**TURKEY HIGHER EDUCATION QUALIFICATIONS FRAMEWORK-PROGRAM QUALIFICATIONS-BASIC AREA QUALIFICATIONS RELATIONSHIP**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Basic Field Qualifications** | | | **PROGRAM QUALIFICATIONS** | | | | | | | | | | | | | | | **Turkey Higher Education Qualifications** **Framework** (TYYÇ, 5th Level, Pre-Undergraduate Education) | |  |
| (Basic Art Area) | | |
|  | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  |
| **INFORMATION** | 1. Has basic knowledge about culture, aesthetics, methods, techniques and materials specific to the area based on the competences gained at the level of secondary education. |  | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** | 1. Having theoretical and practical knowledge at the basic level supported by textbooks, application tools and other resources including up-to-date information on the field based on the competences gained at secondary education level |  | **INFORMATION** |
|  |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| **SKILLS** | 1. Uses the basic art and basic design, theoretical and practical knowledge obtained in the field. | |  | **x** |  | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | 1. To acquire the ability to use theoretical and practical knowledge at the basic level in the field or at an advanced level or the same level of field in the same field. |  | **SKILLS** |
|  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 Using the basic knowledge and skills acquired in the field, data interpretation identifies, analyzes and forms solutions for implementation. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | 2. To be able to interpret and evaluate data, to identify and analyze data, to develop evidence-based solution proposals using basic knowledge and skills acquired in the field. |  |
|  | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **COMPETENCIES** | **Ability to work independently and take responsibility** | 1. Works alone, independently and / or concurrently within the group. |  | **x** |  | **x** |  |  |  |  |  |  |  |  |  |  |  | 1. Being able to carry out a basic level of study independently of the field. | **Ability to work independently and take responsibility** | **COMPETENCIES** |
|  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2. Takes responsibility as a team member to solve the problems encountered in applications related to the field of art and design. |  | **x** |  | **x** |  | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  | 2. Taking responsibility as a team member to solve complex and unforeseen problems encountered in field related applications. |
|  |  | **x** | **x** |  | **x** | **x** |  | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  |
| 3. Take part in project processes. |  |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  |  |  |  | 3. To be able to carry out activities for the development of employees under the responsibility of a project. |

This matrix will be carried out after completing the TYYC-Program Competencies (page 11) and Basic Field Qualifications-Program Competencies (page 12) matrices. Please note the colors. The boxes under the Program Qualifications, the blue X marks on the first row are related to the Basic Field Qualifications, the pink X marks on the second row refer to the relationship with the Turkish Higher Education Qualification Framework. Markings are shown as an example

**TURKEY HIGHER EDUCATION QUALIFICATIONS FRAMEWORK-PROGRAM QUALIFICATIONS-BASIC AREA QUALIFICATIONS RELATIONSHIP (Continued)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Basic Field Qualifications** | | | **PROGRAM QUALIFICATIONS** | | | | | | | | | | | | | | | **Turkey Higher Education Qualifications** **Framework** (TYYÇ, 5th Level, Pre-Undergraduate Education) | | |
| (Basic Art Area) | | |
|  | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| **COMPETENCIES** | **Learning Competence** | 1. In the field of art and design        Evaluate their own work, determine their learning needs. |  |  | **x** | **x** |  | **x** | **x** | **x** |  |  |  | **x** |  |  |  | 1. To be able to evaluate basic knowledge and skills in the field with a critical approach, to be able to identify and meet learning needs. | **Learning Competence** | **COMPETENCIES** |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2. Gain a knowledge of life-style learning. |  |  | **x** |  |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |  | 2. Be able to lead a study to a further education level in the same field or to a profession at the same level. |
|  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| 3. It directs the learning to a further education level or occupation at the same level in the same area. |  |  |  |  | **x** | **x** |  |  | **x** | **x** |  | **x** |  | **x** | **x** | 3. Having knowledge of living learning the conscience. |
| **COMPETENCIES** | **Communication and Social Competencek** | 1. Describe and communicate the target group. |  | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  | 1. To be able to transfer the thoughts at the level of basic knowledge and skills which are related to the field through written and oral communication. | **Communication and Social Competence** |  |
|  |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| 2. It transfers the subjects related to the field correctly to the experts or non-experts. |  | **x** | **x** |  |  | **x** |  |  |  |  |  |  | **x** |  | **x** | 2. To be able to share ideas about the issues related to the field and suggestions for solutions to problems with experts and non-experts. |  |
|  | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **COMPETENCIES** |
| 3. Using a foreign language at least at European Language Portfolio A2 General Level, it tracks the information in its field and communicates with colleagues. |  | **x** | **x** |  | **x** |  |  |  |  |  |  | **x** | **x** |  | **x** | 3. Using a foreign language at least in the European Language Portfolio A2 General Level, to be able to follow the information in the field and communicate with colleagues. |  |
|  | **x** | **x** |  | **x** |  |  |  |  |  |  |  |  |  | **x** |  |  |
| 4. At least the European Computer Use License Basic Level required by the field uses computer software and information and communication technologies. |  |  |  |  |  |  | **x** |  | **x** |  |  |  |  | **x** | **x** | 4. To be able to use the information and communication technologies with the computer software at least at the European Computer Use License Basic Level required by the field. |  |
|  | **x** |  |  |  |  | **x** |  | **x** |  |  | **x** |  | **x** | **x** |  |  |
| **COMPETENCIES** | **Field Specific Competence** | 1. Execute the application successfully in the field. |  |  |  | **x** | **x** | **x** |  | **x** |  | **x** |  |  | **x** | **x** |  | 1. To have social, scientific, cultural and ethical values in the stages of collecting, implementing and announcing the data related to the field. | **Field Specific Competence** | **COMPETENCIES** |
| **x** | **x** |  |  |  | **x** |  |
| 2. Has artistic, cultural and ethical values. |  |  |  |  |  | **x** |  |  |  |  |  |  | **x** | **x** |  |
|  | **x** | **x** |  |  | **x** | **x** |
| 3. Has sufficient consciousness on environmental sensitivity and occupational health and safety issues. |  |  |  |  |  |  | **x** |  |  | **x** |  |  | **x** |  |  | 1. To have social, scientific, cultural and ethical values in the stages of collecting, implementing and announcing the data related to the field. |
|  |  |  |  |  |  |  |  |  | **x** |  |  | **x** |  |  | **x** |  |  |  |  |  |