Abstract

Within the last decade the most significant development of the European Union in the education field has been the Bologna Process. The reference point of the Process is the European Qualifications Framework at the international level, and national qualifications framework at the national level. The Bologna term of “sector qualifications” is dealt with in two different meanings. The first is related to the hierarchy of the field of education from programme to broad field in the UNESCO approach. The second is sector standards determined according to the needs of economic sectors. This paper is devoted to developing the field architecture of the scientific family of program qualifications.

In this work, while the field qualifications have been developed in Turkey, international standard classifications of education, occupations and industries were taken into account; and moreover, qualifications were developed from the vertically and horizontally hierarchical point of view, and chronological perspective. In this work, it is suggested that EQF-LLL and NQF can also be applied to all types of field qualifications.

Keywords: Bologna Process, narrow field qualifications, field qualifications, sector qualifications, knowledge, skills, competences.

Introduction

Since 2001 Turkey has participated in the Bologna Process, which is aimed at increasing quality, transparency and recognition by establishing the European Higher Education Area. Turkey follows the coordinated action lines between the European Higher Education Area (AHEA) and European Research Area (ERA),