*

It was the first Turkish foundation university to achieve this. Authorised since 1984, the foundation universities are non-profit institutions supported by foundations. There are now more than 80 of these universities in Turkey, alongside the State system.

'The Label's pulling power on students within the country has become an important asset,' Cemali Dinçer says. *'We're using it in all the media to attract quality students into our programmes. State universities are free of charge in Turkey, while foundation universities have significant tuition fees. We offer various kinds of help, such as bursaries or free accommodation. But I've noticed that the Label has a substantial effect on the choice of university by Turkish students and their parents.'*

**INSTITUTION**

Yaşar Üniversitesi

WEBSITEwww.yasar.edu.tr**ADDRESS**

Universite Cad. No: 35-37
35100 Bornova İzmir
Turkey

‘Keen to harmonise’

Yaşar University, Turkey

‘We’re very keen to be part of the harmonisation of higher education in Europe,’ emphasises Ayselin Gözde Yıldız, Director of the EU Center at Yaşar University. ‘We realised that applying for the Label could also assist our work on quality assurance and accreditation. That’s why we decided, in 2009, to move over from our local credit system to the ECTS. It’s more transparent and it facilitates mobility.’

‘Two years were needed for the transition to the new system,’ she says. ‘You have to inform all your students and staff about the new system, why we are harmonizing our education with the European system, and what will be the impact and results. Some people questioned the need for this at first. But now, all stakeholders are aware of the system and are now taking steps to improve it. It was not always an easy process, but it was a fair one. The ECTS approach is more student-centred and getting people to transcribe their credits was also a way of changing mentalities.’

Yaşar’s current five-year strategy emphasises internationalisation. ‘For our strategic planning, we use a SWOT analysis with the participation of the students and staff. That led to the inclusion of internationalisation as an official strategic aim. We emphasise high-quality mobility, transferable credits and the use of the ECTS. Now we have an infrastructure, and we feel that the next step is to seek international accreditation. The ECTS is making that task easier. It’s harmonisation through standardisation.’

Yaşar University has 6 000 students. Its EU Research Center promotes its participation in EU education and research programmes. The Centre is running several EU projects involving short-term intensive courses, training programmes and e-learning. It also offers project management training. The University was awarded the ECTS Label in 2012.

INSTITUTION

Mersin Üniversitesi

WEBSITE

www.mersin.edu.tr

ADDRESS

Çiftlikköy Kampusu
33343 Yenisehir / Mersin
Turkey



‘Symbol of determination’

Mersin University, Turkey

Mersin University currently has some 30 000 students. Almost half of them are in vocational education, with strong links to the local community. Some 600 teaching staff work in its 12 faculties and 20 vocational schools. Middle Eastern countries have expressed interest in sending students for vocational training. Logistics is a major study focus. The University was awarded the ECTS Label in 2012.

‘Our motto says we’re a truly global university, and that’s what we want to be,’ insists Mersin University’s Vice-Rector Mustafa Aksan. *‘We want to internationalise our systems so that we can keep up with contemporary developments in higher education. We would like to be more in tune with the rest of the world and especially the European system, as Turkey is a candidate for EU membership. Harmonising our university education is one of the first steps that we had to take. The European Commission concluded that this chapter of the accession process is complete because Turkey has fulfilled all the requirements. The universities are a driving force for Turkish integration into the EU.’*

Holding the Label is *‘a symbol of our determination and our efforts,’* he feels. *‘Among the Turkish universities that applied for the Label, there are only eight state universities. The other seven are older and well established. So the Label is very important to us, as a mark of our position among the country’s universities.’*

He points out that the Turkish higher education system is *‘relatively centralised, with a well-defined legal frame. Within those limits, we have done everything that we can to make the university more global. But we had only about 10 or 15 Erasmus students last year. We hope the Label will help us to attract more. We’ve now realised the importance of publicity, and we’re producing material in English and other languages.’*

**INSTITUTION**

Çağ Üniversitesi

WEBSITEwww.cag.edu.tr**ADDRESS**

Mersin Karayolu Üzeri Yenice
33800 Mersin
Turkey



‘Committed to becoming international’

Çağ University, Turkey

‘In 2005, the Bologna Process became part of Turkey’s national education policy,’ recalls İlhan Öztürk, Director of International Relations at Çağ University. ‘Two elements of that were the Diploma Supplement and the ECTS Label. So we started preparing to apply for them.’

The groundwork included a drive to attract in more students from abroad. ‘Initially, we at Çağ didn’t have incoming students from a sufficient number of countries and institutions to qualify. So in 2011, we were the first higher education institution in Turkey to offer incentives to incoming students, such as free accommodation, free lunch and free transportation. We then received 20 students from 6 different countries, and in 2012 the number of incoming students rose to about 90. So then we applied for the ECTS Label.’

The application process ‘has made our education policies transparent. We redesigned all our courses, as well as their objectives and outcomes. The range of books covered by the courses increased. It has brought many advantages.’

All of Çağ University’s programmes are taught in English, plus a second foreign language – usually Spanish, French or German. ‘So like other foundation universities in Turkey, we really don’t have any language problems. The teaching is perfectly accessible to students from other countries. The Label demonstrates our commitment to becoming an international university.’

Çağ University has three faculties – law, arts and sciences, and business and economics. There are around 3450 students and some 140 academic staff. Çağ University has bilateral agreements with 34 European Higher Education Institutions, mainly within the Erasmus exchange programme. There are also two agreements with American universities. It was awarded the ECTS label in 2012.

INSTITUTION

Universitetet i Nordland

WEBSITE

www.uin.no

ADDRESSP.B.14 90
8049 Bodø
Norway

'Joint degrees are the priority'

University of Nordland, Norway

The University of Nordland currently has 6 100 students and 640 staff spread across three campuses. Undergraduate, postgraduate and doctoral courses are offered in professional studies, social sciences, business and management and natural sciences. Joint degrees with Russian and Slovak universities cover sustainable management, energy management, animal science and borderology. It was awarded the ECTS Label in 2012.

'The University of Nordland had an internal and an external reason for applying for the Label,' says Monica Brobakk, Head of its International Office.

'Internally, it was quite a good quality assurance project, as we worked with the ECTS study handbook and translated everything into English. So we focussed on transparency of processes and institutionalising internationalisation. Applying for the Label established internationalisation, as a concept within the institution, more than it had been before.'

Externally, 'having exchange procedure evaluated by experts, a transparent mobility culture, having learning outcomes translated, and an entire course catalogue in English on the websites – these are all good ways of attracting students and staff to our university, as well as potential partner institutions. It also helps employers to interpret the diplomas from our institution.'

The university is in the north of Norway, close to the Arctic, 'so it is important to combine the Arctic dimension with the European focus. We have just established our fourth joint degree, which is a priority within the institution. Some 10% of our students are from other countries. We believe the Label will be an added value, helping to increase mobility both ways, and also to attract more international teaching staff.'

Diploma Supplement Labels 2011 & 2012






The aim of the Diploma Supplement (DS) is to facilitate employment on the international labour market. It accompanies a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. The Diploma Supplement is written in a widely spoken European language.

New qualifications are proliferating worldwide and countries are constantly changing their qualification systems and educational structures. With an increasing number of mobile citizens seeking fair recognition of their qualifications outside their home countries, the non-recognition and poor evaluation of qualifications is now a global problem. Since original credentials alone do not provide sufficient information, it is very difficult to gauge the level and function of a qualification without detailed explanations.





The Diploma Supplement is a response to these challenges, aiding mobility and access to lifelong learning opportunities. It promotes transparency in higher education and fair and informed judgements about qualifications. It also accommodates rapid changes in qualifications.





Higher Education Institutions produce the supplement according to a template jointly developed by the European Commission, the Council of Europe and UNESCO. In the new Erasmus+ education, training and youth programme, every Higher Education Institution taking part in Erasmus student mobility will undertake to provide the Diploma Supplement to each of its students, further spreading this practice across Europe.





In 2011 and 2012 a total of 132 institutions (59 in 2011 and 73 in 2012) were awarded the DS Label for their correct application in providing their students with Diploma Supplements.



	AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY
	2011	Haute École de la Province de Liège	The Higher Education Institution of the Province of Liège	Jemeppe
	2012	Mendelova univerzita v Brně	Mendel University of Brno	Brno
	2012	Univerzita obrany	University of Defence	Brno
	2012	Jihočeská univerzita v Českých Budějovicích	University of South Bohemia in České Budějovice	České Budějovice
	2012	Moravská vysoká škola Olomouc	Moravian University College Olomouc	Olomouc
	2012	Vysoká škola logistiky o.p.s.	College of Logistics	Přerov I-Město
	2012	Česká zemědělská univerzita v Praze	Czech University of Life Sciences Prague	Prague
	2011	Vysoká škola technická a ekonomická v Českých Budějovicích	The Institute of Technology and Business in České Budějovice	České Budějovice
	2011	Univerzita Palackého v Olomouci	Palacký University Olomouci	Olomouci
	2011	Vysoká škola finanční a správní, O.P.S.	The University of Finance and Administration (VŠFS)	Prague
	2011	Anglo-americká vysoká škola, O.P.S.	Anglo-American University	Prague
	2012	Danmarks Medie- og Journalisthøjskole	Danish School of Media and Journalism	Århus
	2012	Aarhus Maskinmesterskole	Aarhus School of Marine and Technical Engineering	Århus
	2012	Maskinmesterskole København	Copenhagen School of Marine Engineering and Technology Management	Lyngby
	2012	Professionshøjskolen Sjælland	University College Sjælland	Sorø
	2012	Professionshøjskolen Lillebælt	University College Lillebaelt	Odense

AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY
 2011	Hochschule Harz – Hochschule für angewandte Wissenschaften (FH)	Hochschule Harz – University of Applied Sciences	Wernigerode
 2012	Ανώτατη Σχολή Παιδαγωγικής και Τεχνολογικής Εκπαίδευσης	School of Pedagogical & Technological Education	Athens
2012	Τεχνολογικό Εκπαιδευτικό Ίδρυμα Πειραιά	Technological Educational Institute of Pireaus	Aegaleo
2012	Τεχνολογικό Εκπαιδευτικό Ίδρυμα Κρήτης	Technological Educational Institute of Crete	Iraklio
2012	Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης	Aristotle University of Thessaloniki	Thessaloniki
2012	Διεθνές Πανεπιστήμιο Ελλάδος	International Hellenic University	Thessaloniki
2012	Πανεπιστήμιο Θεσσαλίας	University of Thessaly	Volos
2011	Technologiko Ekpaideytiko Idryma Tei Kavalas	Kavala Institute of Technology	Kavala
2011	Technologiko Ekpedeftiko Idrima Ditikis Makedonias	Technological Educational Institution of Western Macedonia	Kozani
 2012	IPAC	IPAC	Annecy
2012	CEESO Paris – Centre Européen d’Enseignement Supérieur de l’Ostéopathie	CEESO Paris	Paris
2012	CEESO Lyon – Centre Européen d’Enseignement Supérieur de l’Ostéopathie	CEESO Lyon	Lyon
2011	Université de la Rochelle	University of La Rochelle	La Rochelle



AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY	
	2011	École supérieure de Chimie Physique Électronique de Lyon	Lyon School of Chemistry Physics and Electronics	Villeurbanne
	2011	Université de Pau et des Pays de l'Adour	University of Pau and Pays de l'Adour	Pau
	2012	Conservatorio di Musica "Giovan Battista Martini"	Giovan Battista Martini State Music Conservatoire	Bologna
	2012	Accademia di Belle Arti di Napoli	Academy of Fine Arts of Napoli	Napoli
	2012	Conservatorio di Musica "Giuseppe Martucci" Salerno	Giuseppe Martucci State Music Conservatoire	Salerno
	2012	Conservatorio di Musica "Francesco Antonio Bonporti"	Francesco Antonio Bonporti State Music Conservatoire	Trento
	2011	Università di Pisa	University of Pisa	Pisa
	2012	American College	American College	Nicosia
	2012	Ευρωπαϊκό Πανεπιστήμιο Κύπρου	European University Cyprus	Nicosia
	2011	Πανεπιστήμιο Frederick	Frederick University	Nicosia
	2012	Liepājas Universitāte	Liepaja University	Liepāja
	2012	Rīgas Celtniecības koledžas	Riga Building College	Riga
	2011	Daugavpils Universitāte	Daugavpils University	Daugavpils
	2011	Latvijas Lauksaimniecības universitāte	Latvia University of Agriculture	Jelgava

	AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY
	2011	Jāzepa Vītola Latvijas Mūzikas Akadēmija	Jāzeps Vītols Latvian Academy of Music	Riga
	2011	Banku augstskola	BA School of Business and Finance	Riga
	2011	Transporta un sakaru institūts	Transport and Telecommunication Institute	Riga
	2012	L-Università ta' Malta	University of Malta	Msida
	2012	Universiteit Maastricht	Maastricht University	Maastricht
	2012	Hogeschool Rotterdam	Rotterdam University of Applied Sciences	Rotterdam
	2012	Hogeschool Utrecht	HU University of Applied Sciences Utrecht	Utrecht
	2011	Fontys Hogescholen	Fontys University of Applied Sciences	Eindhoven
	2011	Wageningen Universiteit and Research Centrum)	Wageningen UR (University & Research Centre)	Wageningen
	2012	Fachhochschule Kufstein Tirol	University of Applied Sciences Kufstein	Kufstein
	2012	Private Pädagogische Hochschule der Diözese Linz	The Private University College of Education of the Diocese of Linz	Linz
	2012	Fachhochschule Salzburg	Salzburg University of Applied Sciences	Salzburg
	2012	Fachhochschule St. Pölten	St. Pölten University of Applied Sciences	Sankt Pölten
	2012	Fachhochschule Technikum Wien	University of Applied Sciences Technikum Wien	Wien
	2012	Fachhochschule FH Campus Wien	University of Applied Sciences FH Campus Wien	Wien

	AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY
	2011	Leopold-Franzens-Universität Innsbruck	University of Innsbruck	Innsbruck
	2011	FHG – Zentrum für Gesundheitsberufe Tirol GmbH	University of Applied Sciences Tyrol	Innsbruck
	2011	Fachhochschule Kärnten Gemeinnützige Privatstiftung	CUAS – Carinthia University of Applied Sciences	Villach / St. Magdalen
	2012	Vysoká škola manažmentu	School of Management	Trenčín
	2012	Lappeenrannan teknillinen yliopisto	Lappeenranta University of Technology	Lappeenranta
	2012	Satakunnan ammattikorkeakoulu	Satakunta University of Applied Sciences	Pori
	2012	Rovaniemen ammattikorkeakoulu	Rovaniemi University of Applied Sciences	Rovaniemi
	2012	Turun ammattikorkeakoulu	Turku University of Applied Sciences	Turku
	2011	Savonia-Ammattikorkeakoulu	Savonia University of Applied Sciences	Kuopio
	2011	Keski-Pohjanmaan Ammattikorkeakoulu – Mellersta Österns Yrkeshögskola (Kpamk – Möyh)	Central Ostrobothnia University of Applied Sciences	Kokkola
	2012	Högskolan i Gävle	University of Gävle	Gävle
	2012	Stockholms universitet	Stockholm University	Stockholm
	2012	Karolinska Institutet	Karolinska Institute	Stockholm
	2012	Högskolan Väst	University West	Trollhättan
	2012	Umeå universitet	Umeå University	Umeå

AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY	
	2012	Linnéuniversitetet	Linnæus University	Växjö
	2011	Högskolan i Borås	University of Borås	Borås
	2011	Högskolan Dalarna	Dalarna University	Falun
	2011	Göteborgs universitet	University of Gothenburg	Gothenburg
	2011	Chalmers tekniska högskola	Chalmers University of Technology	Gothenburg
	2011	Blekinge Tekniska Högskola	Blekinge Institute of Technology	Karlskrona
	2011	Karlstads universitet	Karlstad University	Karlstad
	2011	Luleå tekniska universitet	Luleå University of Technology	Luleå
	2011	Lunds universitet	Lund University	Lund
	2011	Mittuniversitetet	Mid Sweden University	Sundsvall
	2011	Högskolan i Skövde	University of Skövde	Skövde
	2011	Kungliga tekniska högskolan	KTH Royal Institute of Technology	Stockholm
	2011	Uppsala universitet	Uppsala University	Uppsala
	2011	Sveriges lantbruksuniversitet	Swedish University of Agricultural Sciences	Uppsala
2011	Mälardalens högskola	Mälardalen University	Västerås	
	2011	Hólaskóli – Háskólinn Á Hólum	Holar University College	Saudárkrokur
	2011	Háskólinn Á Akureyri	University of Akureyri	Sankt Pölten
	2011	Listaháskóli Íslands	Iceland Academy of the Arts	Reykjavík

AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY
 2012	Çukurova Üniversitesi	Çukurova University	Adana
2012	Afyon Kocatepe Üniversitesi	Afyon Kocatepe University	Afyonkarahisar
2012	Uludağ Üniversitesi	Uludağ Üniversitesi	Bursa
2012	Çanakkale Onsekiz Mart Üniversitesi	Çanakkale Onsekiz Mart University	Çanakkale
2012	Düzce Üniversitesi	Duzce University	Düzce
2012	Gaziantep Üniversitesi	University of Gaziantep	Gaziantep
2012	Mustafa Kemal Üniversitesi	Mustafa Kemal University	Antakya
2012	İstanbul Üniversitesi	Istanbul University	Istanbul
2012	Bahçeşehir Üniversitesi	Bahçeşehir University	Istanbul
2012	Beykent Üniversitesi	University of Beykent	Istanbul
2012	Fatih Üniversitesi	Fatih University	Istanbul
2012	Maltepe Üniversitesi	Maltepe University	Istanbul
2012	İstanbul Aydın Üniversitesi	Istanbul Aydın University	Istanbul
2012	Dokuz Eylül Üniversitesi	Dokuz Eylul University	Izmir
2012	Dumlupınar Üniversitesi	Dumlupınar University	Kütahya
2012	Mersin Üniversitesi	Mersin University	Mersin
2012	Nevşehir Üniversitesi	Nevsehir University	Nevşehir
2012	Niğde Üniversitesi	Nigde University	Niğde
2012	Bülent Ecevit Üniversitesi	Bülent Ecevit University	Zonguldak
2011	Gazi Üniversitesi	Gazi University	Ankara
2011	Akdeniz Üniversitesi	Akdeniz University	Antalya
2011	Balıkesir Üniversitesi	Balıkesir University	Balıkesir

AWARDING YEAR	HIGHER EDUCATION INSTITUTION	HIGHER EDUCATION INSTITUTION (IN ENGLISH)	CITY	
	2011	Mehmet Âkif Ersoy Üniversitesi	Mehmet Akif Ersoy University	Burdur
	2011	Pamukkale Üniversitesi	Pamukkale University	Denizli
	2011	Fırat Üniversitesi	Fırat University	Elazığ
	2011	Atatürk Üniversitesi	Atatürk University	Erzurum
	2011	Süleyman Demirel Üniversitesi	Süleyman Demirel University	Isparta
	2011	Koç Üniversitesi	Koç University	Istanbul
	2011	Yaşar Üniversitesi	Yaşar University	Izmir
	2011	Karabük Üniversitesi	Karabük University	Karabük
	2011	Kocaeli Üniversitesi	Kocaeli University	Kocaeli
	2011	Çağ Üniversitesi	Çağ University	Mersin
	2011	Namık Kemal Üniversitesi	Namık Kemal University	Tekirdağ
	2012	Høgskolen i Bergen	Bergen University College	Bergen
	2012	Høgskolen i Molde	Molde University College	Molde
	2012	Høgskolen i Telemark	Telemark University College	Porsgrunn
	2012	Universitetet i Tromsø	University of Tromsø	Tromsø
	2012	Høgskolen i Volda	Volda University College	Volda
	2011	Høgskolen i Harstad	Harstad University College	Harstad
	2011	Kunsthøgskolen i Bergen	Bergen National Academy of Arts	Bergen
	2011	Høgskolen i Buskerud	Buskerud University College	Kongsberg

European Commission

**ECTS and Diploma Supplement Label Holders 2011 & 2012
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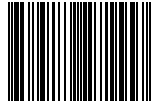
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