

FIELDS OF QUALIFICATIONS IN NQF-HETR 58 – ARCHITECTURE AND BUILDING

NQF-HETR LEVEL	KNOWLEDGE (KNW) -Theoretical -Conceptual	SKILLS (SKL) -Cognitive -Practical	PERSONAL & OCCUPATIONAL COMPETENCES			
			Autonomy & Responsibility Competence (ACR)	Learning to Learn Competence (LLC)	Communication and Social Competence (CSC)	Occupational and/or Vocational Competence (OVC)
6 BACHELOR'S <hr/> EQF-LLL: 6. Level <hr/> QF-EHEA: 1. Cycle	<p>KNW 1-The student has the necessary information and understanding of Architectural projection/ Planning/ Projection Actions and Researches in the related field of the local, regional, global, factual context together with the discursive, theoretical, factual information and the multi-dimensional information covering the professional service tenderness in order to reflect it in the academic sharing environment .</p> <p>KNW 2-The student has the knowledge and understanding intellectual, discursive, scientific, technological, aesthetics, artistic, historical and cultural substructure related to this framework or necessary for this field.</p> <p>KNW 3-The student has multi-dimensional knowledge and understanding about the methods of creating human and society oriented architectural projection, planning, designment and research methods in the related</p>	<p>SKL 1-The student has the ability of developing concepts in the fields of architectural projection, planning and designment.</p> <p>SKL 2-The student has the ability of providing integrity in the discourse, theory and practical for the architectural projection, planning and designment.</p> <p>SKL 3-The student has skills for the issues of architectural projection, planning, designment, potential and problems and the skill to define the necessary researches for them.</p> <p>SKL 4-The student uses research methods and techniques about theoretical/conceptual information, cognitive and practical skills on his/her field.</p> <p>SKL 5-The student has skill of developing alternative architectural projection, planning speculations and solutions.</p> <p>SKL 6-The student has skill</p>	<p>ACR 1-The student conducts an architectural projection, planning/designment project independently, He/She plans research projects for these processes and conducts them, he/she produces new synthesis.</p> <p>ACR 2-The student conducts his personal study related to his/her field independently and he/she takes personal and common responsibility in very disciplined, interdisciplinary or trans disciplinary studies. He/she has the necessary self-confidence and competence.</p> <p>ACR 3-The student plans, takes the responsibility and conducts the joint studies in an architectural projection, planning/designment project.</p>	<p>LLC 1- The student learns the information and skill in his/her field by evaluating them in a critical and dialectical approach.</p> <p>LLC 2- The student is prudential, he/she has the necessary motivation and learning skills for vocational development, he/she defines the requirements for learning, for these reasons he/she plans, does and applies them.</p> <p>LLC 3- The student acts with the consciousness of lifelong learning.</p>	<p>CSC 1- The student informs the relevant person or the institutions about his/her field, he/she relays his/her ideas and solution proposals related to problem in a written, verbal and visual way, he/she shares the information with the experts and non-experts by supporting it with the quantitative and qualitative data.</p> <p>CSC 2- The student arranges projects, cooperation and activities for the social environment in which he/she lives with the consciousness of social responsibility.</p> <p>CSC 3- The student follows the developments in his/her field by using a foreign language at least in the global level of European Language Portfolio and communicates with his/her colleagues effectively.</p> <p>CSC 4- The student uses the information technologies and the computer software as required in his/her field at least in the advanced level of European Computer Driving License interactively.</p>	<p>OVC 1- The student acts with the consciousness of social responsibility, entreating attitudes, understanding related to the areas of profession, professional practice and professional researches.</p> <p>OVC 2- The student gathers, evaluates and ,interprets the data that will provide basis to decide on probable social, environmental and moral results in architectural projection/Planning/ Designment phases. He/She has the knowledge and consciousness about the local, regional, national, global general and vocational problems in the historical era that he/she lives in.</p> <p>OVC 3- Evaluating the available information in his/her field in a critical and dialectical approach, the information, understanding and skills that the student has in the light of moral principles and in a professional approach as discipline required, by being appropriate for the legal framework with the vocational attitude rules, the criteria and the</p>

	<p>field.</p> <p>KNW 4-The student has multi-dimensional knowledge and understanding about economic, environmental, and social sustainability principles and standards and about disasters.</p> <p>KNW 5-The student has knowledge about the principles, laws, regulations and standards in his/her field.</p> <p>KNW 6-The student has knowledge and understanding about the institutional and moral values in his/her field.</p> <p>KNW 7-The student has knowledge and understanding about the place/importance of his/her field in the historical, geographical and cultural context.</p>	<p>on interdisciplinary interactive architectural projection, planning , designment. He/she uses the knowledge, understanding and skill that he/she has in interpreting the data related to the context, in defining the problems and in developing alternative architectural projection exhibiting subtlety and innovation/planning/ Projection decisions and solutions.</p>				<p>standards, he/she uses them by taking into consideration the social, environmental and moral results into consideration.</p> <p>OVC 4- With the knowledge of human value, he/she is respectful for the human rights and on this basis to the social and cultural rights, by showing the necessary tenderness for protecting the cultural heritage and the natural environment, he/she acts decides and acts with the consciousness of justice.</p> <p>OVC 5- The student has personal tenderness about his vocation's social justice, about the benefits it brings to the human rights and society, quality culture, protection of natural and cultural values, environment protection, occupational health and safety, by showing the necessary subtlety about the moral principles and the legal frameworks pertaining to professional service-giving.</p> <p>OVC 6- The student has general and vocational knowledge and awareness about the local, regional, national and global problems at current historical period.</p>
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