PROGRAM OUTCOMES AND TURKISH HIGHER EDUCATION QUALIFICATIONS FRAMEWORK MATRIX

PROGRAM OUTCOMES

			1 In the processes of identifying and solving planning problems, the ability to interpret accumulated knowledge in the field of planning within an interdisciplinary approach and in the context of related sciences, to evaluate it in light of theoretical and conceptual theories, and to identify and solve	2 The ability to design sub-scale, urban or regional systems within the discipline of City and Regional Planning, and to possess and apply knowledge regarding materials and production methods within the scope of the planning field	3 Ability to use current information and communication technologies in thinking, producing, and presenting processes	4 Demonstrating proficiency in expressing one's thoughts both in writing and orally, in both Turkish and English	5 The ability to apply theoretical and experiential knowledge in practice	6 Developing self-discipline for lifelong learning, time management, methodological study, and research habits	7 Developing abstract, analytical and relational thinking skills by internalizing design and planning concepts and processes	8 To be able to generate plans and proposals using the fundamental, environmental, and universal principles of the planning field	9 To be able to communicate creative thinking, perspectives, and solutions, personal creativity and skill development are essential	10 The ability to evaluate current knowledge and practices using appropriate research methods, insightful inquiry, critical thinking, and ethical perspectives	11 The ability to develop a planning approach and project, individually or as part of a team, integrating each stage in a professional and participatory context	12 In planning, having social responsibility and ethical awareness means being able to define and critique the relationship between humans and the built environment by relating it to social factors, human behavior, and cultural diversity
KNOWLEDGE	The various dimensions of planning (economic, social, managerial, physical) are taught, and the relationships between them are emphasized.	1	■											
	They are equipped with the knowledge to master the Field Research – Analysis – Planning processes required by the planning discipline.	2	■	■			■			■		■		
	The philosophical approaches that can determine the place of planning in epistemology are explained.	3	■	■					■	■				
	The differences between different planning approaches, as well as the strengths and weaknesses of each approach, are taught.	4	■									■		
	Information is provided that can be used to establish the connections between planning and the numerous disciplines that feed into planning.	5	■										■	
	The laws, regulations, and standards relevant to planning are taught, and emphasis is placed on how to monitor changes in them.	6												■
	The different institutional structures in which planning takes place are taught, and emphasis is placed on the public good in relation to ethical values.	7												■
SKILL	Planning is closely related to, and students are given the ability to establish connections with fields such as architecture, economics, sociology, and management.	1	■										■	
	The program teaches concept development in the field of planning, establishing relationships between developed concepts and application areas, and algorithmic thinking skills.	2	■				■		■		■	■		
	In the field of planning, students are provided with the skills to establish relationships between problem identification, analysis, and planning.	3	■	■				■		■				
	The importance of planning as an intervention tool is emphasized, and the ability to develop the necessary steps and programs for implementation is fostered.	4	■		■					■	■			
	Planning has become an integral part of decision-making processes. It develops skills in presenting options to decision-makers, mastering planning processes, and establishing and maintaining relationships with the community.	5	■	■						■			■	■
	In the field of planning, emphasis is placed on the importance of acting proactively rather than passively, ahead of decision-makers. These processes are explained and supported with examples, creating environments where students can develop their skills.	6	■	■		■	■				■			
COMPETENCY (Ability to work independently and take responsibility)	Planning is a collaborative field. Within this framework, the planner is equipped with the ability to both compete within a group and to convince the group of their area of expertise and problem definitions.	1						■			■		■	■
	The planner is equipped with competencies that will utilize management skills. This includes developing skills in defining the problem, assigning tasks to group members, and summarizing the issue at hand.	2						■			■	■	■	
	Planning is a field that can be carried out in different areas. In this context, planners interested in design are equipped with the competencies to work with experts in architecture, those interested in quantitative techniques with fields such as engineering and economics, and those working primarily in sociology and geography with experts in those fields.	3	■										■	■
COMPETENCY (Learning)	The field of planning is constantly renewing itself with ever-changing concepts and approaches, and many different new areas are entering the planning agenda. This fact is constantly emphasized in planning education, and methods	1	■	■	■	■								

	The field of planning is constantly renewing itself with ever-changing concepts and approaches, and many different new areas are entering the planning agenda. This fact is constantly emphasized in planning education, and methods for keeping up with these developments are provided. Planning is the art of making informed and rational decisions for the future. Planners are equipped with the knowledge and skills to manage these frameworks.	2												
	Planning is a process that deals with constantly evolving conditions. The skills necessary to manage this are developed in studio environments.	3												

COMPETENCY (Communication and Social)	Planning, by its very nature, requires horizontal interaction with numerous disciplines and different institutions. Mastery of this area is valued. In terms of vertical relationships, competencies are developed that enable planning to establish close connections with architecture and environmental sciences, disciplines with which it is closely related.	1												
	The richness, dimensions, and diverse impacts of the planning field are valued, and competencies specific to each planning area are imparted to individuals in order to train different types of planners.	2												
	They follow developments in their field and communicate effectively with colleagues by using a foreign language at least at the B1 General Level of the European Language Portfolio.	3												
	Uses computer software interactively, at least at the Advanced level of the European Computer Driving Licence (ECDL), along with the information and communication (ICT) technologies required by their field.	4												

COMPETENCE (Field-Specific)	Planning is a process of negotiation and persuasion. It explains which decisions can be made by planners and which fall under the responsibility of policymakers, and empowers participants to generate options.	1												
	Planning is the art of managing long and arduous processes. Therefore, a planner is equipped with the ability to stay involved in the process, constantly updating and bringing information to the forefront.	2												
	Planning consists of research, analysis, and plan generation stages. To become proficient in these areas, a planner's competencies include knowing how to communicate with the community and the methods to use to optimize decisions.	3												
	Planners are equipped with skills such as reasoning, creating algorithms, acting fairly, thinking complexly, mediating, and achieving their goals within the context of multi-dimensional planning problems.	4												
	Within the planning process, the long-term vision of planners clashes with the short-term actions of politicians. Being aware of these conflicts, developing solutions, and being equipped with the knowledge and skills to say no when necessary are considered important competencies in the planning field.	5												
	Space and society are fundamental areas of interest for planners. Within this framework, planners are equipped with the skills to interpret space and society. Abstraction, concept development, and then reflecting these concepts in the real world is a process. The superiority of the planning field over other disciplines is perceived particularly in its competence to interpret space, understand its transformations, and intervene accordingly.	6												