



Türkiye Qualifications
Framework

TÜRKİYE

REFERENCING REPORT



Referencing of the Türkiye Qualifications Framework
to the European Qualifications Framework for Lifelong
Learning and Self-Certification to the Framework of
Qualifications of the European Higher Education Area



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ABBREVIATIONS AND ACRONYMS

ALES:	Examination for Academic Personnel and Graduate Education
APQN:	Asia-Pacific Quality Network
EQF:	European Qualifications Framework
AYT:	Field Proficiency Exam
BEP:	Individualized Learning Program
BİLSEM:	Science and Art Center
CHEA/CIQG:	Council for Higher Education Accreditation/International Quality Group
MoLSS:	Ministry of Labor and Social Security
DGS:	Vertical Transfer Exam
EA:	European Accreditation Association
EBA:	Education Information Network
EBYS:	Electronic Document Management System
ENIC:	European Network of Information Centres in the European Region
ENQA:	European Association for Quality Assurance in Higher Education
EQAR:	European Quality Assurance Register for Higher Education
EQARF:	European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Reference Framework)
EQAVET:	European Quality Assurance in Vocational Education and Training
ESG:	Standards and Guidelines for Quality Assurance in the European Higher Education Area
DG LLL:	Directorate General of Lifelong Learning
INQAAHE:	International Network for Quality Assurance Agencies in Higher Education
ISO 27001:	Information Security Management System
ISO 9001:	Quality Management System
KAP:	Institutional Accreditation Program
KAR:	Institutional Accreditation Report
KDDP:	Institutional External Assessment Program
KGBR:	Institutional Feedback Report
KGYBS:	Quality Assurance Management Information System
KYS:	Institutional Management System
MoNE:	Ministry of National Education
MEBBİS:	Ministry of National Education Information Technologies System
MKTS:	Credit System for Vocational Education and Training in Türkiye
VQA:	Vocational Qualifications Authority
NARIC:	National Academic Recognition Information Centers in the European Union
OBP:	Secondary Education Achievement Score
ÖDS:	Student/Teacher Support System
DG MAES	Directorate General for Measurement, Assessment and Examination Services
DG PEI	Directorate General for Private Education Institutions
DG SESC	Directorate General of Special Education and Guidance Services
ÖSYM:	Student Selection and Placement Centre
PISA:	Program for International Student Assessment
PIRLS:	Progress in International Reading Literacy Study

TIMSS:	Trends in International Mathematics and Science Study
BoE:	Board of Education
TÜRKAK:	Turkish Accreditation Agency
TQF:	Turkish Qualifications Framework
TYT:	Basic Proficiency Test
TYVT/TQD:	Qualifications Database of Türkiye
NOS:	National Occupational Standard
NVQS:	National Vocational Qualifications System
NQ:	National Qualification
ACB:	Authorized Certification Body
YDS:	Test for Foreign Language Proficiency
YDT:	Foreign Language Test
YKS:	Higher Education Institutions Exam
CoHE:	Council of Higher Education
HEQB:	Higher Education Quality Board
YÖKSİS:	Higher Education Information System

APPENDICES

Appendix 1: Cross-Referencing of the Level Descriptors in TQF, EQF and QF-EHEA (Same as the one from the previous report. It was translated.)

Appendix 2: Statements of International Experts

Appendix 3: TQF Level Descriptors (Same as the one from the previous report. It has been translated.)

Appendix 4: Members List

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Appendix 8: Mutual Agreement of the Responsible Bodies on the Updating Process

1. Executive Summary

In Türkiye, there are significant political and social imperatives for promoting and supporting lifelong learning to meet the needs of both individuals and the society. Turkish Qualifications Framework (TQF) was developed and implemented with the mission of encompassing all existing qualifications in Türkiye, a country with a large population engaged in formal, non-formal, and informal learning. The goals include ensuring the transparency of qualifications both nationally and internationally, supporting quality assurance processes, clarifying the roles of various responsible institutions, and facilitating clear pathways for progression between qualifications. The TQF is equipped with policy tools designed to support the philosophy of lifelong learning.

On March 29, 2017, the TQF was referenced to the European Qualifications Framework (EQF). Following the enactment of the Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework in 2015, the TQF gained official status. Its referencing to the EQF within just two years of its establishment marks a significant milestone for Türkiye.

The updated Türkiye Referencing Report, published in 2025, reflects important advancements in TQF's implementation. Significant progress has been made through stakeholder engagement. Key milestones include the completion of legislative work, initiation of inclusion of qualifications into the TQF, setting quality assurance criteria for qualifications, and drafting of Quality Assurance Documents by responsible institutions, detailing how these criteria are applied. These developments are highlighted in the updated Referencing Report.

Besides the various Regulations that govern the implementation and operation of the Turkish Qualifications Framework, numerous Procedures and Principles detailing essential aspects, along with guides and manuals aimed at assisting the institutions responsible for these processes, have been developed. The legislation that directs the qualification placement in the TQF has led MoNE, CoHE, and VQA to create and publicly share their Quality Assurance Documents.¹

In the process of implementing the Turkish Qualifications Framework (TQF), the responsible institutions have started their work to ensure the necessary conditions for including their qualifications in the TQF. There are three main conditions for a qualification to be included in the TQF. These conditions, which are detailed in the rest of the report, are: ensuring quality assurance for the qualification, its inclusion in the Turkish Qualifications Database (TYVT), and the alignment of the information in TYVT with the relevant qualification type specifications.

In this context, the three responsible institutions (MoNE, VQA, and CoHE) have prepared the qualification type specifications, which have been approved by the TQF Management Structures. The qualification type specifications not only allow for the classification and comparison of different types of qualifications but also play a key role in determining the level at which a qualification will be placed by defining the minimum standards for learning

¹ <https://tyc.gov.tr/yayinlar?kategoriId=dc640df2-c180-4ca2-8279-89e8184c1de1&search=>

outcomes. Qualifications that are at the same level but show significant differences in terms of function, learning outcomes, credit value, or orientation are defined through the "qualification type specifications." These specifications are one of the core components of the TQF and systematically present the common learning outcomes of programs under a specific qualification type.

For example, for Level 6 of the TQF, two qualification type specifications have been approved and put into effect by the TQF management. These are the Level 6 VQA Vocational Qualification Certificate qualification type specification, prepared and presented by VQA, and the Bachelor's Degree qualification type specification, prepared by CoHE. These qualification type specifications represent the general provisions that apply to all qualifications at that level, as determined by the relevant institution. The presence of a qualification type specification for a level does not mean that the qualification has been placed at that level by the responsible institution, but it is a prerequisite for the qualification to be placed at that level.

For example, after the approval of the Level 6 Bachelor's Degree Qualification Type Specification Form in Appendix 6, the information related to the Gazi University Pharmacy Bachelor's Degree qualification, found in Appendix 6, should be entered into the database in a manner that is consistent with the approved qualification type specification. Indeed, in the learning outcomes section of the qualification type specification, the encompassing statement "having advanced innovative expertise skills to solve complex, unforeseen problems in a job or learning field" applies to all qualifications under that qualification type (Bachelor's Degree). However, the specific expertise skills for that qualification are included in the learning outcomes for the qualification. For instance, the learning outcomes for a Bachelor's Degree in Sports Management offered by a university would relate to solving complex problems in sports management, in line with the advanced expertise skills described.

As of the writing of this report, the implementation process has led to the inclusion of a total of 1723 qualifications in the TQF, with 1325 under CoHE's purview and 398 under VQA's management.

The Qualifications Database of Türkiye (TYVT) serves as a digital platform that encompasses all qualifications (such as diplomas, certificates, and documents) issued by MoNE, CoHE, VQA, and other associated institutions/organisations. TYVT is connected with the Europass portal. As of the date of this report, TYVT contains 32,365 qualifications.

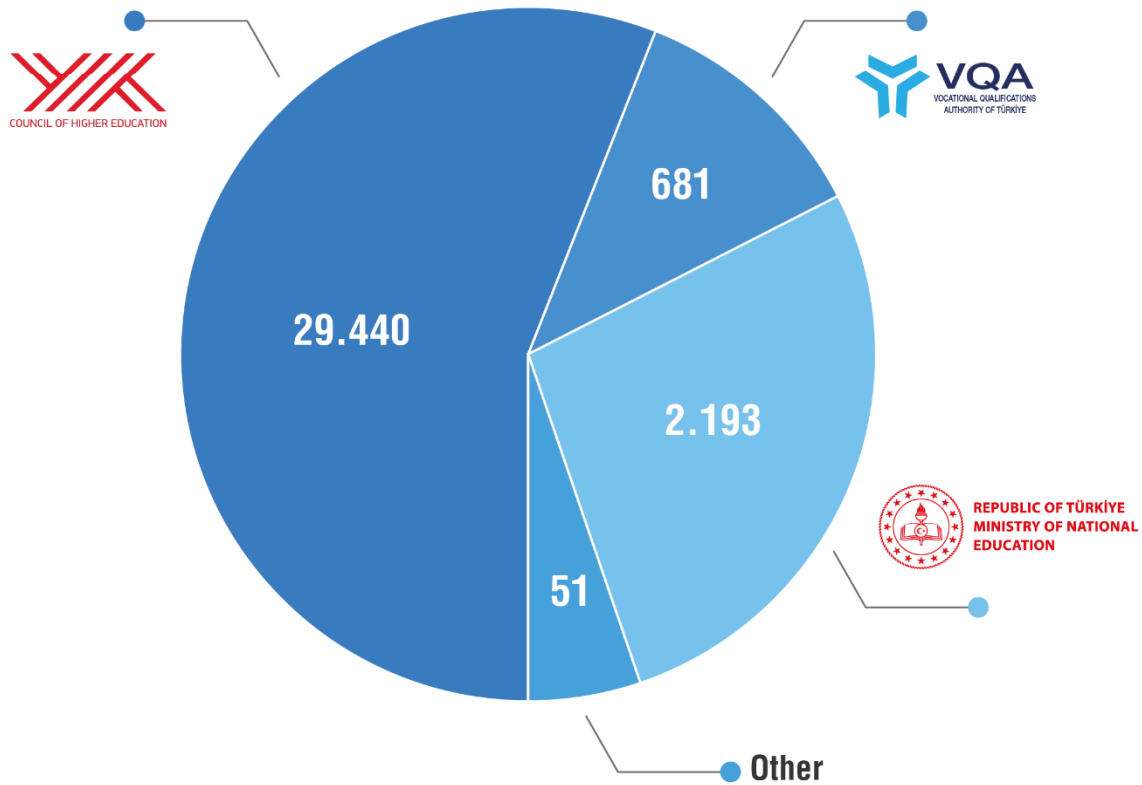


Figure 1 : Qualifications in TYVT

All qualifications managed by the VQA are attained through the assessment of prior learning. When examined within this framework, it becomes clear that the importance attributed to non-formal and informal learning is significant, especially when combined with the substantial amount of formal education.

Inclusivity is a core principle of the TQF. Since the early days of its development, involvement of key stakeholders and social partners has been a testament to the framework's commitment to inclusivity. This is not only because the development and implementation of the TQF require collaboration among stakeholders, but also because the TQF serves as a tool to strengthen cooperation and partnerships across all areas of education and training.

This process was managed by the TQF Department Secretariat within the Vocational Qualifications Authority (VQA), in collaboration with the VQA, Ministry of National Education (MoNE), Council of Higher Education (CoHE), Higher Education Quality Council (HEQC), professional organizations, trade unions representing workers and employers, and other relevant social partners. In a similar vein, both public and social partners have equal representation within all governance structures that oversee the operation of the TQF, totaling 22 members. Analyzing the membership composition of the TQF Board, which influences all technical studies, reveals that the proportion of representatives from the relevant institutions, the primary qualification providers, bolsters this inclusive engagement. Within the Board, the responsible institutions are represented by MoNE and CoHE, each having 5 members, and VQA with 3 members, with decisions being made unanimously.

The national foundation of the Türkiye Referencing Report is built upon the regulatory frameworks created for nearly all transparency tools established within the TQF. These regulatory efforts are detailed in the relevant sections of the Report. Recognizing the international dimension as a key element of the TQF philosophy, all actions within the framework are conducted with careful consideration of global developments. Regular and consistent participation in European processes, including the Copenhagen and Bologna Processes, the referencing of the TQF to the EQF, and the active promotion of ongoing international participation through key events such as conferences, seminars, and workshops, highlight the importance attached to its international dimension.

Differences Between Former Report and Current Report

Compared to former version, current version of the Türkiye Referencing Report contains several differences in terms of structure and content. Such differences strengthen compliance of the report with the EQF referencing criteria, enhance its applicability at national level and make it more explanatory for stakeholders. The reader-friendliness of the report was improved through new sections and subheadings. In particular, subjects such as quality assurance, data management, placing qualification in the framework, logo use and stakeholder participation were elaborated.

The most striking change in terms of structure is seen in organizational order of the report. Scope of the report was extended by raising number of parts of the new draft from five main sections to nine, thus offering a systematic and modular form. Executive Summary and Introduction sections are positioned as main sections to make strategic information more accessible. Use of standard subheadings for every institutional unit heightened consistency and intelligibility of the report considerably.

Quality assurance systems, which were previously stated to have deficiencies, were discussed in a broader manner. Creating separate quality assurance parts for every responsible body ensures that institutional responsibilities and processes are understood more clearly. Quality assurance mechanisms of the Ministry of National Education, Council of Higher Education and Vocational Qualifications Authority are explained in detail.

Information management and feedback systems gained a special importance in new version. These systems described under separate headings for every institutional unit allow for a more effective management for monitoring and assessing qualifications. It can be said that inclusion of Qualifications Database of Türkiye as a separate section is a substantial step in reinforcing digital background of the system.

Stakeholder participation and consultation processes are discussed as an independent part in the new version. Such amendment ensures systematical evaluation of stakeholders' opinions during development and implementation of the TQF as well as showing the significance given to stakeholder participation. Furthermore, section of lessons learned and future developments demonstrate the strategic approach for continuous improvement of the system.

Use of visual elements is another important change that raises intelligibility of the report. Diagrams were utilized as much as possible to visualize processes, structures and relationships,

thereby facilitating comprehension of complex information. Addition of instructions regarding the TQF logo and its use contributes to consolidation of corporate identity and clearer expression of the TQF placement processes.

Implementation focus of the report was strengthened especially through detailing of quality assurance systems and clarification of operational processes. Standard processes and procedures identified for every institutional unit indicate practical applicability of the system.

Abovementioned developments made the TQF Referencing Report more explanatory at both national and international levels. Particularly, increasing information on quality assurance systems, raising stakeholder participation, developing information management systems and clarifications about the TQF logo make up a solid ground with respect to comprehensibility, so that the TQF can be implemented in a sustainable way by all users.

Table 1. Türkiye Referencing Reports: Table of General Content Differences

Section	Former Report (Old Content)	Draft Report (New Content)	Evaluation on Change
Executive Summary	Executive summary is far reaching.	Executive summary is simpler and more focused.	Executive summary offers clearer and more encapsulated information.
Introduction	It contains a standard introduction.	Reasons for update and new developments were included.	New introduction highlights current developments and reasons for revision.
Education and Qualifications System in Türkiye	Subheadings are detailed. MoNE, CoHE and VQA are described quite comprehensively.	More simplified. The section focuses on quality assurance, feedback mechanisms, digital systems and TQF Placement processes which are important for the TQF.	Functioning of systems gained a more simple and understandable structure.
Turkish Qualifications Framework	Progress and structure of the TQF are described.	Structure of the TQF, qualifications database and logo use are elaborated.	Studies on digital integration and visibility of the TQF are underlined.
Referencing Criteria	There are detailed answers based on 10 criteria.	10 criteria were simplified and concrete examples were added.	Answers about criteria became clearer and more understandable.
Stakeholder Participation	It contains detailed, but general information.	Participation processes and feedback mechanisms were strengthened.	Participation process became more transparent and inclusive.
Challenges and Future Steps	There are general challenges and suggestions.	Lessons learned and future targets are detailed.	Future-oriented strategic planning was brought to the forefront.
Conclusion	There is conclusion part in the context of the report.	There is conclusion part in the context of the report.	There is conclusion part in the context of the reports.
Appendices	Various documents as appendices Appendix 1: Cross-Referencing of the Level Descriptors in TQF, EQF and QF-EHEA Appendix 2: Quality Assurance of Qualifications under the responsibility of Ministry of National Education Appendix 3: Quality Assurance of Higher Education Qualifications Appendix 4: Quality Assurance of Qualifications in National Vocational Qualifications System Appendix 5: Statements of International Experts Appendix 6: TQF Level Descriptors Appendix 7: Qualification Types, Levels and Responsible Bodies in TQF (Provisional) Appendix 8: Template for Qualification Type Specification Appendix 9: Member Lists Appendix 10: Mutual Agreement of the Responsible Bodies on the Referencing Process Appendix 11: List of Member Institutions and Organizations in Feedback Forum Appendix 12: Glossary	Appendix 1: Cross-Referencing of the Level Descriptors in TQF, EQF and QF-EHEA Appendix 2: Statements of International Experts Appendix 3: TQF Level Descriptors Appendix 4: Member List Appendix 5: Skilled Worker Certificate Qualification Type Specification Form Appendix 7: Glossary Appendix 8: Mutual Agreement of the Responsible Bodies on the Updating Process	A more effective report was created by reducing number of appendices. The report was harmonized with content.

We would like to express our gratitude to the 2025 writing team of the Türkiye Referencing Report, which presents our country's education system and current developments in their most up-to-date form, the international experts who contributed (names will be updated as they are finalized), the Referencing Report Working Group, the staff of the TQF Department, all institutions and organizations involved in the preparation of the Referencing Report, and the VQA staff for their valuable support.

2. Introduction

The European Qualifications Framework (EQF) was recognized as a product of the European Union's policy cooperation in education and training through the Recommendation on the European Qualifications Framework for Lifelong Learning, issued on April 23, 2008 (2008/C/111/01), by the European Parliament and the European Commission. In accordance with the EQF Recommendation, it is advised that national qualifications frameworks, aligned with national legislation and practices, be developed and referenced to the EQF levels in a transparent manner to associate national qualification systems with the EQF. The European Commission Recommendation 2017/C 8189/03 on the European Qualifications Framework (EQF) for lifelong learning, released in 2017, reiterates the elements of the 2008 Recommendation but highlights the necessity to revise how countries' qualifications frameworks are referenced in relation to the EQF.

In this context, the efforts undertaken led to the drafting of the Türkiye Referencing Report, which outlines the country's education and qualification system and relates the Turkish Qualifications Framework (TQF) to the EQF. The report was presented to the EQF Advisory Group at a meeting held in Brussels on March 29, 2017, leading to the referencing of the TQF to the EQF. The Türkiye Referencing Report 2025 has been drafted to indicate the current status, including the latest developments, and to reflect recent amendments to the national qualifications system, while ensuring transparency through updating the EQF Advisory Group.

The Türkiye Referencing Report 2025 reflects recent developments following the referencing of the TQF to the EQF, in line with both national and international policies. The report aims to provide a transparent and clear picture of Türkiye's education and qualifications system while addressing the criteria outlined by the EQF. Transparency and clarity are ensured through a qualitative methodology.

The report has ten sections, including the executive summary, introduction, results, and appendices. The technical section begins in the third part, where the background of the national qualifications system is presented under separate headings for each level. This section details the operation of quality assurance criteria and systems, explaining the mechanisms responsible for their functioning, and further outlines the processes that ensure the reliability and consistency of qualifications.

The fourth section discusses the TQF and its components, highlighting the development, role, and key concepts of the TQF, as well as the relationship between the TQF and the EQF.

The fifth section consists of comprehensive responses to each of the EQF Referencing Criteria.

The sixth chapter addresses the self-certification of the TQF to the QF-EHEA. The responses regarding the each of the seven criteria and six procedures in the self-certification are included in this chapter.

The seventh section describes how relevant institutions and organizations have contributed and participated in the TQF's referencing process, with stakeholder involvement considered at every stage of the process.

The eighth section addresses the challenges encountered during the implementation and referencing of the TQF, the actions taken since the previous reporting period, ongoing efforts, planned initiatives for the future, and improvements to be made in the TQF implementation process.

The ninth section is the conclusion, providing a self-evaluation based on the work performed since the first referencing process.

The tenth section contains the "Appendices." In order to keep the report as clear and comprehensible as possible, additional information, reference documents, and relevant regulations are included in this section.

3. Education and Qualifications System in Türkiye

This section provides a brief summary of Türkiye's education system and qualifications.

The education and training system in Türkiye is planned and executed through close collaboration among the Ministry of National Education (MoNE), the Council of Higher Education (CoHE), and all relevant public and private bodies as well as civil society organizations.

According to Article 42 of the Constitution of the Republic of Türkiye, education and teaching are carried out under the supervision and control of the state, based on contemporary scientific and educational principles. Educational institutions that are contrary to these principles cannot be established. In this framework, all educational services are provided through the state and under its supervision, ensuring equality and compliance with regulations. The principles regarding foreign languages to be taught in educational institutions, as well as the rules governing schools that provide education in foreign languages, are also subject to the same provisions and are regulated by law.²

In accordance with the Constitution, the relevant laws and subordinate regulations have been published. Article 1 of the National Education Basic Law (Law No. 1739) explicitly states that the law encompasses the fundamental provisions regarding the state's duties and responsibilities in the field of education and teaching, within a system integrity. Similarly, it is stipulated that the Turkish education and teaching system is organized to achieve the objectives outlined in the law, and the specific purposes of various levels and types of educational institutions have been determined in accordance with the general goals and the fundamental principles listed in

² Constitution of the Republic of Türkiye

<https://www.anayasa.gov.tr/tr/mevzuat/anayasa/#:~:text=MADDE%2042%2D%20Kimse%2C%20e%C4%9Fitim%20ve,g%C3%B6zetim%20ve%20denetim%20alt%C4%B1nda%20yap%C4%B1l%C4%B1r.>

the law. Article 4 of the law specifies that educational institutions are open to all individuals, without discrimination based on language, race, gender, disability, or religion. In this framework, all types and levels of educational institutions, both public and private, are part of the integrity of the education system.³

The education system is divided into two main sections: formal (structured) education and non-formal (semi-structured) education. In addition, informal (unstructured) learning is recognized through validation processes managed mainly by the Vocational Qualifications Authority (VQA). The validation of vocational qualifications is primarily conducted by certification bodies that are authorized by the VQA using established and accredited systems. A summary of the education system and level information in Türkiye is provided below, with further details included in the applicable sections.

³ National Education Basic Law of Türkiye
https://oygm.meb.gov.tr/meb_iys_dosyalar/2017_11/08144011_KANUN.pdf

Table 2. TQF, TQF-HE Levels, Qualification Types and ECTS Credits

TQF, TQF-HE LEVELS, QUALIFICATIONS TYPES AND ECTS CREDITS					
Higher Education Levels / Cycles			QUALIFICATIONS TYPES	LENGTH (Year)	TOTAL ECTS CREDITS (Year x 60 ECTS)
QF-EHEA	EQF-LLL	TQF & TQF-HE			
3	8	8	Doctorate	4	240
			Specialisation in Medicine		
			Specialisation in Dentistry		
			Proficiency in Art		
2	7	7	Master's Degree with Thesis	2	120
			Master's Degree without Thesis	1 - 1,5	60 - 90
1	6	6	Bachelor's Degree	4	240
Short Cycle	5	5	Associate's Degree	2	120

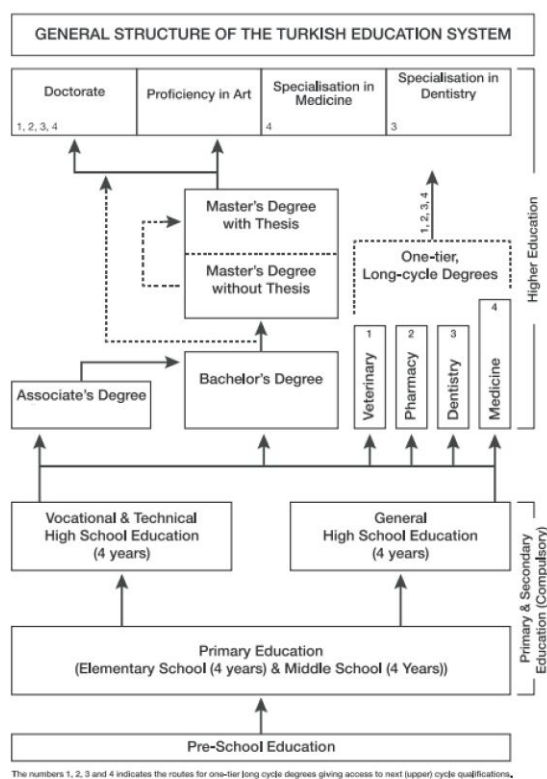


Figure 2 : General Structure of the Turkish Education System

3.1. Education and Qualifications System under the Ministry of National Education

Governed by the National Education Basic Law No. 1739, the national education system consists of two main sections: "Formal Education" and "Non-formal Education."⁴ MoNE is the main authority for carrying out and coordinating all educational activities through a centralized approach. Curricula are developed by MoNE and implemented at the national level.

In 2012-2013 academic year, compulsory education in Türkiye was extended from 8 to 12 years. The system, applied as 4+4+4, consists of 4 years of primary, 4 years of lower secondary, and 4 years of upper secondary education. The compulsory education period, excluding preschool, generally covers the age range of 6 to 18 years.

In non-formal educational settings, a variety of completion certificates are awarded for courses conducted by the General Directorate of Lifelong Learning (DG LLL) and the General Directorate of Private Education Institutions (DG PEI), accessible to individuals regardless of their age or educational background.

Credentials at all tiers, which fall under the jurisdiction of distinct General Directorates within the Ministry of National Education, serve as official documents endorsed by the Ministry of National Education.

3.1.1 Structure and Functioning of the Ministry of National Education

Education is one of the core functions of the State in Türkiye, and all educational processes are supervised and overseen by the State. The Ministry of National Education (MoNE) is the highest governmental authority responsible for overseeing the education system. MoNE's main duties include planning, improving, and implementing the country's education system. MoNE has central, provincial, and overseas branches.

As regards educational activities, the opening, monitoring, and closing of schools, the development of curricula, the appointment and relocation of teachers, as well as financing and investment decisions, are all taken by MoNE at central level. Decisions made at local levels are implemented by MoNE's provincial and district directorates.

All curricula, including programs for each level, are developed by the relevant units of MoNE, submitted to the Board of Education (BoE) for validation, and come into effect after receiving the Minister's approval. These curricula are reviewed and updated when necessary.

Public schools are financed through the state budget via MoNE, and the facilities are publicly owned. These schools provide education to children and youth across the country. Textbooks and educational materials used at all levels of education in public and private schools are determined by MoNE and distributed to students free of charge.

Furthermore, use and development of teaching technologies by both teachers and students are considered important. As of 2024, 99% of classrooms in formal education are equipped with

⁴ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=1739&MevzuatTur=1&MevzuatTertip=5>

smart boards. These technologies assist both students and teachers in the use of diverse learning methods and accessing richer content.

Formal and non-formal education units operating as part of "Formal Education" and "Non-formal Education," are shown in Figure 3.

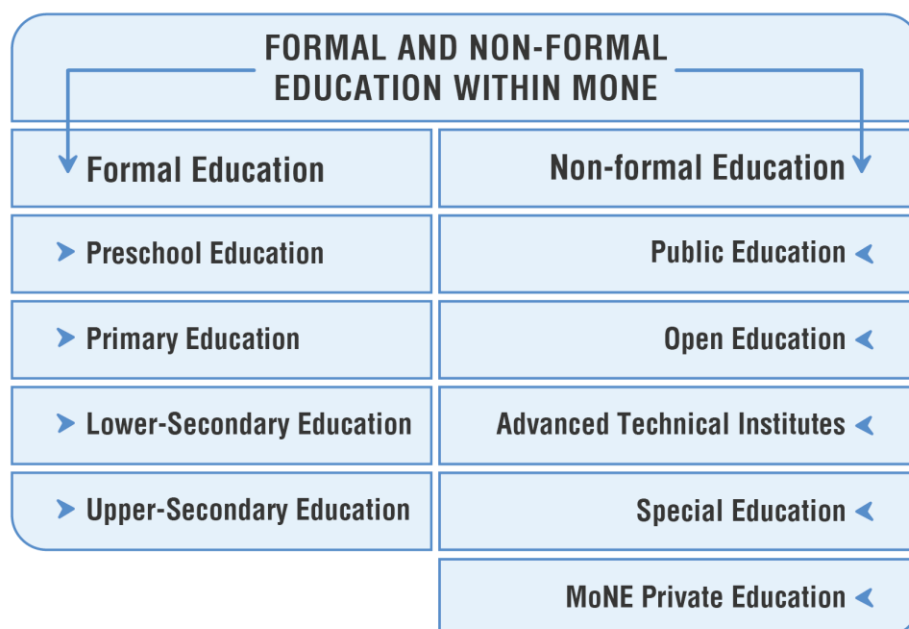


Figure 3 : Formal and Non-formal Education Within MoNE

In accordance with the Law No. 5580 on Private Educational Institutions⁵, private institutions such as pre-primary schools, primary schools, lower secondary schools, and high schools operate within the formal education sector. Various private courses, private education courses, private social activity centers, private social activity and development centers, private in-service training centers, private distance education courses, private transportation services vocational education and development courses, special education and rehabilitation centers, private vocational education centers, driver's license courses for motor vehicles, and heavy machinery courses operate within the non-formal education sector.

Formal Education

Formal education refers to structured education provided to individuals of specific age groups and at the same educational level, following a set of purpose-designed curricula and conducted regularly in a school setting. Formal education includes preschool, primary and secondary education institutions governed by the Ministry of National Education (MoNE), and higher education institutions governed by the Council of Higher Education (CoHE)⁶.

⁵ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

⁶ https://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=508

Preschool Education

Preschool education aims to promote the physical, mental, and emotional development of children who have not yet reached primary school age, to foster good habits, prepare them for primary education, and ensure correct and proper speech. It is a systematic educational process designed to support the individual's social, cognitive, affective, psychomotor, self-care, linguistic, and mobility development from birth until starting primary school. Official pre-primary education institutions are free of charge, and attendance is voluntary. However, it is mandatory for children with special education needs who are 36 months of age or older.⁷

Primary Education

Primary education constitutes the first four years of the 12-year compulsory education system. It encompasses the education of children aged 6 to 9. In addition, children aged 66, 67, and 68 months whose parents have submitted a written consent may also be enrolled in the first grade of primary school. Primary school curricula are student-centered, with an emphasis on active student participation⁸.

Lower-Secondary Education

Lower-secondary education encompasses the second four years of the 12-year compulsory education system. It includes the education of children aged 10 to 13.

Academic performance in lower-secondary education is assessed based on scores the students receive from exams, participation in class activities, and project work where applicable. After completing lower-secondary school, students transition to upper-secondary education based on their end-of-year scores from grades 6, 7, and 8, and results from centralized exams.

For citizens aged 14 and above who completed primary school but were unable to attend lower-secondary school, the opportunity to complete secondary education is provided through distance learning, specifically through the Open Lower-Secondary School governed by the Directorate General for Lifelong Learning (DG LLL).⁹

Upper-Secondary Education

Upper secondary education constitutes the final four years of the 12-year compulsory education system. Upon completing upper secondary education, individuals are awarded a "High School Diploma." Secondary education covers the education of adolescents aged 14 to 17. For individuals over 18, education is provided through open education.

According to the MoNE Secondary Education Institutions Regulation¹⁰, upper secondary institutions are classified and defined as follows: Upper-secondary schools are four-year institutions providing education and training, operating either as boarding or day schools, to which students transition after completing lower-secondary schools or imam-hatip lower-secondary schools. These institutions are:

⁷ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19942&MevzuatTur=7&MevzuatTertip=5>

⁸ <https://mufredat.meb.gov.tr/>

⁹ <https://aio.meb.gov.tr/>

¹⁰ <https://mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=18812&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5>

- a) Science high schools, social science high schools, Anatolian high schools, fine arts high schools, and sports high schools,
- b) Anatolian Imam Hatip high schools,
- c) Vocational and technical Anatolian high schools, multi-program Anatolian high schools, special education vocational high schools, and vocational training centers,
- d) Education campuses,
- e) Research and Development Education and Practice Centers (ARGEM) that offer special secondary education programs.

Fine arts high schools aim to provide students with fundamental knowledge and skills related to fine arts and contribute to the training of qualified professionals in the field of fine arts. Sports high schools aim to equip students with the necessary knowledge and skills in physical education and sports, and contribute to the training of qualified professionals in these fields.

In upper secondary institutions that admit students through centralized exams, preparatory classes may be opened in the ones deemed appropriate by the Ministry, covering part or all of the set quota for that year. The principles and procedures related to the establishment, closure, and naming of upper secondary institutions are laid down by MoNE¹¹.

As shown in Figure 4 below, Upper-Secondary Schools are presented under three main categories.

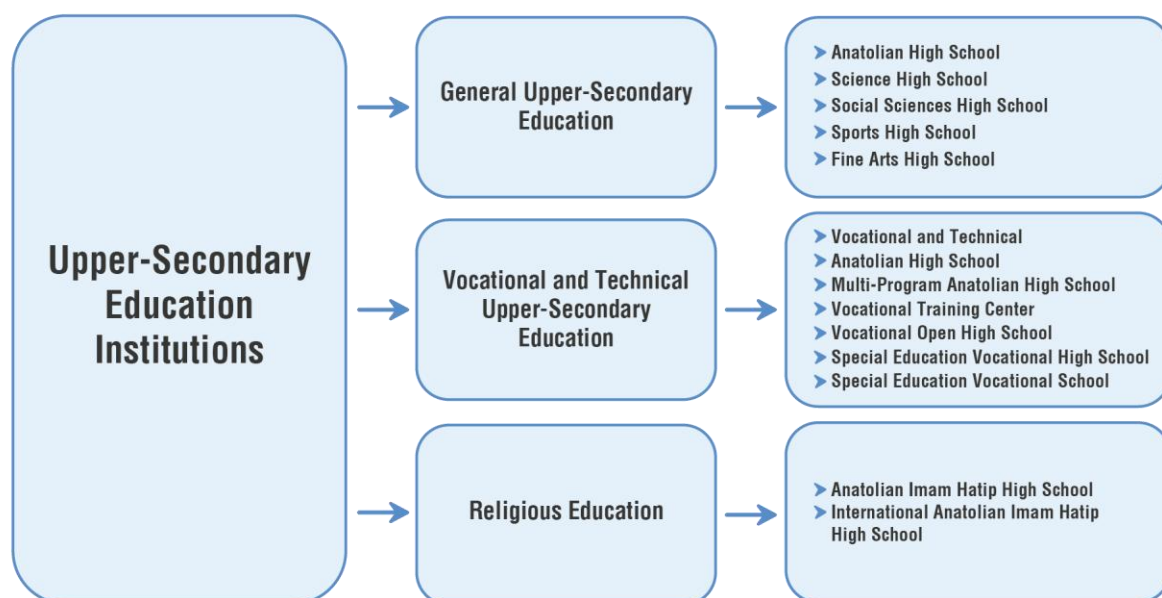


Figure 4 : Distribution of Upper-Secondary Institutions

Graduates of upper-secondary schools may be awarded the “High School Diploma” listed at Level 4 of the TQF. The name of the diploma varies depending on the type of school, such as

¹¹ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=18812&MevzuatTur=7&MevzuatTertip=5>

“Anatolian High School Diploma,” “Science High School Diploma,” “Social Sciences High School Diploma,” or “Vocational and Technical Anatolian High School Diploma.” The information on the diploma would also differ based on the type of school attended and the curriculum completed.

Vocational and Technical Secondary Education

Vocational and Technical Upper-Secondary Schools are affiliated with the Directorate General for Vocational and Technical Education (DG VTE). Vocational and technical education is provided through official upper-secondary schools governed by the DG VTE or private institutions regulated under the Private Education Institutions Law No. 5580¹² and coordinated by the DG PEI, as well as through the Vocational Open High School operated by the DG LLL.

The curricula of vocational and technical upper-secondary schools are updated in alignment with the National Occupational Standards published by the VQA pursuant to Presidential Decree No. 4.¹³ When necessary, new curricula are developed in consideration of both national and international occupational standards.

Vocational and technical upper-secondary schools aim to train a qualified workforce aligned with national and international standards in sectors such as industry, commerce, textiles, construction, tourism, chemistry, agriculture, and health care.

These institutions ensure that students acquire professional knowledge and skills, along with an entrepreneurial mindset, professional ethics, occupational health and safety awareness, and social and environmental responsibility. Through these programs, students are prepared for employment while also fostering effective work habits.

Through the Skills Development Program, courses are offered via craft workshops for students who are willing to join the program while they are enrolled in an official public or private primary and upper-secondary school, starting from Grade 7. These courses aim to help students acquire basic vocational skills, foster an appreciation for professions, facilitate access to careers, enhance their academic and vocational achievements, provide a broad range of career options, and support their foundational vocational development while encouraging lifelong learning.¹⁴

Vocational and Technical Anatolian High Schools

Graduates of Vocational and Technical Anatolian High Schools receive the “Vocational and Technical Anatolian High School Diploma,” corresponding to Level 4 of the TQF. Upon request, graduates are also provided with a Europass Certificate Supplement, detailing the learning outcomes achieved during their education, as well as a Transcript of Completed Courses, Modules, and Credits. This document includes the name of the workplace where the student completed their vocational training or internship.

¹² <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

¹³ Presidential Decree No. 4 <https://www.mevzuat.gov.tr/mevzuatmetin/19.5.4.pdf>

¹⁴ <https://meslegimhayatim.meb.gov.tr/zanaatatolyeleri/zanaat-kilavuz>

Vocational Training Centers

Vocational training centers are vocational schools operating at the upper-secondary level. These centers function under the Directorate General of Vocational and Technical Education (DG VTE) and, for private institutions, under the Directorate General of Private Education Institutions (DG PEI) as per Private Education Institutions Law No. 5580.¹⁵ The duration of education in these centers is four years.

Vocational training centers offer semi-skilled and skilled worker programs, integrating theoretical and practical training in a complementary manner. The academic year consists of 36 weeks, and in addition to core courses, elective courses are available for students aiming to achieve a Vocational High School Diploma.

There is no age limit for attending vocational training centers. Students typically spend one or two days per week in theoretical education at the centers and the remaining days gaining hands-on vocational training in workplaces. In order for students to receive workplace training, the enterprise must have an experienced trainer.

After completing three years of training, students who are successful receive the Semi-skilled Worker Certificate (Level 3), and after four years, they are awarded the Level 4 Skilled Worker Certificate, enabling them to transition into professional life. Holders of the Skilled Worker Certificate can open their own businesses independently without requiring any additional certificates.

Furthermore, those who earn a Level 4 Skilled Worker Certificate and successfully complete a pedagogical training course may obtain the Master Trainer Certificate, allowing them to be employed in a workplace to train apprentices in their respective fields.¹⁶

Private Education

Private education services in Türkiye are carried out in accordance with the provisions of the Private Education Institutions Law No. 5580¹⁷. Institutions providing services under this law include preschool education institutions, primary schools, lower-secondary schools, upper-secondary schools, special education schools, various courses, private education courses, in-service training centers, distance education courses, social activity centers, development and social activity centers, construction machinery courses, motor vehicle driving courses, vocational training and development courses on private transportation services, as well as special education and rehabilitation centers¹⁸.

Private education institutions operating under Law No. 5580 use curricula approved by the Ministry of National Education (MoNE). These institutions organize educational activities either with or without certification. As part of certified educational activities, trainees attending certified institutions receive a Course Completion Certificate if they succeed in the exams held at the end of the program. The activities of these institutions are managed through the MoNE

¹⁵ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

¹⁶ <https://meslegimhayatim.meb.gov.tr/egitim/mesleki-egitim>

¹⁷ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

¹⁸ <https://ookgm.meb.gov.tr/>

Information Management System (MEBBIS) and the e-Private System available at <https://e-ozel.meb.gov.tr> .

Non-formal Education

Non-formal education activities are carried out under the coordination of the Directorate General for Lifelong Learning (DG LLL) and the Directorate General for Private Education Institutions (DG PEI), in line with the MoNE Lifelong Learning Institutions Regulation¹⁹ as well as relevant principles and procedures. The DG LLL is responsible for coordinating the activities of open education institutions (lower-secondary schools, high schools, imam-hatip high schools, and vocational technical schools), advanced technical institutes and non-formal education institutions (public education centers, courses)²⁰.

The DG PEI is responsible for overseeing various private courses, private education courses, private social activity centers, private development and social activity centers, private in-service training centers, private distance education courses, private transportation services vocational training and development courses, special education and rehabilitation centers, private vocational training centers, driver's license courses for motor vehicles, and construction machinery courses.

Vocational and technical courses and general courses provided in lifelong learning institutions are designed to complement formal education curricula, equip individuals with equivalent qualifications when needed, and benefit from all available resources for integration.

These programs are prepared or commissioned by the respective Directorates General and are implemented after obtaining the Ministry's approval. The practical implementation of these programs is monitored, and updates are made as necessary based on emerging needs. Each program specifies its legal basis, admission requirements, qualifications of the educators involved, objectives, duration and credits, content, assessment and evaluation methods, tools and materials to be used, and the type of certificate issued at the end of the course. For vocational and technical non-formal education programs, module information sheets are also prepared for each module included in the programs.

Duration of programs are determined based on the knowledge, skills, and competencies. Programs are regularly monitored to assess whether they meet the expectations of the sector, educators, and trainees, with evaluations and improvements carried out by the Directorates General.

Lifelong learning institutions comprise public education centers, advanced technical institutes, and open education schools that offer distance learning opportunities, which operate under the Directorate General to organize lifelong learning activities (Open Lower-Secondary School, Open High School, Open Imam Hatip High School, Vocational Open High School, and Vocational and Technical Open High School). Public education centers are institutions that offer courses and educational activities within the scope of lifelong learning.

¹⁹ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24507&MevzuatTur=7&MevzuatTertip=5>

²⁰ <https://hbogm.meb.gov.tr/>

Advanced technical institutes are educational institutions that focus on researching and upholding cultural values and traditional arts without compromising their authenticity, archive them, pass them on to future generations, and promote them on national and international platforms. These institutes may consist of research, design, promotion, and marketing units and combine artistic education with production activities. They also implement course programs and equivalence programs for all types of horizontal and vertical transitions, enabling the issuance of certificates. Open education schools provide education at the lower-secondary, high school, Imam Hatip high school, and vocational high school levels, along with course and certificate programs, utilizing distance education technologies²¹.

Non-formal education includes public education programs designed for purposes such as improving existing skills, acquiring new professions, utilizing free time, pursuing hobbies, and fostering self-development through short-term course programs. Public education programs are offered at varying durations and levels by Public Education Centers, authorized public institutions, educational institutions, or private and voluntary organizations. Target groups generally include adults and individuals who have left formal education; however, these programs are available to everyone regardless of age, gender, or education level.

Public education programs are available on the e-Yaygın (E-Non-formal) system at <https://e-yaygin.meb.gov.tr/> and are divided into two main categories as general education programs and vocational and technical education programs:

- **General Education Programs:** These courses cover topics such as health, family life, parent-child education, citizenship education, self-development and social and rural development.
- **Vocational and Technical Education Programs:** These courses include programs related to employment, skill development, and subjects like information technologies. Employment-related programs are formulated, implemented, and monitored by the Ministry of National Education.

Programs for employees are developed in cooperation with relevant industry and implemented at Public Education Centers. Vocational and technical non-formal education courses are designed in a modular structure based on National Occupational Standards. These courses aim to align with vocational education programs and the curricula implemented in vocational and technical secondary education institutions, allowing for horizontal and vertical transitions between programs. Individuals who successfully complete the courses held at Public Education Centers and private education institutions are awarded a "Course Completion Certificate," while those who only attend and do not undergo an assessment process receive an "Attendance Certificate."

²¹ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24507&MevzuatTur=7&MevzuatTertip=5>

Special Education

The Directorate General for Special Education and Guidance Services (DG SEGS) under the Ministry of National Education (MoNE) is responsible for coordinating educational services designed to meet the educational and social needs of individuals who exhibit significant differences from their peers in terms of individual and developmental characteristics as well as educational competencies. These services are carried out using specially developed curricula, specially trained personnel, and appropriate settings.²²

Special education services are implemented based on the individuals' educational levels and specific needs. Institutions operating under the DG SEGS that address these needs include: Schools for Physically Disabled Students, Schools for Visually Impaired Students, Schools for Hearing Impaired Students, Special Education Nursery Schools, Special Education Vocational Schools, Special Education Practice Schools/Centers, and Science and Art Centers (BİLSEM).

Each institution has distinct criteria for admitting special education students. Students are admitted to these institutions based on educational assessments and diagnoses conducted in guidance and research centers. In addition to these institutions, individuals with special education needs can, under certain conditions, receive education alongside their peers through inclusion/integration practices. They can also continue their education in special education classes or support education rooms established in schools attended by their peers.

The educational services provided at BİLSEM differ from other settings. BİLSEM facilities offer supplementary education to students identified as gifted, in addition to the general formal education.

Educational activities at BİLSEM are held outside formal school hours, either on weekdays or weekends. The aim of BİLSEM education is to provide students with educational opportunities tailored to their interests, talents, and potential, enabling them to develop advanced cognitive, social, personal, and academic skills²³.

In line with the Private Educational Institutions Law No. 5580²⁴, private special education and rehabilitation centers operate with the authorization of the Ministry of National Education to open institutions after obtaining workplace permits. These centers provide supportive education services for individuals with special needs in seven different areas.

Individuals eligible for supportive education services include those identified with a minimum of 20% disability through the Adult Disability Health Board Report issued by authorized health institutions or organizations, or children under 18 diagnosed with special needs through the Special Needs Report for Children. These individuals undergo educational assessments and diagnoses by special education evaluation boards. Those determined eligible receive 8 hours of individual and/or 4 hours of group education per month at private special education and rehabilitation centers. This education is designed for individuals with visual, hearing, mental, or physical disabilities, as well as those with language and speech disorders, specific learning disabilities, or autism spectrum disorder.

²² <https://orgm.meb.gov.tr/>

²³ <https://orgm.meb.gov.tr/www/bilim-ve-sanat-merkezleri-nedir/icerik/1955>

²⁴ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

The supportive education provided at private special education and rehabilitation centers is designed to enable individuals with disabilities to participate in social life and the workforce, enhance their abilities to the highest extent possible, develop fundamental self-care and independent living skills, and adapt to society. All costs of these support education services are covered by the Ministry of National Education.

3.1.2 Assessment and Evaluation National Education

Assessment and evaluation activities in pre-school, primary, and lower-secondary schools affiliated with the Ministry of National Education (MoNE) are carried out in accordance with Articles 20-22 of the “Ministry of National Education Regulation on Pre-School Education and Primary Education Institutions.”²⁵

This regulation prescribes assessment and evaluation practices form an integral part of education and are conducted throughout the educational process. Assessment results are considered not in isolation but in conjunction with the processes followed, ensuring a holistic approach. Multi-faceted assessment and evaluation are fundamental. Assessment and evaluation activities are conducted with the active participation of both teachers and students. The results of assessments are used to determine the extent to which the objectives of education and the learning outcomes defined in the curricula have been achieved. In addition, they help identify areas where learning outcomes have not been reached and what measures need to be taken to address these gaps.

In pre-school education, assessment and evaluation are addressed from multiple aspects, including observing the child’s development across all developmental areas, both in detail and holistically, documenting these observations in reports, and evaluating the plans created and implemented in all their dimensions. In this context, the assessment of individuals in pre-school education is conducted through a holistic evaluation process, using “Development Observation Forms, Development Reports, and Portfolios.”

In primary schools, assessment and evaluation are carried out based on a set of established principles. When assessing and evaluating success, the objectives and learning outcomes outlined in the curricula are employed as the guiding criteria. In primary school classrooms, students' success is determined based on their participation in lesson activities, guided by the teacher, in accordance with the assessment and evaluation principles set forth in the curricula, with consideration given to their developmental levels.

Academic performance in lower-secondary education is assessed based on scores the students receive from exams, participation in class activities, and project work where applicable. After completing lower-secondary school, students transition to upper-secondary education based on their end-of-year scores from grades 6, 7, and 8, and results from centralized exams. Although 5th grade students take exams, results from these exams are excluded from the calculation of the overall success score for lower-secondary education.

²⁵ Ministry of National Education Regulation on Pre-School Education and Primary Education Institutions. <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19942&MevzuatTur=7&MevzuatTertip=5>

Upon completing lower-secondary education, students transition to upper-secondary education institutions based on their knowledge, skills, and competencies. This transition is determined through central exam results, preferences for schools within the upper-secondary enrollment zone, preferences for boarding schools outside the zone, central exam scores combined with talent exam scores, or talent exam scores alone.

Admission to fine arts high schools, sports high schools, and Anatolian Imam Hatip high schools offering music, Islamic preaching, traditional and contemporary visual arts, and sports programs/projects is based on talent exam scores and the Secondary Education Achievement Score (OBP), using a points-based system.

Evaluation methods in general upper-secondary education are governed by the “Regulation on Grade Level Passing and Examinations in Upper-Secondary Education Institutions.”²⁶ In assessing academic performance, the learning outcomes defined in the curricula serve as the foundation and success is determined through written exams, practical exams, performance tasks, projects, and the scores obtained during vocational training/internships in businesses, depending on the nature of the course. For students continuing their education through inclusion/integration, evaluation is based on the Individualized Education Program (IEP). Provincial assessment and evaluation centers may carry out assessment activities at the provincial or district level to identify and monitor students' learning gaps. Exams, performance tasks, projects, and practical applications are all evaluated out of 100 full points. Assessment and evaluation is conducted following the laws and guidelines issued by the Ministry of National Education, and the assessment outcomes are recorded in the e-School/e-MESEM system.²⁷

In vocational and technical education, a credit accumulation and transfer system (VCTS) based on student workload is implemented. 1 credit is awarded for every 25 hours of student workload. In general education courses (general culture courses), when calculating workload, 25% of the officially determined weekly class hours for these courses are added to the total workload including students' effort outside of school. Graduation credit points are not used in equivalence procedures.

In addition, established within the Ministry of National Education in 2014, the Directorate General for Measurement, Assessment, and Examination Services (DG MAES) analyzes the results of PISA²⁸, PIRLS, and TIMSS²⁹ research, and formulates a country report detailing students' performance levels and areas requiring improvement. DG MAES then shares this report with education stakeholders. The results from the research are compiled into reports that identify areas where there is room for improvement at both national and provincial levels. These reports are designed to inform data-driven decision-making and policy development in the educational sector.

²⁶<https://mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=18812&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5>

²⁷https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_09/20140845_BYREYSELLEYTYRYLMYY_EYYTYM_PROGRAMI_TUM_OYRETMENLER_YCYN_YOL_HARITASI.pdf

²⁸ <http://pisa.meb.gov.tr/>

²⁹ <https://timss.meb.gov.tr/>

The DG MAES provides access to various educational materials for students in primary, secondary, and non-formal education institutions through a range of digital platforms. In this context, it regularly shares materials such as activity books, question banks, interactive books, etc., via the Auxiliary Resources Platform³⁰. Furthermore, an e-monitoring³¹ module that offers tests made up of various item types across Turkish language, mathematics, and science subjects for students in grades 5, 8, 9, and 10, designed to help students experience real-life situations, is now available for use by both students and teachers. Lastly, the Student/Teacher Support System (STSS)³² using the Education Information Network (EBA) infrastructure offers individualized learning for students and provides teachers with the opportunity to monitor students, aiming to improve academic performance.

Within its quality framework, DG MAES works on exam diversity, exam accessibility, data-driven studies that inform education policies, and the reporting of the findings from research. In view of the arrangements introduced and the applications it submitted, in 2020, DG MAES received ISO 9001 Quality Management System certification and ISO 27001 Information Security Management System certification, an international standard guaranteeing the confidentiality, integrity, and accessibility of its information³³.

In accordance with the relevant provisions of [the Ministry of National Education's Secondary Education Institutions Regulation](#)³⁴, diplomas are awarded based on the records in the e-School system, according to the type of school completed, for those who have been deemed successful at the end of the assessment and evaluation process. Documents are printed via the Ministry's electronic system, and each document given from Level 2 to Level 4 is assigned a unique security number, which can be checked against the system. Those who have passed all courses but have not completed their internships are not entitled to receive diplomas.

To be awarded a diploma, students of vocational education centers are required to not only have earned a skilled worker certificate but also complete the additional courses determined by the Ministry through open secondary education institutions. These students' diplomas are issued by the Vocational Open Education High School in line with the applicable legislation.

All diplomas awarded by the Ministry of National Education include the following details: Turkish ID No, full name, father's name, mother's name, place and date of birth, school issuing the diploma, district and province of the school, school number, diploma number, foreign language, diploma score, date of issue, duration of education, diploma security number, and, where applicable, program type and field/branch. The information must be written without using abbreviations. Diploma numbers are assigned sequentially starting from the school's opening date.

³⁰ <http://yardimcikaynaklar.meb.gov.tr>

³¹ <https://eizleme.meb.gov.tr>

³² <https://ods.eba.gov.tr>

³³ Suna, E., Şensoy, S., & Özer, M. (2021). Millî Eğitim Bakanlığı Tarafından Ölçme ve Değerlendirme Alanında Atılan Güncel Adımlar (Recent Steps Taken by the Ministry of National Education in the Field of Assessment and Evaluation). *Eğitim ve İnsani Bilimler Dergisi (Journal of Education and Humanities): Teori ve Uygulama (Theory and Practice)*, 12(23), 51-76.

³⁴ <https://mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=18812&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5>

Diplomas are signed by the school principal and the relevant vice-principal, or, if the vice-principal is unavailable, by a teacher designated by the relevant directorate of national education. Diplomas are awarded within 20 days after graduation and sent to the directorate of national education for a cold stamp. In case a diploma is damaged beyond use or lost, it will not be reissued. Instead, a learning status document will be provided.

Under the Private Educational Institutions Law No. 5580³⁵, theoretical and practical exams for students attending private courses affiliated with the Ministry of National Education are primarily conducted according to the Ministry's regulations, including the Private Educational Institutions Regulation³⁶, the Private Motor Vehicle Driver's License Courses Regulation³⁷, the Private Transport Services Vocational Training and Development Courses Regulation³⁸, the Private Course Examination Guidelines³⁹, the Heavy Machinery Operator Training Courses Guidelines⁴⁰, and the Private Transport Services Vocational Education and Development Courses Education Exemption, Inspection, and Control Regulations⁴¹. These exams, including course completion, level completion, and level determination exams, are coordinated by the DG PEI.

All qualifications issued by the Ministry of National Education (MoNE) are outlined in Table 3.

Table 3. All Qualifications Issued by MoNE

Name of Qualification Certificate	TQF EQF Level	Description
Certificate of Literacy	Level 1	A "Certificate of Literacy" is awarded to citizens who have missed the compulsory primary education age and have not learned to read and write, provided they complete the Level I Adult Literacy Course, or to those who have learned to read and write independently, upon passing the Level I Adult Literacy Placement Exam.
Primary School Education Certificate ¹ Course Completion Certificate* Social Activity Achievement Certificate*	Level 2	¹ The necessary qualifications for this certificate can be considered as part of the High School Diploma Qualification, which will be awarded after successfully completing 12 years of compulsory education. A "Primary School Education Certificate" is awarded by primary schools affiliated with MoNE, using the e-School system, to those who have completed primary school. *These qualifications are awarded by the relevant MoNE departments after the successful completion of various curricula. Citizens who can read and write but have not received education at the primary school level, and who attend the Level II Adult Literacy Course to complete their

³⁵ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

³⁶ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=15970&MevzuatTur=7&MevzuatTertip=5>

³⁷ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=18408&MevzuatTur=7&MevzuatTertip=5>

³⁸ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=23302&MevzuatTur=7&MevzuatTertip=5>

³⁹ https://ookgm.meb.gov.tr/meb_iys_dosyalar/2021_08/05172345_Ozel_Kurslar_SYnav_Yonergesi-04.08.2021.pdf

⁴⁰ https://ookgm.meb.gov.tr/meb_iys_dosyalar/2024_02/21102827_ismakinesi_yonergesi_guncel.pdf

⁴¹ https://ookgm.meb.gov.tr/meb_iys_dosyalar/2019_05/08170513_SRC_YONERGESY_08_05_2019.pdf

Level II Adult Training Course Achievement Certificate		primary education or those who gain primary school-level literacy skills independently and pass the Level II Adult Literacy Placement Exam, are awarded the "Level II Adult Literacy Achievement Certificate." The level of this certificate is TQF Level 2. Holders of this certificate have the same rights as those who have completed primary school, including employment opportunities, access to further education (Open Secondary School), and the ability to attend motor vehicle courses to obtain a driver's license.
Lower-Secondary School Education Certificate ² • Open Education Lower Secondary School Education Certificate • Imam Hatip Lower Secondary School Education Certificate • Semi-skilled Worker Certificate	Level 3	² This qualification is considered part of the High School Diploma Qualification that will be issued after the successful completion of 12 years of compulsory education. A "Lower-Secondary School Education Certificate" is awarded by lower secondary schools affiliated with MoNE, using the e-School system. *The qualifications required for this certificate are the full qualifications issued to apprenticeship training graduates. Earning a Semi-Skilled Worker Certificate requires holding a Primary School Education Certificate. This certificate is issued by the relevant unit of the MoNE to those who meet the required learning outcomes.
Advanced Technical Institute Completion Certificate Skilled Worker Certificate Master Trainer Certificate	Level 4	For each certificate, the TQF level is determined by comparing the learning outcomes of the curriculum with the TQF level descriptors. It is awarded by the relevant MoNE unit to those who meet the required qualifications and have completed the education.
Vocational and Technical Anatolian High School Diploma	Level 4	For each certificate, the TQF level is determined by comparing the learning outcomes of the curriculum with the TQF level descriptors. It is awarded by the relevant MoNE unit to those who meet the required qualifications and have completed the education.
Special Education Vocational Training Center (School)		

Education 3 Certificate		
Special Education Professional Practice Center (School) Education Certificate		
Special Education Practice Center (School) Education Certificate (Level I) Special Education Practice Center (School) Education Certificate (Level II)		
Certificate of Course Completion (Vocational and Technical)	Level 2 Level 3 Level 4	Certificates of course completion are issued to individuals who have successfully completed Vocational and Technical Courses or General Courses organized by Lifelong Learning Institutions (Public Education Centers and Advanced Technical Institutes). Among these certificates, those awarded for general non-formal education courses are classified as Level 2 within the TQF . Certificates issued upon completion of vocational and technical non-formal education courses are classified at TQF Levels 2, 3, and 4, depending on the course content, duration, the National Occupational Standards they reference, the grade level of the Vocational and Technical Education program they are based on, and the level of key competences addressed.
BİLSEM Program Completion Certificate	Level 2 Level 3 Level 4 May include education starting from Primary School Grade Level 2 to secondary	This qualification is determined by comparing the learning outcomes of the enriched and differentiated individualized curricula implemented in BİLSEM with TQF level descriptors, based on the qualifications required for gifted students at primary school Grade 2 through secondary education levels. BİLSEM Program Completion Certificates are issued by the MoNE BİLSEM to those who have completed the program.

	education grade levels	
Directorate General of Private Education Institutions Certificate of Course Completion	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 ⁴²	Certificates of course completion issued by private non-formal education institutions operating under the Directorate General of Private Education Institutions, in accordance with the Private Educational Institutions Law No. 5580 ⁴³ .

3.1.3 Validation of Non-Formal and Informal Learning

The Ministry of National Education (MoNE) holds significant responsibility for policies, regulations, and management processes related to the validation of non-formal and informal learning. This responsibility aims to ensure the effective and reliable implementation of validation practices.

In 2019, MoNE issued the Directive on the Principles and Procedures for the Recognition, Equivalence, and Assessment of Prior Learning⁴⁴, which was last updated in 2021. This directive outlines the procedures and principles for the validation of learning outcomes acquired through formal/non-formal education or informal learning, as well as equivalence processes, assessment, and certification.

According to the provisions of the directive, the learning outcomes acquired through formal/non-formal education or informal learning are assessed for access to semi-skilled and skilled worker certificates. However, applicants are required to be 22 years of age or older and have completed at least primary school or lower secondary school/imam hatip lower secondary school.

Adults who learnt to read and write independently or with the help of others can apply to public education centers to take the Level I Literacy Assessment Exam administered by a designated commission. Successful candidates are awarded a "Certificate of Literacy." Holders of this certificate are eligible to participate in the Level II Adult Basic Education Course. Individuals who are beyond the age of compulsory education and hold a Certificate of Literacy or a document showing that they left primary school in Grades 3 or 4 can apply for the Level II

⁴² Under **Law No. 5580 on Private Educational Institutions**, widespread educational activities are currently being carried out at all levels in private courses operating under the **General Directorate of Private Educational Institutions (ÖÖKGM)**.

⁴³ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5580.pdf>

⁴⁴ <https://mevzuat.meb.gov.tr/dosyalar/1872.pdf>

Literacy Assessment Exam. Those who pass this exam receive the "Level II Adult Education Achievement Certificate."

MoNE has established specific directives and regulations for the recognition of prior learning, including:

- **MoNE Regulation on Non-Formal Education Institutions⁴⁵:** In the context of lifelong learning, individuals document the literacy-related knowledge, skills, and competencies they have obtained through formal education, ongoing learning, and/or self-directed study by taking the Adult Literacy Level I and Level II Placement Exams, bypassing the course requirement under the recognition of prior learning framework. Standard regulations regarding exams do not apply when assessing and certifying the competencies of those obtaining Literacy Certificates for Adult Literacy Level I and II, as well as the Adult Literacy Level II Education Success Certificate. To evaluate their knowledge and abilities according to the Adult Literacy Teaching and Basic Education Programme (Stages I and II), individuals undergo a written, oral, or practical exam conducted by a commission of three members: one being a class teacher and the other two led by the institution's director. For individuals with special educational needs, an expert commission member is appointed based on their specific type of disability, and accommodations are made according to these needs during the exams. To pass the exam, candidates must achieve at least the minimum score required in each course. Candidates who successfully complete the Adult Level I Literacy Training Course or pass the Adult Literacy Level I Placement Exam are awarded a 'Certificate of Literacy'. Those who pass the Adult Level II Literacy Training Course or the Adult Literacy Level II Placement Examination receive a 'Certificate of Achievement in Adult Second Level Education'. When directly measuring literacy competencies, factors such as the number of candidates and time constraints are not considered.
- **MoNE Equivalence Regulation⁴⁶:** This regulation applies to students coming to Türkiye from abroad to compare their previous education with Türkiye's education system and conduct equivalence procedures. It is designed to identify the equivalence status of diplomas or certificates earned abroad within the framework of Türkiye's educational levels.
- **Exam Exemption Directive⁴⁷:** MoNE follows the Exam Exemption Directive to grant exemptions from certain courses, taking into account students' previously acquired knowledge and skills. This directive allows students to progress without repeating the content of courses they have already mastered.
- **Directive on the Principles and Procedures for the Recognition, Equivalence, and Assessment of Prior Learning:⁴⁸** This directive defines the procedures for validating, conducting equivalence processes as well as assessing, evaluating and certifying the

⁴⁵[MoNE Regulation on Non-Formal Education Institutions](#)

⁴⁶[MoNE Equivalence Regulation](#)

⁴⁷https://odsgm.meb.gov.tr/meb_iys_dosyalar/2023_10/12115933_MEB_yazili_ve_uygulamali_sinavlar_yonergesi.pdf

⁴⁸<https://mevzuat.meb.gov.tr/dosyalar/1872.pdf>

learning outcomes acquired through formal/non-formal education or informal learning under the provisions of the Vocational Education Law No. 3308⁴⁹.

3.1.4 Quality Assurance System in National Education

The Ministry of National Education (MoNE) has embraced progress guided by contemporary science as its fundamental principle. In this context, international developments and innovations are continuously monitored and integrated into the education system. Curricula are consistently monitored and evaluated, with program development efforts carried out dynamically, adhering to the principles of the quality assurance system.

Formulation of Curricula

Curricula outline the fundamental knowledge, skills, and processes required for students to achieve the necessary qualifications.

At the core of MoNE's duties, powers, and responsibilities lies the design, implementation, and updating of curricula that prepare preschool, primary, and secondary school students for the future. These curricula aim to develop students' physical, intellectual, moral, spiritual, social, and cultural attributes while equipping them with the knowledge and skills required by a human rights-based society and a globally competitive economic system. In addition, MoNE oversees and monitors the delivery of education and training services for both teachers and students within this framework.⁵⁰

Figure 5 summarizes the quality processes followed in the development of curricula. The figure indicates that the Directorate Generals within MoNE are tasked with developing, reviewing, and revising curricula for their respective educational levels. Relevant departments in each Directorate General participate in the curriculum development process.

⁴⁹ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=3308&MevzuatTur=1&MevzuatTertip=5>

⁵⁰ MoNE, 2022. Republic of Türkiye Ministry of National Education Activity Report 2022. https://sgb.meb.gov.tr/meb_iys_dosyalar/2023_05/28173625_MEB_2022_Faaliyet_Raporu-son.pdf

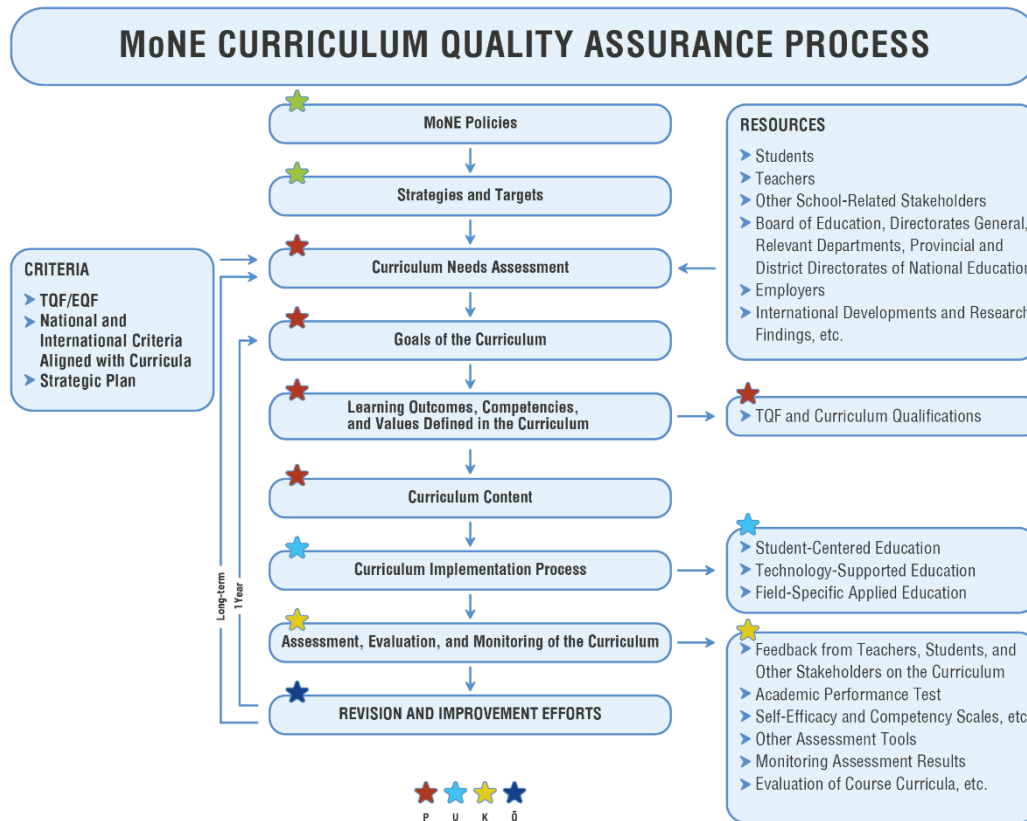


Figure 5 : MoNE Curriculum Quality Assurance Processes

Draft curricula are made available to the public for consultation during their development. Learning outcomes in draft curricula are formulated based on various national and international expertise to encompass the level descriptors and key competencies defined within the TQF.

Developed curricula are submitted to the Board of Education for validation. The Board of Education serves as the Ministry's scientific advisory and review body⁵¹. Taking into account universal values and standards, the Board prioritizes the examination of curricula developed to establish an education system that predicates on the principles of quality, equality, and effectiveness, and is aligned with national and societal values.

The processes of updating, improving, and evaluating curricula are conducted during their implementation. The units responsible for curriculum development carry out these activities centrally and at provincial and district levels through designated commissions.

⁵¹ <http://ttkb.meb.gov.tr/www/kurum-hakkinda/icerik/491>

Self-Assessment and External Evaluation Processes

Self-assessment is conducted in accordance with the "Legislation on the Quality Management System in Education" published by MoNE⁵². This legislation, which came into force in November 1999 and was updated in January 2014, mandates self-assessment for schools. Within the scope of the Quality Management System in Education, self-assessment is implemented annually in all educational institutions.

Educational institutions conduct regular and systematic self-assessments, reviewing and improving activities and reporting them according to the specified criteria. The reporting process varies for different types of schools and uses templates that include relevant criteria. Self-assessment encompasses six standard areas featuring national and international quality indicators in education and consists of preparation, implementation, and reporting stages⁵³:

These areas are outlined in Figure 6.



Figure 6 : MoNE Standards Incorporating National and International Quality Indicators

At the institutional level, the self-assessment process is implemented at both institutional and individual unit levels. At the unit level, departments and committees prepare annual self-assessment

⁵²Presidency of Strategy Development, 2013. Directive on the Quality Management System in Education.

<http://mevzuat.meb.gov.tr/mevzuat-detay/Rm51Y0F2V2JyRlY2MmM5ZkV5aXkwQT09>

⁵³ Vocational and Technical Education Institutions Quality Assurance Self-Assessment Implementation Guide.

http://ozdegerlendirme.meb.gov.tr/dosya/Oz_Degerlendirme_Uyg.Reh.2019.pdf

reports and action plans considering the six standard areas, which are then reviewed in periodical meetings throughout the year.

At the institutional level, annual self-assessment reports and action plans are drawn up, considering the six standard areas defined for the educational institution to improve and develop its services, management, and learning environments. During the preparation of the report, feedback is collected from the educational institution's administration, department/committee representatives, guidance counseling services, as well as sector representatives, student, and parent representatives. Upon completing the self-assessment process, an internal evaluation report is generated.

In vocational and technical education institutions, the "Vocational and Technical Education Institutions Quality Assurance Directive"⁵⁴ published in 2019 is followed for quality assurance purposes. Accordingly, the schools are required to produce their self-assessment reports, clearly state their targets regarding educational indicators, and take necessary actions to achieve these targets. Each school is inspected at least once every three years based on their self-assessment reports, and guidance support is provided.

School inspections and evaluations conducted by MoNE are referred to as "external evaluations" considering the units responsible for these activities operate independently of the education providers, as stipulated by the applicable legislation. External evaluations for educational institutions are conducted at three-year intervals.

The main goal of external evaluations is to check the schools' compliance with the regulations in place and provide guidance for improvement. Inspectors carry out external evaluation activities using "Guidance and Inspection Guidelines" developed by the Presidency of the Inspection Board for different types and levels of schools.⁵⁵

The task of the inspectors is to identify issues, propose appropriate solutions, improve practices, enhance performance and quality, ensure more effective utilization of public resources by schools, and help school staff achieve these objectives. While evaluating schools, the processes of data collection, analysis, and evaluation are coordinated by the Presidency of the Inspection Board and implemented by provincial education inspectors. MoNE places significant importance on monitoring and improvement activities. Some required processes for monitoring and improvement at MoNE are illustrated in Figure 7 below:

⁵⁴ <https://mevzuat.meb.gov.tr/dosyalar/2008.pdf>

⁵⁵ MoNE-PoIB, 2021. Guidance and Inspection Guidelines". <https://tkb.meb.gov.tr/www/denetim-rehberleri/icerik/137>

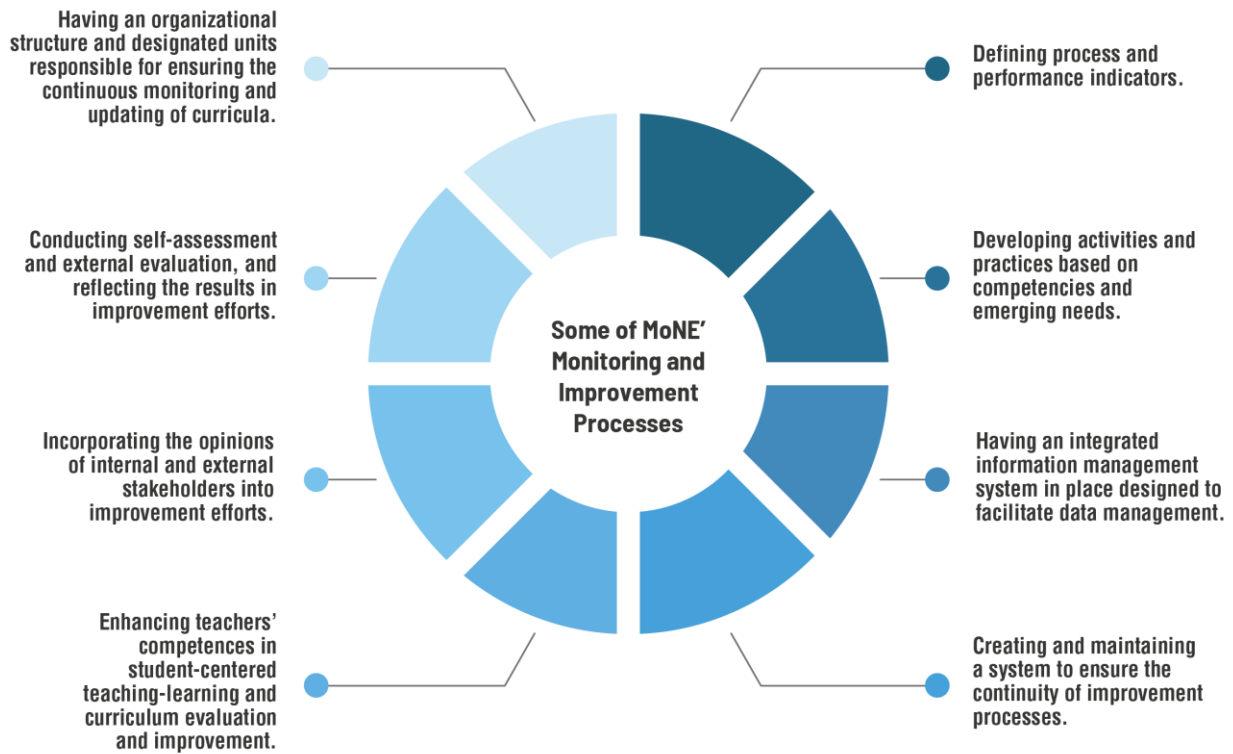


Figure 7 : Some Monitoring and Improvement Processes of MoNE

In addition, MoNE has developed the MoNE Quality Assurance Paper⁵⁶ and other mandatory guidelines within the scope of the Quality Assurance Regulation⁵⁷ formulated under the TQF for its educational processes and assessment-related procedures and submitted them to the TQF Council, ensuring that the relevant processes are carried out in adherence to these documents and guidelines.

3.1.5 Information Management and Feedback Mechanisms

All the services provided electronically by MoNE were integrated into the MEBBIS (Ministry of National Education Information Systems) platform in 2018. The aim of consolidating these services under the umbrella of MEBBIS⁵⁸ was to improve processes and reduce bureaucratic workloads across all executive levels, particularly in schools. Bringing all electronically provided services under the MEBBIS platform contributes to the efficient and seamless execution of information management, feedback, certification, and improvement processes in a faster, more timely, cost-effective, functional, and harmonious manner.

Through MEBBIS, the Ministry has moved many of its tasks and operations into the electronic environment. Information management systems play key roles in certification, improvement, information management and feedback procedures. In this context, MoNE Cloud and the Data

⁵⁶ <https://tyc.gov.tr/uploads/dosyalar/16275538124b41f9c882c499ea154c7a5f067ed3de.pdf>

⁵⁷ <https://www.tyc.gov.tr/sayfa/kalite-guvencesi-i25c3b842-497c-42b6-bcbd-7bbc987e492e.html>

⁵⁸ <https://mebbis.meb.gov.tr/>

Collection Module serve as key examples. MoNE Cloud allows information to be stored, encrypted, and shared.

The MoNE Cloud and Data Collection Module⁵⁹ is an online platform used by MoNE to collect, manage, and analyze data for a series of purposes. This module is utilized to gather data from different stakeholders in the education system (students, teachers, school administrators, inspectors, etc.) and store it in a centralized system. This is how the Ministry receives feedback from stakeholders regarding the Curricula.⁶⁰

The purposes of the MoNE Cloud and Data Collection Module:

- **Monitoring and Evaluation:** Data is collected and analyzed to assess the effectiveness of educational policies, monitor student success, and identify issues across the education system.
- **Planning and Decision Making:** The collected data inform decision-makers in education planning, resource allocation, and policy development processes.
- **Research:** Provides data for research in the field of education.
- **Communication and Information:** The Ministry shares announcements, surveys, and information related to the education system through this module with stakeholders.
- **Educational Projects:** Applications, monitoring, and evaluation processes for various educational projects are carried out through this module.

Example Uses:

- **Student Performance Monitoring:** Data such as academic performance, absenteeism, and exam results are collected to track student success and plan supportive educational programs.
- **Teacher Performance Evaluation:** Data on teachers' professional development needs, lesson activities, and student feedback are collected to evaluate teacher performance and provide professional development support.
- **School Needs Assessment:** Data on the physical conditions of schools, student and teacher numbers, and educational materials are collected to identify school needs and allocate resources accordingly.
- **Educational Project Applications:** Applications for educational projects supported by the Ministry, along with project monitoring and evaluation processes, are conducted through this module.

⁵⁹ <https://bulut.meb.gov.tr/app/tr-TR/App/Transfer/MEBBulut>

⁶⁰ <https://bulut.meb.gov.tr/app/tr-TR/App/Transfer/MEBBulut>

3.2 Education and Qualifications System under the Responsibility of the Council of Higher Education

3.2.1 Structure and Functioning of the Council of Higher Education

In Türkiye, the management, coordination, planning, and supervision of higher education are carried out under the responsibility of the Council of Higher Education, an autonomous institution with public legal entity.

The Council of Higher Education undertakes a series of fundamental and extensive responsibilities in higher education, including the establishment of programs, determination of student quotas, formulation of policies for the training and employment of academic staff, ensuring the effective use of resources allocated to universities under supervision and control, evaluating degrees obtained from foreign countries and recognizing their equivalence, and fostering integrative, continuous, harmonious, and developmental cooperation and coordination among higher education institutions in line with the established principles and objectives.⁶¹ In addition to the Higher Education Supervision Board, the Council is also supported by units responsible for planning, research, development, evaluation, budgeting, investment, and coordination activities.

The Council of Higher Education's academic body, the Interuniversity Council, makes proposals regarding the educational, teaching, and scientific research activities of universities, in line with the planning efforts carried out by the Council.

Higher Education Institutions

In Türkiye, higher education institutions include state universities, foundation (private) universities, and higher vocational schools established by foundations (private). Table 4 shows the changes in the number of higher education institutions in Türkiye over the years.

Table 4. Changes in The Number of Higher Education Institutions in Türkiye Over The Academic Years

CHANGES IN THE NUMBER OF HIGHER EDUCATION INSTITUTIONS IN TÜRKİYE OVER THE ACADEMIC YEARS					
	2015-16	2018-19	2020-21	2022-23	2023-24
Number of Higher Education Institutions	193	207	208	208	208
State Universities	109	129	129	129	129
Foundation Universities	76	73	75	75	75
Foundation Higher Vocational Schools	8	5	4	4	4

⁶¹ The Higher Education Law, <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

Higher education institutions in Türkiye offer associate, undergraduate, and graduate programs (master's, doctoral, and proficiency in art). Associate programs are offered by higher vocational schools, undergraduate programs by faculties, higher schools, and conservatories; while graduate programs are available within institutes. 2024 higher education statistics suggest that Türkiye's higher education system includes 7,235 associate, 9,042 undergraduate, 16,990 master's, 11,999 doctoral, and 158 proficiency in art programs⁶².

In most higher education institutions, the language of instruction is Turkish. Some universities offer a one-year foreign language preparatory program. Upon completion of this preparatory education, students in programs where the language of instruction is entirely Turkish continue their studies in Turkish, while those in programs taught entirely in a foreign language receive education in that language. The majority of programs offered in a foreign language are conducted in English, with some also providing instruction in French, German, and Arabic. In addition, some universities offer programs where at least 30% of the courses are taught in English.

Learning Environments in Higher Education

In higher education, the modes of education include formal education, open education, and distance education. In general, most higher education institutions in Türkiye offer formal education programs, where students are required to attend lectures and participate in practical training.

In 1981, the Higher Education Law No. 2547⁶³ granted higher education institutions the right to offer open education services, and in 1982, Anadolu University launched its open education programs. Since then, the university has been offering associate and bachelor's programs through its Open Education Faculty.

Currently, open education programs are also available at the Faculties of Open and Distance Education at Istanbul and Ankara universities, as well as at the Open and Distance Education Faculty at Atatürk University. Other higher education institutions offer distance education programs at various levels, excluding doctoral programs. Moreover, many institutions now incorporate distance education components into their formal education programs, with a certain percentage of courses delivered remotely.

Financing of Higher Education

Under the Higher Education Law No. 2547⁶⁴, the Turkish higher education system relies on three primary sources of funding for higher education institutions: public funding allocated through the Central Government Budget, private income including donations, tuition fees, publication and sales revenue, movable and immovable assets, bequests, and grants, and revolving fund revenues generated through services and operations.

The budgets of state universities are funded by the public budget and revenues generated from their activities. Meanwhile, foundation universities and foundation higher vocational schools receive financial incentives from the state budget, though these subsidies are minimal and negligible.

⁶² The Higher Education Information Management System, <https://istatistik.yok.gov.tr/>

⁶³ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

⁶⁴ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

Both state and foundation universities provide scholarships to a certain percentage of admitted students. These scholarships may include full or partial tuition waivers and can also take the form of merit- or support-based grants. Some scholarships cover additional needs such as academic materials, meals, accommodation, and even stipends. In addition to these, assistantship and research grant programs are available to support students during their education in Türkiye.

A centralized state scholarship and loan system is in place for Turkish citizens pursuing associate, undergraduate, master's, and doctoral degrees, managed by the Higher Education Loans and Dormitories Institution (KYK). Scholarships for international students are provided by the Ministry of National Education (MoNE) and the Presidency for Turks Abroad and Related Communities (YTB).

Furthermore, international and national support programs are administered by the Council of Higher Education (CoHE). International support programs include scholarships for undergraduate, master's, and doctoral students from countries that have signed protocols or memoranda of understanding with CoHE. Moreover, CoHE offers the "Support Program for International Scientists," targeting foreign doctoral students and postdoctoral researchers.

National support programs by CoHE include the "CoHE Support Scholarship," granted to students enrolled in basic sciences (physics, chemistry, biology, and mathematics) at designated research universities. On the other hand, the "Academic Knowledge Program (AKAP)" facilitates the international placement of academic staff for research purposes, the "Postdoctoral Research Program (DOSAP)" supports postdoctoral academic personnel in conducting research abroad, and the "Young Brains Program (GEP)" enables doctoral students working as research assistants to conduct research abroad related to their dissertation topics.

As part of the collaboration between universities and the private sector, companies offer educational scholarships in fields such as textiles, leather, mining, petroleum, and mapping.

Furthermore, universities designated under the "Regional Development-Oriented Specialization Program" and the "Research-Oriented Specialization Program" receive financial resources through the Presidency of Strategy and Budget. In addition, funding is provided to higher vocational schools established within Organized Industrial Zones (OIZs) through allocations from the CoHE budget.

Access to Higher Education

Since 2018, the Higher Education Institutions Exam (YKS) has been administered by the Student Selection and Placement Centre (ÖSYM) to facilitate the selection and placement of students into higher education programs based on their preferences and performance. This exam is conducted in accordance with principles and procedures established by the CoHE under Article 45 of the Higher Education Law No. 2547⁶⁵. Eligibility to take the YKS includes students currently in the final year of upper-secondary education institutions (high schools or their equivalents, including open high schools), those repeating their final year, graduates of upper-secondary education institutions, and those who have completed upper-secondary education abroad under comparable conditions. The YKS is a three-session exam. All candidates are required to take the Basic Proficiency Test (TYT) to

⁶⁵ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

qualify for placement into any higher education program. Based on their TYT scores, candidates can only apply to associate degree programs. Candidates wishing to apply for undergraduate programs must take the Field Proficiency Exam (AYT) and/or the Foreign Language Test (YDT).

Candidates seeking admission to programs that accept students through special talent exams must also take the YKS. Applications for these programs are submitted directly to the relevant higher education institution, which oversees the exam and evaluation processes. However, as of 2024, CoHE has mandated centralized special talent exams for sports sciences programs. These exams are conducted at designated universities on specific dates. Procedures related to applying for and placement in these programs are handled by ÖSYM.

Graduates of vocational and technical secondary education institutions receive additional points alongside their scores from centralized exams when applying to higher education programs that CoHE considers as a continuation of their field of study.

Principles and procedures for admission of international students and students who have completed their secondary education abroad to higher education institutions are laid down by CoHE. Placement of international students who receive scholarships under international agreements is also managed by CoHE.

During associate and undergraduate education, students have opportunities for intra- or inter-institutional transfers, as well as options to pursue double majors or minors within the same institution.

Admissions to graduate programs are regulated under the “Regulation on Graduate Education and Training”⁶⁶ and are managed by higher education institutions. These programs consider scores from ÖSYM-administered exams, such as the Examination for Academic Personnel and Graduate Education (ALES) and the Test for Foreign Language Proficiency (YDS), in addition to written/oral exams conducted by the institution and the student’s undergraduate GPA.

Türkiye attracts a significant number of international students pursuing undergraduate education. Many of these students are admitted to higher education institutions via the "Türkiye-YÖS" (Türkiye International Student Admission Exam).

Graduates of higher vocational schools and open education associate degree programs who wish to transition to formal or open education bachelor’s programs must achieve sufficient scores on the national centralized Vertical Transfer Exam (DGS), administered by ÖSYM.

Awards by higher education institutions in Türkiye and their corresponding levels are presented in Table 5.

⁶⁶ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=21510&MevzuatTur=7&MevzuatTertip=5>

Table 5. Awards by Higher Education Institutions and Their Levels

AWARDS BY HIGHER EDUCATION INSTITUTIONS AND THEIR LEVELS		
Level of Education	Award	TQF/ EQF Level
Doctorate	➤ Doctoral Degree ➤ Medical Specialization ➤ Proficiency in Art ➤ Specialization in Dentistry ➤ Specialization in Pharmaceuticals ➤ Specialization in Veterinary Medicine	Level 8
Master's Program*	➤ Thesis Master's Degree ➤ Non-thesis Master's Degree	Level 7
Bachelor's Program*	➤ Bachelor's Degree – ➤ Faculty/School/Conservatory	Level 6
Associate Program	➤ Associate Degree	Level 5

In accordance with Article 16(2) of the "Regulation on Graduate Education and Training," individuals who have completed at least ten semesters of undergraduate education, excluding preparatory classes, are deemed to hold a master's degree.

3.2.2 Recognition and Equivalence in Higher Education

All awards by higher education institutions in Türkiye are automatically recognized at the national level. The equivalence of current higher education programs with others is determined by the Council of Higher Education (CoHE).

The recognition and equivalence of awards given by foreign higher education institutions are carried out in accordance with the provisions of the "Regulation on Recognition and Equivalence of Foreign Higher Education Diplomas,"⁶⁷ published on December 5, 2017. This regulation is aligned with the Lisbon Recognition Convention (Convention on the Recognition of Qualifications concerning Higher Education in the European Region) and the Tokyo Convention (Regional Convention on the

⁶⁷ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24138&MevzuatTur=7&MevzuatTertip=5>

Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific). Recognition and equivalence procedures are conducted by the Department of Recognition and Equivalence Services within the CoHE. For students who have earned a diploma from higher education institutions in foreign countries, an equivalence procedure is applied to assess their alignment with the learning outcomes addressed by higher education institutions in Türkiye at the corresponding education level.

If an award is submitted as part of an equivalence application, an award equivalence certificate is issued. Similarly, if a graduation certificate is submitted, a graduation equivalence certificate is issued. Both certificates hold the same validity⁶⁸.

The ENIC (European Network of Information Centres in the European Region) and NARIC (National Academic Recognition Information Centres in the European Union) networks play a crucial role in CoHE's recognition and equivalence operations. CoHE's Department of Recognition and Equivalence Services accommodates the ENIC-NARIC Office, operating as Türkiye's national component of this network. In addition, a Higher Education Institutions Recognition Office functions in coordination with the ENIC-NARIC Office. Within the framework of the applicable legislation, this office conducts research and international correspondence concerning countries' education systems, academic qualifications and accreditation of foreign higher education institutions as well as recognition of awards, degrees, and qualifications obtained from relevant institutions.

3.2.3 Recognition of Prior Learning in Higher Education

Since the 2010s, one of the significant focuses within the Turkish Higher Education System has been the recognition of prior learning. The diversification of lifelong learning opportunities, both nationally and internationally, has brought the recognition of quality non-formal learning to the forefront. In Türkiye, processes for the recognition of prior learning in higher education are carried out under the framework of the "Principles and Procedures Regarding the Recognition of Prior Learning and Assurance of Quality," which was developed by the VQA, CoHE, and MoNE within the scope of the Turkish Qualifications Framework (TQF) and entered into force in 2015.

The recognition of prior learning in higher education is determined by the senates of higher education institutions in line with the fundamental principles established by CoHE. Higher education institutions can recognize students' prior learning to reduce their credit burden and provide course exemptions, thereby enabling them to complete their studies in a shorter time. In this context, CoHE continues its efforts regarding micro-credentials.

3.2.4 Quality Assurance System in Higher Education

Under the "Quality Assurance in Higher Education and Higher Education Quality Council Regulation"⁶⁹ issued in 2015, the Higher Education Quality Board (HEQB) was established to evaluate the quality levels of higher education institutions' educational and research activities and

⁶⁸ Regulation on Recognition and Equivalence of Foreign Higher Education Diplomas,

<https://www.resmigazete.gov.tr/eskiler/2017/12/20171205-4.htm>

⁶⁹ <https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=28996&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5>

administrative services in accordance with national and international quality standards. It also oversees internal and external quality assurance, accreditation processes, and the authorization of independent external evaluation organizations.

In accordance with the aforementioned regulation, *HEQB* operated as a structure affiliated with CoHE until July 1, 2017. Since then, pursuant to Additional Article 35 introduced into the Law No. 2547⁷⁰ upon the Law No. 7033⁷¹, *HEQB* has been functioning as an autonomous public legal entity with administrative and financial independence and a special budget.

Empowered by the law, *HEQB* is primarily responsible for conducting external assessments of higher education institutions, authorizing national program accreditation organizations, recognizing international accreditation organizations, and promoting and internalizing a culture of quality assurance. Within the framework of these responsibilities, *HEQB* serves the Turkish higher education system with the mission of "strengthening the higher education system in Türkiye, enabling individuals to attain universal competences, and contributing to the continuous development of stakeholders through the assurance of quality in higher education."

HEQB is a full member of several international organizations, including the European Association for Quality Assurance in Higher Education (ENQA), the Asia-Pacific Quality Network (APQN), the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and the U.S. Council for Higher Education Accreditation International Quality Group (CHEA/CIQG). As of March 3, 2023, *HEQB* has been officially registered in the European Quality Assurance Register for Higher Education (EQAR) as an institution fully aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Another milestone in the quality assurance system of higher education was the publication of the "Regulation on Ensuring the Quality Assurance of Qualifications to be Included in the TQF"⁷² in 2018. This regulation ensures that all qualifications acquired through various levels of education programs and other learning pathways with quality assurance are included in the TQF. It also stipulates that the criteria for ensuring the quality assurance of qualifications must be determined by responsible institutions -MoNE, VQA, and CoHE- with respect to higher education qualifications, in line with ESG, the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), and compatible national education quality frameworks.

Other organizations operating in the Turkish Higher Education Quality Assurance System include accreditation organizations that conduct program-based accreditation activities. External assessment services for program accreditation in higher education institutions may be delivered by independent external assessment and accreditation organizations authorized or recognized by the *HEQB*.

Program accreditation is optional for higher education institutions in Türkiye. Since the mid-2010s, significant progress has been made in developing the quality assurance system in higher education, with ongoing improvements. All these developments in quality assurance are reflected as notable advancements in Türkiye's Bologna Process scorecard⁷³.

⁷⁰ <https://www.resmigazete.gov.tr/eskiler/2017/07/20170701-21.htm>

⁷¹ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

⁷² <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

⁷³ <https://www.yok.gov.tr/Sayfalar/Haberler/2025/bologna-sureci-uygulama-raporu.aspx>

According to the TQF Quality Assurance Regulation⁷⁴, responsible institutions are required to formulate guidelines explaining how they meet the relevant quality assurance criteria. In this regard, the "Quality Assurance Guide for Higher Education Diploma Programs"⁷⁵ explaining CoHE's quality assurance system was published in 2020. This guide outlines the criteria and processes for establishing and approving higher education programs, initiating and maintaining educational activities, assessing and evaluating program qualifications, and documenting diplomas as well as the procedures to be carried out by the CoHE. Accordingly, the CoHE:

- Sets the minimum standards and criteria required for the establishment of departments and programs at the associate and bachelor's levels,
- Determines the minimum standards and criteria for initiating and sustaining education and training activities in associate and bachelor's programs,
- Approves the merging, transfer, or closure of associate and bachelor's departments and programs when necessary, in line with these minimum standards and criteria,
- Establishes the minimum criteria for ensuring the quality assurance of associate and bachelor's diploma program qualifications,
- Collaborates with relevant ministries, related organizations, and agencies when deemed necessary.

Under the "Quality Assurance in Higher Education and Higher Education Quality Board Regulation"⁷⁶ published in the Official Gazette No. 30604 on November 23, 2018, upon the introduction of Additional Article 35 into the Law No. 2547⁷⁷ in 2017, HEQB operates in cooperation and communication with CoHE to:

- Conduct external assessments of higher education institutions at least once every five years, covering their education and training, research and development, societal contribution, and administrative services, and share the results with the public,
- Authorize national independent external assessment and accreditation organizations providing program accreditation services and issue them a Quality Assessment Registration Certificate,
- Make decisions regarding the recognition of international independent external assessment and accreditation organizations providing program accreditation services,
- Provides guidance for the establishment, operation and improvement of the systems related to the application of quality assurance criteria in higher education institutions, and monitors the processes.

In the Turkish Higher Education System, the quality assurance of associate and bachelor's diploma program qualifications is ensured by fulfilling at least one of the following conditions, as stipulated in Article 7 of the "Principles and Procedures Regarding the Quality Assurance of Higher Education Diploma Programs"⁷⁸:

⁷⁴ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

⁷⁵ <https://tyc.gov.tr/uploads/dosyalar/1612418367aac72134e529afc9ef58a194c3f4dcd5.pdf>

⁷⁶ <https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=28996&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5>

⁷⁷ <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

⁷⁸ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

- The accreditation of programs that have been opened by the Council of Higher Education and authorized for educational and teaching activities, by nationally recognized or internationally recognized independent external assessment and accreditation organizations authorized by the Higher Education Quality Board,
- For programs without accreditation, the fulfillment of the "monitoring and updating criterion for programs" in institutions included in the Institutional External Assessment program of the Higher Education Quality Board,
- For programs without accreditation, finalization of program self-assessment activities as part of the internal quality assurance system in educational and teaching processes, and completion of improvements based on the findings from the self-assessment report.

The efforts aimed at promoting the quality assurance of higher education program qualifications that will be included in the Turkish Qualifications Framework are decided by the TQF Council, where both the Council of Higher Education (CoHE) and the Higher Education Quality Board (HEQB) are represented. These decisions are made in accordance with the Regulation on Ensuring the Quality Assurance of Qualifications to Be Included in the Turkish Qualifications Framework, taking into account the views of the CoHE and the HEQB.

The following section of the report provides a detailed explanation of the structure and components of the quality assurance system in our higher education system.

Internal and External Quality Assurance System in Higher Education Institutions

Higher education institutions establish and implement their internal and external quality assurance systems and carry out institutional and program internal and external assessment processes in accordance with the application principles established by the Higher Education Quality Board⁷⁹.

Internal Assessment Processes

In state universities, the internal assessment processes are systematically integrated into the strategic plan, annual performance program, and activity report. Private higher education institutions, which are not required to prepare these reports, take into account their vision, mission, strategic goals, and quality assurance systems in their internal assessment activities, aligning them with educational, research, and societal contribution efforts, as well as all supporting administrative services.

Higher education institutions draw up their internal assessment reports annually. These reports must detail how quality assurance processes are defined and implemented within the institution, how targeted competencies in the curricula are achieved, how performance indicators are monitored, and how continuous improvement cycles are completed, all supported by relevant evidence⁸⁰.

Higher education institutions upload their internal assessment reports, including details of internal assessment activities, to the web-based system created by the Higher Education Quality Board between January and March each year. These reports are published on the official websites of both

⁷⁹The Quality Assurance Guide for Higher Education Diploma Programs,
<https://tyc.gov.tr/uploads/dosyalar/1612418367aac72134e529afc9ef58a194c3f4dcd5.pdf>

⁸⁰The Quality Assurance Guide for Higher Education Diploma Programs,
<https://tyc.gov.tr/uploads/dosyalar/1612418367aac72134e529afc9ef58a194c3f4dcd5.pdf>

the relevant higher education institutions and the Higher Education Quality Board.

External Assessment Processes

External assessment programs conducted by the Higher Education Quality Board are defined as follows⁸¹:

- **Institutional External Assessment Program (KDDP):** Higher education institutions that have graduated students are required to participate in this program. They are assessed based on all HEQB Assessment Criteria, and provided with feedback through an Institutional Feedback Report (KGBR) that highlights areas for improvement.
- **Monitoring Program:** Two years after being included in the Institutional External Assessment Program, higher education institutions undergo reassessment. The assessment focuses on the areas for improvement highlighted in the KGBR, and feedback is provided through a Monitoring Report.
- **Institutional Accreditation Program (KAP):** Higher education institutions participating in the Institutional External Assessment and Monitoring Programs are assessed according to the HEQB Assessment Criteria. An Institutional Accreditation Report (KAR) is then prepared by the Assessment Team. Based on the KAR, HEQB conducts an internal consistency analysis and issues a decision regarding accreditation. Decisions for full accreditation (for five years) and conditional accreditation (for two years) are sent to the Council of Higher Education for publication in the YKS Higher Education Programs and Quotas Guide.
- **Interim Assessment:** Higher education institutions granted full or conditional accreditation under the KAP are subject to an Interim Assessment process at the end of the second year following the accreditation decision.

Program Accreditation and Authorization and Recognition of Accreditation Bodies

Program-level accreditation activities in Türkiye are carried out by both national and international accreditation bodies. Since 2016, information on accredited programs has been published in Column 16 of the YKS Higher Education Programs and Quotas Guide⁸² (formerly known as the ÖSYS Higher Education Programs and Quotas Guide).

External assessment services for program accreditation in higher education institutions are delivered by independent external assessment and accreditation bodies authorized or recognized by the HEQB. Accepted program accreditations are forwarded to the Council of Higher Education for publication in the YKS Higher Education Programs and Quotas Guide.

For program accreditation to be accepted by the HEQB, national independent accreditation bodies must be authorized by the HEQB in addition to having obtained a Quality Assessment Registration Certificate, while international accreditation bodies must be recognized by the HEQB. The principles

⁸¹HEQB Assessment Programs Guide,

https://yokak.gov.tr/Common/Docs/KidrKlavuz1.4/YOKAK_Degerlendirme_Kilavuzu_3.1.pdf

⁸²<https://www.osym.gov.tr/TR,29532/2024-yuksekokretim-kurumlari-sinavi-yks-yuksekokretim-programlari-ve-kontenjanlari-kilavuzu.html>

and procedures for the authorization and recognition of national and international independent external assessment and accreditation bodies are laid down by the HEQB.

Student Participation in the Higher Education Quality Assurance System

Students are regarded as key stakeholders of the higher education quality assurance activities, and ensuring that they can achieve the intended competences is an essential component of the system. Placing great importance on student participation in quality assurance processes and including a student representative as one of its members, HEQB supports initiatives aimed at spreading this culture among students.

To this end, on October 1, 2019, a Student Commission was established within the HEQB. With the contributions of the HEQB Student Commission, student organizations, such as quality ambassadors and quality communities, have been established in many higher education institutions across the country. Students are now more involved in decision-making processes, and student representation in national accreditation bodies has significantly increased.

3.2.5 Information Management and Feedback Mechanisms

The HEQB has established the Quality Assurance Management Information System (KGYBS) for the internal and external assessment, monitoring processes of higher education institutions, and the accreditation and monitoring processes of accreditation organizations. Higher education institutions submit their internal assessment reports to the HEQB. The assessment teams formed by the HEQB for the assessment of higher education institutions and the reports drawn up as part of external assessment programs are established through the KGYBS.

The applications submitted by national accreditation organizations to get a Quality Assessment Registration Certificate for carrying out accreditation activities, the review of these applications, generation of annual activity reports by the organizations deemed suitable for review, and the monitoring of these organizations are also managed through the KGBYS. KGYBS is available at the web address: www.yokak.gov.tr.

Information about enrolled students, alumni, and academic staff employed at higher education institutions operating in Türkiye is electronically submitted by these institutions to the Higher Education Information System (YÖKSİS). The statistical data obtained from this system in the higher education field is made available to the public by the CoHE via the Higher Education Information Management System (istatistik.yok.gov.tr), which is designed to promote systematic and data-driven strategy and policy development processes.

Since 2019, universities have been annually monitored and assessed within the framework of the criteria determined by the CoHE. The University Monitoring and Evaluation Report, which includes an overall assessment of the universities on an annual basis, is produced by the CoHE. The Monitoring and Evaluation Reports for each university are publicly accessible at <https://www.yok.gov.tr/universiteler/izleme-ve-degerlendirme-raporlari>. The report aims to annually inform stakeholders about the progress of the higher education system, focusing on transparency and accountability.

Feedback mechanisms have been established for all processes conducted by the HEQB. Each year, feedback meetings are held with the executives of higher education institutions involved in institutional assessment processes, as well as with the team leaders responsible for these assessments. The feedback received informs continuous improvements in the HEQB's processes and practices.

For individuals serving as evaluators in the External Assessment Program, feedback is collected through a 360° evaluation, which includes input from the evaluated institution and other team members. This feedback is used in the formation of assessment teams. Furthermore, the HEQB gathers feedback from program managers of programs accredited by accreditation organizations via the Program Accreditation Feedback Form. These responses are collected through the KGYBS developed by the HEQB (<https://yonetim.yokak.gov.tr/account/login>)⁸³.

3.3 Qualifications System under the Responsibility of the Vocational Qualifications Authority

3.3.1 Structure and Functioning of the Vocational Qualifications Authority

The VQA was established in 2006 under the Vocational Qualifications Authority Law No. 5544⁸⁴, as the relevant organization of the Ministry of Labor and Social Security (MoLSS), with the purpose of establishing and managing the vocational qualifications system in Türkiye. The VQA is a public institution with administrative and financial autonomy, operating with a special budget.

The management structure and all organs of the VQA are designed and operated based on a tripartite system that includes major national stakeholders from Türkiye's education system and the world of business, in a democratic manner. The VQA carries out its duties under the guidance of the General Assembly, which includes the Ministry of National Education (MoNE), the Council of Higher Education (CoHE), relevant ministries, public authorities, workers' and employers' unions, professional organizations, and universities. The VQA's Executive Board is elected by the General Assembly for a three-year term, and consists of one representative each from the MoLSS, MoNE, CoHE, professional organizations, workers' and employers' unions. The Chair of the Executive Board also serves as the President of the VQA, and is elected by the board members.

⁸³HEQB Assessment Programs Guide Version 3.1, 2022,

https://yokak.gov.tr/Common/Docs/KidrKlavuz1.4/YOKAK_Degerlendirme_Kilavuzu_3.1.pdf

⁸⁴ Vocational Qualifications Authority Law, <https://www.mylk.gov.tr/tr/haberler/mevzuat/mesleki-yeterlik-kurumu-kanunu>

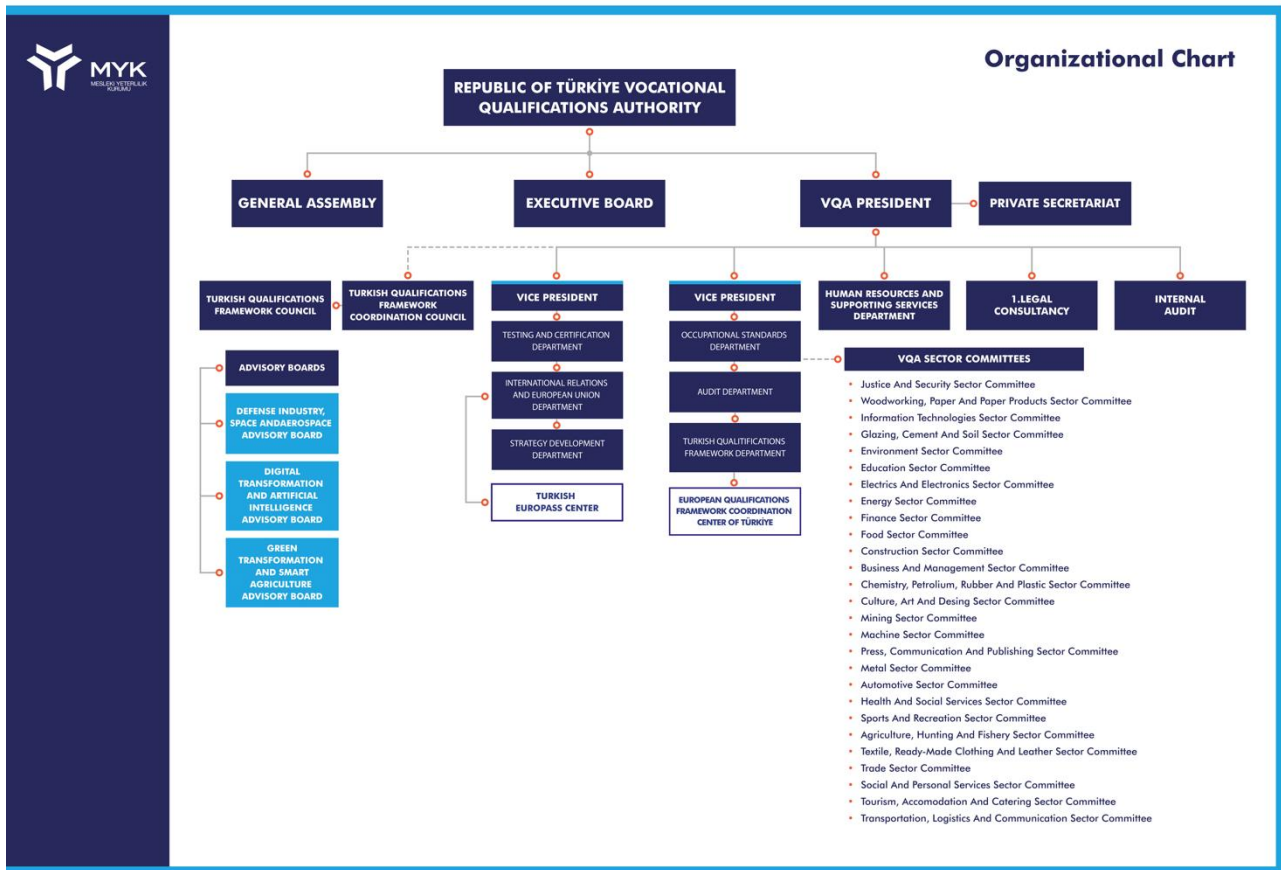


Figure 8 : VQA Organizational Chart

The VQA also serves as the National Europass Centre of Türkiye and the European Qualifications Framework National Coordination Point in Türkiye. The primary tasks of the VQA include⁸⁵:

- Developing and enforcing national occupational standards and national qualifications,
- Establishing and managing an internationally accredited examination and certification system,
- Monitoring and supervising the activities of authorized certification bodies,
- Ensuring that national occupational standards and qualifications are integrated into all vocational and technical education and training curricula, including in secondary and higher education,
- Supporting and promoting lifelong learning,
- Creating and implementing the Turkish Qualifications Framework (TQF) to integrate qualified skilled labor into the workforce and ensure the continuous validity and currency of qualifications in the labor market.

Most of the VQA's outputs are developed and approved by structures created through stakeholder participation. One of the key structures in this process would be the Sector Committees. Sector Committees review and propose national occupational standards (National Occupational Standard - NOS) and national qualifications (National Qualification - NQ), and generate opinions to be submitted to the Executive Board.

⁸⁵ VQA Introductory Book, 2023

The Sector Committees consist of one representative each from the MoLSS, MoNE, CoHE, other relevant ministries, workers' and employers' unions, professional organizations, and the VQA.⁸⁶ To date, Sector Committees have been established in 27 different sectors and continue to function actively. Representatives to sit on the Sector Committees are appointed by the aforementioned institutions/organizations. The appointment of representatives is based on ensuring that those selected have the necessary knowledge, experience, and competence required by the sector and profession.



Figure 9 : VQA Sector Committees

3.3.2 National Vocational Qualifications System

The National Vocational Qualification System (NVQS) encompasses the rules and activities related to developing and implementing technical and vocational education standards, along with the qualifications based on these standards. It also includes authorization, supervision, assessment, certification, and accreditation processes⁸⁷.

In this context, the NVQS is designed as a system where national occupational standards are established, vocational and technical education curricula are formulated in line with these standards, and individuals' vocational qualifications are certified through examinations conducted by authorized bodies.

The NVQS develops national qualifications based on national or international occupational standards, and the processes of examination, assessment, and certification are carried out in accordance with these qualifications. This system acts as a fair, transparent, and reliable bridge between the labor market and the education sector.

⁸⁶Regulations on Principles and Procedures for the Establishment, Duties, and Functioning of the VQA Sector Committees

⁸⁷Presidential Decree on the Organization of Institutions and Organizations Affiliated, Related, or Connected to the Ministries and Other Institutions and Organizations

The monitoring, supervision, and accreditation processes conducted under the NVQS ensure the quality assurance of services related to examinations, assessments, and certifications performed in accordance with national qualifications.

The components of the National Vocational Qualification System are outlined in the figure.

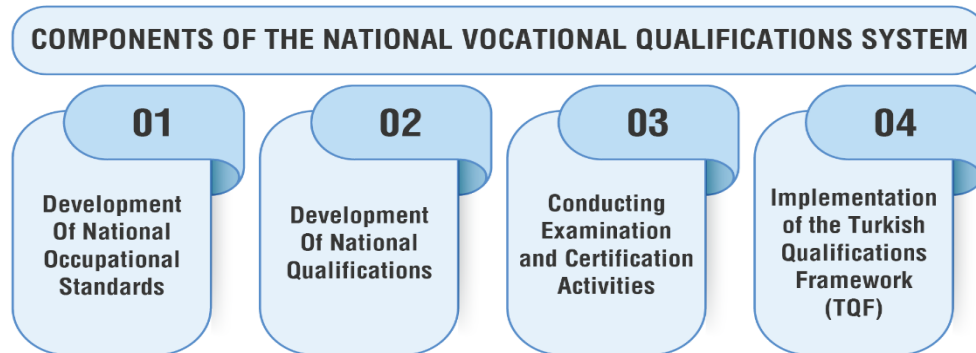


Figure 10 : Components of the National Vocational Qualifications System

NOSs define the knowledge, skills, attitudes, and behaviors required to successfully perform a profession. They outline the conditions of professional practice, the working environment, tasks, procedures, and performance criteria, effectively profiling professions. NOSs are reviewed every five years in line with the needs of the business world and the education sector, depending on industry demands.

NQs are technical documents developed based on national or international occupational standards. They are used for assessment and define the knowledge, skills, and competencies individuals must possess. These qualifications are approved and enacted by the VQA. NQs specify the assessment criteria and processes to determine whether an individual can successfully perform the profession profiled in the national occupational standards.

Figure 11: Key Differences Between National Occupational Standards⁸⁸ and National Qualifications⁸⁹

Key Differences Between National Occupational Standards and National Qualifications	
National Occupational Standards	National Qualifications
Minimum norms that show the knowledge, skills, attitudes, and behaviors required to successfully practice a profession.	Technical documents that measure and assess whether candidates possess the knowledge, skills, and competence necessary to successfully perform a profession.

National occupational standards and national qualifications are developed to strengthen the connection between education and employment, aligning with the needs of the labor market and contributing to the development of a qualified workforce that meets the expectations of working life. Furthermore, national qualifications formulated based on occupational standards serve as inputs for

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https://portal.myk.gov.tr/index.php?option=com_meslek_std_taslak&view=taslak_listesi_yeni&msd=2&dil=2

⁸⁹ https://portal.myk.gov.tr/index.php?option=com_yeterlilik&view=arama&dil=2

assessment and evaluation processes. Institutions seeking to become awarding bodies authorized by the VQA must meet accreditation requirements and base their examination and certification processes on national qualifications.

As highlighted below, NOSs and NQs are utilized in a variety of areas.

- Assessment, evaluation, and certification activities carried out based on national qualifications derived from NOSs play a critical role in identifying individuals with the qualifications demanded by the labor market. In this context, occupational standards serve as inputs for NQs, where the conditions for assessment, evaluation, and certification are defined.
- NOSs are aligned with the vocational and technical education curricula at the secondary level by MoNE and at the higher education level by the Council of Higher Education and universities. This alignment supports the training of individuals who meet the occupational profiles required by the labor market.
- National occupational standards, developed based on job analyses and in view of labor market needs, provide significant inputs for human resources management processes (e.g., formulation of job descriptions, selection of personnel, training, performance assessment, and job valuation) in organizations operating in the labor market.

The third component of the NVQS is assessment, evaluation, and certification. These activities are carried out by awarding bodies authorized by the VQA.

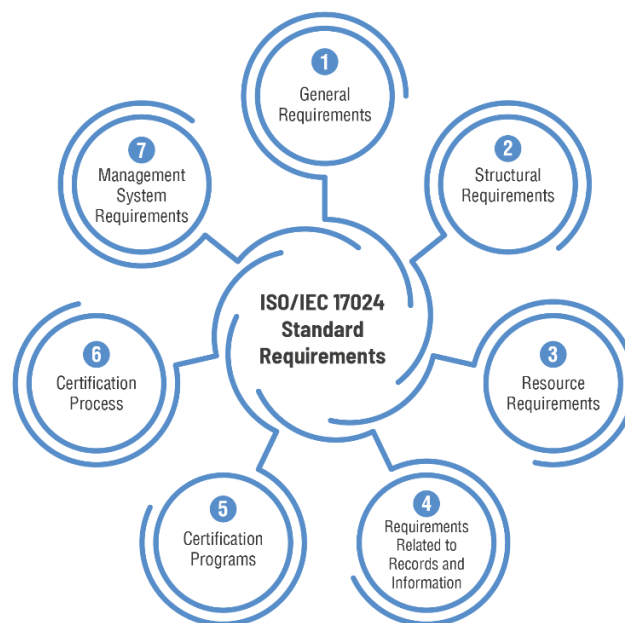


Figure 12 : Requirements for Organizations Subject to the ISO/IEC 17024 Standard

Assessment, evaluation and certification activities based on National Qualifications (NQs) are carried out by awarding bodies authorized by the VQA. These organizations must first be accredited in the relevant qualifications under a system established in compliance with the requirements of the TS EN

ISO/IEC 17024 Standard. This accreditation must be granted by the Turkish Accreditation Agency (TÜRKAK) or by accreditation bodies that are signatories to multilateral recognition agreements within the European Accreditation (EA).⁹⁰ The requirements for organizations subject to the ISO/IEC 17024 Standard are illustrated in Figure 12.

Organizations that meet the accreditation requirements may apply to the VQA for authorization. The VQA evaluates these organizations through a thorough review, inspection, and assessment of their quality management systems and their policies and procedures supporting the assessment, evaluation and certification activities of NQs. Organizations that meet these criteria are authorized to conduct examinations and certifications based on NQs and are designated as Authorized Certification Bodies (ACBs). ACBs are exclusively authorized to conduct examinations and certification activities; they are not authorized to act as training providers. In Türkiye, the authorization of institutions providing training services is subject to the approval of the MoNE. ACBs enable individuals to have their prior learning recognized regardless of how or where these competencies were acquired, without requiring specific educational levels or work experience.

ACBs assess individuals seeking to obtain a VQA Vocational Qualification Certificate in the relevant qualification based on the corresponding NQ document. During assessment and evaluation activities, the learning outcomes and methods specified in the NQs are followed⁹¹.

Assessors (examiners) tasked with conducting assessment and evaluation activities are required to meet minimum criteria established through NQs. While assessors handle the assessment process, certification decisions are made independently by "decision-makers" who meet the same criteria. Decision-makers determine certification outcomes by comparing the evidence provided by the candidate and the assessment results produced by the assessor against the relevant NQ.

The steps required for an organization to become an ACB are shown in Figure 13.

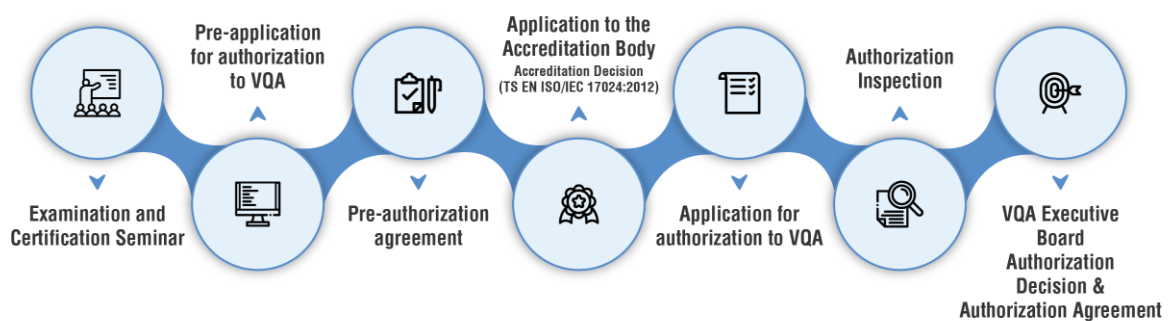


Figure 13 : Steps for Becoming an Authorized Certification Body

Thus, in the assessment and evaluation activities carried out within the scope of the NQS, decision-makers validate the assessment activities performed by assessors. Through the "Internal Verification" system operated by the ACBs, samples of conducted assessment and evaluation activities are

⁹⁰ VQA Quality Assurance Paper , 2023

⁹¹VQA Examination, Measurement, Assessment, and Certification Regulation

constantly taken and subjected to detailed verification. This ensures that all assessors of the relevant bodies carry out assessments with equivalent performance.

Assessment and evaluation activities are conducted consistently, transparently, equitably, and fairly for all individuals, in accordance with pre-determined and announced schedules reported to the VQA via the VQA Web Portal⁹². In the examination schedules submitted to the VQA by the ACBs via the VQA Web Portal prior to the exam, information regarding the candidates taking the exam, the exam assessor, the exam location, and the national qualification under which the exam is conducted is included to ensure transparency. The principles established by the VQA mandate all ACBs to record real-time video footage of the exams they conduct. Candidates who successfully complete the assessment and evaluation process are reported to the VQA via the portal for their certification.

Through this system, which has been quality-assured and accredited according to the international personnel certification standard, individuals who pass the impartial, consistent, fair, and reliable assessments are issued a VQA Vocational Qualification Certificate.

The steps individuals must follow to obtain the VQA Vocational Qualification Certificate are illustrated below:

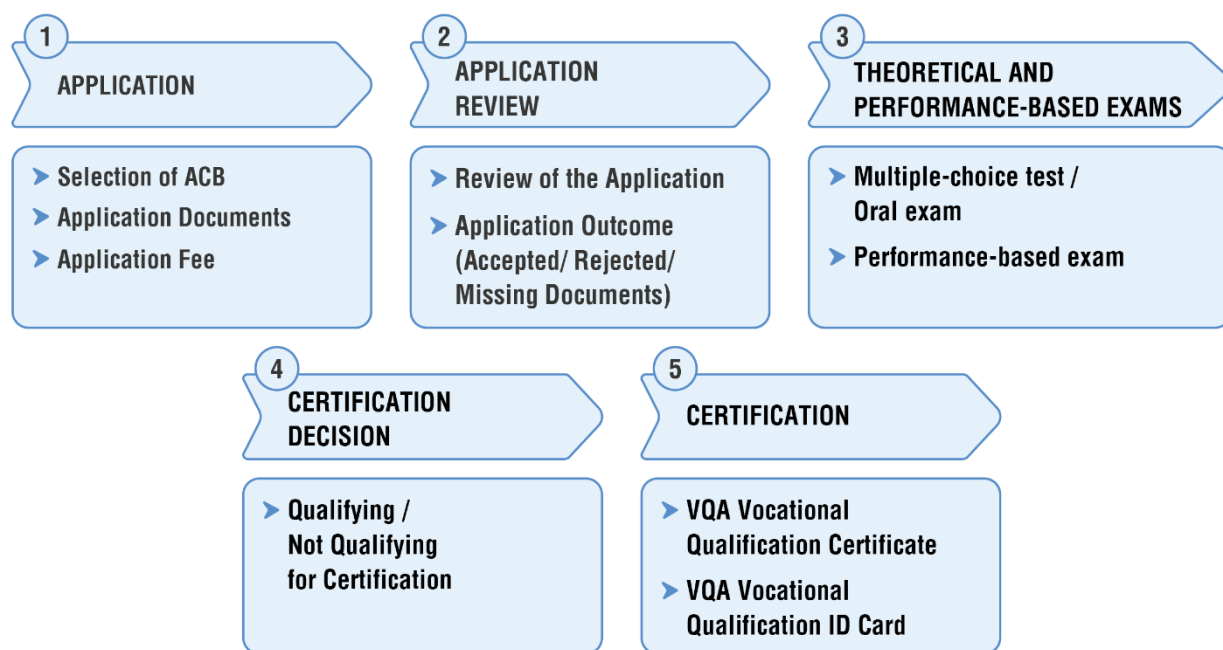


Figure 14 : Steps for Achieving VQA Vocational Qualification Certificate

The VQA Vocational Qualification Certificate is a document awarded to individuals who succeed in the assessment and evaluation activities conducted by awarding bodies authorized by the VQA. These activities are carried out in line with the principles defined in the national qualification(s) at all levels

⁹² <https://portal.myk.gov.tr/>

within the scope of their authorization and demonstrate that the individual has acquired the learning outcomes (knowledge, skills, and competences) specified in the relevant NQ.

3.3.3 Validation of Non-formal and Informal Learning in the Vocational Qualifications System

The VQA carries out activities to validate informal and non-formal learning within the scope of vocational qualifications. The validation of informal and non-formal learning refers to the process by which the knowledge, skills, and competences individuals have acquired in informal and non-formal learning environments are evaluated against appropriate criteria and confirmed by an authorized institution. This process holds critical importance as it opens pathways to further education and new job opportunities for individuals while promoting the efficient use of resources.

In Türkiye, the validation of informal and non-formal learning primarily pertains to vocational learning outcomes. The VQA plays a highly functional role in this regard. Learning outcomes acquired by individuals through formal, informal, or non-formal learning environments are assessed and awarded based on the relevant NQs published by the VQA, regardless of where or how these outcomes were achieved.

The preparation of national occupational standards provides a foundational input for developing NQs that enable assessment and evaluation in the examination and certification processes. These processes are conducted under the supervision and oversight of the VQA. For the qualifications intended for certification, awarding bodies accredited by accreditation bodies that have signed multilateral recognition agreements with TÜRKA or the EA, in compliance with the TS EN ISO/IEC 17024 (Conformity Assessment - General Requirements for Bodies Operating Certification of Persons) standard, are authorized by the VQA. Individuals who succeed in the exams conducted by these authorized certification bodies are awarded VQA Vocational Qualification Certificates.

The VQA Vocational Qualification Certificate is awarded to individuals who achieve success through objective, consistent, fair, and reliable assessment and evaluation within a quality assured framework. As the most concrete result of the efforts related to recognizing non-formal and informal learning provided by VQA, the certificate is available in 440 national qualifications across 23 different sectors and at five distinct levels as of the time of writing this report. VQA Vocational Qualification Certificates are granted to those who successfully complete both theoretical and practical examinations organized by accredited certification bodies that have been authorized by the VQA. These Vocational Qualification Certificates cover a broad array of professions, including reinforced concrete blacksmith, wooden formworker, and steel welder in the construction industry, as well as human resources specialist, SME consultant in the business and management field, car rental consultant, and accountable real estate consultant in the trade sector.

The ultimate aim of the system is to equip the workforce with up-to-date knowledge and skills and to validate and recognize prior learning. The TQF supports the validation of learning outcomes achieved in informal and non-formal learning environments. It provides a comprehensive regulatory framework for the recognition and quality assurance of prior learning. In this context, the Principles

and Procedures for the Recognition of Prior Learning and Quality Assurance⁹³ were published in 2021, establishing specific guidelines and procedures to ensure integration and quality in this area.

As an institution primarily focused on the recognition and certification of prior learning, the VQA has reviewed and made the necessary adjustments to its system in line with the principles and procedures outlined in the TQF. In accordance with the regulation⁹⁴, the process for validating prior learning is implemented in four stages: definition, documentation, evaluation, and certification. By validating prior learning, learners are offered opportunities such as access to programs, exams, exemptions, certification of units, accumulation and transfer of credits, and recognition of qualifications. Furthermore, learners are able to certify their knowledge, skills, and competences in a shorter period, resulting in time and cost savings.

Through the validation of informal and non-formal learning, learners are provided with:

- Access to programs,
- Access to exams,
- Exemptions,
- Certification of units,
- Accumulation and transfer of credits,
- Recognition of qualifications.

Moreover, the process for validation of informal and non-formal learning, which is undertaken by the VQA, is recognized by the Ministry of Labor and Social Security (MoLSS) and other relevant ministries, and is supported by various regulations. In this regard, national regulations aimed at preventing workplace accidents have defined the criteria for employment in many professions under the categories of hazardous and highly hazardous. These regulations stipulate that individuals must hold either formal education qualifications or the VQA Vocational Qualification Certificate in the relevant field. The fact that VQA Vocational Qualification Certificates, obtained through the validation of informal and non-formal learning, hold equivalent rights and exemptions to formal education qualifications for employment access, marks a significant step forward in Türkiye. The transparent quality assurance procedures applied to all processes concerning VQA Vocational Qualification Certificates, along with their positive impact on occupational health and safety, have strengthened trust in the validation of informal and non-formal learning.

3.3.4 Quality Assurance in the Vocational Qualifications System

In an effort to strengthen the relationship between education and employment, integrate qualified labour force with vocational qualifications into the labour market, reduce the number of occupational accidents, and boost productivity, the VQS is intended to set national occupational standards and qualifications that meet the expectations of the business community along with the stakeholders and serve as a source for curricula, and document the knowledge, skills, and competencies of the labour

⁹³ <https://mevzuat.meb.gov.tr/dosyalar/1872.pdf>

⁹⁴ <https://www.tyc.gov.tr/uploads/dosyalar/1692279496e4aacc9669efca42233fa7a239fd33d52.pdf>

force as a part of an international accreditation system with quality assurance, and effectively implement the Turkish Qualifications Framework.

As per its legislation, the VQA has designed its quality assurance system in line with ‘the Quality Assurance Principles for Qualifications that are part of National Qualifications Frameworks or Systems referenced to the EQF’ set out in Annex IV to the EQF Recommendation, and effectively implemented the elements of quality assurance in all aspects of its actions to achieve its intended goals, and made efforts to continuously improve them. The VQA follows a variety of quality assurance mechanisms developed within the body of the European Union in addition to the EQF to run and improve the quality assurance system. To this end, the quality assurance of qualifications is based on EQAVET, the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) and ESG, and an action is in progress to design a structure compatible with the systems acknowledged in Europe for credit transfer.

To maximize the awareness of the departments of the VQA about the quality assurance system implemented as a part of NVQS, informative events and training courses on the VQA’s quality assurance system are regularly held by the organizational leaders and administrative divisions to offer support and guidance services.

Under the Regulation on Quality Assurance of Qualifications to be Included in the Turkish Qualifications Framework⁹⁵, the VQA sets out procedures to be followed for quality assurance in all processes and additional documents as a part of the VQA Quality Assurance Paper published in 2020. The main elements of the VQA’s Quality Policy⁹⁶ include taking actions on a participatory basis that is responsive to the needs and expectations of the business and education communities, delivering services with a sense of continuous improvement in a way open to change and development, being transparent, fair, and accountable in all actions taken and closely following sectoral developments and adopting them as a part of actions.

The fundamental principles of the quality assurance system are as follows as a part of the NVQS⁹⁷;

1. NOSs and NQs shall be developed, verified, and approved based on learning outcomes in cooperation with stakeholders.
2. Measurement and evaluation shall be carried out in a viable and reliable manner based on transparent and commonly-acknowledged learning outcomes set out in the NQs.
3. Measurement and evaluation shall be carried out by awarding bodies authorized by the VQA.
4. Authorized Certification Bodies shall be accredited in accordance with the ISO 17024 standard.
5. Authorized Certification Bodies shall meet the certification criteria set by the VQA.
6. Awarding processes shall be handled in a transparent, impartial, and accessible fashion.
7. Measurement, evaluation, and certification procedures shall be subjected to self-evaluation and external evaluation.
8. External evaluations shall be subjected to regular revisions.

⁹⁵ <https://www.resmigazete.gov.tr/eskiler/2018/03/20180325-1.htm>

⁹⁶ VQA Quality Assurance Document,2023

⁹⁷ VQA Quality Assurance Document,2023

9. Processes shall be run based on clear and measurable goals, criteria, and guidelines.
10. All stakeholders shall engage in processes.
11. A sufficient and pertinent number of resources shall be allocated for all processes.
12. Electronic access shall be available for the outputs of all processes.
13. There shall be processes and feedback mechanisms for continuous improvement.

All departments of the VQA carry out procedures and processes in line with the quality assurance principles. These principles are in total compliance with the quality assurance criteria set out under the Regulation on Quality Assurance of Qualifications to be Included in the Turkish Qualifications Framework.

The instruments that provide access to the principles set out under the NVQS and make the system reliable by being put to use for processes regarding actions and promote the quality assurance are presented in Figure 15.

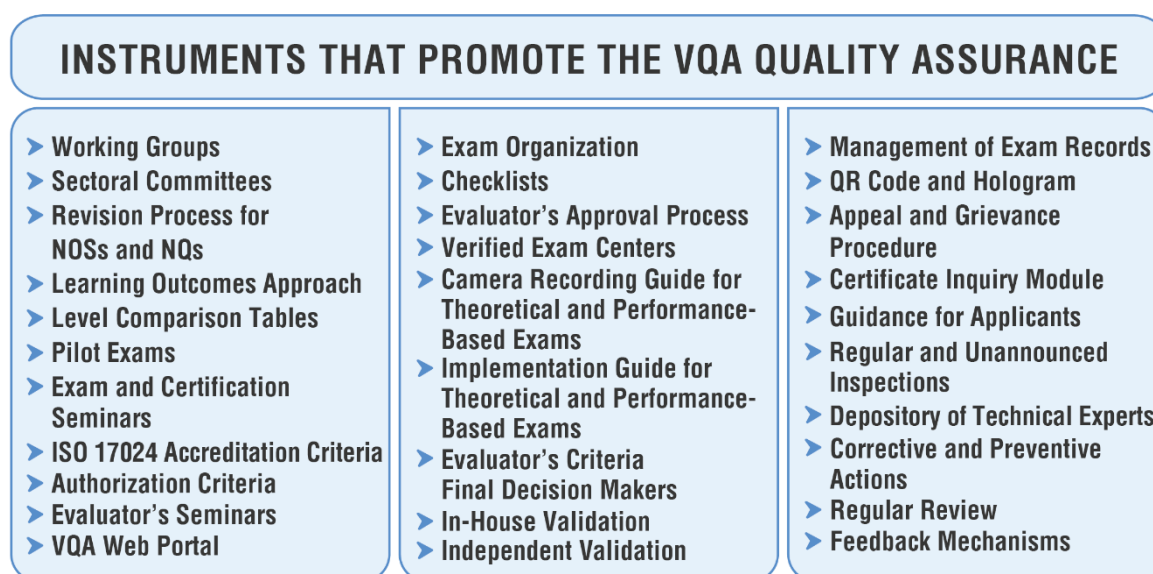


Figure 15 : Instruments that Promote the VQA Quality Assurance

The way to use these instruments is described in the guidelines drawn up as per the legislation⁹⁸.

3.3.5 Information Management and Feedback Mechanism

Made up of representatives of public agencies, employees, and employers for administration, the VQA always involves public agencies, business communities, non-governmental organizations, education institutes, and similar organizations in processes and maximizes stakeholder engagement to take actions under its purview. Suggestions and criticism of in-house and independent stakeholders are taken into account for all actions taken under the NQS and actions of improvement are taken in line with recommendations. In addition, feedback mechanisms that are focused on stakeholders and

⁹⁸ <https://www.myk.gov.tr/tr/page/81> for access to the legislation.

adopt a participatory mode have been created to make sure the VQA takes actions in line with the intended criteria of quality.

The feedback mechanisms are intended to develop positive perspectives in eliminating problems, have an objective point of view, and make sure actions are bought in by stakeholders.

The VQA runs an electronic system of data and documentation for documents, accruals, properties, and staff members. The Electronic Document Management System (EBYS), the Institutional Management System (KYS), the Property Registry Control Program and the VQA Web Portal are currently operated to this end. Any software required for technical purposes has been purchased after establishing the requirements of the main service departments of the authority.

The VQA's legislation describes how and for what information management systems shall be used to achieve quality assurance as a part of its operations, with thorough details about the use of information management systems for procedures carried out by the ACBs.

4. Turkish Qualifications Framework (TQF)

4.1 Purpose and Scope of the TQF

Designed to be compatible with the EQF, the TQF is a national qualifications framework that sets all principles of qualifications acquired by means of vocational, general and academic education and learning programs and other modes of learning, including primary, secondary, and tertiary education.

TQF is intended to develop new qualifications, improve the existing qualifications, recognize prior learning, identify opportunities for horizontal and vertical transfer between qualifications, and achieve the international comparability of qualifications.

A series of main purposes have been set based on the review of many policy and strategy documents on TQF, the establishment of the characteristics of education and learning system and labour market, and thorough analyses over experiences of other countries.

Designed as a framework that is participatory, innovative, and leading the change, the TQF mainly intends to:

- Set a clear, consistent, and transparent method to describe, classify, and compare qualifications,
- Classify all qualifications developed based on learning outcomes and provided with quality assurance through levels at the national level,
- Continuously improve the qualifications system in a way to make sure learning outcomes from prior learning are recognized,
- Provide means to credit and accumulate qualifications and make transition from one to another,
- Make access to qualifications easier,
- Strengthen the relationship between education and employment,
- Contribute to raising employable individuals equipped with recognized and measurable qualifications, and thus to reducing unemployment,

- Make sure effective cooperation is established among organizations with a role in the improvement, implementation, and management of the framework, and all parties including business community and social stakeholders in particular engage and contribute,
- Set fundamental criteria and thus serve a function for comparison to make sure qualifications of other countries are recognized in Türkiye, and Turkish qualifications are recognized overseas.

4.2 Structure of the TQF

TQF has been designed as a single integrated structure for the classification of qualifications in Türkiye to cover all qualifications acquired through education and training programs and other modes of learning, including primary, secondary and tertiary education with quality assurance.

TQF is composed of components such as learning outcomes, level descriptors, qualification types, qualification type specifications, and qualification forms.

Learning Outcomes

Learning outcomes stand for expected changes in one's knowledge, skills, and competence as a result of a learning process⁹⁹. The way these outcomes are set and written determines the quality of education and training, informing the learning process for both learners and teachers.

Built on learning outcomes and levels that signify complexity, TQF makes equivalence and comparability easier. Qualification frameworks, which have been more and more at sectoral, national and international level, are tools designed to compare various qualifications at national and international level, where all qualifications set for national education and training systems are defined based on learning outcomes. Learning outcomes in qualification frameworks are used to describe learning aspects (e.g. knowledge, skills, competence) on the horizontal axis and to determine how learning becomes more complex from one level to another and rises in the vertical dimension.

Based on learning outcomes, the TQF level descriptors address the growing complexity of tasks and environments and how this is expressed at various levels, i.e. in terms of knowledge, skills and competence. As noted in the processes of quality assurance and placement of qualifications into the TQF described in detail in other chapters, all qualifications covered by the TQF are informed by learning outcomes.

TQF Levels and Level Descriptors

The level descriptors make up a mechanism to describe the relevant level of qualification types and refer the TQF to other frameworks¹⁰⁰. The qualification types are a fundamental tool to help set the TQF levels of the qualifications in Türkiye. In addition, it helps categorize various qualifications at the same level.

Learning outcomes of qualification types are compared to relevant level descriptors and the level of qualification types is established. The statements of learning outcomes in the qualification types are

⁹⁹ Guide of Learning Outcomes, 2020

¹⁰⁰ TQF Introduction Book, 2023

expected to be more concise than in the qualification form and more thorough and diverse than in the level descriptors.

The interaction between levels and qualification types provides a maneuvering capability to describe all qualification types and the development of a qualification for each type of learning outcome. The relationship between levels and level descriptors also exists between qualification types and qualification type specifications. Establishing qualification type specifications, which include the elements identified to describe the common characteristics of qualifications as a part of each qualification type, is of capital importance for the effective implementation of the TQF.

The TQF comprises eight levels. These eight levels are described by learning outcomes without taking into account any type and domain of learning.

Statements of learning outcomes that comprise knowledge, skills, and competencies are named level descriptors. Level descriptors are used to determine the level of qualifications and make comparisons to the qualifications of other countries. TQF level descriptors are presented in the following table:

Table 6. TQF Level Descriptors

Level 1	Knowledge	Having general knowledge about oneself and his/her surroundings
	Skill	Having the basic skill to fulfill simple duties
	Competence	Fulfilling simple duties under guidance and supervision
Level 2	Knowledge	Having conceptual elementary knowledge about a job or learning domain
	Skill	Having the basic skill of using information necessary to fulfill duties and eliminate potential simple problems
	Competence	Fulfilling simple duties under supervision with limited autonomy. Being aware of learning needs in line with the Life Long Learning approach
Level 3	Knowledge	Having conceptual elementary and intermediate conceptual knowledge about a job or learning domain
	Skill	Having the skill of choosing and using data, methods, and tools necessary to fulfil duties and solve problems
	Competence	Taking responsibility to fulfil duties Completing a duty in consideration of ever-changing circumstances Setting and meeting learning needs under guidance as a part of lifelong learning

Level 4	Knowledge	Having intermediate theoretical and procedural knowledge and above intermediate factual knowledge about a job or learning domain
	Skill	Having cognitive and practical skills to fulfill functions specific to a job or learning domain and offer solutions for problems
	Competence	Taking full responsibility to complete duties under predictable and yet ever-changing circumstances Supervising ordinary duties fulfilled by others, taking limited responsibility for the review and improvement of the duties Meeting learning needs as a part of lifelong learning and setting future learning goals under guidance Being aware of the relationship between knowledge, skills, attitudes and actions concerning a job or learning domain and ethical issues and social problems
Level 5	Knowledge	Having specific, thorough, theoretical, and conceptual knowledge about a job or learning domain, being aware of limitations
	Skill	Having essential, thorough, cognitive, and practical skills to offer creative solutions for concrete and abstract problems with set limits
	Competence	Managing and supervising under unpredictable circumstances Assessing and improving the achievement level of oneself and others Interacting about a task in a job or learning environment including the management of projects Having an overall awareness of the scope of lifelong learning specific to a job or learning domain and its relationship with formal and non-formal education and informal learning pathways Being aware of the relationship between knowledge, skills, attitudes and actions concerning a job or learning domain and social and ethical issues and responsibilities
Level 6	Knowledge	Having advanced theoretical, methodological, and conceptual knowledge about a job or learning domain in a way to cover a questioning perspective
	Skill	Having advanced skills of expertise and innovation necessary to solve complicated and unpredictable problems concerning a job or learning domain that requires expertise

	Competence	Taking responsibility and making decisions in unpredictable job or learning environment and managing complex technical or professional actions or projects under the circumstances Taking responsibility for the management of the professional development of individuals and groups Having experience in the implementation of concepts, policies and tools of lifelong learning specific to a job or learning domain and their relationship with formal and non-formal education and informal learning pathways Being aware of social and ethical values as a part of assessing a job or learning
Level 7	Knowledge	Having specialized knowledge, some of it at the most advanced level, which forms the basis for original ideas and/or research specific to a job or learning domain Having a critical perspective on knowledge issues in the field and at the interface of various disciplines related to the field.
	Skill	Having advanced skills in problem solving in research and/or innovation intended to generate new knowledge and methods for a job or learning domain and to integrate knowledge from various disciplines. Having the ability to comprehend, design, implement and adapt advanced research procedures as a team member or autonomously in partial capacity.
	Competence	Managing and transforming job or learning domains that are unpredictable, complex and require new strategies. Having experience in managing change in a complex environment. Taking responsibility to add to professional knowledge and practice and/or to assess the level of strategic achievement of teams. Providing leadership in the concept, policy, tools and practice of lifelong learning for a job or learning domain and knowledge of the interface between disciplines, and their relationship to formal and non-formal education and informal learning pathways. Integrating knowledge and making decisions specific to a job or learning domain, taking into account social and ethical issues and responsibilities.

Level 8	Knowledge	Having the most advanced systematic knowledge of theories, practices, methods and techniques specific to a job or learning domain and the capacity to make critical analyses. Having the most advanced level of interface knowledge in various job or learning environments concerning a job or learning domain.
	Skill	Having specialized skills that require the use of the most advanced knowledge, methods and techniques, including synthesis and assessments, to solve critical problems in cutting-edge research and/or innovation specific to a job or learning domain, to expand and redefine existing knowledge or professional practice. Having an autonomous ability to comprehend, design, implement and adapt advanced research processes. Having the skills to solve new and complex problems that require the adoption of methods and tools in various disciplines.
	Competence	Demonstrating high competence, innovation, autonomy, scientific and professional coherence and competence in the development of cutting-edge new ideas and processes in a job or learning domain, including research. Leading in the development of new and original methods that redefine or expand the existing knowledge or professional practice specific to a job or learning domain, Developing original policies and practices on issues related to the development of lifelong learning specific to a job or learning domain and interface knowledge between disciplines in unpredictable, complex and innovative environments, and promoting it through formal and non-formal education and informal learning, Generating new knowledge for a job or learning domain, taking into account social and ethical issues and responsibilities,

Qualification Type Specifications and Qualification Types

Under TQF, qualification types are described by using qualification type specifications, which help distinguish between qualifications at the same level but with significant differences in terms of their functions, learning outcomes, credit values and/or orientation. Qualification Type Specifications are one of the building blocks of the TQF. They include common learning outcomes of qualifications under a certain type.

For access to Qualification Type Specifications approved by the TQF Council, please visit the TQF website and go to the section for publications.¹⁰¹

Following the analyses conducted in the TQF development phase, a decision was made to identify and use various types of qualifications in addition to the levelling, as it was foreseen that using only the levelling as a reference would make effective classification a challenge.

A qualification type¹⁰² stands for classified groups of qualifications with similar characteristics in functions, learning outcomes, credit value or general, vocational, and academic orientation while being at the same level of TQF. Qualification types are not related to a certain learning domain. Qualification types help distinguish between qualifications at the same level but with significant differences in terms of their functions, learning outcomes, credit values and/or orientation.

Associate Degree at Level 5 and Vocational Qualification Certificate at Level 5 and Master's Certificate at Level 4 are some examples for qualification types. As for TQF qualification type specifications, each type of qualification is used as a part of the training system and is known by learners and employers (e.g. Skilled Worker Certificate, Level 4 Course Completion Certificate, Master's Degree).

How the main types of qualifications education, training and qualification systems in Türkiye are classified and levelled is presented in the table. Apart from the types presented in the table, there are other qualification types in teaching and qualifications systems. Qualification types are established as a result of thorough efforts as a part of the TQF implementation process. Qualifications described based on learning outcomes and provided with quality assurance are placed at the corresponding level.

TQF qualification types and levels are established in cooperation with responsible bodies. Competent authorities are free to suggest additional types to be included in the TQF in line with the criteria, procedures, and requirements established since some qualifications may turn out to be redundant or some additional ones are needed as they analyze them.

Qualification Form

It is a document that describes fundamental terms such as the purpose of qualifications, learning outcomes, level, measurement and evaluation methods, entry and achievement requirements, and progression routes. This form has been drawn up in a way to align with the areas of qualification information set out in Annex 6 of the European Qualification Framework's Recommendation¹⁰³ for Lifelong Learning and presented in Table 7.

¹⁰¹ <https://tyc.gov.tr/yayinlar?kategoriId=17ea6ce7-8885-4f2d-aaa4-174a0833a09c&search=>

¹⁰² TQF Certificate, 2015

¹⁰³ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01))

Table 7. Qualification Form

QUALIFICATION FORM		
Code of Qualification		
Title of Qualification		
Responsible Body		
Responsible Body's Contact Info		
Responsible Body's URL		
Orientation		
EQF Level		
TQF Level		
Classification (Theme)		
Classification (Vocational Code)		
Category		
Credit Value		
Normal Duration of the Program		
Profile (Purpose) of the Program		
Learning Environment		
Learning Outcomes (Description)		
Key Competences		
Measurement and Evaluation Methods		
Quality Assurance		
Entry Requirement		
Success Requirements		
Progression Routes (Type of Relationship)		
Legal Basis (Optional)		
Expiry Date (If Any)		
Website for Access to Qualification		

4.3 TQF's Relationship with EQF

TQF and EQF stem from the objective to recognize and compare training and vocational qualifications. Both frameworks are intended to describe qualifications acquired by individuals as a part of their education and professional career in a more transparent, consistent, and comparable manner based on learning outcomes. While TQF makes it easier to classify and recognize the qualifications in Türkiye at the national level, EQF makes it easier to compare and recognize qualifications between the countries, creating a common language and structure across Europe.

There is a strong correlation between TQF and EQF. TQF has been established in parallel with the eight-level architecture of EQF while both frameworks adopt similar methods to describe and classify qualifications acquired by individuals. The TQF has been built on the principles and architecture of the EQF, thus helping classify, compare, and recognize the qualifications in Türkiye in accordance with the European standards.

In this sense, the interaction between TQF and EQF can be summarized as follows:

- **Level Matching:** TQF and EQF have eight levels. Each level of TQF is matched with the corresponding level of the EQF. The matching helps align the qualifications in Türkiye with the qualifications in Europe.
- **Learning Outcomes:** Both frameworks are focused on learning outcomes. Learning outcomes are described under three main themes: Knowledge, skills, and competence. Adopting the EQF's structuring, TQF follows these standards to describe the qualification in Türkiye.
- **Recognition of Awards:** Harmonizing TQF with EQF helps qualifications in Türkiye gain recognition across Europe more easily. This makes it easier for people to study or work abroad. In addition, it helps the qualifications in Europe gain recognition in Türkiye.
- **Transparency and Comparability:** One of the shared goals of TQF and EQF is to enhance transparency and make qualifications comparable. TQF describes and classifies qualifications in Türkiye in a clear and transparent manner. This also helps employers, education institutes, and individuals have access to a clearer set of information about qualifications.

Aligning the TQF with the EQF is crucial for the integration between Türkiye and Europe in education. This process takes a thorough effort and cooperation. The stakeholders in Türkiye engaged in and contributed to the alignment process, and the TQF's architecture was designated for education and labour market needs. A qualifications framework specific to Türkiye has been developed, tapping into the experiences of other countries.

TQF and EQF stand out as robust structures that help recognize and compare the qualifications of individuals in education and professional career. TQF helps recognize and compare the qualifications in Türkiye at the national and international level while EQF makes it easier to align and recognize the qualifications across Europe.

Aligning TQF with EQF is a key step that reinforces the integration of the Turkish and European education and labor markets. The alignment helps mutually recognize and compare the qualifications of people of Türkiye in Europe and of people of Europe in Türkiye. Compared to other regional

frameworks similar to EQF, TQF provides a more intelligible and comparable environment for qualifications to many countries around the world.

4.4 Quality Assurance under TQF

The TQF is intended to recognize qualifications based on learning outcomes and the level principle, offer transparency and comparability among qualifications, and modernize the education system. In line with these objectives, the goal is to facilitate the employment and mobility of people and add to their lifelong learning.

Quality assurance of qualifications is the most important instrument to achieve these goals beyond any doubt. In short, the quality assurance of all qualifications under the TQF is the most important step of this structure.

The Article 10 of the Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework (TQF Regulation)¹⁰⁴ stipulates that all quality assured qualifications acquired through education and training programs and other learning pathways shall be included in the TQF and the legislation on the quality assurance of the qualifications to be included in the TQF shall be published in the Official Gazette upon the approval of the TQF Coordination Council¹⁰⁵.

Drawn up to this end, ‘the Regulation on the Quality Assurance of Qualifications to be included in the TQF¹⁰⁶ (TQF Quality Assurance Regulation)’ entered into force on March 25, 2018 upon publication in the Official Gazette. The Regulation includes arrangements on quality assurance of all qualifications issued as a result of formal and non-formal education and training programs and validation of non-formal and informal learning, establishment of quality assurance criteria and roles and obligations of organizations mandated with quality assurance.

The Regulation on TQF Quality Assurance sets out quality assurance criteria that must be met by all quality assurance systems. Responsible Bodies (MoNE, CoHE, and VQA) shall develop and operate a quality assurance system that meets the quality assurance criteria in a way to fit their own qualifications.

Main Goals and How It Works

The purpose of quality assurance under TQF is to reinforce the National Qualifications Systems in transparency, consistency, and quality. The TQF promotes the establishment of mechanisms for consistent assessment and evaluation of individuals' learning outcomes, regardless of where and how they are acquired. The quality assurance thus helps all stakeholders including learners, families and the society as a whole put their trust in the qualifications system.

TQF quality assurance model has been designed in a way to be compatible with the applicable regulations rather than replace the applicable regulations on quality assurance. TQF Councils are

¹⁰⁴<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

¹⁰⁵ Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework (<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>)

¹⁰⁶ <https://www.resmigazete.gov.tr/eskiler/2018/03/20180325-1.htm>

mandated to safeguard the integrity of the TQF. This means all qualifications under TQF meet the criteria of quality assurance. As a part of the mandate, the TQF Council revises and offers feedback on quality assurance arrangements developed and implemented by Responsible Bodies.

General Responsibilities

The mandate for quality assurance under TQF has been issued for authorities mandated with various qualification types. These authorities are mandated to align quality assurance processes and procedures with the TQF legislation. The TQF quality assurance criteria and requirements are intended to complement and support, rather than replace, the existing quality assurance processes and procedures.

Each Responsible Body should draw up a ‘Quality Assurance Document’ supported by a set of guidelines showing how it and its authorized training and awarding bodies meet the quality assurance criteria.

Responsible Bodies: They are the Ministry of National Education, the Council of Higher Education, the Vocational Qualifications Authority and agencies and organizations set out in the applicable national legislation or international convention. Competent authorities have an overall obligation to develop and implement quality systems, monitor and evaluate how they work and make plans for the continuous improvement of qualifications based on their evaluation.

They shall also submit quality assurance papers to the TQF Council describing the systems they have developed in accordance with the quality assurance criteria and implement the approved quality assurance systems.

The Quality Assurance Paper is a blanket certificate describing the Responsible Body’s high-level approach to quality assurance. This certificate describes how the quality obligation is delegated as a part of the authority’s quality assurance system.

The Compulsory Guideline sets out the following processes and procedures of the Responsible Body in detail:

1. Drawing up and approving a qualifications form
2. Measurement and evaluation
3. Documentation
4. Self-evaluation and external evaluation
5. Information management systems and feedback mechanisms

The Quality Assurance Paper and the Guidelines should serve to inform the implementation of all Responsible Bodies’ procedures for qualifications, including those carried out by training providers and awarding bodies, and to monitor and evaluate the performance of all parties.

Quality Assurance Criteria

Quality assurance is built on 11 criteria under TQF. Each criterion covers a series of requirements that quality assurance processes and procedures must meet. Quality indicators show how to prove alignment with the quality criteria that they are associated with¹⁰⁷. Quality Assurance Criteria are as follows:

1. A qualification form shall be drawn up and approved.
2. A viable and reliable measurement and evaluation process shall be run.
3. Documentation processes shall be carried out in a transparent and impartial manner.
4. Processes for qualifications shall be subject to self-evaluation and external evaluation.
5. Any department, team or organization that conducts an external evaluation shall be subject to a regular review.
6. Actions shall be taken for improvement based on the results of self-evaluation and external evaluation.
7. Stakeholders shall engage in processes on qualifications.
8. Processes on qualifications shall be carried out based on clear and measurable goals, criteria, and guidelines.
9. A sufficient and pertinent number of resources shall be allocated for all processes.
10. Feedback mechanisms shall be developed and implemented.
11. Electronic access shall be available for the outputs of all processes.

It is important to align the quality assurance criteria set under TQF with the quality assurance criteria set under EQF in an effort to promote the mobility of individuals. That is why Responsible Bodies shall establish and operate respective quality assurance systems in line with the following where appropriate under the Regulation on the Procedures and Principles Concerning the Implementation of the Turkish Qualifications Framework¹⁰⁸.

- Quality Assurance Principles for Referencing the National Qualifications Frameworks or Systems to the European Qualifications Framework (EQF)
- The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- For vocational qualifications: European Quality Assurance in Vocational Education and Training (EQAVET)
- European Guidelines for Validating Non-Formal and Informal Learning.

Organizations interested in placing their qualifications into the TQF are required to establish and operate a system that meets the TQF quality assurance criteria and also comply with certain international guidelines.

¹⁰⁷ TQF Quality Assurance Handbook, 2023

¹⁰⁸ <https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

4.5 Qualifications Database of Türkiye (Register)

There are various types of qualifications issued by many agencies and organizations in Türkiye. However, some challenges were encountered at both national and international levels since there is no database where these qualifications are collectively presented and made publicly available. Thus, a national database has been established to compile all the qualifications awarded in Türkiye and describe them along with learning outcomes. To carry out the procedures in relation to the database, Procedures and Principles on Development, Functioning, and Updating of the Qualifications Database have been put into effect under the TQF Regulation¹⁰⁹.



Figure 16 : Türkiye Qualifications Database Logo

National qualifications databases are data management systems that involve qualifications that are part of the national qualifications framework and meet the criteria, and demonstrate qualifications placed in the national qualifications framework. Such systems can offer a great deal of data about qualifications and help thoroughly compare and filter all contents of qualification¹¹⁰.

On the page where the qualifications included on the TYVT are published, details including the title of the qualification, its description, learning outcomes, EQF and TQF levels, language, details of the competent authority, ISCED (International Standard Classification of Education) and ISCO (International Classification of Occupational Standards) code, expiry date, acquisition routes, and progression routes. Functions such as comparing and contrasting qualifications, filtering by thematic codes and learning outcomes, etc. can be performed in the future on the TYVT, which currently enables to list the existing qualifications by competent authorities and levels. At the time of this report, initiatives are in progress to enhance these functions and to categorize qualifications based on their attainment in formal, non-formal, and informal learning settings.

Qualifications certified and described based on learning outcomes are included in the database. Making publicly available the qualifications with quality assurance in the TYVT entered into force upon the TQF Coordination Council's Resolution dated July 2024. Therefore, only qualifications placed in the TQF are released in the TYVT while there are over 32,000 qualifications under the purview of various organizations.

Qualifications that have yet to be placed in the TQF are reviewed on the portal and actions are taken when needed. Qualifications that meet the TQF placement criteria are placed in the TQF upon the completion of the processes and made publicly available in the database.

¹⁰⁹<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

¹¹⁰https://webupload.gazi.edu.tr/upload/1102/2023/5/9/c2aaa5b7-473b-4be2-85ae-d078a4061a00-isbn_2022-2nd-international-conference-on-informatics-and-computer-science.pdf

This way, no matter how many qualifications are organized in a country or region, they can all be placed on the same platform and the largest possible number of qualifications can be compared and benchmarked against one other.

Qualifications listed in the TQF, along with those available in Türkiye but not yet part of the TQF, can be found on the [TYVT portal](#). This portal also features qualifications from other relevant organizations that provide qualifications outside of MoNE, VQA, and CoHE.

4.6 TQF's Logo and Its Use

The Turkish Qualifications Framework (TQF) logo is a symbol of aligning the national qualifications with the European Qualifications Framework (EQF). The logo was designed to boost the domestic and international recognition of the qualifications in Türkiye and highlight their quality. The use of the logo enhances the visibility of the TQF, raises the awareness of the stakeholders, and helps mainstream the TQF.

TQF's logo was designed in line with the criteria set by the Vocational Qualifications Authority (VQA). The criteria, colors, size, and format of the logo were drawn up based on the standards set by the VQA. The logo is a symbol designed to be used in qualifications certificates and relevant documents included in the Turkish Qualifications Framework.

The VQA is authorized to determine and upgrade the TQF's logo and communicate it to competent authorities. To this end, 'the Principles and Procedures Concerning the Use of the Turkish Qualifications Framework Logo' ¹¹¹ have been developed and made publicly available. Among the roles of the VQA for the use of the logo are drawing up the logo, communicating it to competent authorities, and taking actions for monitoring and inquiry to prevent its unauthorized use.

Responsible bodies have certain roles and obligations concerning the use of the logo. These authorities are mandated to use the logo only over qualifications included in the TQF. In addition, they have to prevent the unauthorized use of the logo and immediately report it to the VQA in case of any unauthorized use. Responsible bodies are free to use the logo along with their own title and/or logo whereas they must seek permission from the VQA to use the logo in a non-standard size.

The effective use of the TQF's logo plays a key role in boosting the domestic and international recognition of the qualifications in Türkiye. The logo enhances the recognition of the TQF especially among the stakeholders of education, learning, and labor markets, and adds to the mainstreaming of the framework. Additionally, the use of the logo on various platforms is critically important for the global reputation and recognition of Türkiye's qualifications system.

TQF's logo signifies the quality and reliability of the national qualifications, and also shows that the qualifications are comparable to and aligned with the other qualifications in Europe. That is why the correct and adequate use of the logo is viewed as a crucial element to boost and mainstream the TQF.

¹¹¹ *Entering into force upon the TQF Coordination Council's Resolution No. 2023/01 of 19.12.2023, [the Procedures and Principles on the Use of the Turkish Qualifications Framework Logo](#).*

5. Responses to EQF Referencing Criteria

Criterion 1

The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.

Bodies responsible to improve and implement the Turkish Qualifications Framework are divided into two categories based on their function and role. One is administrative bodies with stakeholder engagement mandated for the operation and improvement of the TQF while the other one is bodies mandated for the qualifications included in the TQF.

A- TQF Administrative Bodies:

These bodies are mandated to set, plan, implement and develop policies in relation to the TQF, coordinating all stakeholders and with EU organizations on the European Qualifications Framework and Europass. Their roles and responsibilities are clearly set out under by the Regulation on the Procedures and Principles for the Implementation of the Turkish Qualifications Framework¹¹² published in the Official Gazette No. 29537 of 19.11.2015. There are four bodies mandated with the management of the TQF. They are the TQF Council, the TQF Coordination Council, the Consultation Committee, and the Department of Turkish Qualifications Framework, and their roles and responsibilities are as follows¹¹³.

TQF Council: The roles and responsibilities of the TQF Council were set under the Roles, Operational Procedures and Principles of the Turkish Qualifications Framework Council¹¹⁴ in detail. The TQF Council is mandated to make decisions concerning the improvement and implementation of the TQF. One of the distinctive aspects of the council is that there is an equal number of representatives from public and social partners. Comprising 22 members, the Council is made up of 11 public agencies and 11 social parties. All council decisions are made unanimously.

The public officials represented in the TQF Council include five members from the Ministry of National Education out of general directors, four members to be named by the Presidency of the Council of Higher Education out of members of the Executive Board of the Council of Higher Education, one from one of the university presidents in office, two out of the members of the Council of Higher Education in the Higher Education Quality Board and one member to be named by the National Student Council of Higher Education Institutions, in addition to three members from the Vocational Qualifications Authority, the social parties including one member from the Union of Chambers and Commodity Exchanges of Türkiye, one member from the Confederation of Turkish Tradesmen and Craftsmen, one member from each of the three confederations of labour unions with the largest number of members, one member from each of the three confederations of civil servants‘

¹¹² Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework published in the Official Gazette No. 29537 of 19.11.2015.

¹¹³ Article 255 of the Presidential Decree No. 4 published in the Official Gazette No. 30479 of 15.07.2018.

¹¹⁴ Turkish Qualifications Framework Coordination Council’s Resolution No. 2020/1 of 14.02.2020 published on the Roles, Procedures and Principles of the Turkish Qualifications Framework Council.

unions with the largest number of members, including representatives of education unions, and one member from the confederation of employers' unions with the largest number of members.

The roles of the TQF Council are as follows:

- Developing a three-year action plan for the implementation of the TQF,
- Establishing the procedures and principles for the quality assurance of qualifications to be included in the TQF,
- Establishing the procedures and principles to be adopted to include qualifications in the TQF,
- Establishing the procedures and principles to be adopted for appeals against decisions concerning the implementation of the TQF,
- Draw up criteria for qualifications to be included in the TQF,
- Establishing the procedures and principles to create, operate, and upgrade the Qualifications Database,
- Establishing the procedures and principles regarding the horizontal and vertical transition among the qualifications to be included in the TQF, as well as credit accumulation and transfer,
- Establishing the procedures and principles regarding the recognition of prior learning and ensuring quality assurance,
- Establishing the procedures and principles for the identification of the existing qualification types, determination of new qualification types and updating and cancellation of qualification types,
- Establishing the procedures and principles to upgrade, modify, and cancel qualifications,
- Establishing the procedures and principles for the publication of qualifications and use of qualifications by training providers and awarding bodies,
- Establishing procedures and principles to upgrade the TQF,
- Establishing procedures and principles for the use of the TQF's logo,
- Developing a communication strategy to raise the domestic and global awareness about TQF,
- Making suggestions to the Coordination Council regarding the qualifications requested to be included in the TQF,
- Commissioning monitoring and evaluation reports on the implementation of the TQF and communicating them to the Coordination Council,
- Making suggestions to the Coordination Council regarding the preparation, development and updating of the TQF,
- Publishing reports on the functioning of the quality assurance systems regarding qualifications,
- Establishing the working groups required for the implementation and improvement of the TQF,
- Submitting annual reports to the Coordination Council,
- Making suggestions and proposals on issues within its purview requested to be discussed by the Coordination Council.

TQF Coordination Council: Of the TQF administrative bodies, the TQF Coordination Council is the highest decision-making body with roles and responsibilities set out in the applicable legislation¹¹⁵.

TQF Coordination Council has three members: Deputy Minister to be assigned by the Minister of National Education, the President of the Council of Higher Education, or Vice President to be assigned by the Head of the Council of Higher Education, and the President of the Vocational Qualifications Authority. TQF Coordination Council convenes with the attendance of all members and makes unanimous decisions.

The roles and obligations of the TQF Coordination Council are as follows:

- Evaluate and approve the TQF Council decisions,
- Monitor and evaluate TQF-related practices,
- Ensure cooperation among competent authorities on issues related to the implementation of the TQF and quality assurance of qualifications,
- Provide coordination for national and international consultations on TQF,
- Take measures to assign staff members in organizations that it represents to improve and implement the TQF.

Consultation Committee: It is the largest community out of the TQF administrative bodies where stakeholders to be proposed by the TQF Council are represented to evaluate issues concerning the Turkish Qualifications Framework and express views on them.

Department of Turkish Qualifications Framework: It is mandated to take and monitor actions for the establishment and operation of the TQF bodies.

The roles and obligations of the Department of Turkish Qualification Framework are as follows:

- Take actions to establish, improve, upgrade, and operate the TQF and coordinate efforts with competent bodies.
- Take actions for the establishment, operation, and perpetuation of councils and bodies set out in the TQF.
- Take actions for referencing the TQF to the European Qualifications Framework and other regional qualifications frameworks and for its mutual recognition with the national qualification frameworks of other countries.
- Conduct research and draw up publications for its themes, and identify changes to be incorporated into the framework of data collected as a result of practices. The relationship of the aforementioned administrative bodies is presented in Figure 17.

¹¹⁵<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

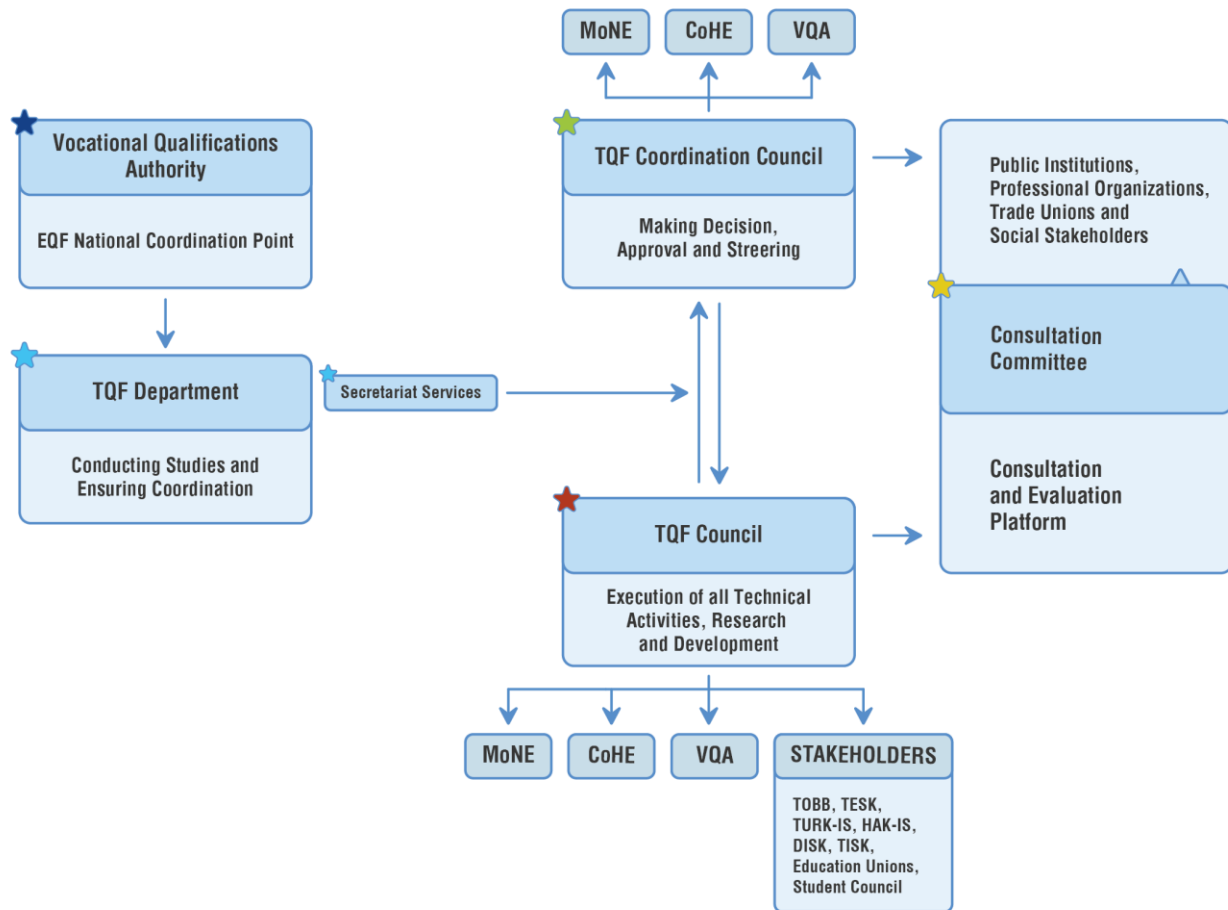


Figure 17 : Relations Among TQF Management Structures

B- Bodies Responsible for Qualifications Under the TQF

The MoNE, the CoHE, higher education institutions, and the VQA are named ‘Responsible Bodies’ mandated for qualifications set out under applicable legislation¹¹⁶ and international conventions.

As a part of the qualifications included or to be included in the framework

- MoNE is responsible for qualifications provided with formal and non-formal education,
- CoHE and higher education institutions are responsible for tertiary education qualifications,
- VQA is responsible for national vocational qualifications based on occupational standards,
- Agencies and organizations established under special laws and international conventions are responsible for other qualifications¹¹⁷.
- The Responsible Institutions play a crucial role in all TQF Management Structures, with the qualifications they provide being subject to the legislation set forth within the TQF

¹¹⁶ <https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

¹¹⁷ TQF Certificate, 2015 (https://www.myk.gov.tr/images/articles/editor/040116/TYC_Belgesi_020116.pdf)

framework. This creates a robust interaction among the qualifications offered by various organizations. For instance, the VQA Vocational Qualification Certificates presented by VQA are based on national occupational standards, which detail the assessment and evaluation principles found in national qualifications. These same national occupational standards are incorporated into the curricula of formal education programs within a year of their release, as mandated by the Presidential Decree¹¹⁸. While this alignment enhances the content similarity of qualifications offered by different stakeholders, the integration of national occupational standards and national qualifications into all vocational and technical education and training curricula across the country, including both secondary and higher education, underscores the significance placed on the collaboration among institutions and the qualifications they provide.

Criterion 2

There is a clear and demonstrable link between the qualifications levels in the national qualifications frameworks or systems and the level descriptors of the EQF.

The EQF Recommendation suggests the member states set their National Coordination Point (NCP) to manage their joint actions with other national organizations/agencies and the whole process in a way to promote quality and transparency. NCPs are mandated to publish reports on how the referencing process works, explaining how the national qualifications system is linked to the EQF and providing consistent and transparent data to internal and external stakeholders about the way qualifications are levelled.

The Department of TQF, which became effective on November 19, 2015 under the VQA, is mandated to refer TQF levels to EQF levels, making sure that a transparent method is adopted throughout the referencing process, and that the stakeholders have access to essential information and guidance, and that the stakeholders are involved in the process of comparing and using their qualifications at the European level.

To this end, the national qualifications framework (TQF) has been developed by considering stakeholder engagement and its components have been established and policy instruments have been adopted in a way to improve the quality, transparency and comprehensibility of the qualifications. As per these obligations, actions are taken for the creation, development and referencing of the TQF, which is the national qualifications framework specific to Türkiye, to the EQF, and promotion and informative events are organized across the country.

Under the Regulation on the Principles and Procedures for the Implementation of the Turkish Qualifications Framework¹¹⁹ dating back to 2015, the qualifications to be included in the Turkish Qualifications Framework shall be compatible with the EQF levels. The TQF Document,¹²⁰ which is an annex to the Regulation on the Implementation of the Turkish Qualifications Framework, sets out descriptions, purposes and scope of the TQF Levels, Qualification Types, Qualification Type Specifications and their relations with the EQF levels and descriptors.

¹¹⁸ https://www.myk.gov.tr/images/articles/Mevzuat/19.5.4_v3.pdf

¹¹⁹ <https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

¹²⁰ https://www.myk.gov.tr/images/articles/TYC/Tyc_bilgi_merkezi/mevzuat_duzenlemeleri/TYC_Belgesi.pdf

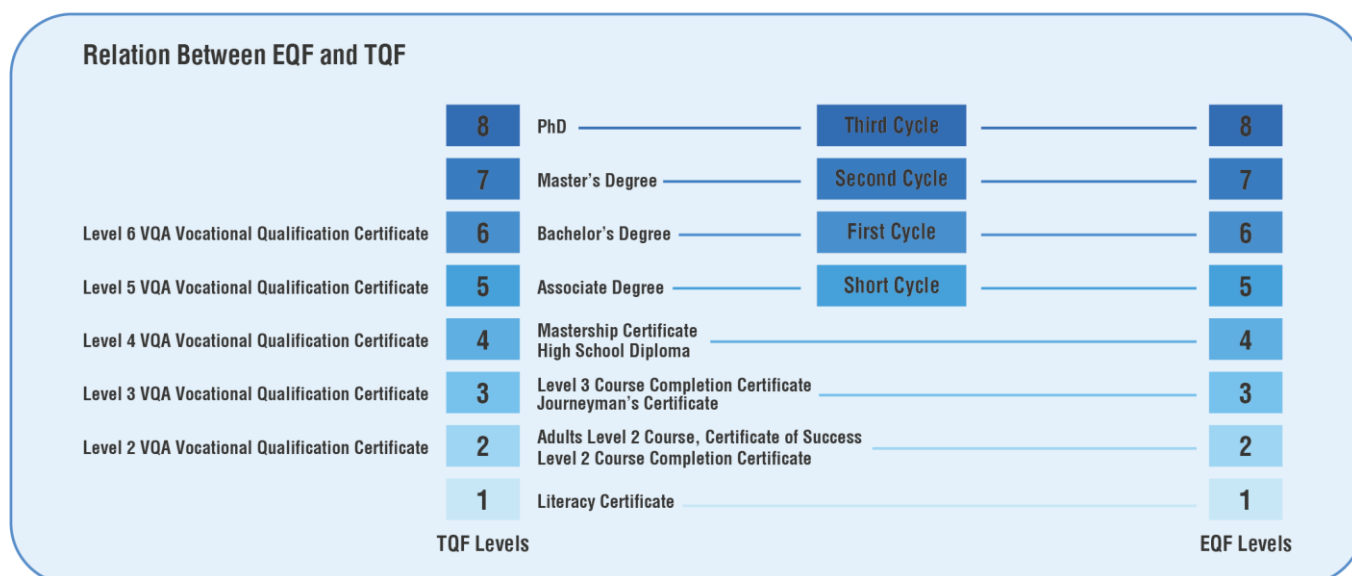


Figure 18 : Relation Between EQF and TQF

The TQF comprises eight levels ranging from easy to difficult, from simple to complex and each level is defined by a level descriptor. The levels and level descriptors form the basis of the TQF. One of the main purposes of the TQF level descriptors is to inform the process of assigning levels to qualifications in the framework. To serve this purpose, the content of knowledge, skills and responsibility/autonomy statements are described in a clear, coherent, and comprehensible manner and the descriptors focus on describing the nature of progression from one level to another. The statements are divided into various components to demonstrate the progression from one level to another.

Both are described as knowledge, skills, and responsibility/autonomy as per the common nature of the level descriptors of the TQF and the EQF. The comparative analysis over the overall structures of the TQF and the EQF clearly points to major similarities between the two frameworks while there are also some differences.

Similarities

- Both the TQF and the EQF are structures of eight levels, defined by level descriptors.
- Both Frameworks are comprehensive and integrated, designed to relate to qualifications awarded for all learning, whether acquired through formal, non-formal or informal processes, or through learning in programs of general education, vocational and technical or higher education.
- In both frameworks, the statements that define the levels are completely neutral in terms of contexts of learning.
- In both the TQF and EQF, the level descriptors are designed to be read across all factors of learning outcomes (knowledge, skill and competence), and aspects of each factor are sometimes elaborated or clarified in other factors.

- In both frameworks the outcomes for a given level build on and subsume the outcomes of the levels beneath. In both frameworks, key words or phrases are introduced as ‘threshold’ or distinguishing factors in the description of learning outcomes at each level.

Differences

- The TQF is a national qualifications framework into which different types of qualifications are placed, whereas the EQF acts as a translation device for national qualifications frameworks.
- The TQF clearly differs from the EQF in terms of purpose,
- The EQF has a very simple structure of levels; however, the TQF is a structure of levels and qualification types, designed to provide a clear and accurate categorization of the wide variety of qualifications awarded throughout the qualifications system in Türkiye.
- Although the level descriptors are described in terms of knowledge, skills and competences in both TQF and EQF, the statements on taking into account social and ethical issues and responsibilities are included under the category of competence for levels 4, 5, 6, 7 and 8 of the TQF level descriptors. In a way to be compatible with each level, the TQF Level descriptors include consideration of social and ethical issues and responsibilities, awareness about the correlation between ethical issues and social challenges, awareness about the correlation between social and ethical issues and responsibilities, integrating information and making decisions in consideration of social and ethical issues and responsibilities, and generating new information in consideration of social and ethical issues and responsibilities.

Considering all the similarities and differences, one can conclude that the TQF and EQF have common basic design criteria to realistically achieve direct comparability of the levels in both frameworks. Finally, the TQF, like the EQF, comprises eight levels and the level descriptors are described in terms of knowledge, skills and competences and mapped to the EQF levels.

Comparing the concepts that underpin the TQF and the EQF

- There is a very strong correlation between the core concepts of the EQF and those that underpin the TQF:
- Both frameworks define levels in terms of the learning outcomes associated with qualifications at a level;
- Both frameworks define learning outcomes in three ‘factors’ - Knowledge, Skills and Competence.
- The definitions of key terminology – learning outcomes, knowledge, skill/skills and competence – in the two frameworks are similar, so that a direct comparison of the level descriptors of the two
- frameworks is greatly facilitated.
- In addition, definitions of terms for other key concepts in the TQF can be seen to relate closely to those adopted for the EQF. These are: ‘qualification’ and ‘national qualifications framework’. The definitions of key terms in the TQF and in the EQF are set out below, and it is evident that they are comparable:

Table 8. Comparison of Definitions of Key Terminology in the TQF and in the EQF

TQF	EQF
Qualification: An official document obtained when a responsible body, at the end of a process of assessment and validation, recognizes that an individual has achieved the learning outcomes according to certain criteria.	‘Qualification’ means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;
Learning Outcome: Knowledge, skills and competences acquired by an individual after the completion of any learning process.	‘Learning outcomes’ means statements of what a learner knows, understands and is able to do on completion of a learning process and are defined in terms of knowledge, skills and competence;
Knowledge: Defined as theoretical and/or factual knowledge involving the comprehension of facts, principles, theories and practices related to a working or learning area.	‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work. In the European Qualifications Framework, knowledge is described as theoretical and/or factual;
Skill: Defined in general as “utilisation of knowledge” and “problem solving” which requires the ability to use logical, intuitive, and creative thinking and dexterity, method, material, tools and instruments acquired in an area of work or learning.	‘Skills’ means the ability to apply knowledge and use knowhow to complete tasks and solve problems. In the European Qualifications Framework, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments);
Competence: Defined as utilisation of knowledge and skills in an area of work or learning by taking responsibility and/or displaying autonomy, determination of learning needs and satisfaction of them, consideration of the social and moral issues and responsibilities.	‘Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development. In the European Qualifications Framework, competence is described in terms of responsibility and autonomy;
The Turkish Qualifications Framework is the national qualifications framework, designed to be in compliance with the European Qualifications Framework and setting out all	‘National qualifications framework’ means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved. This aims to integrate and

qualifications principles acquired through vocational, general and academic education and training programmes including primary, secondary and higher education and through other means of learning.	coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
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As explained above, a very important concept in the structure of the TQF is that of ‘qualifications types’. The concept of ‘qualification types’ is not mentioned in the EQF definitions, as no qualifications are directly related to the EQF. However, qualification types are a feature of many national qualifications framework that have been successfully referenced to the EQF. It is now well established that this concept is in harmony with the general approach of the EQF.

Comparing the TQF Level Descriptors and the EQF Level Descriptors

In preparation for the task of demonstrating the link between the levels in the TQF and the EQF levels, the descriptors for levels in the two frameworks were arranged in parallel level by level and the text in the statements of learning outcomes was analysed: the results of this analysis can be examined in the Annex 1, which presents the two sets of level descriptors in tabular format. The similarities between the two Frameworks are easily apparent; at some levels the correspondence is virtually complete. In the descriptors for levels 2-8 the TQF level descriptors are more elaborate than the EQF equivalents, particularly in the statements for the ‘competence’ factor: these more comprehensive statements provide a richer source on which to base specifications for multiple qualification types at these levels.

Comparison of the TQF Level 1 with the EQF Level 1

The two descriptors correspond very closely, sharing the same key concepts for knowledge and skills: ‘basic, general, and simple’; in relation to competence, both descriptors refer to operating in ‘structured contexts’ and ‘under supervision’.

Comparison of the TQF Level 2 with the EQF Level 2

The two descriptors correspond quite closely, both referring to basic/elementary, field-relevant knowledge. In relation to skills, both refer to the use or application of basic knowledge/information to solve simple problems. Both descriptors refer to working ‘under supervision’ and with ‘some/limited autonomy’. The TQF statement for competence also refers to the ability to learn and this strand within the competence factor is included and elaborated at each following level.

Comparison of the TQF Level 3 with the EQF Level 3

The EQF statement for knowledge at level 3 mentions ‘facts, principles, processes and general concepts’; the TQF descriptor refers to ‘theoretical knowledge and factual knowledge’. In relation to skills, both descriptors refer to the selection and application of methods, tools and materials in solving problems. In relation to competence, both descriptors refer to taking responsibility for tasks: In the TQF as ‘in consideration of changing situations’, and in the EQF in the context of ‘adapting to circumstances’. The TQF competence statement also refers to the beginnings of autonomous learning. These two descriptors correspond generally and in many particulars.

Comparison of the TQF Level 4 with the EQF Level 4

The descriptors for level 4 in the two frameworks correspond closely in relation to the knowledge and skills/skill factors. Both knowledge statements mention ‘theoretical’ and ‘factual’ knowledge. In relation to skills, the descriptors are almost identical. Both descriptors refer to competence factors that require taking responsibility in ‘predictable but changeable’ contexts; to ‘supervising the routine/ordinary work of others’; and to taking responsibility for ‘evaluation and improvement’. The TQF statement for the competence factor also refers to an ability to plan and meet one’s own learning needs under guidance. A further strand is introduced within the competence factor at this level in the TQF, referring to an awareness of learning in a field of work or study with ‘moral issues and responsibilities’

The TQF statements for learning outcomes at level 4 encompass all of the key words in the EQF statements for all three factors, but the TQF statement for competence is more complex. The overall correspondence between the descriptors is very strong.

Comparison of the TQF Level 5 with the EQF Level 5

The TQF descriptor for level 5 aligns closely with the descriptor for this level in the EQF, with precisely aligned concepts for all three factors and only minor variation in the words adopted to express these concepts - e.g. ‘carry out management and supervision tasks’ in the TQF and ‘exercise management and supervision’ in the EQF.

The TQF descriptor for level 5 features three strands within the competence factor those are additional to the EQF statement: these refer to a broadening awareness of the scope of LLL possibilities, the ability to take account of moral issues in the application of knowledge and skill, and the ability to cooperate or collaborate in tasks.

There is, therefore, very strong correspondence between the two frameworks at this level, although the TQF descriptor is significantly more complex than its EQF counterpart.

Comparison of the TQF Level 6 with the EQF Level 6

The statement for the skill factor in the TQF descriptor for level 6 is almost identical to its EQF counterpart. The knowledge statements in the two frameworks refer to the same concepts, with minor variations in language: e.g. ‘inquiring thinking’ in the TQF and ‘critical understanding’ in the EQF. Similarly, the concepts described under competence in the EQF are mirrored in the TQF statement. As with levels 2-5, the TQF statement for competence at level 6 refers to additional concepts in relation to ability to learn and awareness of social and moral issues.

The correspondence between the TQF descriptor and the EQF descriptor for level 6 is very strong.

Comparison of the TQF Level 7 with the EQF Level 7

At level 7, the TQF descriptor relates closely to the EQF descriptor in all three factors of learning outcomes, with only minor semantic and syntactical differences in the statement texts: e.g. ‘inquiring approach’ in the TQF vis-a-vis ‘critical awareness’ in the EQF. As with the preceding lower levels, the TQF statement for competence is more complex than its EQF equivalent, referring to leadership in learning in a field and to the ability to integrate knowledge with social and moral responsibility.

The correspondence between the TQF descriptor and the EQF descriptor for level 7 is very strong.

Comparison of the TQF Level 8 with the EQF Level 8

The TQF descriptor for level 8 expresses the same concepts as the EQF descriptor at this level, but in a somewhat expanded form. All of the key words from the EQF statements are to be found within the TQF text – ‘most advanced’, ‘frontier’, the skills of ‘synthesis and evaluation’, solving ‘critical’ problems’, ‘extending and refining’ existing knowledge, competence in ‘innovation’, ‘autonomy’, ‘new ideasat the forefront of work or study’. The ability to innovate and develop new policies and practices is expanded in the TQF statement to include leadership in the field of learning itself and in the ability to take account of social and moral responsibilities in the creation of new knowledge.

The correspondence between the TQF and the EQF descriptors for level 8 is very strong.

Qualification Type Specifications

In addition to level descriptors, another instrument adopted for the inclusion of qualifications in the TQF is the ‘Qualification Type Specification’. Qualification type specifications help categorize and compare various types of qualifications and play a key role in establishing which qualification is assigned to which level in order to indicate the minimum norms of learning outcomes.

The qualification types approved by the TQF administrative bodies as of May 2025 are presented below:

Table 9. Table of Approved Qualification Type Specifications

TQF Level	Title of Qualification Type	Responsible Body
1	Literacy Certificate	Ministry of National Education
2	Adults, Level 2 Lower Secondary Education	Ministry of National Education
	Level 2 Course Completion Certificate	Ministry of National Education
	Level 2 General Course Completion Certificate	Ministry of National Education
	Level 2 Vocational and Technical Course Completion Certificate	Ministry of National Education
	Level 2 Vocational Qualifications Certificate	Vocational Qualifications Authority
3	Journeyman's Certificate	Ministry of National Education
	Level 3 Course Completion Certificate	Ministry of National Education
	Level 3 Vocational and Technical Course Completion Certificate	Ministry of National Education
	Level 3 Vocational Qualifications Certificate	Vocational Qualifications Authority
4	High School Diploma	Ministry of National Education
	High School Diploma (Vocational and Technical Education)	Ministry of National Education
	High School Diploma (Fine Arts and Sports)	Ministry of National Education
	Mastership Certificate	Ministry of National Education
	Level 4 Course Completion Certificate	Ministry of National Education
	Level 4 Vocational and Technical Course Completion Certificate	Ministry of National Education
	Level 4 Vocational Qualifications Certificate	Vocational Qualifications Authority
5	Associate Degree (General)	Council of Higher Education
	Associate Degree (Vocational)	Council of Higher Education
	Level 5 Vocational Qualifications Certificate	Vocational Qualifications Authority
6	Bachelor's Degree	Council of Higher Education
	Level 6 Vocational Qualifications Certificate	Vocational Qualifications Authority
7	Master's Degree (with Thesis)	Council of Higher Education
	Master's Degree (Non-Thesis)	Council of Higher Education
8	PhD (PhD: Competence and PhD in Art / Specialization in Medicine / Dentistry / Pharmacy / Veterinary Medicine)	Council of Higher Education

Qualification Type Specifications, which are developed to describe the qualifications under the responsibility of VQA, CoHE and MoNE, which are named as Responsible Bodies, in a common language and to make them comparable, are designed in line with the areas of qualification knowledge in the annex of the EQF Recommendation. As it will be thoroughly described in the following chapters of the report, one of the conditions for the placement of qualifications in the TQF is that a qualification shall be compatible with the respective qualification type specification.

In an effort to back the scope and actions of the qualification type specifications under a legislation, the Procedures and Principles for the Identification of Existing Qualification Types, Determining New Qualification Types, Updating and Cancellation of Qualification Types¹²¹ entered into force. As per the Procedures and Principles, the organizations mandated with the qualifications are mandated to develop and upgrade qualification type specifications. For example, the Qualification Type Specification Form for Skilled Worker Certificates developed under the responsibility of the MoNE is presented in Annex-5.

Associate degree qualification type specifications are developed as vocational and general specifications and associate degree programs are classified under vocational and general categories. Degrees are given as one ‘associate degree’ without any distinction as set out in Table 9.

TQF levels and qualification types are collectively presented in the following TQF diagram.

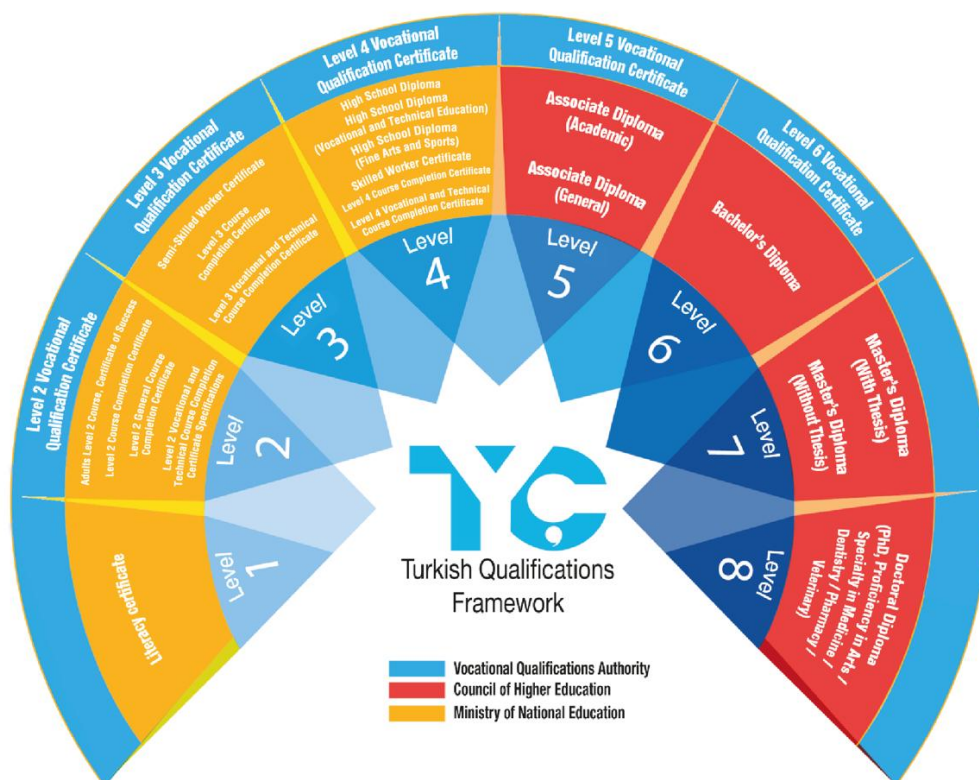


Figure 19 : TQF Diagram

¹²¹ Procedures and Principles for the Identification of Existing Qualification Types, Determining New Qualification Types, Updating and Cancellation of Qualification Types published upon the TQF Coordination Council's Resolution No. 2022/01 of 11.10.2022.

Criterion 3

The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems.

The structure and operational procedures of the TQF have been designed in line with the principle and objective of learning outcomes to enable the validation of non-formal and informal learning and to facilitate the use of credit systems.

Learning Outcomes

All qualifications included in the TQF must be developed based on learning outcomes. This was put into effect under the Regulation on the Procedures and Principles for the Implementation of the Turkish Qualifications Framework (2015)¹²² and set out in the Referencing Report of 2017. The qualifications to be included in the TQF shall be organized based on learning outcomes under the ‘Regulation on Ensuring Quality Assurance of Qualifications to be included in the Turkish Qualifications Framework’ of 2018¹²³ and the ‘Procedures and Principles to be Applied in the Process of Inclusion of Qualifications in the Turkish Qualifications Framework’¹²⁴. All different types of qualifications placed in the TQF through quality assurance are developed based on learning outcomes and made publicly available on the TQF website¹²⁵.

All qualifications registered in the database and delegated to the MoNE, the CoHE, and the VQA have been defined based on learning outcomes. To inform the responsible bodies and relevant parties, the Department of TQF drew up [TQF Learning Outcomes Guideline](#) and [Learning Outcomes Approach in Turkish](#).

Linkage to Validation of Non-Formal and Informal Learning

One of the TQF’s primary objectives is to include the qualifications acquired by recognizing prior learning into the TQF. To this end, the Procedures and Principles on the Recognition of Prior Learning and Quality Assurance¹²⁶ entered into force on 21.12.2021 upon the submission of the views and evaluation of the MoNE, the CoHE, the HEQC and other social stakeholders. As per the Procedures and Principles aligned with the Recommendation of the EU Council in 2012 on Validation of Non-Formal and Informal Learning¹²⁷ responsible bodies of qualifications shall establish and implement procedures for the recognition of prior learning and ensuring quality assurance.

¹²² <https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

¹²³ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

¹²⁴ <https://www.tyc.gov.tr/uploads/dosyalar/15886017250fba7d6379a80f14a157376754390fbf.pdf>

¹²⁵ <http://www.tyc.gov.tr>

¹²⁶ <https://www.tyc.gov.tr/uploads/dosyalar/1692279496e4aec9669efca42233fa7a239fd33d52.pdf>

¹²⁷ *Recommendation on Validation of Non-Formal and Informal Learning (EU Council, 2012)*

Under the Procedures and Guidelines, competent authorities shall establish and operate their system in a way to include:

- Definition
- Documentation
- Evaluation
- Certification

for the validation and recognition of prior learning as set out under the Recommendation.

The provisions of the Procedures and Principles on the Recognition of Prior Learning and Ensuring Quality Assurance that serve the aforementioned components¹²⁸ are as follows:

- It is essential that the qualifications included in the Turkish Qualifications Framework are accessible by not only education and training but also recognition of prior learning.
- It is intended to make visible an individual's acquisition of a certain qualification or part of it or the learning outcomes he/she has.
- It is essential that the qualifications acquired through recognition of prior learning are the same as the qualifications acquired through formal and non-formal education and training.
- The standards followed for formal and non-formal education and training are taken as a baseline.
- Processes of recognizing prior learning are accessible to all, particularly vulnerable groups.
- Engagement in processes is voluntary while one can make the decision to engage in and end the process.
- Accessible and informative details about the procedures are provided for people to have access to accurate and sufficient information.
- Achievements and qualifications in relation to prior learning are compatible with the Turkish Qualifications Framework and the European Qualifications Framework.
- The departments and persons mandated with the phases of the process are clearly named and essential means are prepared to improve the competences of these departments and persons.
- The quality assurance of the process is safeguarded in line with the Regulation on Ensuring Quality Assurance of Qualifications¹²⁹ to be included in the Turkish Qualifications Framework.

The entry into force of the Procedures and Principles is intended to implement the non-formal and informal learning across the country in a systematic and uniform fashion in a way to cover all training providers and awarding bodies. A variety of guidelines have been developed and communicated to the stakeholders for the validation of non-formal and informal learning to support organizations and agencies. Such guidelines are available on the publications section of the [TQF website](#). The Vocational Qualifications Authority is the leading competent authority in Türkiye through which a

¹²⁸ *Entering into force upon the TQF Coordination Council's Resolution No. 2023/01 of 19.12.2023, [the Procedures and Principles on the Recognition of Prior Learning and Ensuring Quality Assurance](#).*

¹²⁹ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

qualification can be achieved through the recognition of non-formal and informal learning. The VQA ensures awarding and recognition of one's learning outcomes regardless of the learning environment.

Credit

Credit systems facilitate the comparison of qualifications and mobility between qualifications by describing qualifications with learning outcomes, creating units of qualifications and establishing the credit value through workload.

Another key purpose of the TQF is to credit all qualifications to be included in the TQF, including those acquired through non-formal and informal learning. To this end, the Procedures and Principles on Horizontal and Vertical Transitions Among the Qualifications, to be Included in the Turkish Qualifications Framework and Credit Accumulation and Transfer¹³⁰ entered into force in 2023.

The Procedures and Principles cover the procedures to be performed by the competent authorities and TQF administrative bodies in relation to the determination of the credit value of the qualifications in the TQF and establishment of credit accumulation and transfer systems including horizontal and vertical transitions among qualifications and procedures to be carried out accordingly. This is intended to establish a uniform and compatible crediting system to credit departments of qualifications independently of qualification types and qualification achievement routes.

A credit assignment method based on workload was adopted for qualifications included in the TQF. The basic principles required to make consistent decisions for different qualifications with similar learning outcomes, to adopt the calculation method in the same way to all qualifications provided by the competent authority, and to make sure that the credit value allocated is also compatible with the national and international criteria have been set out under the aforementioned legislation.

The credit accumulation and transfer systems are intended to be compatible with the applicable legislation for the validation of prior learning and the facilitation and promotion of transfer and progression. A Guide on Crediting Qualifications under the TQF has been developed by the Department of TQF in an effort to inform the responsible bodies and relevant parties¹³¹.

In accordance with the relevant procedures and principles, responsible institutions must establish a crediting and approval procedure for the qualifications they provide, and systematically review these procedures. A process that supports stakeholder participation is in place for determining, approving, and reviewing the appropriateness of the credit value of qualifications. Qualifications defined by learning outcomes are divided into units for crediting, and the qualifications are structured in a way that allows for credit accumulation and transfer while minimizing the repetition of learning.

To determine the credit values of qualifications:

- a) The qualification is divided into units, and learning outcomes for each unit are defined.
- b) For each unit of the qualification, the estimated workload is calculated, taking into account the learning outcomes.

¹³⁰ Upon the TQF Coordination Council's Resolution No. 2023/01 of 19.12.2023, entered into force, [the Procedures and Principles on Lateral and Vertical Transitions Among the Qualifications, to be Included in the Turkish Qualifications Framework and Credit Accumulation and Transfer](#).

¹³¹ <https://www.tyc.gov.tr/uploads/dosyalar/16149267445b6709ee1c83cfc9d187fce894f65ed1.pdf>

c) The assessment and evaluation method for the qualification unit is determined and added to the estimated workload.

ç) In the workload-based crediting approach, a workload of 25-30 hours corresponds to 1 credit point.

d) Credit is allocated to each unit of the qualification based on its learning outcomes.

It is essential that qualifications with similar learning outcomes have credit values that are reasonably close to each other. For qualifications with defined credit values, both horizontal and vertical progression pathways should be clearly defined.

Credit systems are incorporated into the quality assurance documents developed by Responsible Institutions and sanctioned by the TQF Management Structures. The ECTS framework is utilized for CoHE qualifications, whereas the MKTS framework is employed for MoNE qualifications. These frameworks have been designed with consideration for both domestic regulations and EU standards. For instance, when creating the MoNE Quality Assurance Document, which was prepared by MoNE and endorsed by the TQF Board, MoNE legislation served as the foundation, along with the 2023 Vision Document, EQF (European Qualifications Framework), EQF - European Credit Transfer and Accumulation System, ISCED - International Standard Classification of Education, MKTS - European Credit System for Vocational Education and Training (ECVET), CIS (Council of International Schools), EFQM (European Foundation For Quality Management), TQF Regulation (Regulation on Procedures and Principles for the Implementation of the Turkish Qualifications Framework¹³²), and the National Education Quality Framework.

Horizontal and Vertical Transition

The responsible institutions benefit from the Procedures and Principles for Horizontal and Vertical Transitions, Credit Accumulation, and Transfer Between Qualifications to be Included in the Turkish Qualifications Framework published in 2023, in the transition processes for the qualifications under their responsibility.

The Ministry of National Education (MoNE) and the Council of Higher Education (CoHE), which actively implement crediting systems, apply the horizontal and vertical transition processes in line with their respective regulations.

Meanwhile, the Vocational Qualifications Authority (VQA) continues its work on the institutional regulations related to crediting processes.

In this context, the Ministry of National Education (MoNE) prepares its curricula in accordance with the principles set out in the Regulation on Lifelong Learning Institutions to facilitate horizontal and vertical transitions between programs. Specifically, the transition systems implemented in non-formal education programs are also discussed in Section 3.1.1 Structure and Functioning of the Ministry of National Education of the report.

The Council of Higher Education (CoHE), on the other hand, carries out horizontal and vertical transition activities in accordance with the Regulation on Transitions Between Associate and Bachelor Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-

¹³²<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=20158213&MevzuatTertip=5>

Institutional Credit Transfer. Information regarding this matter is provided in Section 3.2.1 Structure and Functioning of the Council of Higher Education of the report.

The horizontal transition system applied through universities refers to the transfer between two programs at the same level. This includes activities such as transferring from one associate degree program to another or continuing from one bachelor's degree program to another. In short, horizontal transition in higher education means that a student registered at a higher education institution gains the right to continue their education in another diploma program at the same level within the framework of the principles outlined in this regulation. For example, a student who completes the first year of the Business Administration program at University A, provided that their grade point average is above the required threshold and their central placement score is equal to or higher than the base score of the program at University B, may transfer to the Business Administration program at University B.

As an example of vertical transition, graduates of associate degree programs have the opportunity to register for bachelor's degree programs through the Vertical Transition Exam. The procedures and principles for successful students who graduate from vocational schools and open education associate degree programs and wish to transfer to formal or open education bachelor's programs are defined and applied through the relevant regulation. For instance, a student graduating from a two-year Computer Programming (Associate Degree) program at a university may, based on their success in the vertical transition exam, transfer to a four-year Computer Engineering (Bachelor's Degree) program at another university.

Criterion 4

The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.

The process of placing qualifications in the framework in line with the following criteria and procedures is handled in a transparent way based on a procedure and a multilateral stakeholder evaluation.

Under the TQF legislation, qualifications that meet the quality assurance and other TQF criteria shall be placed in the TQF. To achieve transparency and fairness in the process, 'the Procedures and Principles to be Applied During the Process of Incorporating the Qualifications into the Turkish Qualifications Framework'¹³³ entered into force upon adoption by the TQF Council on November 28, 2010 and the approval of the TQF Coordination Council.

A fair and transparent process was executed with the participation and approval of all the stakeholders to place the Approved Procedures and Principles, and the qualifications developed by the MoNE, the CoHE, the VQA, and other competent authorities into the framework. The Procedures and Principles set out three main criteria to place a qualification in the TQF.

¹³³The Procedures and Principles to be Applied During the Process of Incorporating the Qualifications into the Turkish Qualifications Framework which entered into force upon the TQF Coordination Council's Resolution No. 2020/1 of 14.02.2020/01.

The criteria are presented under the following titles:

- A qualification must be included on the TYVT.
- Details included on the TYVT must be compatible with the qualification type specification.
- The qualification must be provided with quality assurance.

Criterion 1: *Being Included in the Qualifications Database of Türkiye (TYVT)*

There are different types of qualifications offered by numerous institutions and organizations in Türkiye. Thus, it was decided to form a national database where all qualifications awarded in the country are compiled and described with learning outcomes, and the database was put into practice through relevant legislation¹³⁴.

In accordance with the Procedures and Principles for the Establishment, Operation, and Update of the Qualifications Database, the responsible institutions register the qualifications they offer in the Turkish Qualifications Database (TYVT). The authority to register in the database lies with the main responsible institutions: the Ministry of National Education (MoNE), the Council of Higher Education (CoHE), and the Vocational Qualifications Authority (VQA). Additionally, institutions such as the General Directorate of Railway Regulation, the Ministry of Culture and Tourism of the Republic of Türkiye, and the Capital Markets Board have the authority to register qualifications within their own regulatory frameworks.

For this purpose, the Qualifications Database of Türkiye (TYVT) was created and introduced in Turkish and English on <http://portal.tyc.gov.tr/>. Web page where the qualifications included in TYVT are published contain information such as name and definition of qualification, learning outcomes, EQF and TQF levels, language, information regarding responsible body, classification code, expiry date, acquisition methods and progression opportunities. Several functions are added to the TYVT vested with functions of listing based on responsible bodies and their levels. These functions are comparing qualifications with each other, benchmarking and filtering according to thematic codes and learning outcomes.

Qualifications Database of Türkiye -II Project was implemented in 2017 and 2018 with the aim of enriching the TYVT content and ensuring active use by all parties. Thanks to these studies started, a comprehensive database for all qualifications was generated and became available for all related stakeholders with approximately 32,000 qualifications.

The process of adding a qualification to the Turkish Qualifications Database (TYVT) is carried out in three stages as follows:

- Application by the responsible institution,
- User identification, and
- Recording of qualification information.

¹³⁴ [*Procedures and Principles on Generation, Development and Updating of Qualifications Database*](#) adopted with decision of the TQF Coordination Council dated 23/07/2024 no. 2024/01.

The Ministry of National Education (MoNE), the Council of Higher Education (CoHE), and the Vocational Qualifications Authority (VQA) are defined as the main responsible institutions in the Turkish Qualifications Database (TYVT). Institutions or organizations not defined in the database can apply to the Turkish Qualifications Framework (TQF) Department through the application form included in the relevant procedures and principles.

For the main responsible institutions and other organizations recognized as responsible institutions after their applications are found appropriate, the TQF Department creates a username and password. Authorized institutions, with the created username and password, can then register the qualification information in the TYVT.

Qualifications are registered in the TYVT through qualification forms. The qualification form refers to the document that defines essential information about the qualification, such as its purpose, learning outcomes, level, assessment methods, entry and success requirements, and progression pathways. The qualification form can be considered a template available in the TYVT. As seen in Table 7, the information for each qualification in the qualification form is recorded in the open template in the TYVT.

The qualifications registered by responsible institutions are published in the TYVT and shared with the public after being reviewed by the TQF Department. However, qualifications published in the TYVT are not considered included in the TQF. The publication condition in the TYVT only represents one of the conditions for inclusion in the TYÇ.

The process of placing qualifications in the TQF is a long process that starts with the publication of the qualifications in the TYVT and continues after ensuring alignment with qualification type specifications and quality assurance. In this context, the CoHE and VQA, which have qualifications in the TYVT, have fulfilled the other two conditions for inclusion in the TQF and have placed their qualifications into the TQF. However, the MoNE's qualification placement processes are still ongoing. Similarly, the inclusion of qualifications from institutions other than the MoNE, CoHE, and VQA in the TYVT signifies that the first criterion has been met. After the alignment with qualification type specifications and the fulfillment of the quality assurance criteria, there is no legal obstacle for the inclusion of qualifications from other responsible institutions in the TYÇ. However, no placement applications have been made yet for the qualifications offered by these other responsible institutions in the TQF.

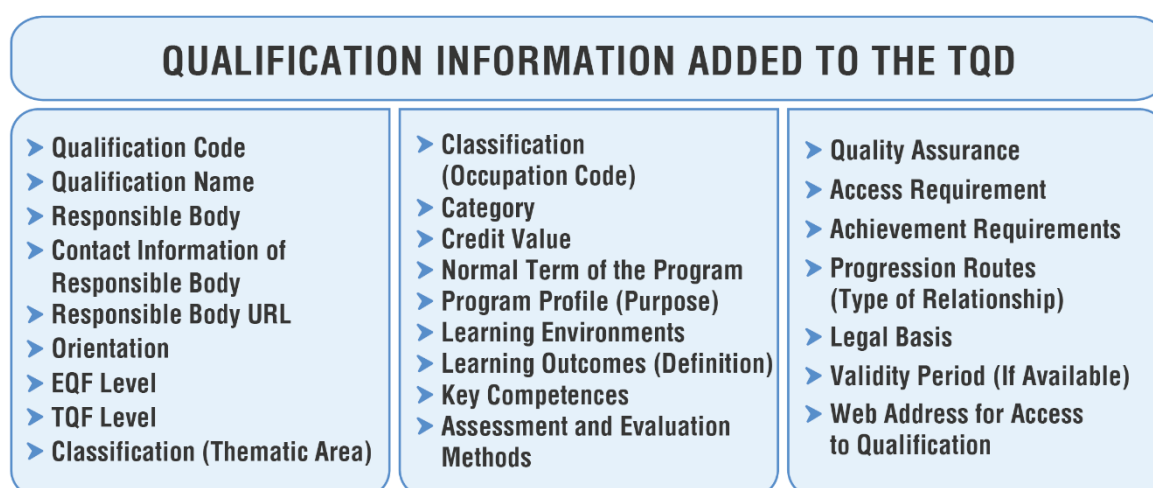


Figure 20 : Qualification Information Added to the TQD

Criterion 2: Compatibility of Qualification Definitions with Qualification Type Specifications

Qualification type specifications are the documents developed by relevant responsible bodies for each qualification type in order to define properties of the related qualification type. Qualification type specifications pioneer the formation of a hierarchical progression between different types while they ensure a consistent structure between different qualifications under the same type. Qualification type specifications contribute to facilitation of mobility between different qualification types that make up the qualification system in our country.

For the qualifications which are requested to be placed in the TQF, qualification form prepared in line with the relevant qualification type specification should be filled up. Qualification type specifications are used as an assessment tool to check whether or not information in the form meet the minimum norms. Considering effective application of the TQF, it is quite important to generate qualification type specifications that contain the factors set to define common properties which are specific to qualifications in each qualification type¹³⁵.

Criterion 3: Ensuring Quality Assurance

One of the subjects to which the TQF attach importance for qualifications is ensuring quality assurance. With the aim of ensuring quality assurance of the qualifications within the TQF, Regulation on the Quality Assurance of Qualifications to be Included in the Turkish Qualifications Framework¹³⁶ (shortly Regulation on the Quality Assurance)¹³⁷ was published in Official Gazette of 25 March 2018 issue 30371 and entered into force. The regulation contains arrangements for ensuring quality assurance of all qualifications shaped after validation of formal and non-formal education and

¹³⁵ Detailed descriptions regarding Qualification Type Specifications can be found in the answers given to criterion 1.

¹³⁶ <https://www.tyc.gov.tr/uploads/dosyalar/ancjzhokglp0wxy.pdf>

¹³⁷ Regulation on the Quality Assurance of Qualifications to be Included in the Turkish Qualifications Framework which entered into force upon decision of the TQF Coordination Council dated 25.01.2018 no. 2018/01.

training programs and non-formal and informal learning, and identifying quality assurance criteria and for duties and responsibilities of the institutions in charge of quality assurance.

To include qualifications in the TQF, it is essential that quality assurance of the processes about qualifications is ensured by responsible bodies, quality assurance paper and compulsory guides are prepared and presented by responsible body and relevant evidence is provided. Qualifications of the bodies whose quality assurance papers are approved can be included in the TQF.

Process of Placing Qualifications within the TQF

TQF Department examine applications for placement of qualifications in the TQF and undertakes the tasks and processes for submitting the applications to the TQF Council and the TQF Coordination Council. The TQF Department that triggers the application process by accepting application document guides and informs the responsible bodies about preparation of necessary forms and course of the process.

After the file is evaluated by the TQF Department, a survey report is written up for submission to the TQF Council. The report covers evaluations to find out whether or not placement criteria are met. The prepared survey report and application documents are presented to Council member for their opinions. If the Council evaluates and reaches a consensus that the qualifications subject to the application meet the placement criteria, a recommendation for placement of qualifications in the TQF is made and communicated to the Coordination Council.

In the process of categorizing qualifications within the TQF, the aforementioned three criteria are taken into account. Within this framework, the third criterion, which focuses on ensuring quality assurance, is overseen by the institutions that are responsible for qualifications. The relevant institution primarily considers the 11 criteria outlined in the section titled ‘Quality Assurance Approach within the TQF’ in Chapter Four of the Report to guarantee that the necessary quality assurance for TQF is met. Qualifications that have been quality assured are then submitted by the Responsible Institution to the TQF Department for their inclusion in the TQF. For instance, higher education qualifications accredited by HEQB are presented to the TQF Department by CoHE. At this point, the TQF Department evaluates the quality assured qualifications to ensure they meet the other two criteria (inclusion in the TYVT and alignment of the qualification factsheet with the qualification type specifier). Examiners assess how the qualification data sheet aligns with the qualification type specifications in relation to the information found in the TYVT. This information encompasses learning outcomes, assessment methods, and principles related to the quality assurance of the qualification.

In cases which the Council finds out that the qualifications subject to the application do not meet the placement criteria, they take decision for improvement of the qualifications. At this point, the TQF Department informs responsible body regarding the deficiencies and points for improvement.

Qualifications that do not meet the placement criteria in the TQF are sent to the appropriate responsible organization along with the necessary explanations. Following this, once the required corrections are made, those notified can be resubmitted for evaluation in the next phase. For instance, during the 42nd Meeting of the TQF Board, 218 out of 361 qualifications submitted for placement were deemed suitable and placed, while the remaining ones were communicated to the responsible

institution with feedback indicating that corrections were needed. Likewise, at the 44th meeting, 104 of the 163 qualifications submitted for placement were approved.

Final decision about placement is made via the TQF Coordination Council. In the event of affirmative decision, qualifications are placed in the TQF and the qualifications that are entitled to be placed in the TQF Database are made public. Placement processes are summarized in Figure 21.

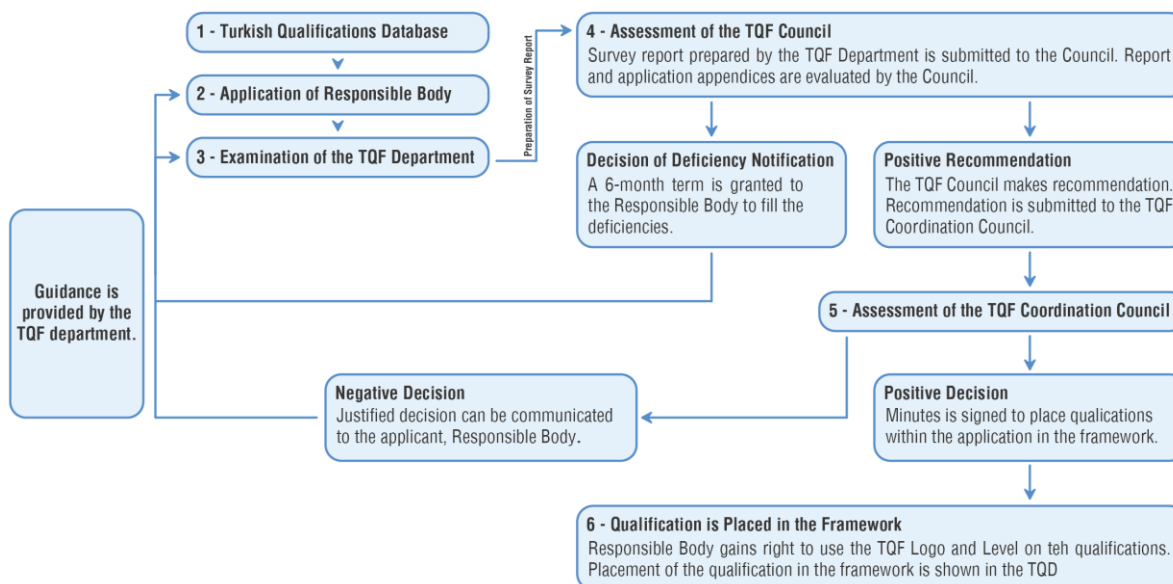


Figure 11: Process of Placing Qualifications within the TQF

Likewise, international qualifications that meet the criteria of placement in the TQF can be placed in the TQF in line with the abovementioned processes after application of responsible bodies.

Update, Amendment and Abolition of Qualifications

Procedures and Principles on Update, Amendment and Abolition of Qualifications¹³⁸ which contain the principles and rules regarding update, amendment and abolition of the qualifications placed in the TQF entered into force in 2023 upon decision of the TQF Coordination Council.

As per these Procedures and Principles, qualification form is updated by responsible body when a requirement for updating a qualification placed in the TQF arises. Updates in the qualification form are examined by the TQF Department with respect to its compatibility with qualification type specification.

Amendments that do not impair compatibility of qualification with the relevant qualification type specification are regarded as update. In cases that amendments impair compatibility of qualification with the relevant qualification type specification, the process of placing the qualification in the TQF is implemented over again in accordance with provisions of the Procedures and Principles to Be Applied in the Process of Including Qualifications in the Turkish Qualifications Framework.

¹³⁸ [Procedures and Principles on Update, Amendment and Abolition of Qualifications](#) which entered into force upon decision of the TQF Coordination Council dated 11.10.2022 no. 2022/01.

In the event that a qualification placed in the TQF is abolished by responsible body, the qualification is removed from the TQF pursuant to the Procedures and Principles to Be Applied in the Process of Including Qualifications in the Turkish Qualifications Framework.

Additionally, if the requirements for including qualifications in the framework are not met anymore, the qualifications should be removed from the TQF. In this case, same decision mechanisms apply.

Making Objections and Complaints

All appeals and complaints against inclusion of qualifications in the Turkish Qualifications Framework or their removal from the TQF, implementation and update of the TQF, functioning of management units and decisions taken by the management units are regulated by the Procedures and Principles to Be Applied in Objections Regarding the Decisions on the Implementation of the Turkish Qualifications Framework¹³⁹.

Under the Law on the Use of Right to Petition dated 1/11/1984 no. 3071¹⁴⁰ and the Right to Information Act dated 9/12/2003 no. 4982¹⁴¹, natural and legal persons can appeal and complain as per the Procedures and Principles on Implementation of the Right to Information Act¹⁴², published in Official Gazette of 27 April 2004 issue 25445 and entered into force upon publication. Preliminary examination on appeals and complaints is performed and a report is prepared by the TQF Department. The appeal and complaint along with the drafted report are put on the agenda of the first TQF Council to be held following the completion of preliminary examination activities. Final decision on the appeal and complaint is taken by the TQF Council or, if deemed necessary, by the Coordination Council. The applicant- a natural or legal person- is notified about the result of appeal and/or complaint in writing within five business days from making of the final decision.

Criterion 5

The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation.

In order to set the processes and responsible actors about ensuring quality assurance of qualifications (who, how and how long), Regulation on the Quality Assurance of Qualifications to Be Included in the Turkish Qualifications Framework (shortly Regulation on the Quality Assurance)¹⁴³ was drafted and published in Official Gazette of 25 March 2018 issue 30371. To be placed in the TQF, qualifications should meet the quality assurance criteria mentioned in the Regulation on Quality Assurance. There are strong similarities between the quality assurance criteria set under the TQF and the quality assurance principles adopted by the EQF. This fact facilitates harmony of the TQF with international criteria and enables other parties to rely on the TQF. The criteria identified to ensure

¹³⁹ *Procedures and Principles to Be Applied in Objections Regarding the Decisions on the Implementation of the Turkish Qualifications Framework which entered into force upon decision of the TQF Coordination Council dated 14.02.2020 no. 2020/01.*

¹⁴⁰ The Law on the Use of Right to Petition No. 3071.

¹⁴¹ <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.4982.pdf>

¹⁴² <https://www.mevzuat.gov.tr/MevzuatMetin/21.5.20047189.pdf>

¹⁴³ [Regulation on the Quality Assurance of Qualifications to Be Included in the Turkish Qualifications Framework](#) which entered into force upon decision of the TQF Coordination Council dated 25.01.2018 no. 2018/01.

quality assurance of qualifications under the regulation are compatible with the quality assurance principles stated in annex 4 of the European Qualifications Framework Recommendation for Lifelong Learning¹⁴⁴.

As part of this, quality assurance criteria to be applied by responsible bodies are as follows:

- Qualification form shall be prepared and approved.
- A valid and reliable assessment and evaluation process shall be run.
- Certification processes shall be executed in a transparent and objective manner.
- Processes for qualifications shall be subject to self-assessment and external evaluation.
- Units, teams or institutions that make external evaluation shall be subject to periodical review.
- Improvement activities shall be undertaken based on the findings of self-assessment and external evaluation.
- Participation of stakeholders in the processes for qualifications shall be ensured.
- Processes for qualifications shall be executed for clear and measurable purposes and on the basis of criteria and guides.
- Sufficient and appropriate resource allocation shall be made for all processes.
- Feedback mechanisms shall be developed and put into use.
- Electronic access shall be provided to outputs of all processes.

The issues noted above, which are outlined in the Regulation and acknowledged by the relevant institutions when developing and endorsing their quality assurance documents, are evidently rooted in the 10 principles detailed in Annex-4 of the Recommendation on the European Qualifications Framework for Lifelong Learning and encompass every principle.

The TQF Quality Assurance System established to meet the abovementioned criteria is shown in Figure 22. Responsible bodies ensure that the quality assurance systems defined by them in the quality assurance papers and mandatory manuals are implemented via related training providers and awarding bodies and can be proven through quality indicators.

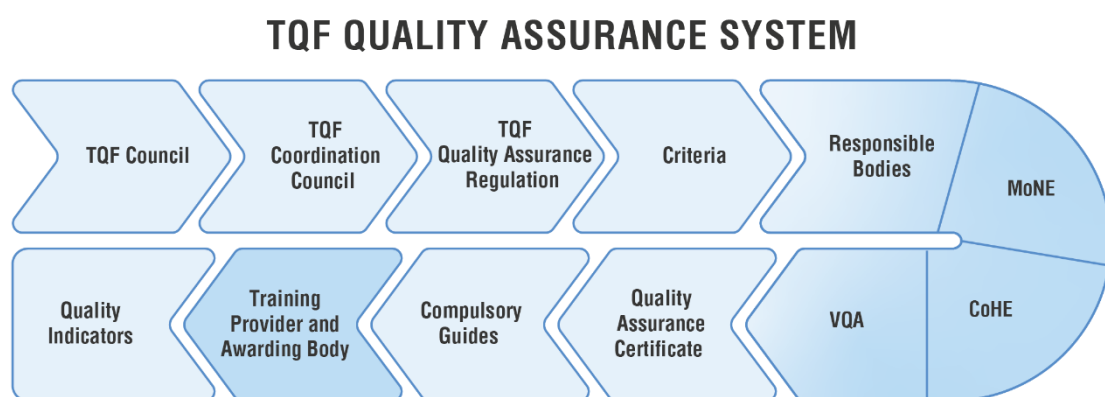


Figure 22 : TQF Quality Assurance System

Below are primary duties of responsible bodies for meeting quality assurance criteria:

¹⁴⁴ <http://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>

- Establish, run, monitor and improve the system for ensuring quality assurance of qualifications,
- Prepare quality assurance paper which defines quality assurance system and encompass mandatory manuals,
- Ensure that qualification forms are prepared, approved and, when required, are updated,
- Identify the units, teams or institutions who will perform external evaluation,
- Ensure periodical review of the units, teams or institutions responsible for external evaluation,
- Guarantee or confirm that training providers and awarding bodies possess the necessary, suitable and adequate resources for running quality assurance systems,
- Take measures required for generating feedback mechanisms, making results of activities accessible and achieving stakeholder participation, and to ensure that training providers and awarding bodies apply such measures and
- Write up reports about quality assurance applications for the qualifications under their responsibility, and to submit them for information of the Council.

As a result of these duties, the TQF management structures approved quality assurance paper and required documents prepared by VQA and those prepared by MoNE and CoHE in 2019 and 2020, respectively. Quality assurance papers are one of the substantial phases of ensuring quality assurance for placing qualifications in the TQF. Qualifications of the bodies quality assurance papers of which are not approved cannot be placed in the TQF. Besides, quality assurance processes of each qualification should be reviewed and assessed by the TQF Council in order to place the qualifications in the TQF.

It is essential that quality assurance processes of responsible bodies should meet the abovementioned quality assurance criteria governed by the Regulation. As a minimum, setting different and additional quality assurance criteria and including them in processes apart from compliance with quality assurance criteria are under the initiative of responsible bodies. For instance, CoHE requires accreditation of relevant programs by agencies which the Turkish Higher Education Quality Council (THEQC) authorizes, so that higher education qualifications can be included in the TQF.

The Ministry of National Education, another accountable organization, has developed a quality assurance document to guarantee adherence to the principles established in the Regulation¹⁴⁵, which includes the 10 principles outlined in the annex of the EQF Recommendation. One of the quality assurance principles specified in this document is the conduct of external evaluations, which are also part of the National Education processes due to the existence of accreditation in higher education. These external evaluations involve a comprehensive preparation phase and an inclusive implementation process. During the external evaluations conducted by MoNE, various indicators such as Governance, Institutional Development Planning, Human Resources Management, Collaboration and Resources Management, Measurement and Evaluation, Certification, and Performance Results are assessed based on evidence. The assessment aims to objectively determine whether each indicator is satisfactorily met. To ensure an impartial evaluation, quality indicators are corroborated and validated with as many supporting documents as possible.¹⁴⁶

¹⁴⁵ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24479&MevzuatTur=7&MevzuatTertip=5>

¹⁴⁶ <https://tyc.gov.tr/yayinlar?kategoriId=dc640df2-c180-4ca2-8279-89e8184c1de1&search=>

Similarly, the quality principles related to external evaluation by the other responsible entity, VQA, are clearly defined, made public, and enacted. The external evaluation of the ACBs that oversee the validation of non-formal and informal learning is performed by TÜRKAİ according to (TS EN) ISO/IEC 17024 Standard and by VQA through both scheduled and unscheduled inspections based on VQA legislation.¹⁴⁷

Detailed information regarding quality assurance processes, quality assurance processes of responsible bodies and other details can be found in section 3 which is about quality assurance.

Criterion 6

The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions and practice.

The main responsible bodies in relation to quality assurance of the qualifications in the TQF are MoNE, CoHE and VQA. The whole process for the updating of the Türkiye Referencing Report has been implemented with the cooperation of these three responsible bodies.

The Updated Referencing Report was evaluated at the TQF Council meeting on 20.12.2024 and approved by the TQF Coordination Council on 02.01.2025 which is in charge of the updating process.

The written agreements of the relevant quality assurance bodies are presented in the Appendix 7. Each of these bodies fully and actively involved in the updating of the Türkiye Referencing Report. Their involvement and contribution to the updating process also represents their agreement with the process.

Criterion 7

The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.

The Updated Türkiye Referencing Report process includes two international experts, with knowledge and experience of the EQF and qualifications systems.

They are;

- Tijs Pijls, International Expert, Netherlands.
- Slavica Raicevic DIMOVSKA, International Expert, Macedonia.

The two international experts' statements regarding the process are attached in the Appendix 2.

Criterion 8

The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and

¹⁴⁷ <https://tyc.gov.tr/yayinlar?kategoriId=dc640df2-c180-4ca2-8279-89e8184c1de1&search=>

the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.

Following the referencing of the Turkish Referencing Report with the EQF in 2017, work on updating the report started in 2023. Preparatory work for the updated report was carried out with various experts representing different competent bodies.

Following the preparation of the draft report, it was decided to form a working group for the updating process. The working group formed with participants from institutions and organizations represented in the TQF Council continued the updating work. A meeting was held with the working group on 20.09.2024 and then the processes were continued via online. As a result of the ongoing discussions, the report was finalized with the participation of all stakeholders. The processes were carried out as EQF NCP under the coordination of the Department of Turkish Qualifications Framework of Vocational Qualifications Authority. The finalized report was re-evaluated by all stakeholders at the TQF Council on 20.12.2024 and was considered transparent and inclusive. Approved on 02.01.2025 at the TQF Coordination Council meeting with the participation of MoNE, Higher Education Council and VQA.

This Report, when accepted by the EQF Advisory Group, will be published on the dedicated TQF (<https://www.tyc.gov.tr/>) as well as the websites of competent national authorities.

Criterion 9

Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal.

Following the updating of the referencing process, VQA will submit the updated Türkiye Referencing Report to the European Commission and provide a link to the published report in order to include it into the official EQF platform.

Criterion 10

Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level.

One of the significant steps taken after starting to place qualifications in the TQF is to make the TQF and accordingly, the EQF visible and disseminate their use. In this context, in order to ensure the use of the TQF logo and appropriate TQF levels in qualification awards, diplomas and Europass certificates, “Procedures and Principles Regarding Use of Turkish Qualifications Framework

Logo”¹⁴⁸ were prepared and announced to public after being approved by the TQF Management structures. Use of the TQF Logo and QR code in the qualifications placed in the TQF was agreed upon the decision taken in the 44th meeting of the TQF Council, held on December 6, 2023 as part of the related study.

Responsible bodies can use the TQF logo also in web sites, databases, signboards, promotional documents, events such as fairs and booths provided that inclusion of the related qualification in the TQF is clearly mentioned.

Web page of the relevant qualification under the Qualifications Database of Türkiye ¹⁴⁹ can be accessed through QR code developed specially for each qualification, thus users can receive detailed information such as learning outcomes, EQF level, quality assurance requirements and progression routes which are related to qualifications and monitoring regarding placement status of the related qualification in the TQF. Therefore, all qualifications having the TQF logo with QR code present an explicit reference to the EQF level. Logos can be utilized in Turkish and English based on the choice of responsible body.



Figure 23 : Examples of TQF Logos

Information about qualifications (including the qualification name, responsible institution, TQF and EQF Levels, learning outcomes, and related details) can be found by scanning the QR code on the TQF Logos present on certificates and diplomas in the TQF. This information is provided in both Turkish and English. ¹⁵⁰Furthermore, level details can be clearly presented in documents, as illustrated in Figure 24.

¹⁴⁸ [Procedures and Principles Regarding Use of Turkish Qualifications Framework Logo](#) which entered into force upon decision of the TQF Coordination Council dated 19.12.2023 no. 2023/01.

¹⁴⁹ <http://portal.tyc.gov.tr>

¹⁵⁰ Automotive Mechanic Level 4 VQA Vocational Qualification Certificate Qualification Form
<https://www.tyc.gov.tr/yeterlilik/otomotiv-mekanikcisi-seviye-4-myk-mesleki-yeterlilik-belgesi-TR0010000084.html>

ABC YETKİLENDİRİLMİŞ BELGELENDİRME A.Ş.
ABC AUTHORIZED CERTIFICATION BODY CO.

MESLEKİ YETERLİLİK BELGESİ
(VOCATIONAL QUALIFICATION CERTIFICATE)

OTOMOTİV MEKANİKÇİSİ
AUTOMOTIVE MECHANIC

(Seviye 4)
(Level 4)

Özlem BURAK

11UY0021-4 Otomotiv Mekanikçisi (Seviye 4) (Rev.No:04) ulusal yeterliliğinde belirtilen şartlara göre gerçekleştirilen teorik ve performans dayalı sınavlarda başarıyla olarak bu belgeyi almaya hak kazanmıştır.

(Has successfully completed the theoretical and practical assessments performed in accordance with requirements in the 11UY0021-4 Automotive Mechanic (Level 4) (Rev.No: 04) national qualification and is awarded this certificate.)

Belge No (Certificate No) : YB0000/11UY0021-4/03/067
T.C. Kimlik / Pasaport No (T.R. ID/Passport No) : 12345678901
Belge Düzenlenme Tarihi (Date of Issue of Certificate) : 01.07.2017
Belge Geçerlilik Tarihi (Expiry Date of Certificate) : 30.06.2022

Erkan DOĞAN
GENEL MÜDÜR

MYK
Yetkilendirilmiş Belgeleme Kuruluşu
YB-0000

Bu belge, TÜRKAK (Türk Akademi Kurumu) tarafından AB 2000 P Kodu Akademi Kurum Numarası ile akredite edilmiş ve 22/02/2009 tarihli ve 3041 sayılı Mesleki Yeterlilik Kurumu Kararı çerçevesinde MYK tarafından da YB-0000 kodu ile yetkilendirilmiş ABC YETKİLENDİRİLMİŞ BELGELENDİRME A.Ş. tarafından gerçekleştirilen sınav ve belgeleme işlemleri sonucunda düzenlenmiştir. MYK Mesleki Yeterlilik Belgesidir.

(This certificate is a VQA Vocational Qualification Certificate, which has been issued upon testing and certification procedures performed by ABC AUTHORIZED CERTIFICATION BODY CO., accredited by the TÜRKAK with AB-2000-P Accreditation Number and authorized by Vocational Qualifications Authority with YB-0000 code pursuant to the Law No. 3041 of 22/02/2009 on the Vocational Qualifications Authority.)

TÜRKAK
T.C. Kimlik / Pasaport No : 12345678901
AB-0000-P

www.abc certification.com.tr

Kimlik Bilgileri
(Identification Information)

Adı Soyadı : Özlem BURAK
(Name & Surname)

T.C. Kimlik / Pasaport No : 12345678901
(T.R. ID/Passport No)

Bu Belgenin Dayandığı Ulusal Yeterliliğin
(This Certificate is Based on the National Qualification)

Yayınlanma Tarihi : 16.05.2012
(Date of Issue)

Referans Kodu : 11UY0021-4
(Reference Code)

Revizyon Tarihi : 12.09.2018
(Date of Revision)

Revizyon No : 04
(Revision No)

Bu Belgenin Kapsadığı Ulusal Yeterlilik Birimleri
(This Certificate Includes the National Qualification Units)

Kod (Code)	Ulusal Yeterlilik Birimi Adı (National Qualification Unit Names)
11UY0021-4/A1	İş Sağlığı ve Güvenliği, Çevre Yönetim Sistemleri Occupational Health and Safety, Environmental Management Systems
11UY0021-4/B1	Araç Üzerinde Periyodik Bakım, Arıza Tespit ve Onarım İşlemleri Periodic Maintenance, Troubleshooting and Repair Operations at Vehicle
11UY0021-4/B2	Motor Yenileştirme Engine Revision
11UY0021-4/B3	Vites Kutusunun Bakım Onarımı Maintenance and Repair of Gear Box
11UY0021-4/B4	Dizel Yakıt Pompası ve Enjektörlerde Bakım Onarım Maintenance of Diesel Fuel Pumps and Injectors
11UY0021-4/B5	Ağır Ticari Araçlarda Özel İşlemler Special Operations on Heavy Commercial Vehicles
11UY0021-4/B6	Yol Testi Road Test

TC
Türkiye Yeterlilikler Çerçevesine
Katılımı

Belgeye ilişkin tüm öğrenme kazanımlarına www.myl.gov.tr/uy internet adresindeki ilgili ulusal yeterlilikten, belgeye ilişkin Europass Sertifikası Ekine ise www.myl.gov.tr/es internet adresinden erişilebilmektedir.
All of the learning outcomes in the certificate can be found in the concerned national qualification at www.myl.gov.tr/uy and Europass Certificate Supplement for the certificate can be found at www.myl.gov.tr/es

MYK Mesleki Yeterlilik Belgesi Seviyeleri
(VQA Vocational Qualification Certificate Levels)

MYK Mesleki Yeterlilik Belgelerinin Türkiye Yeterlilikler Çerçevesine (TYÇ) göre seviyesi, ilgili ulusal yeterliliğin öğrenme kazanımlarının TYÇ seviye tanımlayıcılarıyla karşılaştırılması sonucu belirlenmektedir. TYÇ'ye göre seviyelendirilmiş yeterliliklerin içermesi gereken aşağı öğrenme kazanımlarını tanımlayan TYÇ seviye tanımlayıcılarına www.tyc.gov.tr/st internet adresinden erişilebilmektedir. TYÇ, Avrupa Yeterlilikler Çerçevesine (AVÇ) referanslanmış olduğu için sekiz TYÇ seviyesi sekiz AVÇ seviyesine karşılık gelmektedir.
Levels of VQA Vocational Qualification Certificates according to Turkish Qualifications Framework are defined as a result of comparing the learning outcomes of related national qualification to TQF level descriptors. TQF level descriptors, defining minimum learning outcomes required to be included by qualifications levelled according to TQF, are available at www.tyc.gov.tr/st. Since TQF is referenced to European Qualifications Framework (EQF), eight TQF levels correspond to eight EQF levels.)

Belge Doğrulama
(Certificate Verification)

Bu belge aşağıdaki yöntemlerle doğrulanabilmektedir. (This certificate can be verified through following methods.)

- www.myl.gov.tr/dogrula
- www.turkiye.gov.tr
- www.abc certification.com.tr
- Kare kod (QR Code)

Açıklama: Bu belge, YB0000/11UY0021-4/03/067 bu belgeyi yenilemesine hak kazanması sonucunda düzenlenmiştir.
Statement: This certificate is issued by the renewal procedure of the certificate with the number of YB0000/11UY0021-4/03/067

MESLEKİ YETERLİLİK KİMLİK KARTI
(VOCATIONAL QUALIFICATION IDENTIFICATION CARD)
ABC YETKİLENDİRİLMİŞ BELGELENDİRME A.Ş.
ABC AUTHORIZED CERTIFICATION BODY CO.

Adı Soyadı (Surname & Name) : Özlem BURAK
T.C. Kimlik No (T.R. ID/Passport No) : 12345678901
Ulusal Yeterlilik (National Qualification) : Otomotiv Mekanikçisi (Seviye 4)
Belge No (Certificate No) : YB0000/11UY0021-4/03/067
Düzenlenme Tarihi (Date of Issue) : 01.07.2017
Geçerlilik Tarihi (Expiry Date) : 30.06.2022

MYK
Yetkilendirilmiş Belgeleme Kuruluşu
YB-0000

TÜRKAK
T.C. Kimlik / Pasaport No : 12345678901
AB-0000-P

Ulusal Yeterlilik (National Qualification)	Otomotiv Mekanikçisi (Automotive Mechanic)
Ulusal Yeterlilik Kodu (National Qualification Code)	11UY0021-4
Ulusal Yeterlilik Referansı (National Qualification Reference)	04
Ulusal Yeterlilik Revizyon Tarihi (National Qualification Revision Date)	12.09.2018
Ulusal Yeterlilik Yayın Tarihi (National Qualification Issue Date)	16.05.2012

Belge Doğrulama (Certificate Verification)

Bu belge aşağıdaki yöntemlerle doğrulanabilmektedir.
(This certificate can be verified through following methods.)

- www.tyc.gov.tr/dogrula
- www.abc certification.com.tr
- www.turkiye.gov.tr
- Kare kod (QR Code)

Figure 24: VQA Vocational Qualification Certificate Sample

Procedures and Principles Regarding Use of Turkish Qualifications Framework Logo in Higher Education Graduation Certificate with [Procedures and Principles Regarding Use of Turkish Qualifications Framework Logo in Higher Education Graduation Certificates](#)¹⁵¹ which was brought into force by CoHE on 16.02.2022, it was aimed to define the criteria and processes of higher education qualifications which ensure quality assurance under the TQF, and duties, authorities and responsibilities of the institutions and organizations related to relevant processes and to identify the path to follow in using the TQF logo in higher education degree supplements, transcripts and graduation certificates. Higher education programs which are entitled to use the TQF Logo are notified to related higher education institutions by CoHE. In addition, studies on sharing of the TQF Logos having QR code by CoHE with related higher education institutions continue.

¹⁵¹ Procedures and Principles Regarding Use of Turkish Qualifications Framework Logo in Higher Education Graduation Certificates which was brought into force by the Council of Higher Education on 16/02/2022.

The higher education programs which are entitled to use the TQF Logo as of 2024 were listed in the Guidebook for Higher Education Programs and Quotas for the first time¹⁵².

In case of removing qualifications from the TQF, the TQF logo cannot be used in new awards and diplomas. If the TQF Council decides on removing qualifications from the TQF, the decision is notified to responsible bodies and use of the TQF logo in new awards of the relevant qualification is suspended.

In light of these studies, the TQF logo is utilized in qualification awards and the TQF has already been referenced to the EQF; thus, the Criterion 10 is met.

6. Self-Certification of the TQF to the QF-EHEA

6.1. Introduction

CoHE developed the Higher Education Qualifications Framework for Türkiye (TYYC) and brought the studies to a certain stage between 2006 and 2008, long ago the development of the TQF. TYYC was developed by taking into consideration the QF-EHEA and the EQF and was introduced in all higher education institutions as of 2010. TYYC is in compliance with the QF-EHEA but it is also compatible with the EQF. TYYC was replaced with the TQF, following the enactment of the TQF upon the Decision No. 2015/8213 of the Cabinet and publication in the Official Journal dated 19/11/2015. The process of self-certification of the TQF to the QF-EHEA was performed in line with the criteria and procedures defined in the QF-EHEA.

6.2. Comparison of Terminology and Definitions

When the terminology and approach of the TQF are analyzed, it is seen that, the approach in the Dublin descriptors has not been followed directly, and more there is similarity with the approach and methodology of the EQF. However, it can be said that there is a complete implicit or explicit compatibility between the TQF and the QF-EHEA in terms of the level hierarchy. Since Türkiye has divided higher education into associate, bachelor, master's and doctorate education for a long time, the TQF levels and the QF-EHEA levels overlap completely. In fact, Türkiye's view in this regard gets full scores in the 2024 Bologna Process Implementation Report.

QF-EHEA levels are described using the following factors: knowledge and understanding, applying knowledge and understanding, making judgements, and communication and learning skills. The conceptual methodology used in the Dublin descriptors has not been used in the TQF. However, the conceptual approach used in the EQF has been adopted in the TQF - i.e. the factors used in the TQF are similar to those used in the EQF: knowledge (theoretical and factual), skill (cognitive and practical) and competence (taking responsibility and autonomy).

While definitions in the EQF do not completely overlap with those in the QF-EHEA, they allow for comparability. When TYYC was being developed between 2006 and 2010, the approach of QF-EHEA in its level descriptors was adopted. Since CoHE representatives who were involved in the

¹⁵² https://dokuman.osym.gov.tr/pdfdokuman/2024/YKS/TERCIH/tkilavuz_02082024.pdf

development process of the TQF have experience in the implementation of both methodologies (EQF and QF-EHEA), studies were conducted effectively when developing the TQF.

An LLL approach and contexts of non-formal and informal learning which were included indirectly and implicitly in the EQF and QF-EHEA have been stated explicitly in the TQF level descriptors. Additionally, the aspect of moral issues and responsibilities in the field of work or study which was also stated indirectly and implicitly in the EQF and the QF-EHEA has been considered in the TQF levels. Both aspects are very important both for the Bologna Process and as a dimension of participant citizenship in social issues.

Table 10. Elements of Level Descriptors in the QF-EHEA and the TQF

QF-EHEA	TQF	Definition in the TQF
Knowledge and understanding	Knowledge (theoretical and/or factual)	Theoretical and/or factual knowledge involving the comprehension of facts, principles, theories and practices related to a working or learning area.
Applying knowledge and understanding	Skills (cognitive or practical)	“Utilisation of knowledge”, “problem solving” and “transferring knowledge and skills to others” which requires the ability to use logical, intuitive, and creative thinking and dexterity, method, material, tools and instruments acquired in an area of work or learning.
Making judgements	Competences (responsibility and autonomy)	Utilisation of knowledge and skills in an area of work and/or learning by taking responsibility and/or displaying autonomy, determination and satisfaction of learning needs in line with lifelong learning approach.

Various methodologies were examined while preparing the TQF level descriptors. It was considered that adopting a holistic and systematic approach would be necessary for a framework to be comparatively more effective, applicable, comparable and dynamic with horizontal and vertical hierarchical consistency. Certain references, principles and rules were grounded as basis in the preparation of the TQF level descriptors.

The following approach was followed in this regard.

- i) The criterion considered has been to ensure that level descriptors meet the EQF in terms of all levels and Dublin descriptors (QF-EHEA) in terms of levels of higher education qualifications. Since Dublin descriptors are primarily implicit in the EQF, there was no new or complex case in this regard.
- ii) Aspects and approaches such as LLL, and recognition of non-formal and informal learning which are seen as important in Türkiye and internationally, are included in the TQF level descriptors.
- iii) School education (awarding with a degree or diploma) has been taken as a reference in creating the hierarchy of levels in the TQF. Work-based learning and ways of non-formal and informal learning have been also considered.

- iv) ISCED approach has been grounded in the field of work and study from the first level to the eight level: the approach from the broad field to the narrow field, programme and subject.
- v) Horizontal harmony has been ensured between knowledge, skill and competence at the same level while describing learning outcomes at each level.
- vi) An approach from simple to complex, general to specific, concrete to abstract, no responsibility to limited responsibility and full responsibility, and following instructions to team membership and leadership has been adopted between levels.
- vii) An approach from structured context to semi-structured and non-structured contexts with unexpected changes has been adapted from the first level to further levels.
- viii) “Transfer what has been learnt to others and identify own learning needs”, which arises from the Dublin descriptors and is not provided explicitly, but implicitly is present in the EQF, and is implicitly in the TQF, has been satisfied by ensuring its systematic inclusion with a reference to social and moral issues, LLL, and non-formal and informal learning.
- ix) “Contribution to the continuous development of society” aspect is included in Dublin descriptors. In parallel with the descriptors in the EQF, this approach has been included between levels 2 and 8 in terms of LLL approach and included in the last five levels in terms of “sensitivity towards social and ethical issues” with the appropriate levelling.
- x) Non-formal and informal learning together with an LLL approach were considered through hierarchy in levels where higher education qualifications exist.

6.3. Self-Certification of the TQF to the QF-EHEA: Addressing the Criteria

Criterion 1

The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry responsible for higher education

CoHE is the only national authority responsible for higher education in Türkiye. CoHE initiated the studies for the preparation of TYCY in 2006 by establishing a permanent commission and study group under CoHE. The commission and study group prepared TYCY with the active participation of higher education institutions (HEIs). The HEIs in Türkiye introduced a pilot scheme for TYCY in 2009 and initiated fully implementation in 2010. During the development of the TQF, the adaptation in the higher education was swifter due to the experience of CoHE and HEIs on implementation of TYCY.

The CoHE Education Commission carries out work on all issues related to higher education qualifications.

As the EQF NCP for Türkiye, VQA collaborates with CoHE on all issues related to higher education in Türkiye. Since CoHE is also represented in the VQA Executive Board, adoption and implementation of the decisions taken here proceed faster.

AN NQF Preparation Commission was established in August 2010, and CoHE actively participated in this commission with their representatives and was actively involved in all stages of the TQF development, approval and implementation.

Criterion 2

There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors in the European Framework.

Both frameworks are consistent in terms of comparability. The TQF is intended to be a clearer and comparable framework, considering the main action titles of the Bologna Process and developments in EHEA. In this regard, aspects including LLL, recognition of prior learning and sensitivity toward social and ethical issues, which are implicit in European Frameworks, are levelled and included explicitly in the TQF.

Although the TQF level descriptors comply with the cycle qualification descriptors in the QF-EHEA in terms of comparability and recognition, they manifest a different structure seemingly with the QF-EHEA descriptors as they use the similar definitions and the approach in the EQF. Some of the Bologna experts in CoHE who were involved in the development of TYCY in line with the QF-EHEA were also involved in the preparation of the TQF. Therefore, compliance has been easily ensured between the TQF and the QFEHEA. As in the descriptors of the TQF and the QF-EHEA, chronological and hierarchical association has been made in all concepts and levelling used in the descriptors of the TQF. The TQF has ensured to meet the approach in the QF-EHEA following the designations made in terms of conceptual approach and the principles followed in the QF-EHEA and EQF. The descriptors for levels in the two frameworks were arranged in parallel level by level and the text in the statements of learning outcomes was analysed: the results of this analysis are provided in the Annex 1. Table 11, below, presents the comparison of the levels of the TQF and the QF-EHEA.

Table 11. Comparison of TQF Levels and QF-EHEA Cycles

QF-EHEA	Short Cycle	First Cycle	Second Cycle	Third Cycle
TQF	5	6	7	8

Criterion 3

The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS-compatible credits.

The HEIs in Türkiye have adopted a learning outcomes approach since 2009 as a result of studies carried out from 2000, when Türkiye got involved in Bologna Process. Two arrangements became milestones at national level. The first one is that the concept of learning outcomes was subject to secondary legislation following the implementation of TYCY in 2010. The second one is that this concept was placed in the law for courses, programme and diploma levels at the beginning of 2011. ECTS became the official credit system of higher education in Türkiye by the legislation in 2011 and is stated in the law that ECTS credits are based on students' workload. CoHE has been monitoring the HEIs on whether the courses and programme are linked to the learning outcomes and whether the programme outcomes are linked to the national qualifications. Learning outcomes were defined as knowledge, skills and competence in the applicable law. Table 12, below, presents the ECTS credit ranges in higher education.

Türkiye's view in this regard gets full scores in the monitoring the implementation of the ECTS system by external quality assurance in the 2024 Bologna Process Implementation Report.

Table 12. ECTS Credit Ranges in Higher Education (QF-EHEA and TQF)

QF-EHEA	Short Cycle	First Cycle	Second Cycle	Third Cycle
TQF	5	6	7	8
ECTS Credits	120	240*	60 (without thesis program) 120 (with thesis program)	240

**360 ECTS is required to graduate from programmes with six years of undergraduate education; 300 ECTS is required for programmes with five years of undergraduate education.*

Criterion 4

The procedures for inclusion of qualifications in the national framework are transparent.

The fulfilment of this criterion is explained under Criterion 4 related to the EQF referencing in section 5 of this report.

Criterion 5

The national quality assurance systems for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna Process.

Türkiye's view in this regard gets full scores in the stage of development of external quality assurance system, level of student participation in external quality assurance, level of international participation in external quality assurance in the 2024 Bologna Process Implementation Report.

The fulfilment of this criterion is explained under Criterion 5 related to the EQF referencing in section 5 of this report. The section below is inserted additional to the response for Criterion 5. The General Board of CoHE is in charge of regulation, inspection and quality assurance of higher education.

The Council of Higher Education sets the qualifications and objectives and these are implemented by HEQB.

The General Board carries out these tasks through an Executive Board, whose members are selected among the General Board; the Higher Education Inspection Board, whose members are assigned from non-members of the General Board with a procedure set out by law; and the Higher Education Quality Board (HEQB). Studies of these three boards are evaluated by the General Board. Although CoHE has established regulation, quality and inspection functions in three main structures, there is a situation that is seemingly conflicting with the principle of segregation of duties. The Regulation on Quality Assurance in Higher Education has a provision designed to make up for this contradiction with external evaluation bodies.

The duties of HEQB are to:

- i) Define and submit for the approval of the General Board a national policy and strategy for quality assurance and accreditation in higher education,
- ii) Support building internal quality assurance systems in the HEIs and provide them with guidance on the issue,
- iii) Organise training programmes, meetings, workshops and other similar activities to develop and mainstream quality culture,
- iv) Monitor activities regarding quality assurance systems in higher education and realise joint activities at national and international level,
- v) Set out and submit for the approval of the General Board the principles, quality indicators and rules applied in external assessment and accreditation,
- vi) Inform the HEIs of the external quality evaluations approved by the General Board as well as the procedures applied in accreditation, and to issue publications,
- vii) Draft the final report to include recommendations for quality improvements and submit to the General Board by examining external evaluation reports following the self-evaluation and external evaluation process prepared by higher education institutions ,
- viii) Make a request from the General Board on an external evaluation at the expense of relevant higher education institution in the event that a higher education institution has not undergone an external evaluation which is required at least once every five years although it is overdue,
- ix) Submit proposals regarding the external quality evaluations that have been performed in the HEIs throughout the year, problems encountered and quality improvement process to the General Board at the end of each year,
- x) Present remarks to the General Board by examining registration applications of private law legal persons applying to CoHE to become registered for carrying out activities in the area of external quality evaluation and accreditation in the framework of the set principles and rules; monitor these organisations' activities and obtain information when deemed necessary, issue warnings if necessary or make a proposal to the General Board to terminate their registration,
- xi) Represent the Board on quality assurance in higher education within international organisations,
- xii) Share simultaneously the reports and opinions submitted to the General Council with public on the website of CoHE,

Criterion 6

The national framework, and any alignment with the European framework, is referenced in all Diploma Supplements

All HEIs in Türkiye are legally required to issue the diploma supplement for the diplomas of associate, bachelor, master and PhD degrees according to their qualifications they provide. The Supplement fully complies with the relevant Council of Europe and UNESCO format. The fulfilment of this Criterion is also explained under Criterion 10 related to the EQF referencing in section 5 of this report.

Criterion 7

The responsibilities of the domestic parties to the national framework are clearly determined and published.

The fulfilment of this criterion is explained under Criterion 1 related to the EQF referencing in section 5 of this report.

6.4. Self-Certification of the TQF to the QF-EHEA: Addressing the Procedures

Procedure 1

The competent national body/bodies shall reference the national framework to the European framework.

The response to this procedure is explained under Criterion 8 related to the EQF referencing in section 5 of this report. Additionally, as per the TQF Regulation, the self-certification to the QF-EHEA shall be performed within the referencing studies of the TQF to the EQF.

Procedure 2

The referencing process shall include the stated agreement of the quality assurance institutions authorized in the country in the scope of the Bologna Process.

The response to this procedure is explained under Criterion 6 related to the EQF referencing in section 5 of this report.

Procedure 3

The referencing process shall involve international experts.

The response to this procedure is explained under Criterion 7 related to the EQF referencing in section 5 of this report. In the studies regarding the referencing of the TQF with the EQF and compatibility with QFEHEA, Prof. Dr. Mile Dželalija from Croatia, Dr. Georg Hanf from Germany were mobilized as international experts and Edwin Mernagh from Ireland and John Hart from Scotland were mobilised as consultants and technical experts.

The opinions of these experts are provided in the Annex 2.

Procedure 4

Referencing and the evidence supporting it shall be published. Each described criterion is treated separately.

The response to this procedure is explained under Criterion 9 related to the EQF referencing in section 5 of this report. Additionally, the Self-Certification Report will be published on the website of EHEA.

Procedure 5

The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the referencing process.

Following the approval of the Referencing Report, VQA as the EQF NCP will notify the ENIC and NARIC networks that referencing and self-certification of the TQF with European Frameworks have

been completed and will ensure the publication of the report on the website of the ENIC and NARIC networks.

Procedure 6

The completion of the referencing process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

The HEIs have been issuing diploma supplements for all higher education qualifications from associate degree to PhD degree since 2005 upon the decision of CoHE. Türkiye has a high performance in the use of the diploma supplement label. CoHE is providing diploma supplement label for the HEIs as of 2016 to create a sustainable process.

Türkiye's view in this regard gets full scores in the usage of implementation of the Diploma Supplement in the 2024 Bologna Process Implementation Report.

The Diploma Supplement, which provides details to help clarify the knowledge and skills gained in higher education, has been integrated into the Europass Documents framework, with its most recent update being approved at the Ministerial meeting for the European Higher Education Area that took place in Paris in 2018. Within this framework, on 6 April 2022, the Council of Higher Education resolved to provide the updated Diploma Supplement to students graduating from all levels of higher education institutions (associate degrees, bachelor's degrees, master's degrees, and doctorates) alongside their diplomas at no cost, in one of the commonly used languages of the European Union: English, French, or German. This supplemented document will be issued by higher education institutions after conducting the necessary preparations, starting no later than the academic year 2022-2023.

The response to this procedure is also provided under Criterion 10 related to the EQF referencing in section 5 of this report.

6.5. Conclusion

The TQF fully complies with the QF-EHEA in terms of terminology and definitions, aims, scope, instruments, target group, and stakeholders.

The TQF meets all self-certification criteria and procedural requirements. Accordingly: (i) the responsible bodies have adopted and approved the TQF; (ii) transparent and comparable link has been established between the TQF and the QF-EHEA; (iii) the TQF and qualifications are based on measurable learning outcomes and linked to learners' workload; (iv) the procedures for the inclusion of qualifications in the TQF will be transparent; (v) quality assurance systems are compatible with the Berlin Communiqué and the other relevant agreed communiqué; (vi) in all diploma supplements, the TQF levels and alignment to QF-EHEA levels will be referred; (vii) responsibilities of domestic parties with respect to the TQF have been clearly explained.

The TQF followed all the procedures of the QF-EHEA. Accordingly: (i) the authorised national bodies actively participated in all stages of the TQF process, provided active support to the team established exclusively for referencing, and supported the referencing of the TQF to the EQF and the self-certification process; (ii) CoHE has been represented at all stages and actively involved in the referencing process; (iii) an intense support and contribution have been provided by international experts in the referencing process; (iv) The Türkiye Referencing Report, in which criteria and

procedures have been discussed individually, has been prepared; (v) the completion of the referencing will be notified to the international community through ENIC and NARIC networks; (vi) the link between the TQF and the QF-EHEA will be noted on Diploma Supplements.

Table 13. Comparison of the TQF Level Descriptors with the Cycle Descriptors of the QF-EHEA

QF-EHEA		TQF	
Descriptor	Short Cycle	Descriptor	Level 5
Knowledge and understanding	have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks . Such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle	Knowledge	Have comprehensive, theoretical and factual knowledge in a field of work or study in aware of the boundaries of that field
Applying knowledge and understanding	can apply their knowledge and understanding in occupational contexts ;	Skill	Have comprehensive, cognitive and practical skills required to develop creative solutions to abstract problems , whose limits are defined, and concrete problems
Making judgements	have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems		
Communication	can communicate about their understanding, skills and activities , with peers, supervisors and clients;	Competence	Carry out management and supervision tasks in contexts with unpredictable changes Evaluate and improve own and others' performance level Be in interaction for operations in contexts of work or study including the management of projects Have general awareness of the scope of lifelong learning approach for a field of work or study as well as the relationship of this scope with formal, non-formal and informal ways of learning Have awareness of the relationship of knowledge, skills, behaviours and attitudes in a field of work or study with moral issues and responsibilities
Learning skills	have the learning skills to undertake further studies with some autonomy.		

QF-EHEA		TQF	
Descriptor	1 (Bachelor)	Descriptor	Level 6
Knowledge and understanding	have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education , and is typically at a level that, whilst supported by advanced textbooks , includes some aspects that will be informed by knowledge of the forefront of their field of study ;	Knowledge	Have an advanced theoretical, methodological and factual knowledge in a field of work or study , including inquiring thinking
Applying knowledge and understanding	can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	Skill	Have advanced skills, including the quality of mastery and innovation , required to solve complex and unpredictable problems in a specialised field of work or study
Making judgements	have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues ;		
Communication	can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences ;	Competence	Make decisions by taking responsibility in unpredictable work or study contexts, and manage complex technical or professional activities or projects Take responsibility in managing the professional development of individuals and groups Have experience in the concepts, policies, tools and practices of lifelong learning approach for a field of work or study as well as the relationship of them with formal, non-formal and informal ways of learning Have awareness of social and moral issues in assessing work or study
Learning skills	have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy .		

QF-EHEA		TQF	
Descriptor	2 (Master)	Descriptor	Level 7
Knowledge and understanding	have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle , and that provides a basis or opportunity for originality in developing and/or applying ideas , often within a research context;	Knowledge	Have advanced specialised knowledge , some of which is at the forefront in a field of work or study , as the basis for original ideas and/or research; have an inquiring approach for knowledge issues in his/her field and at the interface between different fields related to his/her field
Applying knowledge and understanding	can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;	Skill	Have advanced problem-solving skills required in research and/or innovation activities that are carried out to develop new knowledge and methods in a field of work or study and to integrate knowledge from different fields ; have skills required to understand, design, apply and adapt advanced research operations as a team member or partially autonomously
Making judgements	have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;		
Communication	can communicate their conclusions , and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;	Competence	Manage and transform unpredictable and complex work or study contexts that require new strategic approaches Have experience in managing changes within a complex context Take responsibility in contributing to professional knowledge and practice and/or evaluating the strategic performance level of teams Show leadership in the concept, policy, tools and practices of lifelong learning approach for knowledge in a field of work or study and the interface between different fields as well as the relationship of them with formal, non-formal and informal ways of learning Integrate knowledge and make judgements in a field of work or study in consideration of social and moral issues and responsibilities
Learning skills	have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous .		

QF-EHEA		TQF	
Descriptor	3 (Doctorate)	Descriptor	Level 8
Knowledge and understanding	have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;	Knowledge	Have the most advanced systematic knowledge and inquiry analysis capacity in the theory, practice, method and techniques of a field of work or study; have the most advanced interface knowledge in different fields of work or study related to a particular field of work or study
Applying knowledge and understanding	have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;	Skill	Have the most advanced and specialised skills, including synthesis and evaluation , that require the use of knowledge, methods and techniques, required to solve critical problems in the most advanced research and/or innovation within a field of work or study and to extend and redefine existing knowledge or professional practice ; have skills required to understand, design, apply and adapt advanced research processes autonomously; have problem-solving skills, including the use of methods and approaches from different fields, required to solve new and complex problems in his/her field
Making judgements	are capable of critical analysis, evaluation and synthesis of new and complex ideas;		
Communication	can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;	Competence	Demonstrate competence in the development of new ideas and processes at the forefront of work or study contexts , including strong competence, innovation, autonomy, scientific and professional consistency and research Show leadership in developing new and original approaches to redefine or extend existing knowledge or professional practice in a field of work or study Develop original policies and practices for the promotion of lifelong learning approach for knowledge in a field of work or study as well as the interface between different fields in unpredictable and complex contexts that require innovation, and for the promotion of this approach through formal, non-formal and informal ways of learning Create new knowledge in a field of work or study in consideration of social and moral issues and responsibilities
Learning skills	can be expected to be able to promote , within academic and professional contexts , technological, social or cultural advancement in a knowledge based society.		

7. Stakeholder Engagement and Consultation Process

Report for Referencing of the Turkish Qualifications Framework to the European Qualifications Framework and Self-Certification to the Framework of Qualifications of the European Higher Education Area, in short Türkiye Referencing Report in short was prepared by joint work of the VQA, MoNE and CoHE in cooperation with the ministries, public authorities, professional bodies, trade unions, employer associations, student councils and relevant social stakeholders.

The studies for the preparation of the report were carried out by the Drafting Team under the supervision and guidance of the TQF-EQF Referencing Committee and the TQF Council. Prof. Dr. Mile Dželalija from Croatia and Dr. Georg Hanf from Germany were involved as the international experts and Edwin Mernagh from Ireland and John Hart from Scotland took part as technical experts. Türkiye Referencing Report was submitted to the European Commission following the approval of the TQF Council on November 29, 2016 and its referencing was decided on March 29, 2017.

Updating of this Türkiye Referencing Report was undertaken with a participatory mindset as in the process of drafting the first Report. Within this framework, update efforts triggered by software team within the TQF Department were undertaken in Turkish and English synchronously and guided by relevant Vice President and Department Head. A working group was created for draft development activities following collective and personal studies of the Drafting Team.

Utmost care was shown to involve representatives from education and public sectors and employee and employer segments in the working group. Eventually, the draft was developed, considering opinions and evaluations of the below institutions/organizations on the updated Report.

- General Directorate of Vocational and Technical Education, Ministry of National Education
- General Directorate of Lifelong Learning, Ministry of National Education
- General Directorate of Private Education Institutions, Ministry of National Education
- General Directorate of Secondary Education, Ministry of National Education
- Council of Higher Education
- Confederation of Turkish Tradesmen and Craftsmen
- Hak Confederation of Workers' Unions
- Turkish Confederation of Employer Associations
- Confederation of Public Servants Trade Unions

In addition to representatives of the working group, two international experts, Slavica Raicevic Dimovska and Tijs Pijs with an experience in the EQF were included in update activities under criterion 7 listed in the EQF referencing criteria. Opinions and evaluations of the international technical experts regarding the updated report were reflected in the draft report by software team within the TQF Department. The draft report developed with contributions of the working group and foreign experts was presented to the TQF Council for their opinion. On this wise, the Report was subjected to another control phase with wide participation through the meeting of the TQF Council dated 20.12.2024.

The Updated Türkiye Referencing Report shaped by the drafting team, working group and opinions of international experts was prepared to be submitted to European Commission with views and recommendations of all related institutions and organizations after approval of the TQF Council.

8. Challenges, Lessons Learned, and Future Developments

This part covers the potential challenges encountered during implementation and referencing processes of the TQF, the practices introduced after the former report period and the new ones planned for the following term in addition to past and current studies and improvement activities to be undertaken while the TQF is applied.

Discussion On The Challenges Encountered During Implementation and Referencing Processes

Implementation of the Turkish Qualifications Framework has a capital importance for education system of Türkiye, learners and employment. Qualifications achieved by individuals through active implementation of the TQF, are gathered under one umbrella. Thanks to this framework, it is aimed to enhance interaction between qualifications and mobility among qualification providers. In order to maintain active and functioning status of the TQF, Responsible Bodies that act as qualification provider, and the sector need to act collaboratively. The TQF processes will be executed more effectively when all structures support each other and proceed in line with common goals for TQF implementation.

The TQF management structures (TQF Coordination Council & TQF Council) assume significant roles in ensuring collaboration and coordination between stakeholders. Thanks to this management structure, an atmosphere is created for stakeholders to exchange ideas regarding the challenges encountered during implementation of the TQF and suggested solutions can be submitted to high-level officers in relevant management structures.

Even though the collaborative atmosphere of the TQF management structures contribute to the process positively, various practical difficulties may arise about participation of high-level officers from the responsible bodies within the TQF management structures who are expected to attend meetings. Such representatives are also high-level officers in the other bodies and organizations, it can be challenging to schedule meetings for each representative. To avoid these problems, the alternative solution of holding the TQF Council meetings online was evaluated and meetings were held by means of online and hybrid participation. Thus, the said difficulty was eliminated.

Thanks to the support and cooperation of TQF management structures, great steps were taken in implementation of the TQF and undertaking of referencing processes. First and foremost, the TQF has been referenced to the EQF. Following this phase, fresh developments in the country and emergence of new practices about implementation of the TQF required update of the Referencing Report.

Each responsible body has distinctive systems, so they made contributions to update studies from their perspective and this situation posed a challenge in achieving unity of language over the course of compiling and preparing the Report. However, all efforts were reflected to the Report in an objective way with contributions of the working group and coordination of the TQF Department. Moreover, international experts in the relevant field were involved in the process of implementing the qualification frameworks and review stages for the Report were completed, so that the Report was explored by unbiased parties from related bodies.

Belief and support of the relevant parties in implementation of the TQF gave rise to taking of significant steps in generalization of the TQF in Türkiye. Greatest support was delivered by CoHE,

THEQC and higher education institutions. During the former Reporting period no Higher Education qualifications were placed in the TQF. Nevertheless, currently, more than one thousand qualifications have already been placed in the TQF.

It is considered that the information meetings about implementation of the TQF which were held with participation of higher education institutions also contributed to placement of so many qualifications in the framework. Such meetings raised interest in the TQF and contributions of the higher education institutions in the system. Despite these developments, several higher education institutions have not yet been included in the system. Programs of these institutions need to be incorporated and the TQF needs to be applied to them effectively. CoHE undertakes studies in collaboration with VQA, THEQC and higher education institutions in order to increase the number of accredited programs and ensure that the said programs become entitled to use logo. For raising awareness, it is planned to increase the number of information meetings for higher education institutions in future.

Although CoHE and VQA qualifications are available in the TQF, qualifications under the responsibility of MoNE are not yet included in the TQF. MoNE qualifications should also be in system to achieve effective functioning of the TQF. It is envisaged that qualifications under the responsibility of MoNE will be placed in the TQF as well in the next term, given that MoNE representatives actively participate in the TQF management structures, have senior status and contribute to the system. The incorporation of qualification details for diplomas and certificates overseen by MoNE into the Qualifications Database of Türkiye clearly shows that this process is continuing.

Active cooperation with MoNE continue to build consensus on benefits of the TQF system. It is thought that the TQF will make contribution to ensuring mobility and transitivity between qualifications of individuals if MoNE-CoHE-VQA qualifications are included in the TQF in future. In addition, it is considered that responsible bodies should promote the system via bilateral and multilateral cooperations among each other. It is a requirement for responsible bodies to set additional policies and targets, because availability of qualifications in the system alone will not be sufficient to enable the TQF system to function actively. All relevant parties have responsibility to make the TQF system operational. It is intended to bring related parties together more frequently by means of the TQF management structures, and to speed up the efforts for ensuring more effective implementation of the TQF in the next period.

Lessons Taken From Former Reports

Former report period contained targets of implementing the TQF which cover end 2016 and end 2019. The targets set as main headings in the former report are listed below as nine main headings:

1. Procedures and Principles to Be Used in TQF Implementation Process and Preparation and Approval of Guides,
2. Establishment of Quality Assurance Systems,
3. Preparation of the TQF Qualification Type Specifications,
4. Revision of Existing Qualifications,
5. Starting to Place Qualifications in the TQF,

6. Generation of the TQF Qualifications Database,
7. Recognition of Prior Learning,
8. Operation of Quality Assurance Systems,
9. Completion of Placing Qualifications in the TQF

First eight of these nine targets were brought into completion between the former report period and current report period. The planned targets were attained and related studies were finalized. The last target, completion of placing qualifications in the TQF is continuous and the studies on completing the existing qualifications go on. The TQF will become more operational and effective when all qualifications provided by responsible bodies and organizations in Türkiye are placed in the TQF.

Although placement of all qualifications in the TQF was targeted in former report period, it should be noted that national qualification frameworks are living organisms. While outdated qualifications may be encountered in the system, newly emerging ones may also arise.

For this reason, it is also considered that the target of placing qualifications in the TQF will not be achieved completely. One of the objectives of the TQF is to gather all qualifications of our country in an inclusive way under a single roof. As part of this, it is aimed to include also new qualification types in the system depending on actual developments, to evaluate whether or not the qualification types such as micro qualification will be included in the framework and to undertake studies on this subject.

Qualification framework is constantly updated in this manner, so this target mentioned in the former report was updated in the current report as “Operation of the process for placing existing qualifications and possible new qualifications in the TQF”.

Developments and Improvements Planned in Future

Considering that the objectives for implementing the TQF which are mentioned and planned in the former report were realized significantly, the TQF has made a considerable progress in Türkiye. Even though all efforts for the framework which have been made up to now are capital, it should be noted that the development and improvement activities targeted need to continue; it is significant to turn the TQF into a more effective and operational mechanism and the TQF is a living ecosystem and requires constant update.

In this regard, the following table shows the future activities planned to ensure more active implementation of the TQF:

Table 14. Timeline for the Implementation of TQF

Targets Set	Target Period
Studies on Developing the TQF and Keeping It Up-To-Date • It is planned to undertake thematic studies on updating the TQF Regulation, • To promote establishment and operation of quality assurance systems for qualifications under the TQF, • To control whether or not the qualifications requested to be included in the TQF by Responsible Bodies meet the necessary requirements and placing those that meet such requirements in the TQF. • To raise collaboration with relevant Institutions/Organizations for the qualifications that are not yet included in TQF, • To validate non-formal and informal learning.	2025-2029
Including new qualification types in the TQF • It is planned to conduct preliminary surveys on the possibility to place new qualification types in the TQF, • To complete necessary studies on legislation in case that new qualification types are identified, • To analyze the current situation of Türkiye through field research regarding micro credentials discussed under the new qualification types, create an inventory for micro credentials, executing consultation on micro credentials with stakeholders, identify the potential activities as part of the TQF and developing guide books and legislation with relevant Institutions in order to achieve quality assurance about micro credentials.	2025-2027
Ensuring Horizontal and Vertical Transfer between Qualifications Placed in the TQF • It is planned to set a method based on learning outcomes in order to facilitate transfer between two different qualifications and undertaking studies with national and international experts with the aim of assessing transfer opportunities, • To perform pilot studies with relevant/responsible bodies, • To report results of pilot study.	2025-2027
Generalizing Implementation of the TQF • It is targeted to hold information meetings on use of the TQF logo for related parties, • To update existing legislation on use of the TQF logo.	2025-2028
Studies on Use of the TQF Logo • It is planned to raise number of the Institutions and Organizations which use the TQF logo, • To complete registration process in order to avoid unlawful use of the TQF logo, • To increase visibility of the TQF logo in documents by updating it based on views of the relevant parties.	2025-2026

9. Conclusion

Previous Türkiye Referencing Report was submitted to the EQF Advisory Group and discussed by parties in the meeting held on March 29, 2017 in Brussels. The EQF Advisory Group evaluated the report as an open, transparent and reliable study and agreed on its referencing to the EQF as a result of the negotiations.

Developments experienced in national qualification system of Türkiye within the period from 2017 to present lead to a requirement for updating the Referencing Report. This Report has been issued owing to such need. With the report, it has been aimed to present current situation of the existing national qualification system and qualification framework in Türkiye to relevant parties in a transparent, explicit and actual manner.

This Report provides information on current developments in the TQF and shows existing situation of the TQF as well as the new outcomes acquired. Thus, it can be seen that the TQF has become more active and functioning.

Most of the objectives set after referencing of the TQF to the EQF were achieved. This is the indicator of the significance attached by the stakeholders in our country to the TQF processes. Noteworthy findings in this Report period can be summarized as follows: qualification types in the TQF and their number went up; quality assurance certification processes for qualifications were brought to completion by Responsible Bodies and recognition and familiarity of the TQF in public increased with respect to learners, training providers, awarding bodies, workers and employers and relevant social partners after starting to include the TQF logo in higher education programs placed in the TQF and in VQA Vocational Qualification Certificates.

It can be observed that the current version of the TQF is more transparent and inclusive. Upon achievement of the objectives mentioned in future plans, it is aimed to gather all qualifications under one umbrella by including new qualification types such as micro credentials in the TQF in the upcoming term. It is envisaged that increasing number of qualifications placed in the TQF and of types of these qualifications, horizontal & vertical progression routes between qualifications and credit transfer opportunities to be provided by responsible bodies will contribute to mobility of awards and diplomas in the TQF. In order to attain all objectives, it is significant for stakeholders in the TQF to act cooperatively. Operability of the TQF will be enhanced with support from stakeholders and this will contribute to national and international mobility of learners and employees in their education and business lives.

10. Appendices

Appendix 1: Cross-Referencing of the Level Descriptors in TQF, EQF and QF-EHEA (Same as previous report. It has been translated.)

The following table provides an alignment of the TQF and EQF descriptors in sets of statements for the factors of knowledge, skills and competence. This enables cross-referencing of the statements in the two frameworks.

Table Appendix 1.1 Cross Referencing between Level Descriptors of TQF and EQF

TQF Level Descriptors	Level		EQF Level Descriptors
Have a general knowledge of self and environment Have basic skills required to carry out simple tasks Carry out simple tasks under guidance and supervision	1	1	basic general knowledge basic skills required to carry out simple tasks work or study under direct supervision in a structured context
Have an elementary factual knowledge in a field of work or study Have basic skills required to use necessary information in order to carry out tasks and to solve potential simple problems Carry out simple tasks under supervision with limited autonomy Have awareness of own learning needs within the scope of lifelong learning approach	2	2	basic factual knowledge of a field of work or study basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools work or study under supervision with some autonomy
Have an elementary theoretical knowledge and moderate factual knowledge in a field of work or study Have skills required to select and apply data, methods, tools and materials in order to carry out tasks and solve problems Take responsibility in carrying out tasks Complete tasks in consideration of changing situations Identify and meet own learning needs under guidance within the scope of lifelong learning approach	3	3	knowledge of facts , principles, processes and general concepts , in a field of work or study. a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems.
Have a moderate theoretical and operational knowledge and good factual knowledge in a field of work or study Have cognitive and practical skills required to perform procedures and generate solutions to problems specific for a field of work or study Take full responsibility in completing tasks within predictable, but changeable contexts Supervise the ordinary tasks of others, and take limited	4	4	factual and theoretical knowledge in broad contexts within a field of work or study a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study

responsibility in evaluating and improving such tasks Meet own learning needs, and define proactive learning goals under guidance within the scope of lifelong learning approach Have awareness of the relationship of knowledge, skills, behaviors and attitudes in a field of work or study with moral issues and responsibilities			exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Have comprehensive, theoretical and factual knowledge in a field of work or study in aware of the boundaries of that field Have comprehensive, cognitive and practical skills required to develop creative solutions to abstract problems, whose limits are defined, and concrete problems Carry out management and supervision tasks in contexts with unpredictable changes Evaluate and improve own and others' performance level Be in interaction for operations in contexts of work or study including the management of projects Have general awareness of the scope of lifelong learning approach for a field of work or study as well as the relationship of this scope with formal, non-formal and informal ways of learning Have awareness of the relationship of knowledge, skills, behaviors and attitudes in a field of work or study with moral issues and responsibilities	5	5	comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Have an advanced theoretical, methodological and factual knowledge in a field of work or study, including inquiring thinking Have advanced skills, including the quality of mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study Make decisions by taking responsibility in unpredictable work or study contexts, and manage complex technical or professional activities or projects Take responsibility in managing the professional development of individuals and groups Have experience in the concepts, policies, tools and practices of lifelong learning approach for a field of work or study as well as the relationship of them with formal, non-formal and informal ways of learning Have awareness of social and moral issues in assessing work or study	6	6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts ; take responsibility for managing professional development of individuals and groups

Have advanced specialized knowledge, some of which is at the forefront in a field of work or study, as the basis for original ideas and/or research; have an inquiring approach for knowledge issues in his/her field and at the interface between different fields related to his/her field Have advanced problem-solving skills required in research and/or innovation activities that are carried out to develop new knowledge and methods in a field of work or study and to integrate knowledge from different fields; have skills required to understand, design, apply and adapt advanced research operations as a team member or partially autonomously Manage and transform unpredictable and complex work or study contexts that require new strategic approaches Have experience in managing changes within a complex context Take responsibility in contributing to professional knowledge and practice and/or evaluating the strategic performance level of teams Show leadership in the concept, policy, tools and practices of lifelong learning approach for knowledge in a field of work or study and the interface between different fields as well as the relationship of them with formal, non-formal and informal ways of learning Integrate knowledge and make judgements in a field of work or study in consideration of social and moral issues and responsibilities	7	7	highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking; critical awareness of knowledge issues in a field and at the interface between different fields specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Have the most advanced systematic knowledge and inquiry analysis capacity in the theory, practice, method and techniques of a field of work or study; have the most advanced interface knowledge in different fields of work or study related to a particular field of work or study Have the most advanced and specialized skills, including synthesis and evaluation, that require the use of knowledge, methods and techniques, required to solve critical problems in the most advanced research and/or innovation within a field of work or study and to extend and redefine existing knowledge or professional practice; have skills required to understand, design, apply and adapt advanced research processes autonomously; have problem-solving skills, including the use of methods and approaches from different fields, required to solve new and complex problems in his/her field Demonstrate competence in the development of new ideas and processes at the forefront of work or study contexts, including strong competence, innovation, autonomy, scientific and professional consistency and research Show leadership in developing new and original approaches to redefine or extend existing knowledge or professional practice in a field of work or study Develop original policies and practices for the promotion of lifelong learning approach for knowledge in a field of	8	8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

work or study as well as the interface between different fields in unpredictable and complex contexts that require innovation, and for the promotion of this approach through formal, non-formal and informal ways of learning Create new knowledge in a field of work or study in consideration of social and moral issues and responsibilities			
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Appendix 2: Statements of International Experts

Statement on Türkiye Referencing Report

Tijs Pijls, Netherlands

February, 2025

Expert Statement on the Updated Report on Referencing of the Turkish Qualifications Framework

Vocational Qualifications Authority of Republic of Türkiye
T.C. Mesleki Yeterlilik Kurumu
Balgat, 1420. Sk. No:12
06520 Çankaya/Ankara, Türkiye

Den Bosch, February 9, 2025

To Whom It May Concern,

I, Tijs Pijls, have reviewed the updated report on referencing the Turkish Qualifications Framework to the European Qualifications Framework for Lifelong Learning and its self-certification to the Framework of Qualifications of the European Higher Education Area as an international expert.

After a thorough review, I can confirm that the report aligns with the EQF standards. The process was conducted transparently, with expert feedback and broad stakeholder involvement, ensuring adherence to European referencing guidelines.

I also confirm that the report meets the requirements of Criterion 7, including the expert statement needed for the formal referencing process.

Best regards,


Tijs Pijls
International Expert
tpijls@ncpnlf.nl
0031 6 10015878

Statement on Türkiye Referencing Report

Slavica Raicevic Dimovska, Macedonia

January, 2025

Statement on the Updated Report on Referencing of the Turkish Qualifications Framework to the European Qualifications Framework for Lifelong Learning and Self-Certification to the Framework of Qualifications of the European Higher Education Area

February 7, 2025

Vocational Qualifications Authority of Republic of Türkiye
T.C. Mesleki Yeterlilik Kurumu
Balgat, 1420. Sk. No:12
06520 Çankaya/Ankara, Türkiye

Slavica Dimovska
Phone: 382.(0)67.411.842
E-mail: slavica.r@gmail.com

To whom it may concern,

I, Slavica Dimovska, confirm that I have reviewed the updated Report on Referencing of the Turkish Qualifications Framework to the European Qualifications Framework for Lifelong Learning and Self-Certification to the Framework of Qualifications of the European Higher Education Area as an international expert.

I affirm that the report has undergone a thorough review, incorporating expert feedback to ensure alignment with EQF standards. The referencing process has been conducted transparently, involving broad stakeholder engagement and adherence to established European referencing guidelines.

I confirm that the report meets the requirements of Criterion 7, including the provision of an expert statement as part of the formal referencing process.

Best regards,

Slavica Dimovska
International Expert



Appendix 3: TQF Level Descriptors

Table Appendix 3.1 TQF Level Descriptors

	Knowledge	Skill	Competence
Level 1	Have a general knowledge of self and environment.	Have basic skills required to carry out simple tasks.	Carry out simple tasks under guidance and supervision.
Level 2	Have an elementary factual knowledge in a field of work or study.	Have basic skills required to use necessary information in order to carry out tasks and to solve potential simple problems.	Carry out simple tasks under supervision with limited autonomy Have awareness of own learning needs within the scope of lifelong learning approach.
Level 3	Have an elementary theoretical knowledge and moderate factual knowledge in a field of work or study.	Have skills required to select and apply data, methods, tools and materials in order to carry out tasks and solve problems.	Take responsibility in carrying out tasks. Complete tasks in consideration of changing situations. Identify and meet own learning needs under guidance within the scope of lifelong learning approach.
Level 4	Have a moderate theoretical and operational knowledge and good factual knowledge in a field of work or study.	Have cognitive and practical skills required to perform procedures and generate solutions to problems specific for a field of work or study.	Take full responsibility in completing tasks within predictable, but changeable contexts. Supervise the ordinary tasks of others, and take limited responsibility in evaluating and improving such tasks. Meet own learning needs, and define proactive learning goals under guidance within the scope of lifelong learning approach. Have awareness of the relationship of knowledge, skills, behaviors and attitudes in a field of work or study with moral issues and responsibilities.
Level 5	Have comprehensive, theoretical and factual knowledge in a field of work or study in aware of the boundaries of that field.	Have comprehensive, cognitive and practical skills required to develop creative solutions to abstract problems, whose limits are defined, and concrete problems.	Carry out management and supervision tasks in contexts with unpredictable changes. Evaluate and improve own and others' performance level. Be in interaction for operations in contexts of work or study including the management of projects. Have general awareness of the scope of lifelong learning approach for a field of work or study as well as the relationship of this scope with formal, non-formal and informal ways of learning.

			Have awareness of the relationship of knowledge, skills, behaviors and attitudes in a field of work or study with moral issues and responsibilities.
Level 6	Have an advanced theoretical, methodological and factual knowledge in a field of work or study, including inquiring thinking.	Have advanced skills, including the quality of mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study.	Make decisions by taking responsibility in unpredictable work or study contexts, and manage complex technical or professional activities or projects. Take responsibility in managing the professional development of individuals and groups. Have experience in the concepts, policies, tools and practices of lifelong learning approach for a field of work or study as well as the relationship of them with formal, non-formal and informal ways of learning. Have awareness of social and moral issues in assessing work or study.
Level 7	Have advanced specialized knowledge, some of which is at the forefront in a field of work or study, as the basis for original ideas and/or research. Have an inquiring approach for knowledge issues in his/her field and at the interface between different fields related to his/ her field.	Have advanced problem-solving skills required in research and/or innovation activities that are carried out to develop new knowledge and methods in a field of work or study and to integrate knowledge from different fields. Have skills required to understand, design, apply and adapt advanced research operations as a team member or partially autonomously.	Manage and transform unpredictable and complex work or study contexts that require new strategic approaches. Have experience in managing changes within a complex context Take responsibility in contributing to professional knowledge and practice and/or evaluating the strategic performance level of teams. Show leadership in the concept, policy, tools and practices of lifelong learning approach for knowledge in a field of work or study and the interface between different fields as well as the relationship of them with formal, non-formal and informal ways of learning. Integrate knowledge and make judgements in a field of work or study in consideration of social and moral issues and responsibilities.

Level 8	Have the most advanced systematic knowledge and inquiry analysis capacity in the theory, practice, method and techniques of a field of work or study. Have the most advanced interface knowledge in different fields of work or study related to a particular field of work or study.	Have the most advanced and specialized skills, including synthesis and evaluation, that require the use of knowledge, methods and techniques, required to solve critical problems in the most advanced research and/or innovation within a field of work or study and to extend and redefine existing knowledge or professional practice. Have skills required to understand, design, apply and adapt advanced research processes autonomously. Have problem-solving skills, including the use of methods and approaches from different fields, required to solve new and complex problems in his/her field.	Demonstrate competence in the development of new ideas and processes at the forefront of work or study contexts, including strong competence, innovation, autonomy, scientific and professional consistency and research. Show leadership in developing new and original approaches to redefine or extend existing knowledge or professional practice in a field of work or study. Develop original policies and practices for the promotion of lifelong learning approach for knowledge in a field of work or study as well as the interface between different fields in unpredictable and complex contexts that require innovation, and for the promotion of this approach through formal, non-formal and informal ways of learning. Create new knowledge in a field of work or study in consideration of social and moral issues and responsibilities.
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Appendix 4: Member List

Table Appendix 4.1. Member of TQF Council (December 2024)

Name of Representative	Name of Institution/Organization	Title
Prof. Dr. Mustafa Necmi İLHAN	Vocational Qualifications Authority	President of VQA- President of VQA Board
Ali KARAGÖZ	Ministry of National Education	Director General for Vocational and Technical Education
Ercan TÜRK	Ministry of National Education	Head of Strategy Development
Halil İbrahim TOPÇU	Ministry of National Education	Director General for Secondary Education
Cengiz METE	Ministry of National Education	Director General for Lifelong Learning
Fethullah GÜNER	Ministry of National Education	Director General for Private Education Institutions
Prof. Dr. Mahmut AK	Council of Higher Education	CoHE Executive Board Member
Prof. Dr. Naci ÇAĞLAR	Council of Higher Education	Chancellor of Bursa Technical University
Prof. Dr. Feyza ARICIOĞLU	Council of Higher Education	THEQC Representative
Prof. Dr. Murat ÖNDER	Council of Higher Education	THEQC Representative
Dr. Mehmet Erdem GÜNEY	Vocational Qualifications Authority	Deputy Chairman of VQA
Tuğba TOPUZ	Vocational Qualifications Authority	VQA Head of Turkish Qualifications Framework Department
Abidin MEMİLİ	Union of Chambers and Commodity Exchanges of Türkiye (TOBB)	Representative
Ertekin SOYER	Turkish Confederation of Tradesmen and Craftsmen (TESK)	Head of TESK ESYEM Commercial Enterprise
Fatih AY	Turkish Confederation of Employer Associations (TİSK)	Secretary General of Turkish Employers' Association of Metal Industries (MESS)
Şerife ŞENOK	Confederation of Turkish Trade Unions (TÜRK-İŞ)	Specialist
Rıdvan GÜNAY	Confederation of Haqq Worker Unions (HAK-İŞ)	MEYEB Operations Manager
Tevfik GÜNEŞ	Confederation of Turkish Progressive Trade Unions (DİSK)	Department Head of DİSK/Training, Occupational Health and Safety
Mustafa KAHRAMAN	Confederation of Public Servant Unions (MEMUR-SEN)	Vice President
Orhan ÖZEL	Confederation of Public Employee Unions (KESK)	Teacher
Barış BEKTAŞ	Confederation of Turkish Public Servants Unions (Türkiye Kamu-Sen)	School Principal
	National Student Council of Higher Education Institutions	

Table 4.2. Member List of the Working Group for Updating TQF-EQF Referencing Report (2025)

No.	Institution/Organization	Member Notified for Working Group (Permanent and Associate)
1	General Directorate of Vocational and Technical Education	Abdullah BÜYÜKYILDIZ Erdoğan ÖZDEMİR
2	General Directorate of Secondary Education	Uygar UMUT İsmail KAYIŞLI
3	General Directorate of Lifelong Learning	Ömer SAYGIN Mehmet Ali CEYHAN
4	General Directorate of Private Education Institutions	Bilal UZGÖREN Ahmet Ata AKDAĞ
5	Presidency of Council of Higher Education	Assoc. Prof. Aslı GÜNAY
6	Vocational Qualifications Authority	Kübra ULUSOY Tuğba TOPUZ
7	Presidency of Turkish Confederation of Tradesmen and Craftsmen	Buket ASLAN Ahmet DERİN
8	Turkish Confederation of Employer Associations (TİSK)	Furkan KOYUNCU
9	Confederation of Turkish Trade Unions (TÜRK-İŞ)	Şerife ŞENOK Güldane KARSLIOĞLU YENİ
10	Confederation of Haqq Worker Unions (HAK-İŞ)	Rıdvan GÜNAY Mert DEMİR
11	Confederation of Public Servant Unions	Nevzat ÖYLEK Mustafa KAHRAMAN

Table 4.3. Türkiye Referencing Report Writing Group

Name Surname	Title
Dr. Mehmet Erdem GÜNEY	Deputy President of Vocational Qualifications Authority
Özgen ULUDAĞ	Head of TQF Department
Tuğba TOPUZ	Vocational Qualifications Expert
Büşra DİKİCİ	Vocational Qualifications Expert
Didem TUNÇ	Vocational Qualifications Expert
Ekrem YAZICI	Vocational Qualifications Expert
Kübra ULUSOY	Vocational Qualifications Expert
Nesrin DOĞAN	Vocational Qualifications Expert
Osman COŞAR	Vocational Qualifications Expert
Saime Gülden ÖZCAN	Vocational Qualifications Expert
Şevval ÇETİN	Graphic Designer

Appendix 5: Skilled Worker Certificate Qualification Type Specification Form

Skilled Worker Certificate Qualification Type Specification Form

Qualification Type Specification Form				
Name of Qualification Type	Skilled Worker Certificate			
Institution Granting Qualification (Responsible Body)	Ministry of National Education			
Orientation	General:	Academic:	Vocational: X	
Level	TQF:	4	EQF:	4
Classification	ISCO:	3c	ISCED (2013):	0011
Category	Principal: X	Supplementary:	Unit:	Special Purpose:
Credit Interval and Normal Term of Program	Term	4 years		
	Credit	160 Credits (MKTS)		
Program Profile	Programs, which grant Skilled Worker Certificate, are offered in Vocational Education Centers and Vocational and Technical Secondary Education Institutions that apply programs of the Vocational Education Centers. Field/branch for which students of the vocational education center program will receive education is identified at the beginning of grade 9 through a contract to be signed. Students have common field education at grades 9 and 10 while they get vocational branch education at grades 11 and 12. In addition to knowledge and skills, Math and Turkish Language and Literature courses are delivered in vocational education center program. Students of the vocational education center program receive theoretical training at least one and at most two days a week and skill training on other days.			

	The programs, which grant Skilled Worker Certificate, are available as fields and branches under vocational education center program as per Vocational Education Law No. 3308. You can see field/branch list on http://meslek.eba.gov.tr/
Learning Environment	As part of the education programs offering Skilled Worker Certificate, theoretical training is provided at vocational education centers and skill training at enterprises.
Learning Outcomes	• Expresses himself/herself, both in a written and verbal manner, in different environments competently. □ Uses written and verbal communication while performing vocational activities. • Finds solutions for the problems encountered by using mathematical way of thinking, principles and processes. • Explains the theories, concepts, terms, facts and processes related to the vocational activities he/she undertakes. • Analyzes the data on vocational activities under his/her responsibility and assesses their results. • Organizes the work environment related to his/her profession. • Decides on the appropriate processes, methods and techniques required for vocational activities. • Identifies the suitable equipment, instruments and materials to be utilized. • Applies complex processes and methods regarding vocational activities systematically. • Produces solutions for problems that are predictable, but arise in changeable environments. • Assumes full responsibility for undertaking complicated activities. Performs supervision and limited control duties in execution of standard activities. • Plans and organizes the activities within his/her remit. Takes occupational health and safety measures needed in workplace. • Fulfills procedures and principles regarding protection of environment in workplace. • Ensures application of the quality control procedures and principles/methods related to the activities in workplace. • Produces product/service by implementing the vocational activities in the environments that are predictable, but open to change. • Takes measures to improve feature of the products/services resulting from vocational activities. • Acts in accordance with scientific, cultural, ethical, human and moral values.

	• Migrates his/her knowledge and skills to his/her colleagues when necessary. • Meets learning needs and sets prospective learning and career objectives in company with a guide. • Tracks the innovations and developments related to his/her profession.
Key Competencies	Owens the following key competencies. • Reading and writing competencies at good level • Multilingual competency at moderate level • Mathematical competency and competency in science, technology and engineering at good level • Digital competency at good level • Personal, social and learning competency at good level • Citizenship competency at good level • Entrepreneurship competency at good level • Cultural awareness and expression competency at good level
Assessment and Evaluation Methods	Academic year consists of two complementary periods in terms of assessment and evaluation. Success of students are determined based on learning outcomes of the training program and according to written exams, e-exams, applied exams, performance studies and projects (depending on property of the course) and the scores received in skill training at enterprises. Exam questions are prepared on the basis of general and special purposes mentioned in the training programs and of learning outcomes.

Appendix 6

Appendix 6.1. Qualification Type Specification (6th Level Bachelor's Degree)¹⁵³

Qualification Type Specification Form							
Qualification Type Title	Bachelor's Degree						
Issuing Organization (Responsible Institution)	Higher Education Institutions						
Orientation	General:		Academic: X		Vocational:		
Level	TQF:	6		EQF:			6
Classification	ISCO:			ISCED (2013):			
Category	Main: X	Supporting:		Unit:			Special Purpose:
Credit Range and Normal Duration of the Program	Duration	4 years					
	Credit	240 ECTS					
Program Profile	It is a higher education program that spans eight semesters based on secondary education qualifications and provides training in a specific field of study or profession.						
Learning Environment	Education and training are carried out in the form of formal, open, or distance education. Additionally, practical training is provided in laboratories and workshops within higher education institutions, or through internships and workplace training in industries, healthcare institutions, and workplaces.						

¹⁵³ <https://tyc.gov.tr/uploads/dosyalar/16678241273a61c7dc6c18b3c770d8063784ec6735.pdf>

Learning Outcomes	1) Has advanced theoretical and practical knowledge to critically question the theories and principles related to a work or learning field. 2) Possesses advanced innovative expertise skills to solve complex, unforeseen problems in a work or learning field. 3) Analyzes data related to issues in a work or learning field and develops evidence-based solutions. 4) Manages complex professional and technical work in the field, takes responsibility as a team member in solving problems that may arise in practice, and identifies the professional development needs of team members. 5) Critically evaluates the knowledge and skills acquired in the field, identifies learning needs, and adopts a lifelong learning approach to meet those needs. 6) Communicates effectively in both written and oral forms in the native language and uses at least one foreign language at the European Language Portfolio B1 level. 7) Uses information technologies specific to the field at least at the advanced level of the European Computer Driving License. 8) Shares thoughts and proposed solutions to issues in the field, supported by quantitative and qualitative data, in written or oral form with both expert and non-expert groups. 9) Acts in accordance with scientific, social, and ethical principles and values during the collection, analysis, and dissemination of data related to the field. 10) Organizes and implements projects and activities in collaboration with other professional groups for the social environment, with a sense of social responsibility. 11) Takes responsibility for raising awareness in society about basic human rights, cultural and universal values, social justice, and environmental issues. 12) Demonstrates the necessary attitudes and behaviors for a healthy life. 13) Organizes social relationships by adopting the values of the country and the society in which they live. 14) Possesses advanced knowledge, skills, attitudes, and behaviors to provide solutions to social and economic issues, considering the strategic priorities of the country. 15) Prioritizes the customs, unique characteristics, and national culture of the society in their attitudes and behaviors.
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Key Competences	1. Has advanced level proficiency in the key competencies listed below. Literacy 2. Multilingual proficiency 3. Mathematical competence and competence in science, technology, and engineering 4. Digital competence 5. Personal, social, and learning-to-learn competence 6. Citizenship competence 7. Entrepreneurial competence 8. Cultural awareness and expression competence
Assessment and Evaluation Methods	1. The assessment and evaluation methods, including the types of exams and their contribution to the course grade, are determined by the senates of higher education institutions in accordance with the basic principles set by the Council of Higher Education (CoHE). 2. Different methods such as assignments, projects, practicals, mid-term exams, and final exams are used in assessment and evaluation. 3. And/or numerical grading systems are used to assess student performance.
Quality Assurance	For ensuring the quality of higher education programs:: • CoHE is responsible for planning, organizing, managing, and overseeing the educational and other activities carried out in higher education institutions. • CoHE publishes the "University Monitoring and Evaluation Reports" annually, which are based on the criteria set by CoHE. These reports contain quantitative and qualitative evaluations of higher education institutions, which are shared with the public by CoHE. • CoHE publishes the "Private Higher Education Institutions Report" every year, which includes academic, administrative, and financial data of private higher education institutions. These reports, containing both quantitative and qualitative evaluations of private higher education institutions, are shared with the public by CoHE. The quality assurance of undergraduate programs in higher education is ensured according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Degree Programs". 1. Creation and Approval of Educational Programs: 1.1. CoHE determines the minimum standards and criteria required for the establishment of undergraduate departments and programs at higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes to be achieved by students in each program are determined by the senates of higher education institutions in accordance with the basic principles set by CoHE on these matters. 1.3. After the curriculum of the National Core Education Programs is accepted by the relevant Deans' Council, it is implemented by higher

	education institutions with the approval of the CoHE. 2. Assessment and Evaluation: The assessment and evaluation of the learning outcomes to be achieved by students in each undergraduate program are conducted in accordance with the basic principles set by CoHE, based on the educational and examination regulations prepared by higher education institutions. 3. Certification: Students enrolled in undergraduate programs receive a bachelor's degree upon successfully completing the course credits and other requirements set by higher education institutions. 4. Self-Assessment - External Assessment: Higher education institutions, in the context of continuous monitoring, enter the "Institutional Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Board (HEQB/YÖKAK) at the beginning of each year. HEQB shares the "Institutional Feedback Report" related to the external evaluation of higher education institutions with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by HEQB also demonstrate that the quality assurance of the programs' qualifications is ensured. HEQB conducts regular review activities regarding the qualifications determined by the regulations.
Admission Requirements	1. Graduating from secondary education institutions or foreign secondary education institutions recognized by the Ministry of National Education and meeting the admission requirements for undergraduate programs in higher education institutions. 2. Being placed in a relevant undergraduate program in a higher education institution based on the result of the central exam conducted by the Student Selection and Placement Center (ÖSYM) as per the procedures and principles determined by CoHE. 3. Receiving a sufficient score in the central exam conducted by ÖSYM and passing the special talent exam for programs that accept students based on special talent exams, as determined by CoHE's procedures and principles. 4. Being placed in relevant undergraduate programs in higher education institutions, continuing the field of study completed in associate degree programs, based on the results of the Vertical Transfer Exam (DGS) conducted by ÖSYM for associate degree graduates, as determined by CoHE's procedures and principles.

Requirements for Obtaining the Qualification	Successfully completing a minimum of 240 ECTS credits and fulfilling any other requirements set by the relevant higher education institution.
Progression Opportunities	- Those holding a bachelor's degree can pursue master's programs and, if they meet the relevant requirements, can also continue to doctoral and art proficiency programs accepted with a bachelor's degree. - Bachelor's degree students have the right to participate in double major programs offered by the higher education institutions they are enrolled in. Students registered in double major programs can take courses from two diploma programs simultaneously, and if they succeed, they can obtain two separate bachelor's degrees.
Legal Basis of the Qualification	- Law No. 2547 on Higher Education 1.1.Regulation on the Transition Between Associate and Bachelor's Degree Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions 1.2.Regulation on the Continuation of Undergraduate Studies for Graduates of Vocational Colleges and Open Education Associate Degree Programs - Law No. 2547 on Higher Education (Additional Article-35) 2.1.Regulation on Higher Education Quality Assurance and the Higher Education Quality Board

Appendix 6.2. Gazi University Pharmacy Bachelor's Degree Qualification Form ¹⁵⁴

Qualification Code	TR0030217032	
Qualification Title	Bachelor of Pharmacy Diploma	
Awarding Body	Gazi University	
Awarding Body Contact	Emniyet mah, Gazi Üniversitesi Rektörlüğü, Bandırma Cd No:6/1, 06560 Yenimahalle/Ankara	
Awarding Body Url	http://www.gazi.edu.tr	
Orientation	General	
EQF Level	6	The Qualification has been included in TQF on 09/05/2024
TQF Level	6	
Thematic Areas	Pharmacy	

¹⁵⁴ <https://portal.tyc.gov.tr/testview/yeterlilik/eczacilik-lisans-diplomasi-TR0030217032.html>

National Occupation Classification	ISCO 08
Category	Main
Credit Value	300
Program Duration	5 Years
Program Profile	The aim of the pharmacy undergraduate program is a ten-semester higher education program designed based on secondary education competencies, providing specialized education tailored towards a specific learning domain or profession. This program aims to equip students with the necessary knowledge and skills required in the pharmaceutical field. The objective of the Pharmacy undergraduate program is to train graduates who are fully competent administratively and technically at every stage from the production to the consumption of medication. Graduates are expected to have a thorough understanding of the fundamental principles of pharmacy, possess scientific reasoning skills, and act within the framework of professional and scientific ethical principles. The program aims to provide graduates with the knowledge and skills necessary to work in universities, research and education centers, as well as in public and private sector areas such as health and education, in accordance with these principles. The education provided fosters integrity in professional matters and enables students to effectively engage in interdisciplinary work.
Learning Environments	Learning takes place in the form of formal, open or distance teaching. In addition; Applied trainings are carried out in laboratories and workshops within higher education institutions or as internships or workplace training in industry, health institutions and workplaces.
Description	• Can apply the knowledge and skills gained by completing the pharmacy undergraduate program in all areas of the pharmacy profession within the framework of relevant laws, regulations, legislation, professional basic values and ethical rules. • Can use the concepts and practices of basic science, medicine and health sciences in the field of pharmacy by combining them with the practices related to the pharmacy profession. • Have knowledge about the anatomy, immunology, physiology, physiopathology and biochemistry of biological systems. • Knows the basic concepts about diseases affecting human health and their treatments. • By using scientific resources, pharmacopoeias and validated methods; related to herbal medicine, drugs, environmental and biological materials, food, food additives and contaminants, pharmaceuticals, drug active and excipient substances and medicinal products; has sufficient knowledge to perform and evaluate physical, chemical, toxicological, biological, microscopic, microbiological, molecular and elemental analyzes. • Have knowledge and application skills about pre-formulation, formulation, laboratory, pilot and industrial scale production, quality assurance, stability, storage, bioavailability, bioequivalence, licensing and patent studies of pharmaceutical products containing natural origin or synthetic active substances, biotechnological, nanotechnological, cosmetic, dermocosmetic, radiopharmaceutical products. • Have knowledge and application skills on the recognition of drug targets, chemical structure, synthesis and analysis, effects, structure-effect relationships, design, development, therapeutic dose determination, toxicological, pharmacokinetics, pharmacodynamic properties and side effects.

	• Have sufficient knowledge regarding the preparation of drugs, the uses and legislation of all preparations and medicinal products, original or generic. • Have knowledge about the effects of drugs on biochemical parameters, drug-drug, food-drug, disease-drug interactions, monitoring, prevention and pharmacovigilance of adverse drug reactions. • Have knowledge and practical skills in pharmaceuticals, phytopharmaceuticals, biopharmaceuticals, pharmaceutical care, pharmacotherapy, cosmetology and clinical pharmacy. • Within the framework of rational drug use, the patient has competence in presenting and describing the drugs in the prescription, evaluating the clinical laboratory results, providing practical useful information about products such as food support, nutraceuticals, health and diseases. • Recognizes medicinal and poisonous plants morphologically and microscopically. • Have detailed information about the groups of secondary substances found in medicinal plants. • Knows the effects of drugs and other chemicals, biological and physical factors on biological systems and the environment and the toxicological risk assessment process. • Have knowledge about prevention and treatment approaches from toxic effects. • Have knowledge about health policies and health economics, pharmaceuticals, medical devices, reimbursement, pharmacy management to increase the health level and quality of life of the society. • Can follow national/international historical and current developments in the field of pharmacy by using technological tools, databases and information sources, evaluate scientific and evidence-based data, and adopt lifelong learning. • Can communicate effectively with other professional groups and legal health authorities, pharmaceutical industry, professional organizations, etc. on issues related to the field of health, and can offer suggestions and solutions to problems related to the field. • Have a level of foreign language knowledge to communicate with patients and colleagues in the performance of the pharmacy profession.
Key Competencies	Possess advanced-level proficiency in the key competencies listed below: • Literacy skills: Have ability to effectively comprehend, evaluate, and communicate information. • Multilingual proficiency: Have ability to communicate in different languages and foster cultural awareness. • Mathematical proficiency and expertise in science, technology, and engineering: Have ability to solve complex problems, think analytically, and apply scientific methods. • Digital literacy: Have proficiency in using information technologies effectively, conducting digital data analysis, and operating in digital platforms. • Personal, social, and learning-to-learn skills: Be open to continuous learning, collaboration, and fostering personal development. • Citizenship skills: Be aware of effective healthcare service delivery, societal responsibility, and effective communication within the community. • Entrepreneurship skills: Have ability to develop innovative ideas, manage businesses, and evaluate business opportunities. • Cultural awareness and expression skills: Can effective communication in diverse cultural contexts, appreciation of cultural diversity, and creating inclusive environments.
Further Info	(1) At the end of the semester/year in which students are enrolled, a letter grade is given for each course. (2) This letter grade is appreciated by the instructor of the course. (3) In the evaluation of the letter grade, the student's success in the midterm exam, semester/final exam, semester studies and attendance at courses and practices are

	taken into consideration. The calculation of this letter grade is determined by the recommendation of the relevant academic unit board, the decision of the relevant board of the academic unit and the approval of the Senate. (4) The student's success grade is determined over 100 points. This score is called the raw achievement score. (5) A student with a raw success score below 25.00 fails that course by getting a direct grade of (FF). The success grade of the student with a raw success score of 25.00 and above; The general situation of the class is evaluated with one of the letter grades whose coefficients and expansion are specified below, by using one of the methods prepared with the decision of the University Education Commission and the approval of the Senate, taking into account the arithmetic averages and statistical distribution. After this evaluation, it is possible for raw achievement scores of 25.00 and above to have letter grade equivalents (FF). (6) Coefficients and success letter grades are evaluated as follows: a) Notes: 4.00 AA 3.50 BA 3.00 BB 2.50 CB 2.00 CC 1.50 DC 1.00 DD 0.50 FD 0.00 FF b) 1) D: Absentee, 2) G: Not entered, 3) E: Missing, (The grade (E) that is not corrected within three weeks following the finalization of the semester/year-end exam success letter grades is converted to (FF). 4) VZ: Withdrawing from a course. (7) A student who gets one of the grades (AA), (BA), (BB), (CB), (CC), (DC) and (DD) from a course is considered successful. However, in order to graduate, the student's CGPA must be at least 2.00.
Quality Assurance	In order to observe the quality of higher education programs;

	• YÖK (Foundation of Higher Education) is responsible for planning, organizing, managing and supervising education and training and other activities in higher education institutions. • "University Monitoring and Evaluation Reports" of higher education institutions prepared within the framework of the criteria determined by YÖK are published every year. Reports prepared according to these reports, including quantitative and qualitative evaluations for higher education institutions, are shared with the public by the Council of Higher Education. • The "Foundation Higher Education Institutions Report", which includes academic, administrative and financial data of foundation higher education institutions, is published annually by the Council of Higher Education. These reports, which include quantitative and qualitative evaluations made for foundation higher education institutions, are shared with the public by the Council of Higher Education. Quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring Quality Assurance of Higher Education Diploma Programs": 1. Establishment and Approval of Curricula: The Council of Higher Education determines the minimum standards and criteria required for the opening of undergraduate departments and programs in higher education institutions. 1.1. The curriculum of undergraduate programs in higher education institutions and the learning outcomes that each program will bring to the student are determined by the senates of higher education institutions in accordance with the basic principles determined by YÖK on these issues. 1.2. After the curriculum of the National Core Education Programs is accepted by the relevant Council of Deans, it is implemented by higher education institutions with the approval of the Council of Higher Education. 2. Assessment and Evaluation: How the measurement and evaluation of the learning outcomes that each undergraduate program will bring to the student is carried out in accordance with the teaching and examination regulations prepared by higher education institutions in accordance with the basic principles determined by YÖK on these issues. 3. Certification: Students enrolled in undergraduate programs, if they successfully complete the course credits and other obligations determined by higher education institutions; He receives a bachelor's degree. 4. Self-Evaluation-External Evaluation: At the beginning of each year, higher education institutions enter the "Institutional Internal Evaluation Reports" of the previous year into the Information System prepared by the Higher Education Quality Council in the context of continuous monitoring. YÖKAK shares the "Institutional Feedback Report" prepared by YÖKAK regarding the external evaluation of higher education institutions with the public. In addition, accreditation decisions made by accreditation bodies authorized or recognized by YÖKAK also show that the quality assurance of the qualifications of the programs is ensured. YÖKAK carries out regular
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	review activities regarding the qualifications determined in accordance with the legislation. 5. Turkish National Pharmacy Undergraduate Program Assessment And Accreditation Practice program evaluation and accreditation application is established in accordance with the Association for Evaluation and Accreditation of Pharmacy Education Programs (ECZAKDER) Regulation and ECZAKDER Working Regulation principles. Accreditation of pharmacy programs by ECZAKDER is a voluntary process. ECZAKDER evaluates the undergraduate education programs of the pharmacy faculties that apply for accreditation. ECZAKDER aims to achieve the following goals in order to contribute to the continuous improvement of the quality of pharmacy education: a) To determine whether the pharmacy faculties applying to ECZAKDER meet the evaluation standards for undergraduate education programs. b) To inform the society, student candidates, professional organizations, government institutions and other stakeholders by announcing the accredited faculty undergraduate programs. c) To ensure the sustainability of education in pharmacy faculties in international education quality, to help and guide faculties to reach their foreseen goals. Full Accreditation: It is given when the education program meets all the standards at the least acceptable level and a score of 80% or more of the total score is obtained. Full Accreditation is valid for six years, provided that an interim evaluation is made in the third year following the decision. Gazi University Faculty of Pharmacy have Full Accreditation from ECZAKDER listed below: Full accreditation: 06.01.2015 - 06.01.2022 Full accreditation: 07.01.2022 - 07.01.2028 The Education Program has been awarded the Full Accreditation Certificate for the second time by the Pharmacy Education Programs Evaluation and Accreditation Association (ECZAKDER).
Access Requirements	For Turkish and international students, it is required to meet the regulations set by the Higher Education Council (YÖK) and fulfill the acceptance criteria of the program; placement is determined by the Student Selection and Placement Center (ÖSYM) based on relevant conditions and applications.
Conditions for Success	Students are required to successfully complete 300 ECTS credits. To be successful and complete the program, the GPA must be at least 2.00 out of 4.00. Students must complete their compulsory internship.
Progression Paths (Relationship Type)	Those with a bachelor's degree can work in independent community pharmacies, hospital pharmacies, public institutions, private sector, research institutes, or universities. Those with a bachelor's degree can also continue their education in specialty programs in Pharmacy, master's programs, and, if they meet the relevant requirements, they can

	pursue doctoral programs and programs for proficiency in art with their bachelor's degree.
Legal Basis	1. Higher Education Law No. 2547 1.1. Regulation on the Principles of Transition Between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Undergraduate Education of Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Higher Education Law No. 2547 (Additional Article-35) 2.1. Higher Education Quality Assurance and Higher Education Quality Council Regulation
Validity Period (If Any)	Qualification is valid continuously.
Url	https://obs.gazi.edu.tr/oibs/bologna/index.aspx?lang=tr&curOp=showPac&curUnit=02&curSunit=20101242
QrCode	 The image shows a blue square logo with the letters 'TYC' in white. Below the logo, the text 'This qualification is included in Turkish Qualifications Framework.' is written in black. At the bottom of the square is a black and white QR code.

Appendix 7: Glossary

Awarding Body: A body authorised by a responsible body to conduct the relevant tasks for assessing an individual's learning outcomes and, if the individual is successful, certifying the requested qualification.

Competence: Defined as utilisation of knowledge and skills in an area of work or learning by taking responsibility and/or displaying autonomy, determination and satisfaction of learning needs; taking into consideration the social and moral issues and responsibilities.

Credit: The numeric description of the learner workload based on learning outcomes.

Diploma: Official document describing the degree which is prepared by the responsible body for those who graduate from education and training programmes including higher education with respect to the school and programme type.

Education Institution: Secondary education and higher education institutions awarding diplomas in the fields of general, vocational and technical education as well as all types and degrees of formal and non-formal education and training institutions offering certification programs.

Formal (Structured) Education: Defined and sequential education delivered in schools including education at pre-schools, primary schools, secondary schools and universities as defined within the national education system designed from a learner's perspective with structured learning objectives, learning time and learning support.

Informal (Non-Structured) Learning: All kind of learning based on experience that cannot be acquired in formal and non-formal education institutions ranging from learning obtained without any purpose or intention to conscious and intentional learning.

Key Competences: Basic competences required by the information society that all the individuals should possess and that support the personal development, the social participation in society as efficient and responsible individuals and the employability in the scope of lifelong learning.

Knowledge: Defined as theoretical and/or factual knowledge involving the comprehension of facts, principles, theories and practices related to a working or learning area.

Learner: An individual who continues to develop his/her knowledge, skills and competences on his/her own or accompanied by a trainer, within the scope of formal and non-formal education, on the job or in informal learning contexts.

Learning Outcome: Knowledge, skills and competences acquired by an individual after the completion of any learning process.

Level: Each of the eight levels defining knowledge, skills and competences in the TQF.

Level Descriptors: Knowledge, skills and competences required by the levels in the Turkish Qualifications Framework.

Lifelong Learning: This covers all the activities to certify the outcomes that are obtained through and as a result of formal, non-formal and informal learning events voluntarily or consciously

participated by an individual throughout his/her life for personal and/or vocational reasons in order to decrease social exclusion and increase active citizenship by improving knowledge, skills and competences as well as increasing personal development, competitiveness and employability.

National Occupational Standard: The minimum norms for the required knowledge, skills, behaviour and attitudes as have been adopted by the VQA for the successful practice of a vocation.

National Qualifications System: All the activities in a country related to the recognition of learning and other mechanisms that links education and training to the internal market and civil society.

Non-formal (Semi-Structured) Education: Education that actually functions to fill the gaps in the system of formal education and supports the development of personal skills, that is structured in terms of its objective, timing and support, is designed according to the learner, can take place either within or outside educational institutions and can target every age group, results with obtaining a certificate, is qualified as an organized and continuous learning event, can be obtained at school or outside school and that does not take place within defined and sequential education.

Orientation: Description of general, vocational or academic features of learning processes relevant to qualifications.

Programme: Certification-based education and training unit developed the scope of lifelong learning in education institutions or institutions where education-training and scientific research and practice is done; which is comprised of similar branches of science or art, and constitutes a whole and contemplates each other in terms of aim, scope and quality.

Qualification: An official document obtained when a responsible body, at the end of a process of assessment and validation, recognizes that an individual has accomplished the learning outcomes according to certain criteria.

Qualification Form: The document that defines basic information such as the purpose of the qualification, learning outcomes, level, assessment methods, entry and achievement requirements, progress paths.

Qualification Type: Qualification groups in which qualifications at the same level of the TQF that are similar in terms of their functions, learning outcomes, value and/or orientations are classified.

Qualification Type Specifications: Documents that describe the common features specific to qualifications under each qualification type.

Quality Assurance: Activities related to planning, implementation, evaluation, reporting and quality improvement that ensures qualifications to meet defined quality standards and criteria.

Quality Assurance Paper: The Paper prepared by the responsible bodies in order to explain the quality assurance system and compulsory guidelines to be taken as the basis for the operation of the system.

Recognition of Prior Learning: The process of evaluating the credits and learning outcomes acquired previously by an individual through formal education, non-formal and informal learning in order to achieve a qualification or to be exempt from a part of an education programme.

Responsible Body: The institutions that are responsible for the legal arrangements, tasks and coordination related to the identification, definition and presentation of the qualifications in the education and training system.

Skill: Defined in general as “utilisation of knowledge”, “problem solving” and “transferring knowledge and skills to others” which requires the ability to use logical, intuitive, and creative thinking and dexterity, method, material, tools and instruments acquired in an area of work or learning.

Turkish Qualifications Framework: The national qualifications framework, which has been designed in line with the European Qualifications Framework and indicates all qualification principles acquired through general, academic and vocational education and training programs including primary, secondary and higher education as well as other ways of learning.

Workload: Time spent for all education activities required for the achievement of learning outcomes

Appendix 8: Mutual Agreement of the Responsible Bodies on the Updating Process

 TYÇ KOORDİNASYON KURULU KARAR TUTANAĞI 	
Karar Tarihi	02/01/2025
Karar Sıra No	2025/01
İmza Tarihi	02/01/2025
Karar	İşbu imza tutanağı ekinde yer alan dokümanlar uygun bulunarak kabul edilmiştir. Ek 1: Mevzuat Düzenlemeleri • Türkiye Yeterlilikler Çerçevesinin Uygulanmasına İlişkin Usul ve Esaslar Hakkında Yönetmelik Güncelleme Çalışmaları • Yeterliliklerin Türkiye Yeterlilikler Çerçevesine Dâhil Edilmesi Sürecinde Uygulanacak Usul ve Esaslar Ek-1 Yeterlilik Formu'nun Güncellenmesi Ek 2: Yeterliliklerin TYÇ'ye Yerleştirilmesine İlişkin Tavsiye Kararları Ek 3: Yeterlilik Tür Belirleyicileri MEB Meslekî ve Teknik Eğitim Lise Diploması Yeterlilik Tür Belirleyicisinin Kabulünün Değerlendirilmesi Ek 4: Türkiye Referanslama Raporu Güncelleme Çalışmaları Ek 5: 2024 Yılı Faaliyet Raporu ve 2025 Yılı Faaliyet Planı



Muhammet Bilal MACİT
Milli Eğitim Bakanlığı
Bakan Yardımcısı

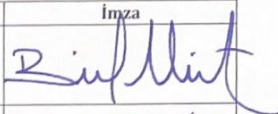


Prof. Dr. H. Haldun GÖKTAŞ
Yükseköğretim Kurulu
Başkan Vekili



Prof. Dr. Mustafa Necmi İLHAN
Mesleki Yeterlilik Kurumu
Kurum Başkanı

Decision Date	02/01/2025
Decision No.	2025/01
Signature Date	02/01/2025
Decision	The documents attached to this signature report have been accepted as appropriate. 1: Legislative Arrangements - Updating The Regulation on the Principles and fort he Implementation of the Turkish Qualifications Framework - Procedures and Principles to be Applied in the Process of Inclusion of Qualifications in the Turkish Qualifications Framework Updating the Qualification Form 2: Recommendations on Embedding Qualifications in TQF 3: Qualification Type Evaluation of the Acceptance of MoNE Vocational and Technical Education High School Diploma Qualification Type Specification 4: Update of the Türkiye Referencing Report 5: Annual Report for 2024 and Annual Plan for 2025

TÜRKİYE YETERLİLİKLER ÇERÇEVESİ KOORDİNASYON KURULU 6. TOPLANTISI 02 Ocak 2025, Ankara					
No	Temsilci İsmi	Kurum-Kuruluş İsmi	Unvan	E-Posta	İmza
1	Muhammet Bilal MACİT	Milli Eğitim Bakanlığı	Bakan Yardımcısı		
2	Prof. Dr. Haldun GÖKTAŞ	Yükseköğretim Kurulu	Yürütme Kurulu Üyesi/Başkan Vekili		
3	Prof. Dr. Mustafa Necmi İLHAN	Mesleki Yeterlilik Kurumu	Kurum Başkanı		
4	Dr. Mehmet Erdem GÜNEY	Mesleki Yeterlilik Kurumu	Kurum Başkan Yardımcısı		
5	Tuğba TOPUZ	Mesleki Yeterlilik Kurumu	Türkiye Yeterlilikler Çerçevesi Dairesi Başkanı		