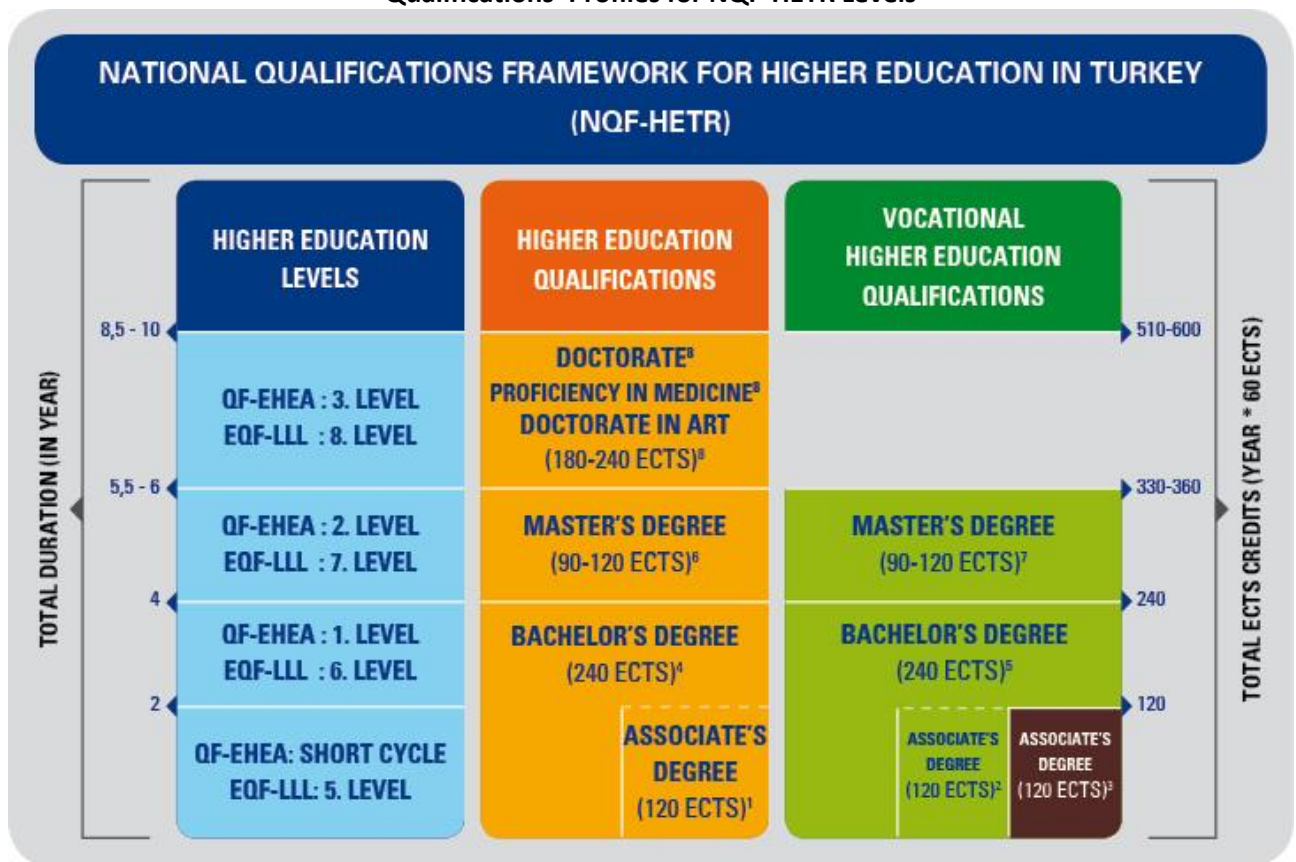


NQF-HETR/PROGRAM COMPETENCIES MATRIXES

Qualifications' Profiles for NQF-HETR Levels



1. Associate degree programs that are knowledge-oriented and offered within or in association with undergraduate programs
2. Associate degree programs that are practice-oriented and offered within or in association with undergraduate programs
3. Vocational school associate degree programs that are practice-oriented
4. Knowledge-oriented undergraduate programs
5. Practice-oriented undergraduate programs
6. Knowledge-oriented master's programs (with or without thesis)
7. Practice-oriented master's programs (with or without thesis)
8. Doctoral programs

NQF-HETR/PROGRAM COMPETENCIES MATRIXES

TABLE 1: National Qualifications Framework for Higher Education in Turkey (NQF-HETR) – Health Basic Field Qualifications (Academically Oriented) Level 6 (Undergraduate Education)

NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION IN TURKEY (NQF-HETR) Health Basic Field Qualifications (Academically Oriented) Level 6 (Undergraduate Education)						
NQF-HETR LEVEL	KNOWLEDGE -Theoretical -Conceptual	SKILLS -Cognitive -Practical	COMPETENCES			
			Competence to Work Independently and Take Responsibility	Learning Competence	Communication and Social Competence	Field Specific Competence
6 BAC HELO R&# 39;S EQF- LLL: 6. Level QF- EHEA : 1. Cycle	1-Possesses advanced theoretical and practical knowledge in the field of health, supported by textbooks containing fundamental and up-to-date information, practice tools and equipment, multimedia educational materials, and other relevant resources. 2-Possesses knowledge on evaluating the nature, source, boundaries, accuracy, reliability, and validity of information.	1-Interprets and evaluates scientifically proven data by utilizing advanced knowledge and skills acquired in the field of health; identifies and analyzes problems; develops solutions based on research, evidence, and professional and ethical values; shares knowledge and works effectively as a member of a team. 2-Utilizes information and communication technologies relevant to the field of	1-Carries out a study independently by using advanced knowledge and expertise in the field of health, and takes responsibility as a team member in collaboration with other professional groups working in this field. 2-Takes responsibility individually and as a team member for solving complex and unpredictable problems encountered in health-related practices. 3-Plans and manages activities aimed at the professional development of individuals working under his/her responsibility within the	1-Evaluates advanced knowledge and skills acquired in the field of health with a critical approach. 2-Determines learning objectives and demonstrates the ability to learn how to learn. 3-Identifies learning resources and accesses them effectively and efficiently. 4-Demonstrates commitment to lifelong learning, remains open to self-development	1-Informs relevant individuals and institutions on health-related issues; conveys thoughts and proposed solutions to problems both orally and in writing; listens to the opinions, needs, and expectations of relevant individuals and institutions. 2-Shares thoughts and proposed solutions on health-related issues within a team, supporting them with quantitative and qualitative data, and interacts effectively with both experts and non-experts as an active member of the process. 3-Organizes and implements projects and activities in	1-Collects, interprets, and applies health-related data, collaborates with professionals from relevant disciplines during dissemination of results, and acts in accordance with societal, scientific, cultural, and ethical values. 2-Acts in accordance with quality management principles and processes and actively participates in these processes. 3-Possesses sufficient awareness and applies practices regarding individual and public health, environmental protection,

	3-Possesses knowledge of accessing scientific information in the field of health, following, evaluating, and applying current literature.	health and research. 3-Uses advanced theoretical and practical knowledge acquired in the field of health to provide health education for individuals, families, and communities. 4-Produces solutions to field-specific problems in accordance with scientific data and evidence.	framework of a project, and monitors and evaluates the process. 4-Fulfills the responsibility of producing field-specific scientific knowledge and conducts research at a descriptive level.	t, and maintains this attitude continuously. 5-Determines and applies appropriate methods for accessing information.	collaboration with other professional groups for the social environment, demonstrating social responsibility awareness. 4-Uses a foreign language at least at the B1 General Level of the Common European Framework of Reference for Languages (CEFR) to follow developments in the field and communicate with colleagues. 5-Uses information and communication technologies, including computer software, at a level at least equivalent to the European Computer Driving Licence (ECDL) required by the field. 6-Monitors and evaluates events and developments of societal and global relevance in the field of health. 7-Communicates effectively both orally and in writing.	and occupational safety, including care for infants and children. 4-Acts in compliance with laws, regulations, professional ethics, and duties and responsibilities as an individual. 5-Serves as a role model to colleagues and sets an example for society through professional identity. 6-Understands the structure, physiological functions, and behaviors of healthy and/or sick individuals, and the relationship between an individual's health and their physical and social environment. 7-Participates in post-graduation institutional, local, national, and international training programs,
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					8-Possesses knowledge and skills for intercultural communication. 9-Documents professional activities and practices effectively and safely, maintaining accurate and reliable records.	accredits them, and documents the outcomes. 8-Recognizes the importance of ethical principles and ethics committees in education, practice, and research for individuals and society.
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Table 2. Definitions of NQF-HETR Health Basic Field Qualifications (Academically Oriented)
Level 6 (Undergraduate Education)

Possesses advanced theoretical and practical knowledge supported by textbooks, training tools, multimedia educational resources, and other current sources in the field of health.	NQF-HETR1
Has the knowledge to evaluate the nature, sources, limitations, accuracy, reliability, and validity of information.	NQF-HETR2
Is able to access, monitor, evaluate, and apply scientific information and current literature in the health field.	NQF-HETR3
Uses advanced knowledge and skills to interpret and evaluate scientifically proven data, identify and analyze problems, develop solutions considering professional and ethical values based on research and evidence, share knowledge, and work collaboratively in teams.	NQF-HETR4
Uses information technologies relevant to the health and research fields.	NQF-HETR5
Provides health education for individuals, families, and communities using advanced theoretical and practical knowledge acquired in the health field.	NQF-HETR6
Produces solutions to field-specific problems based on scientific data and evidence.	NQF-HETR7
Independently conducts studies using advanced field knowledge and collaborates responsibly as a team member with other health professionals.	NQF-HETR8
Takes responsibility individually and as a team member to solve complex and unforeseen problems encountered in health practices.	NQF-HETR9
Plans, manages, monitors, and evaluates activities aimed at the development of subordinates within the scope of a project.	NQF-HETR10
Fulfills the responsibility of producing field-specific scientific knowledge and conducts descriptive-level research.	NQF-HETR11
Critically evaluates the advanced knowledge and skills acquired in the health field.	NQF-HETR12
Determines learning objectives and demonstrates the learning achieved.	NQF-HETR1

	3
Identifies learning resources and accesses them efficiently and effectively	NQF-HETR1 4
Demonstrates lifelong learning, remains open to development, and maintains this behavior.	NQF-HETR1 5
Determines and applies appropriate methods to access knowledge.	NQF-HETR1 6
Informs relevant individuals and institutions about health-related matters, communicates ideas and solutions both verbally and in writing, and listens to the opinions, needs, and expectations of others.	NQF-HETR1 7
Shares ideas and evidence-based solutions in team settings with experts and non-experts, supporting arguments with quantitative and qualitative data.	NQF-HETR1 8
Organizes and implements projects and activities in cooperation with other professional groups, guided by a sense of social responsibility.	NQF-HETR1 9
Uses a foreign language at least at the B1 General Level of the European Language Portfolio to follow information in the field and communicate with colleagues.	NQF-HETR2 0
Uses information and communication technologies and computer software at least at the European Computer Driving License (ECDL) level required for the field.	NQF-HETR2 1
Monitors and evaluates events and developments in society and globally that affect the health field.	NQF-HETR2 2
Communicates effectively in both written and verbal forms.	NQF-HETR2 3
Possesses knowledge and skills for intercultural communication.	NQF-HETR2 4
Documents professional activities and practices effectively and safely; maintains accurate and efficient records.	NQF-HETR2 5
Collects, interprets, and applies health-related data, collaborates with other disciplines during dissemination of results, and acts in accordance with social, scientific, cultural, and ethical values.	NQF-HETR2 6
Acts in accordance with quality management principles and participates in related processes.	NQF-HETR2 7
Possesses and applies sufficient awareness of individual and public health, environmental protection, and occupational safety, including care for infants and children.	NQF-HETR2 8
Acts in compliance with laws, regulations, professional ethics, and responsibilities as an individual.	NQF-HETR2 9
Serves as a role model for colleagues and society through professional identity.	NQF-HETR3

	0
Understands the structure, physiological functions, and behaviors of healthy and/or sick individuals, as well as the relationship between individual health and the physical and social environment.	NQF-HETR3 1
Participates in post-graduation institutional, local, national, and international training programs, accredits them, and documents outcomes.	NQF-HETR3 2
Recognizes the importance of ethical principles and ethics committees in education, practice, and research for individuals and society.	NQF-HETR3 3

National Qualifications Framework for Higher Education in Turkey (NQF-HETR) – Health Field Qualifications (Academically Oriented)		
Level 6 (Undergraduate Education)		
Department of Nutrition and Dietetics		
Serial Number	Field of Study	Program Learning Outcome
1	KNOWLEDGE -Theoretical -Conceptual	1- Possesses advanced theoretical and practical knowledge in the field of health, supported by textbooks containing fundamental and up-to-date information, practice tools and equipment, multimedia educational materials, and other relevant resources.
2		2- Possesses knowledge on evaluating the nature, source, boundaries, accuracy, reliability, and validity of information.
3		3- Possesses knowledge of accessing scientific information in the field of health, following, evaluating, and applying current literature.
4	SKILLS -Cognitive -Practical	1- Interprets and evaluates scientifically proven data by utilizing advanced knowledge and skills acquired in the field of health; identifies and analyzes problems; develops solutions based on research, evidence, and professional and ethical values; shares knowledge and works effectively as a member of a team.
5		2- Utilizes information and communication technologies relevant to the field of health and research.
6		3- Uses advanced theoretical and practical knowledge acquired in the field of health to provide health education for individuals, families, and communities.
7		4- Produces solutions to field-specific problems in accordance with scientific data and evidence.
8	Competence to Work Independently and Take Responsibility	1- Carries out a study independently by using advanced knowledge and expertise in the field of health, and takes responsibility as a team member in collaboration with other professional groups working in this field.
9		2- Takes responsibility individually and as a team member for solving complex and unpredictable problems encountered in health-related practices.
10		3- Plans and manages activities aimed at the professional development of individuals working under his/her responsibility within the framework of a project, and monitors and evaluates the process.
11		4- Fulfills the responsibility of producing field-specific scientific knowledge and conducts research at a descriptive level.
12	Learning Competence	1- Evaluates advanced knowledge and skills acquired in the field of health with a critical approach.
13		2- Determines learning objectives and demonstrates the ability to learn how to learn.
14		3- Identifies learning resources and accesses them effectively and efficiently.
15		4- Demonstrates commitment to lifelong learning, remains open to self-development, and maintains this attitude continuously.
16		5- Determines and applies appropriate methods for accessing information.
17	Communication and Social Competence	1- Informs relevant individuals and institutions on health-related issues; conveys thoughts and proposed solutions to problems both orally and in writing; listens to the opinions, needs, and expectations of relevant individuals and institutions.
18		2- Shares thoughts and proposed solutions on health-related issues within a team, supporting them with quantitative and qualitative data, and interacts effectively with both experts and non-experts as an active member of the process.
19		3- Organizes and implements projects and activities in collaboration with other professional groups for the social environment, demonstrating social responsibility awareness.
20		4- Uses a foreign language at least at the B1 General Level of the Common European Framework of Reference for Languages (CEFR) to follow developments in the field and communicate with colleagues.
21		5- Uses information and communication technologies, including computer software, at a level at least equivalent to the European Computer Driving Licence (ECDL) required by the field.
22		6- Monitors and evaluates events and developments of societal and global relevance in the field of health.

23			7- Communicates effectively both orally and in writing.
24			8- Possesses knowledge and skills for intercultural communication.
25			9- Documents professional activities and practices effectively and safely, maintaining accurate and reliable records.
26		Field Specific Competence	1- Collects, interprets, and applies health-related data, collaborates with professionals from relevant disciplines during dissemination of results, and acts in accordance with societal, scientific, cultural, and ethical values.
27			2- Acts in accordance with quality management principles and processes and actively participates in these processes.
28			3- Possesses sufficient awareness and applies practices regarding individual and public health, environmental protection, and occupational safety, including care for infants and children.
29			4- Acts in compliance with laws, regulations, professional ethics, and duties and responsibilities as an individual.
30			5- Serves as a role model to colleagues and sets an example for society through professional identity.
31			6- Understands the structure, physiological functions, and behaviors of healthy and/or sick individuals, and the relationship between an individual's health and their physical and social environment.
32			7- Participates in post-graduation institutional, local, national, and international training programs, accredits them, and documents the outcomes.
33			8- Recognizes the importance of ethical principles and ethics committees in education, practice, and research for individuals and society.

Turkish Higher Education Qualifications Framework (NQF-HETR) – Health Field (Undergraduate Level) and Nutrition and Dietetics Program Learning Outcomes Matrix

Faculty/School/Vocational School: School of Health Sciences

Program: Nutrition and Dietetics

Program Learning Outcomes		1	2	3	4	5	6	7	8	9	10	11	
Turkish Higher Education Qualifications Framework (NQF-HETR)		1	2	3	4	5	6	7	8	9	10	11	
KNOWLEDGE		1.	5	4	4	3	1	2	3	3	3	4	2
		2.	3	3	4	5	1	3	3	3	3	4	2
		3.	3	4	4	5	1	3	3	3	3	5	2
SKILLS		1.	4	4	4	5	1	3	4	4	4	5	2
		2.	1	1	2	2	5	2	1	1	3	3	3
		3.	3	4	5	3	1	3	2	3	1	3	1
		4.	3	4	4	4	1	3	3	3	3	5	2
C O M P E T E N C E S	Competence to Work Independently and Take Responsibility	1.	3	4	4	4	2	3	4	4	4	5	2
		2.	3	4	4	4	2	3	4	4	4	5	2
		3.	2	3	3	3	1	3	3	3	3	4	1
		4.	3	3	3	4	1	3	2	2	2	5	2
	Learning Competence	1.	3	4	4	5	1	3	3	3	3	4	2
		2.	2	3	3	4	1	4	2	2	2	3	2
		3.	2	3	3	4	3	4	2	2	2	3	3
		4.	3	4	4	4	2	5	3	3	3	4	3
		5.	3	3	3	4	3	4	2	2	2	3	3
	Communication and Social Competence	1.	3	4	5	4	3	3	3	4	3	4	4
		2.	3	4	5	4	3	3	3	4	3	4	4
		3.	3	4	4	4	2	3	3	4	3	5	2
		4.	1	1	1	2	2	2	1	2	1	2	5
		5.	1	1	2	3	5	2	1	1	3	3	3
		6.	3	4	4	4	1	3	3	3	2	4	2

		7.	3	4	4	4	2	3	3	4	3	4	4
		8.	2	3	3	3	2	3	2	5	2	3	4
		9.	4	4	3	3	3	3	4	4	4	4	2
	Field Specific Competence	1.	4	4	4	4	2	3	4	4	4	5	2
		2.	3	3	3	3	2	3	3	3	5	4	2
		3.	4	5	4	3	1	3	4	3	3	4	1
		4.	3	4	3	3	1	3	5	4	4	4	2
		5.	3	4	4	3	1	3	4	5	3	4	2
		6.	5	4	3	3	1	2	3	3	2	3	1
		7.	2	3	3	3	1	4	2	2	2	3	2
		8.	4	4	4	3	1	3	5	4	4	4	2

Table 1.1.9: Alignment Table of Educational Objectives and Program Learning Outcomes

Learning Objectives	Program Learning Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
1	5	2	3	2	2	5	5	5	5	5	5
2	5	5	5	2	2	5	5	5	5	5	5
3	5	5	5	5	5	5	5	5	5	3	5
4	5	5	5	5	5	5	5	5	5	3	5
5	5	5	5	5	5	5	5	5	5	3	5

Note: Contribution levels are indicated on a scale from 1 (lowest) to 5 (highest).

National Qualifications Framework (NQF) – Health Sector (Bachelor’s Level) and Nutrition and Dietetics Program Learning Outcomes Matrix

Faculty/School/Vocational School: School of Health Sciences
Program: Nutrition and Dietetics

Program Learning Outcomes				1	2	3	4	5	6	7	8	9	10	11
Turkish Higher Education Qualifications Framework (NQF-HETR)				1	2	3	4	5	6	7	8	9	10	11
KNOWLEDGE				1.	X		X	X					X	
				2.	X		X	X						
				3.	X			X					X	
SKILLS				1.	X			X		X			X	
				2.	X			X	X				X	
				3.	X	X		X					X	
				4.									X	
Yetkinlikler	Competence to Work Independently and Take Responsibility			1.			X						X	
				2.									X	
				3.									X	
				4.									X	
	Learning Competence			1.			X							
				2.										
				3.										
				4.					X					
				5.										
	Communication and Social Competence			1.	X		X						X	
				2.			X						X	

