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ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

IN-SERVICE EDUCATION AND TRAINING NEEDS OF INSTRUCTORS WORKING IN THE ACCREDITATION PROCESS AT VOCATIONAL QUALIFICATION TEST CENTERS

PHD THESIS

Uğur DİLER

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE PROGRAM

Thesis Advisor: Doç. Dr. Türkay BULUT

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21/06/2016

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ
DOKTORA TEZ ONAY BELGESİ

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı, İngiliz Dili ve Edebiyatı Doktora Programı Y1314.620015 numaralı öğrencisi Uğur DİLER'in "IN-SERVICE EDUCATION AND TRAINING NEEDS OF INSTRUCTORS WORKING IN THE ACCREDITATION PROCESS AT VOCATIONAL QUALIFICATION TEST CENTERS" adlı doktora tez çalışması Enstitümüz Yönetim Kurulunun 03/06/2016 tarih ve 2016/11 sayılı kararı ile oluşturulan jüri tarafından oybirliği ile Doktora tezi olarak kabul edilmiştir.

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Tezin Savunulduğu Tarih :21/06/2016

Sosyal Bilimleri Enstitüsü Yönetim Kurulu'nun .... tarih ve .... sayılı kararı ile onaylanmıştır.

Prof. Dr. Özer KANBUROĞLU

Enstitü Müdürü

FOREWORD

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ABBREVIATIONS

ACCI   : Alanya Chamber of Commerce and Industry
ACI   : Ankara Chamber of Industry
AIC   : Ankara Industry Chamber
AYC   : European Qualifications Framework (EQF)
DNQF   : Denmark National Qualification Framework
EA   : European Cooperation for Accreditation
ECTS   : European Credit Transfer and Accumulation System (AKTS)
ECVET   : European Credit system for Vocational Education and Training
EDISA   : Electricity Distribution Services Association
EN   : European Norms
FHEQ   : Higher Education Qualification Framework
HEC   : Higher Education Council (YÖK)
IAF   : International Accreditation Federation (ULAK)
IAUMSM : Vocational Test Center of Istanbul Aydin University
ICC   : Istanbul Chamber of Commerce
INSET   : In-Service Education and Training
ISO   : International Organization for Standardization
ITDC   : Industrial Training Development Center
MEB   : Ministry of National Education (MoNE)
MLSS   : Ministry of Labour and Social Security
MYK   : Vocational Qualifications Authority
NLQF   : Holland National Qualification Framework
NQF   : Vocational Qualification Framework
OECD   : Organization for Economic Co-Operation and Development (OECD)
PIRLS   : Slices of International Performance and Samples of Questions
PISA   : International Student Evaluation Program
PSVES   : Project of Strengthening Vocational Education and Training System
in Turkey
QCF   : Qualification and Credit Framework
RTSU   : Research and Technical Services Unit
SPO   : State Planning Organization
TALIS   : International Learning and Teaching Research
TAP   : Turkish Association of Pharmacists
TCEU   : Turkish Chambers and Exchanges Union
TCIES   : Turkey Construction Industry Employers Syndicate
TEA   : Turkey Exporters Assembly
TEDEF   : Technology Training Development Foundation
TESC   : Turkish Employer Syndicates Confederation
TIMSS   : Research in International Mathematics and Science Study
TLI   : Turkish Labour Institution

TLSC	**:**	Turkish Labour Syndicates Confederation
TQF	**:**	Turkish Qualification Framework
TS	**:**	Turkish Standard
TSI	**:**	Turkish Standards Institute
TTAA	**:**	Ministry of Culture and Tourism, Turkey Travel Agencies Association
TTAF	**:**	Turkish Tradesmen and Arts Federation
TUCA	**:**	Turkey Chambers of Agriculture
TUCTC	**:**	Turkey Confederation of Tradesmen and Craftsmen
TUGCA	**:**	Turkey Green Crescent Association
TUHES	**:**	Turkey Health Employers Syndicate
TUMIS	**:**	Turkey Metal Industrialists Syndicate
TURK-AK	**:**	Turkish Accreditation Agency
UMS	**:**	National Occupational Standard
UY	**:**	National Qualification
UYC	**:**	National Qualifications Framework
VESP	**:**	Vocational Education and Training System (MEGEP)
VSC	**:**	Vocational Standards Commission
VTSISF	**:**	Vocational Training and Small Industry Support Foundation
WIDIA	**:**	Window and Door Industry Association

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IN-SERVICE EDUCATION AND TRAINING NEEDS OF INSTRUCTORS WORKING IN THE ACCREDITATION PROCESS AT VOCATIONAL QUALIFICATION TEST CENTERS

ABSTRACT

Progression in education is achievable through well-educated teachers, and teacher training can be achieved by well-planned in-service vocational training. In this research, in-service training needs analysis questionnaires were performed on 99 instructors who seek to be assigned in vocational exam center accreditation process. As a result of the assessment of these questionnaires, it was concluded that nearly all instructors have in-service training needs directed at improving their performances. ANOVA analysis was used to assess whether the acceptance level for Important Factors in Training Needs changed depending on the education level. According to the results of the analysis, the importance of the training in terms of "knowing the job description and responsibilities of the organization where the individual will be assigned in Vocational Test Center" has shown differences depending on the education level ($F=3.584$; $p<0.05$). When mean values of significance level for almost all statements were examined depending on the training status of participants, it was determined that post graduates agreed that trainings are important at a higher ratio in comparison to other groups.

Cronbach Alpha confidence coefficients were calculated to estimate the confidence level of exploratory factor analysis (AFA) in order for determining the Structure Validity and Confidence Analysis of in-service training needs questionnaire. Exploratory factor analysis method was used for statistically determining the structural validity of the questionnaire. Firstly, Kaiser-Mayer-Olkin (KMO) and Bartlett tests were performed to understand whether the questionnaire was compatible for factor analysis. KMO coefficient was calculated to test the sample size.

According to the analysis result, statistically significant difference was determined for evaluation of the first aspect of the training needs among instructors with different training levels, however, no significant difference was revealed for the evaluation of the second aspect of training needs. No significant difference was detected at the second aspect of the training needs questionnaire as there were only trainings related to assessment and evaluation, and the instructors participated in this questionnaire had already attended these trainings.

According to the TUKEY test results, which was performed to determine the group that caused difference in evaluation of first aspect of training needs, individuals with associate or bachelor's degrees showed the least acceptance level for the first aspect of the training needs, whereas post graduates showed the highest acceptance level. As a result of this, 15 instructors randomly selected among 30, were given 75-hour long training in 2014-2015.

At the end of their training " Evaluation Form for In-service Education and Training (EF INSET)" was conducted and results for Training Planning and Program, Competence Level of Trainers, End of Training Gains, General Assessment were presented. Through open ended and Likert-scale questionnaires, observable progression was shown for the benefits of in-service training, Training Planning and Program, Competence Level of Trainers, End of Training Gains, and General Assessment criteria. Performance Evaluation Form for Instructors who have participated In-service Education and Training were filled, demo exams were executed, and technical experts completed performance assessment forms 30 instructors assigned in accreditation process of vocational test center; as a result of the questionnaires, differences between trained and untrained were presented.

Performance form of untrained instructors and demo exams were reviewed by technical experts and it was determined that untrained instructors failed to properly achieve exam and documentation processes as they lack knowledge about 17024 accreditation process, don't possess necessary information about National Occupational Standards and not familiar with procedures and presses of Vocational Test Center; therefore, it was planned to provide in-service training to untrained instructors within 2016.

The results of Wilcoxon test, which was performed to compare scores of pre- and post-training knowledge and skill-based performance items in the test group, are given in research. According to the analysis results, post-training scores for all knowledge and skill-based performance items have shown statistically significant increase when compared to pre-training scores (<0.05). Accordingly, the in-service training conducted has increased the knowledge and skill-based performance of instructors.

Mann Whitney test was performed to compare pre-training knowledge and skill-based performance item scores of the control group and post-training scores of the test group and as a result, post-training knowledge and skill-based performance scores of the test group were statistically shown to be significantly higher than pre-training scores of the control group. According to performance assessment, when pre- and post-training performance assessments compared and demo exams conducted before and after the training were reviewed by technical experts, major differences were determined. Therefore, the obligation to receive these training raised in order for all instructors, wanting to take part in the accreditation process of Vocational Test Center, to conduct the accreditation process in healthy, proper, reliable and objective way and in conformity with the standards.

In-service education and trainings are recommended for all current Vocational Test Centers and other exam centers planned to be established in the coming years in order for documentation processes in Turkey to be conducted according to these standards.

Key Words: *In-service education and training, Vocational Test Center, Accreditation Process, National Occupational Standard*

MESLEKİ YETERLİLİK SINAV MERKEZLERİ AKREDİTASYONU SÜRECİNDE GÖREV ALAN ÖĞRETİM ELEMANLARININ HİZMET-İÇİ EĞİTİM İHTİYACI ANALİZİ

ÖZET

Eğitimde ilerleme iyi eğitilmiş öğretmen, öğretmen eğitimi ise iyi planlanmış hizmet içi mesleki eğitim çalışmaları ile mümkündür. Bu araştırmada; hizmet içi eğitim ihtiyaç analizi anketleri mesleki sınav merkezi akreditasyon sürecinde görev almak isteyen 99 öğretim elemanı üzerinde uygulandı. Bu anketlerin değerlendirilmesi sonucunda, öğretim elemanlarının nerdeyse tümünün performansını geliştirmeye yönelik hizmet içi eğitim ihtiyaçlarının olduğu sonucuna varıldı. Eğitim İhtiyacında Önemli Olan Faktörlere katılım düzeyinin öğrenim düzeyine göre farklılık gösterip göstermediği Anova ile analiz edildi. Yapılan analiz sonucuna göre eğitimin "Mesleki Sınav Merkezinde görev alacağı kurulun görev tanımlarını, sorumluluklarını bilmede" önemli olma durumu öğrenim düzeyine göre farklılık göstermektedir (F=3,584; p<0,05). Katılımcıların eğitim durumuna göre hemen hemen tüm ifadeler için önem düzeyi ortalamaları incelendiğinde eğitimlerin önemli olduğu görüşüne yüksek lisans mezunlarının diğer gruplara göre daha yüksek oranda katıldığı belirlendi.

Hizmet içi eğitim ihtiyaç analizi anketinin Yapı Geçerliliği Ve Güvenirlik Analizi belirlenmesi amacıyla açımlayıcı faktör analizi (AFA), güvenirliğinin belirlenmesi için Cronbach's alfa güvenirlik katsayıları hesaplandı. Anketin yapı geçerliğini istatistiksel olarak tespit etmek için açımlayıcı faktör analizi tekniği kullanıldı. Anketin öncelikli olarak, faktör analizine uygun olup olmadığını anlamak amacıyla KMO ve Bartlett testi yapıldı. KMO katsayısı örneklemin büyüklüğünü test etmek için hesaplandı.

Analiz sonucuna göre eğitim düzeyi farklı olan personellerin eğitim ihtiyacının 1.boyutunu değerlendirmeleri arasında istatistiksel olarak anlamlı fark bulunurken eğitim ihtiyacının 2.boyutunu değerlendirmeleri arasında anlamlı fark bulunmadı. Eğitim ihtiyacı anketinin 2. Boyutunda sadece ölçme değerlendirme ile ilgili eğitimler olduğundan ve ankete katılan öğretim elemanlarının bu eğitimlere daha önceden katıldıkları için anlamlı fark bulunamadı. Eğitim ihtiyacının 1.boyutunun değerlendirilmesinde farklılık yaratan grubun belirlenmesi amacıyla yapılan TUKEY testi sonucuna göre ön lisans – lisans mezunlarının eğitim ihtiyacının 1.boyutu için katılımları en düşük iken yüksek lisans mezunlarının en yüksektir.

Bunun sonucunda 30 öğretim elemanından rastgele seçilerek 15 tanesine 2014-2015 yılında 75 saatlik eğitim verilmiştir. Eğitimlerin sonunda "Eğitim Değerlendirme Anketi" yapılarak Eğitimin Planlanması ve Programı, Eğitimcilerin Yeterlilik Düzeyi, Eğitim Sonu Kazanımlar, Genel Değerlendirme sonuçları ortaya koyulmuştur. Açık uçlu ve likert ölçekli anketlerle de hizmet içi eğitimin faydaları ve Eğitimin Planlanması ve Programı, Eğitimcilerin Yeterlilik Düzeyi, Eğitim Sonu Kazanımlar, Genel Değerlendirme kriterleri sonucunda gözle görülür bir ilerleme söz konusudur.

Anketler sonucunda mesleki sınav merkezi akreditasyon sürecinde görev alan 30 öğretim elemanının performans değerlendirmeleri eğitim alan öğretim elemanı performans değerlendirme formu demo sınavlar yapılarak teknik uzmanların incelemeleri ile performans değerlendirme formları doldurulmuş olup eğitim alanlar ve eğitim almayanlar arasındaki farklılıklar ortaya çıkmıştır.

Eğitim almayan öğretim elemanı performans formuyla ve demo sınavlar teknik uzmanlar tarafından incelenerek eğitim almayan öğretim elemanları 17024 akreditasyon sürecinde bilgisiz oldukları Ulusal Meslek Standartlarını bilmedikleri, Mesleki sınav merkezinin prosedürlerine ve süreçlerine hakim olmadıkları için sınavları ve dokümantasyon sürecini düzgün gerçekleştirememiş olmasından dolayı 2016 yılında eğitim almayanlara hizmet içi eğitim verilmesi planlanmıştır.

Deney grubunda eğitim öncesi ve eğitim sonrası bilgi ve beceriye dayalı performans maddelerinin puanlarının karşılaştırılması amacıyla yapılan Wilcoxon testi sonuçları tabloda verilmiştir. Analiz sonucuna göre bilgi ve beceriye dayalı performans maddelerinin tamamında eğitim sonrası puanlar eğitim öncesi göre istatistiksel olarak anlamlı düzeyde artmıştır (p<0,05). Buna göre yapılan hizmet içi eğitim personelin bilgi ve beceriye dayalı performansını artırmıştır.

Kontrol grubunun eğitim öncesi bilgi ve beceriye dayalı performans maddeleri puanları ile deney grubunun eğitim sonrası puanlarının karşılaştırılması amacıyla yapılan Mann Whitney testi sonucuna göre deney grubunun eğitim sonrasında bilgi ve beceriye dayalı performans maddelerinin tamamının puanları kontrol grubunun eğitim öncesi puanlarından istatistiksel olarak anlamlı düzeyde daha yüksektir. Performans değerlendirmelerine göre eğitim almadan önce ve sonra performans değerlendirmeleri karşılaştırılıp önce ve sonrasında yapılan demo sınavları teknik uzmanlar tarafından karşılaştırılıp büyük farklılıklar ortaya çıktığı tespit edilmiştir. Bu sebeplerden dolayı Mesleki Sınav Merkezi akreditasyon sürecinde görev almak isteyen tüm öğretim elemanlarının akreditasyon sürecini sağlıklı, düzgün, güvenilir, tarafsız, standartlara uygun yürütebilmesi için bu eğitimi almaları tavsiye edilmektedir.

Türkiye de belgelendirme süreçlerinin bu standartlar çerçevesinde yürütülebilmesi için tüm Mesleki Sınav Merkezlerinde ve önümüzdeki senelerde kurulması planlanan sınav merkezleri için hizmet içi eğitimleri zorunlu hale getirilmesi tavsiye edilmektedir.

Anahtar Kelimeler: *Hizmet-içi Mesleki Eğitimler, Mesleki Sınav Merkezi, Akreditasyon Süreci, Ulusal Meslek Standardı*

1. INTRODUCTION

1.1 Background to the Study

The leading of governments for education goes back to the old times in Turkish history. This case reaches at a high level during the 15th and 16th century under the reign of Ottoman Empire, but this is followed by a lower level starting from 17th century. With the effect of European perspectives on governments, a systematic approach started to be set. However, INSET, as a term mentioned in this study, starts to be mentioned with the Five-Year Developmental Programs first of which was set for 1963-1967 including the purpose of constructing educational centres, although there was not a specific point for INSET (Peker, 1991). INSET as an educational concept has become more physical since then by law.

Since 1995, INSET has been compulsory in governmental public services by law (the Article 657-Devlet Memurları Kanunu-Civil Servants Law, Article 657) which aims at developing all professionals working in governmental issues under the categories of Basic Training, Preparatory Training, and Practical Applications in Turkey. All professionals are expected to attend these courses during their first year and to pass the exams.

When it comes to present time, the case of in-service training for teachers is controlled by the department of INSET which serves under the rule of the Ministry of Education, in-service training department, for mainstream state school teachers today. Founded in 1960 as the Division of Training Teachers on the Job had services under different names till 1982 when it was named as the Department of INSET (HEDB, MEB, 2010).

INSET activities are organized and carried by this department in seven different regions represented by cities of Ankara, Erzurum, Yalova, Mersin, Rize, Van and Aksaray. The Department defines its services as local seminars, foreign language courses, computer literacy courses, internship training, pedagogic formation,

promoted personnel, avoiding brutal force in family, society and school contexts, orientation, education in abroad and international relations and etc. (HEDB, MEB 2010).

In addition to the place of INSET Department in Turkey, various matters about INSET programs and activities in Turkey are discussed for developing effective INSET for teachers, some of which can be generalized as;

> Further planning needs
> Development of needs analysis
> Clarification of course outcomes
> A model development
> Development of consistency
> Launching scientific researches
> Development of follow-up activities

(EARGED-MEB 1995, Özdemir 2002, Gültekin and Çubukçu 2008, Kabakçı (ed) 2009, Bayrakçı 2009)

For that reason, it seems that INSET is a lively and challenging topic being discussed and studied regarding teachers' improvement needs, consistency in INSET and initiating systematic research as well as following up existing activities.

The need for incessant qualified development can be recognized in numerous professions in the present day since it is seen as the need for surviving in employment route. These needs can be drawn as the upshot of a stretched and interrelated course of action starting with a change in understanding the theory of education in an aspect, and ending up with a matter-of-fact modification in national curriculum of schools, which includes numerous points. Commonly, it is thought it is the novice teacher who needs assistance in teaching. They may feel underqualified and suffer from being deficient in experience since the pre-service education may lack a bridge with theory and practice of teaching. Seeing that teaching at school and teaching face-to-face are the basic sides of teaching, novice teachers may need to be supported by training, for this reason (Karaca,1999).

In-service Education and Training can be defined as training made for the purpose in order to increase productivities of managers, teachers and personnel working for public or private establishments in connection with their duties, from the beginning

the duty to retiring, to update their knowledge and skills and to help that they comply with new situations (Ministry of National Education, 1988 and Directorate of Department of In-service Education and Training, 1988).

In-service Education and Training Activities are planned by Directorate of Professional Development Supporting and Following Department that is one of the units of General Directorate of Teacher Training and Development. These activities cover professional training of all teachers working in central and rural organization within the framework of State Personnel Law numbered 657, Basic Law of National Education numbered 1739, Statutory Decree of Organization and Duties of Ministry of National Education numbered 652 (Ministry of National Education, 2014).

In line with the general and special purposes of the relevant institution and In-service Education and Training, the purposes are as follows:

a) To arrange activities such as seminar, conference etc. aimed at professional development,

b) To perform In-service Education and Training studies of teachers,

c) To observe teacher competences and give feedback to teachers,

d) To conduct studies in order to improve and develop pre-service In-service Education and Training process,

e) To make studies aimed at enhancing teacher competences and perform studies in this line (Ministry of National Education, 2013).

Another point of view for continual training of teachers may be discussed as developments in science and technology. Taymaz states (1997) that science plus technology convey advances into each one field of occupation, which leads to a necessity for INSET to keep pace with the change. The advances may well root a change in theories of learning and teaching, and these theoretical ideas may turn into practical applications in schools. Teachers can need to be informed on these innovative systems as in the fullness of time, they may lose their energy and enthusiasm. Khan (2005) discusses that some of the reasons for training language teachers are the need for updating themselves and the change in education. They may sense trapped in instruction and feel aspiration for change in their professional life, which makes up a further basis for INSET.

An additional reason for such training is to compensate for the fact that teachers may need training because the perception of seeing professions more as careers jobs leads to a more competitive area of working. This situation may be observed in governmental public professions. On the other hand, the safe working status, which the career system in governmental public professions provides, does not make it possible to differentiate the more able ones from the less (Çevikbaş, 2002). That is why teachers may require being trained on certain occasions. The weaknesses may not be realized so noticeably.

The 21st Century signifies grasping and performing better jobs to live to tell the tale as tasks and errands change persistently. That is to say, to survive through all the developments and advances, teachers may well need to compensate for their drawbacks of time. Slater (1998 as cited in Küçüksüleymanoğlu, 2006) states that the following are imperative reasons for INSET more than ever in this aspect:

- Cultural, social and economic patterns of societies continually change and progress. It is a must to keep up with these changes.
- Scientific and technological developments require attaining new skills.
- It is possible to encounter problems which cannot be overcome only by means of school education‖.

The need for INSET is understandable as a consequence of the reasons given above and it could be recognized and fulfilled so as to keep up with the rest of the world in terms of developments, advances, assisting novice teachers and focusing on career.

1.2 Statement of the Problem

Today, nations and institutions compete with each other intensely due to globalization. Every passing day organizations, as a precondition for providing the employment, request staff to submit a certificate of expert as an evidence of their qualifications and competences. Management system certificates such as quality, environment, food safety and occupational safety are of vital importance for people themselves as well as customers with whom commercial activities are carried out.

Moreover, a process is experienced creating strong effects and called as globalization. Within this process, it is observed that there are changes and

developments in knowledge, communication and information technology in all areas related to gathering, processing, transmission, use of information as well as new knowledge production. Depending on this change and development process, countries need to develop their human resources. Also globalization process in question takes effect on Turkish education system in recent years. The parallel effects caused by this process on the education system of our country, training programs are developed on the basis of a constructivist understanding. Especially when applications that have occurred since the beginning of the 20th century are examined, it is possible to see the effects of behavioral approach. The behavioral approach considers the individuals as a product of environment where they live and continuing its existence independently from them. Şimşek (1997; 146) uses the following expression associated with behavioral approach: "Individuals react to stimulus' from the outside by means of using methods and ways controlled mechanically. People react to environmental impacts and they are seen as passive participants reacting environmental controlled events independently of their own will". According to understanding based on constructivist, reality is not objective and cannot be discovered, but reality can only be achieved with the active participation of individuals. In this context, learning means the reinterpretation and regeneration of our old information in the light of new experiences. Constructivism separates from understanding adopted by behavioral approach that there is only one correct and there is a limited number of ways to reach right information and it adopts the approach that there is not only one correct and active contribution of individual must be in interpretation and formation process to reach right information (Özden and Şimşek, 1998).

In the preparation of vocational training programs renewed according to opinions of experts, EU harmonization studies and globalization fact become effective as well as reforms made in countries such as Australia, England, Ireland, USA, New Zealand, Spain, Finland, Israel, Canada and Singapore. It is stated that above mentioned countries achieve positive results from training reform realized by them in accordance with structuralism and under economic axis. (http://www1.worldbank.org, accessed on 10 October 2015). Following the proclamation of the Republic, reform studies were carried out in the training field at various times in Turkey. When analysed studies made in the primary school field in

Turkey, it is seen that these studies are performed in 1924, 1926, 1936, 1939, 1948, 1968 and 1997 to improve the training programs. According to Öztürk and Tuncel's statements (2006), today, it is possible to say that a comprehensive change is made in program understanding and all courses through studies starting in 2004. It is known that the change carried out in programs in recent years is made in the scope of Training Support Project signed between Council of Europe and Turkey in 2000 (Hazır, 2006). In studies where results related to these exams are demonstrated (Aşkar and Olkun, 2005; Koca Özgün and Şen, 2002; Savran, 2004), it is declared that our training system is a classic learning system based on role-learning and templates. Based on these results above mentioned, it is expressed that learning methods and learning process passivizing the student in the classroom and not providing another learning style except listening is set aside and the constructivist understanding moving the student to central position and enabling to make research and to voluntary learning through learning methods complying with student's level (Karadağ, Deniz, Korkmaz and Deniz, 2008).

The Vocational Test Centre accepts to deliver quality services to applicants as a basic principle, and therefore this test centre establishes to reach to these purposes and to certify the qualification and competence of the applicants.

The Vocational Test Centre establishes to take equipped and qualified personnel concept further, and it is aware of the importance of professional development. The Vocational Test Centre aims to constantly go further to certify the qualification of staff through qualified staff and boards together with management system where certification process is effectively operated.

The Vocational Test Centre intends to be accredited by a Turkish Accreditation Agency and to be authorized by a Vocational Qualification Authority for Examination and Certification activities by creating Certification system in this subject. The main purposes are described below:

1. To train staff certified the qualification and having capable of working in international platforms

2. To train the staff who can keep pace with gradually increasing technological innovation speed

3. To establish the infrastructure of the national and international dimensions in concern with knowledge and qualification of staff

4. To draw a parallelism with developments enabling staff to become specialized

5. To turn theoretical training into practice

6. To contribute to employment of staff development and renewing themselves through continuous training

7. To ensure the authorization of staff by making evaluations in the framework of relevant standards

8. To balance the changes in education and training field

9. To prove that staff's knowledge and qualification meet specific conditions and to secure them

10. To promote quality assurance in education and training

11. To ensure the development of the certification programs for new staff

12. To make exams and certification activities based on independent and impartial rules at national and international levels for certification programs

13. To make exams and certification activities based on national and international competencies and independent and impartial rules in the National Qualifications Framework system

14. To prepare question banks, the theoretical and practical questions and to revise existing ones in accordance with measurement and evaluation results, relevant regulations and accreditation rules.

In this research, it is considered that it will be important that outcomes of opinions appear due to opinions and evaluations received from instructors working in İAÜ Vocational Test Center be shared with relevant authorities (Vocational Test Centre Director, Vocational Qualifications Authority, Turkish Accreditation Agency and other Voc-test centres) to provide data to the employees dealing with these matters.

Findings obtained from this study are important for instructors, managers and especially professionals working in software development field in the scope of this study in terms of providing for information them. It is also expected this study to contribute to positively the development of Vocational Test Centre.

1.3 The purpose of the study

The main purpose of the study is to find out whether measurement and evaluation in the field of training are two interconnected and complementary concepts. In scientific studies, measurement and evaluation are of great importance. The proposals submitted at the end of this research shall contribute to measurement and evaluation area of the training through practices to be done to enrich the instructors' experiences and skills by means of providing opportunities to determine the experiences and skills about measurement and evaluation of instructors working in Vocational Test Centre, how they implement measurement and evaluation practices and in-service education and training needs in this field.

On the other hand, it is thought that it becomes a necessity to develop the training programs showing more sensitivity than previous programs to technology and economy and addressing it with an integrated approach in a comparative way in international field and to raise the training system to European standards in the European Union process period that Turkey is a candidate country for European Union in this process. It may be said it needs to make changes in training programs through this goal-oriented studies (Yapıcı, 2006).

Characteristics of individuals to whom society requires show change in today's world conditions. Developing skills in individuals such as critical thinking, problem solving, working in cooperation, effective use of information and communication technologies is seen as the target to which programs want to reach. Impossibility of reaching these goals with existing structure of our training system based on the traditional training approach that is teacher-centered and where the student is considered a recorder leaves its place to an understanding moving the student's interests and needs to central under the guidance of an instructor (Arslan and Özpınar, 2008). Societies endeavor to train the individuals needed by them during life-long training process through programs implemented by them in training institutions. Societies face with socio-economic problems (unemployment, poverty,

inequality, illiteracy, etc.) in the local and global level in especially this century. It is expected individuals to effectively use their skills such as access to information, interpretation and new knowledge generation and to have the ability to solve these problems. Today usage of these skills by individuals becomes important.

In line with these changes made in training programs and presented as a reform, another important factor is to train the instructor towards programs that will affect the success of application. It can be expressed that the program has a wide influence area like learning, providing the gains, implementation of content and learning activities, execution of measurement and assessment process. The most active role in this process will be undertaken by instructors who are in the evaluator and exam-maker position. From this aspect the program confers new roles (guides, facilitators, participators and so on.) and responsibilities to participators (Ayvacı and Devecioğlu, 2006). The adaptation of new roles and responsibilities by instructors has importance in terms of effectiveness of the program. It can be stated that one of the most important criteria providing the success of a program is the quality of the training environment in which it is implemented. Another important issue is the stability of instructors implementing the program in recognition and implementation of programs, affective characteristics of instructors towards programs and the level of cooperation between their colleagues. It is thought that all of these affect the success of the instructors in implementing the program. In other words developed by the individuals in the group or the whole group after they are started to implementation is as important as the program itself. Based on these observations, it can be said that providing the success of these programs may only become possible by means of cooperation with instructors.

Reconsideration of the program, restructuring of schools or reorganization of goals expected to be done by students is not enough to improve the quality of learning before providing the development of knowledge and skills of instructors in accordance with new expectations. This may only become possible with the development of knowledge and skills of instructors in accordance with new expectations. People who perceive that knowledge and skills gained by them during their training from the date when they started a job are inadequate in practice, who do not have adequate professional knowledge about their activity area or who realize that   knowledge and skills acquired by them during their training change rapidly in

their professional life needs a continuous training (Metin and Özmen, 2010). While these requirements of instructors are met, the implementation of this training may support to meet and satisfy their needs, which are too important issues to be ignored. As a result of this situation, it is accepted that assessing of training needs of instructors and training of them in accordance with these requirements shall impact on the success expected from the program. It is possible to express that taking the instructors' opinions as the researchers of the program during the development, implementation and evaluation process of the program is of vital importance.

Another purpose of the study is to determine the training needs for in-service education and training and to carry out the needs analysis in this area based on experiences related to exam practices of instructors working in Vocational Test Centre.

In this research we aim to determine the opinions of instructors working in Vocational Test Centre depending on their experiences in the practice and by using qualitative and quantitative research methods. In this research carried out in accordance with this general purpose, an answer is sought for secondary problems related to the following problems.

1.4 Research questions

There are two main issues to be dealt with in this study:

a) The evaluation of in-service education and training received by instructors working in Vocational Test Centre;

b) The in-service education and training needs of instructors.

 Basing on these general issues, the following specific research questions are formed:

1- Do the instructors employed in İAÜ Vocational Test Centre need in-service education and training?

2- What kind of in-service education and training is needed by the instructors employed in İAÜ Vocational Test Centre?

3-What are the opinions and evaluations of the instructors employed in İAÜ Vocational Test Centre about the in-service education and training they received?

4- How does in-service training received by the instructors working in İAÜ Vocational Test Centre affect their performance?

5-What are the views of the instructors working in İAÜ Vocational Test Centre about in-service education and training needs?

1.5 Significance of the Study

This research aims to make a need assessment for the development of in-service education and training program to be organized for instructors after their learning needs are determined to ensure that instructors may implement the vocational exams more effectively based on proposals with regard to giving in-service education and training about voc-test center processes of instructors and vocational exams (Akdeniz, 2008; Bulut and Arslan, 2010; Dinç and Doğan, 2010; , Sezer, İşgör and Sezer, 2007; Turan and Akdağ, 2009). A need assessment study carried out in the scope of this research is of a great important to use in planning and implementing of in-service education and training activities performed by MYK, TÜRK-AK, Istanbul Aydın University Vocational Test Centre and other voc-test centres in Turkey giving in-service education and training for instructors delivering an opinion especially in the scope of the research.

Therefore, this research aims to determine the opinions of instructors working in İAÜ Vocational Test Centre about implementation of vocational exams, innovations introduced by vocational exam and central accreditation process and major problems encountered vocational exams practices. It is thought that the negligence of needs of instructors is assumed as a reason for failure in activities made for vocational development in planning of in-service education and training activities to be prepared for the instructors (Erişen, 1998; Moeini, 2008). The results obtained from this study are expected to contribute to the training to be made for instructors and to submit proposals for the problems encountered in implementation of vocational exams in this process.

2. REVIEW OF LITERATURE

2.1. Studies Of Vocational Training In The World And In Turkey

2.1.1. Studies of vocational training in the different countries in the world:

By taking into consideration the fact that the most important criterion of quality of training is reality having qualified teacher in many countries of the world like it is in Turkey, is to give importance to teachers' training in all seriousness. In different countries, although trainings given by the different departments of universities in connection with teaching profession are different from each other, training programs where teaching profession is included can be different also.

Information given about teacher training policies in selected countries based on especially OECD reports and PISA successes on the basis of theory and practice is purposing to reveal differences among vocational training policies applied in those countries as follows.

Studies of vocational training in China; Contrary to countries being successful in some fields in PISA in which it is evaluated reading, mathematics and science successes, China is important in terms of being the most successful country in those three fields. As to other factor that makes China more successful it is the fact that students being subjected to exams in different regions of China such as Shanghai, Hong Kong and Taipei etc were more successful over average of OECD (PISA Bülteni, 2013). In this point it is important to examine training policies applied and especially teacher training programs in China.

In China, teachers graduate from normal universities, colleges or schools generally and it is submitted studies of different vocational development in the fields of "topic information" such as psychology, pedagogy and methodology etc here. The traditional teacher's definition in China is as below "teacher should be informed" (Zhong and Wu, 2004).

In China where teachers are trained in order to meet requirements in different types, teaching constitutes two stages that are pre-service and in-service. In China where in service education and training is applied in a widespread manner it is aimed that teachers provide their professional developments and develop their abilities (Sezgin, 2008).

Studies of vocational training in Singapore; Singapore considers that the basis to have a powerful economy passes through training in high quality. For that reason, Singapore separates the largest budgets for training after defense budget. In international evaluations in which it is seen outputs of support provided training, it is not surprising that Singapore is among highly successful countries in every branch. The most important reason of this success is to apply decisive training policies provided by a consistent management. By means of a system constituted comprehensively; it has been aimed to select, train and develop and training students in high abilities. Within this system it is expected that individuals to be elected as teacher should incline to occupation, be talented and have individual characters providing contribution to training of students at the highest level. It is given continuous consultancy service to individuals accepted to teaching profession for the first three years. It is evaluated those programs yearly and dismissed unsuccessful teachers (Karakelle, 2014).

When it is evaluated outputs of developing technology, to try to provide training of current students by means of training give 10 or 20 years ago is very far to affect training at the point of drawing attention of students. Teachers are obliged to catch the age with the methods that they use in order to provide an effective training by drawing attention of students in this meaning. In the meaning to reach to students it is important existence of teachers that use that technology effectively and do not remain to keep up with the times. It can be shown that the basic reason that Singapore successes in the field of training are continuous vocational development practices. Within this context Singapore scans whole world for determination of the best training practices and programs and by using practices such as facebook, twitter, Skypeetc., shares different practices in training and applied education in different countries of the world, establishes vocational teaching communities in order to match practices, provides important gains by following lessons applied by its colleagues and provides feedback to each other. Thus, it finds opportunity to evaluate and

develop itself in national and international scales at the point of "a best lesson". (Vitamin Öğretmen, 2012).

Studies of vocational training in Finland; Finland that has gotten important successes in the studies realized in quality of comparing of training outputs of the countries in international scale such as especially PISA and TIMSS etc, it is important to examine professional development of the teachers having big contribution to train those students.

Also training that teachers get great importance in connection with their professions during their services in addition to training that they got before starting their teaching professions in Finland. For that reason teacher training process in Finland includes a period of internship that is considerable intense and difficult. Especially there exists long and difficult period of internship for teacher candidates being subject to candidateship. Period of internship constitutes four stages and it is going on two years totally. Teacher candidate that is trained in practice schools affiliated the universities for three periods and the last period is completed in state school and if it is unsuccessful s/he has to get training again. In Finland training system teachers are deemed to make teaching lifelong and are obliged to provide their own vocational development and to reflect their own vocational identity.

An individual graduated from bachelor's degree in Finland must get training at the level of post graduate in order to become a teacher, and this situation is valid for all branches. In the vocational trainings in which teachers must participate compulsorily within the year and that continue three days, it is aimed at developing and updating sufficiency level aimed at emotional, mental and social developments of children. Teachers may participate in vocational studies arranged along school year voluntarily in addition to participating in their vocational training (Ekici and Öter, 2010). Reinforced training centers in the structure of universities have duty to organize vocational training courses and those organizations gets state aid against their services on this matter (Demirel, 2000).

In line with this information, when it is compared teacher development programs applied in Finland with those applied in Turkey, certain differences between policies draw attention. Especially application duration of intern programs of teacher candidates and expectation of academic competence are important in order to reveal difference of teacher training policies of both countries.

Studies of vocational training in Japan; According to PISA data, Japan is one of countries whose OECD average is high meaningfully and statistically. Within this context, when it is evaluated averages of PISA (12) countries, Japan falls into 7th row in mathematics field and 4th row in reading and science fields. This situation is important in terms of examining development of teachers that are important in Japan training system in vocational meaning.

It is realized teacher training in universities in Japan and universities prepare their own teacher training programs. Although there are different types of teacher trainings, in general trainings are built on field information. Within this context; it is realized teacher training pedagogy, psychology and application fields mainly (Abazaoğlu, 2014).

Studies of vocational training in Switzerland; Units responsible for training in Switzerland where it has success with 24.1 % in mathematic field in the highest level work with themselves and other cantons in cooperation are obliged to announce about giving training in which topics, where and how long those trainings will be applied during that year. In addition to increasing information and experience of teachers by means of vocational trainings, it has been aimed at learning new education methods and techniques. Teachers must participate in vocational training studies for two weeks in a year. Teachers must participate in some programs (Yazıcı and Gündüz, 2011).

2.1.2. Vocational Training Studies in Turkey

Although the situation of meeting requirements of teachers, topics of teacher trainings and training of teachers in service in professional meaning in Turkish Training System has been a subject for years, it is somewhat a new process at the point of passing studies made together to application. When it is examined the decisions started to discuss in Ministry of National Education, which is the highest consultancy committee responsible for examining topics related to education and training and making decisions in the quality of offers since 1939, it is possible to see that important decisions related to vocational developments of teachers were made in 11th National Education Council realized in 1982. In 12th National Education Council met in 1988, it was made decisions related to vocational developments of teachers, which it would be necessary that all of teachers should be trained professionally at

least once in three years and supported with professional publications in order not to fall behind vocational developments. Finally it was made decisions under the title of training, employment and vocational development of teacher in 18th National Education Council met in 2010. The necessity of realizing and evaluating of studies made at the beginning and at the end of Education-Training Year with a good planning ideally has important decisions in terms of updating vocational development activities for developing system based on school where teachers can follow training given interactive methods and provide their own developments (11th. 1982, 12th, 1988 and 18th National Education Councils 2010).

It is taken important steps in training teachers in individually and professional meaning with new arrangements made in today's training system. Within this context; accepting teacher training pre-service programs (1994), competences of teachers (2002) vocational development based on schools (2006) pedagogic formation program started aimed at students of faculties and academies not graduated from teaching profession (2009) and studies constituting national teacher strategy (2011) are important steps in this meaning. But it is thought-provoking that none of those studies was applied. Studies made for the Ministry of National Education in order to find a solution for meeting teacher requirements as soon as possible caused that individuals that have not been trained in teaching profession without taking professional training begin active duty as a teacher or as a manager and this situation brought problems of quality together (Gozutok, 2006).

When taking into consideration all of those data, it is necessary to apply policies and applications spent for a long time in order to make qualities expected that teachers have gained quickly and carefully (Eurydice, 2010; Eğitim Reformu Girişimi, 2014).

When it is compared studies of professional developments applied in Turkey with studies of professional developments applied in similar countries, mentioned in the scope of literature studies, emphasizing that they are effective; it is understood that studies of vocational developments applied in Turkey are not effective in a lot of researches (Ilgan, 2013). Especially PISA and TIMSS realized in international scale, SBS and LYS in national scale and OECD reports lead the way to researches at the point of revealing data of this situation.

When evaluating results of TALIS research realized by OECD, it has been revealed that opportunities of vocational training studies realized aimed at teachers in Turkey

have not been sufficient, although Turkey is a country whose vocational training is mostly supported by the state among the countries participating in research, rate of participation to the vocational training and willingness are the lowest level (OECD, 2009). Some researchers are thinking that the main reason to be unwilling of teacher to vocational trainings is related to quality of vocational training and application method presented by Ministry of National Education.

It is evaluated that training given to teacher are In-service Education and Training activities, vocational development model based on schools and national teacher strategy studies and remote distance training studies in professional meaning.

2.2. Vocational Qualification System

2.2.1. Definition of Vocational Qualification System

Vocational Qualification System means overall system covering all process from constituting questions from performance index and learning outputs in connection with profession as of definition of profession by benefiting from UMS and UY to documenting including measurement and evaluation of candidate.

In organizations making voc-test centers or personnel documenting authorized by Vocational Qualification Authority, in case that he is successful according to results of written and applied exams of candidate is documented and the fact that the documented certificates that candidates get become valid in international fields competence system is revitalized.

As to another reason of incentive it is to give opportunity to candidates not taking formal training but learning it on the job learning that transform their knowledge, skill and experience into document. Vocational Qualification System is a system in which representatives of important institutions and organizations are assigned in person and provides reliability and objectivity according to TS/EN ISO 17024 standard (http://www.myk.gov.tr/index.php/skca-sorulan-sorular#Soru2).

Individual not completing formal training but learning the profession on the job can enter to those exams and have certificate.

Also they are overall activities in which correct relation is established between training and employment, it is specified National Occupational Standard and

National Qualification, it is documented professional knowledge, skill and perfections in reliable and transparent system by measuring.

In MYK base there are to specify names of professions and to constitute UMS and UY. When we emphasize what it is composed of necessary knowledge, attitude and behavior in order to specify profession standard in the best way, UMS and UY become defined. In other words, experiences, competences and knowledge and skill necessitating by profession of an individual constitute UMS and UY of that individual (Kilic, 2013).

Importance of Vocational Qualification; it is important to answer problems of working individuals and labor force in order that Vocational Qualification system can exist and operate regularly and establish a connection among employment, training and education systems in Turkey. It is also important to enlarge the system for specifying and announcing necessary measurement and evaluation topics about subjects that constitute professions according to requirements continuously renewed and technologic and economic structure of labor force market of the world in which change fast and that individuals seeking work should know and dominate or for institutions and organizations that document personnel.

Vocational Qualification gives possibility to studies of individuals that do not train in any profession in different sectors provided that they perform training condition specified in national sufficiency of individuals as well as it is provided to control their studies in that relevant profession by employers considerably and facilitates to pass.

Thanks to National Occupational Standard and National Qualification, institutions and organizations that are employers can make their own healthy decisions in selecting and qualifying personnel, constituting fees and promotions to be made by knowing quality necessary to be find in the individuals to be employed (Akbas, 2014).

The purpose of National Qualification is establish and operate the system in order to specify conditions of sufficiency related to technical and professional fields based on occupational standards and sufficiency, realize inspections, specify institutions and organizations that will measure and evaluate and realize studies aimed at

documenting.

(http://www.myk.gov.tr/images/articles/editor/sinavbelgelendirmeyonetmeligi.pdf)

By depending on the frame of sufficiency of Europe and be by taking National and International occupational standards as an example, it should be seen number of personnel voc-test centers by realizing necessary inspections by taking applications of institutions and organizations that desire to be accredited according to National Occupational Standards and National Qualification to be constituted related to those fields in order to specify technical and professional fields required in Turkey primarily. Thanks to increasing exam centers or authorization organizations, more individuals can take exams and certify and thanks to this it can be seen number of qualified elements.

Profession necessitating education and training at license level at least and whose conditions of entering into profession are arranged with law such as medicine, dentistry, nursing, midwifery, pharmaceutics, veterinary medicine, engineering and architecture are out of scope of this law (MYK Kanunu, 2006)

European Qualification framework in Vocational Qualification; Meeting based on cooperation that members of European Council and government representatives realized in November 2014 in connection with professional training and education by means of Copenhagen Manifesto will cover training and education and it will be given priority to develop AYC.

Within this scope studies in connection with constituting and developing AYC were started among state, employers, worker's representatives and other partners in 2004. The present commission prepared a draft constituting from 8 levels based on education output aiming to help transparency and portability of competences with supports of AYC expertise group and to support lifelong learning.

Those drafts presented to view were evaluated by expert individuals participating from 32 countries and necessary revisions were made and it was accepted Formal AYC for Lifelong learning in April 2008.

(http://www.myk.gov.tr/index.php/tr/ulusal-meslek-standartlar-ana/218-avrupa-yeterllk-cerceves-ayc-referans-seviyeler)

> ➢ AYC; it was foreseen to use it as common comparison means among country sufficiency by establishing connection among country sufficiency in order that sufficiency systems of different countries in Europe could be more explanatory and understandable.

> ➢ AYC; change of work power among countries by incorporating different sufficiency among member countries in a common frame will give possibility for work change and vertical and horizontal passing among present works.

In AYC scope it was foreseen to constitute their UYC of all countries. Within this context it was constituted Belgium, France, Ireland, Malta, United Kingdom and Estonia UYCs (Gozubuyuk,2013).

In lifelong learning AYC means as follows: To provide to understand sufficiency and systems among different counties in Europe more easily and to provide possibility for vertical and horizontal passing by establishing links among sufficiency systems of the countries. For example, it is necessary that two different vocational qualification in Turkey and United Kingdom and national qualification different from each other for those institutions are more understandable and comparable

There are eight sufficiency levels in AYC scope. While it is expressed basic learning (Level 1) from those qualification levels, it is expressed the highest learning (Level 8) from them. It is expressed as Level 1: elementary school, Level 2: Basic Professional Sufficiency, Level 3: Half effective intermediate element, Level 4: High school, Level 5: two-year degree, Level 6: bachelor's degree, Level 7: Post graduate and Level 8: Doctorate from sufficiency levels having wide area. There are not National professional standard and National sufficiency that are 7th and 8th levels published by Professional Sufficiency Institution in Turkey. The more the levels increase, the more the expected knowledge and skill increase. European sufficiency frame provides to perform in concord with each other within the frame of Level 1 and Level 8 called common European reference. European sufficiency frame hosts all sufficiency obtained as a result of higher education, general training and professional training within a structure supporting lifelong learning.

Besides, AYC addresses national sufficiency revealing as a result of continuous training and education.

AYC emphasizes importance of learning outputs in order to create comparison and cooperation environment among institutions and organizations in countries where many differences reveal in the structure of training and education in Europe and accepts them. Success criteria in European Sufficiency Frame qualify conditions that candidates whose knowledge, skill and competence will be measured should know. By taking into consideration outputs of learning, questions prepared by expert individuals are applied to candidate and in case that candidate becomes successful as a result of realized assessment and evaluation, it is realized certification (http://www.myk.gov.tr/index.php/tr/ulusal-meslek-standartlar-ana/218-avrupa-yeterllk-cerceves-ayc-referans-seviyeler)
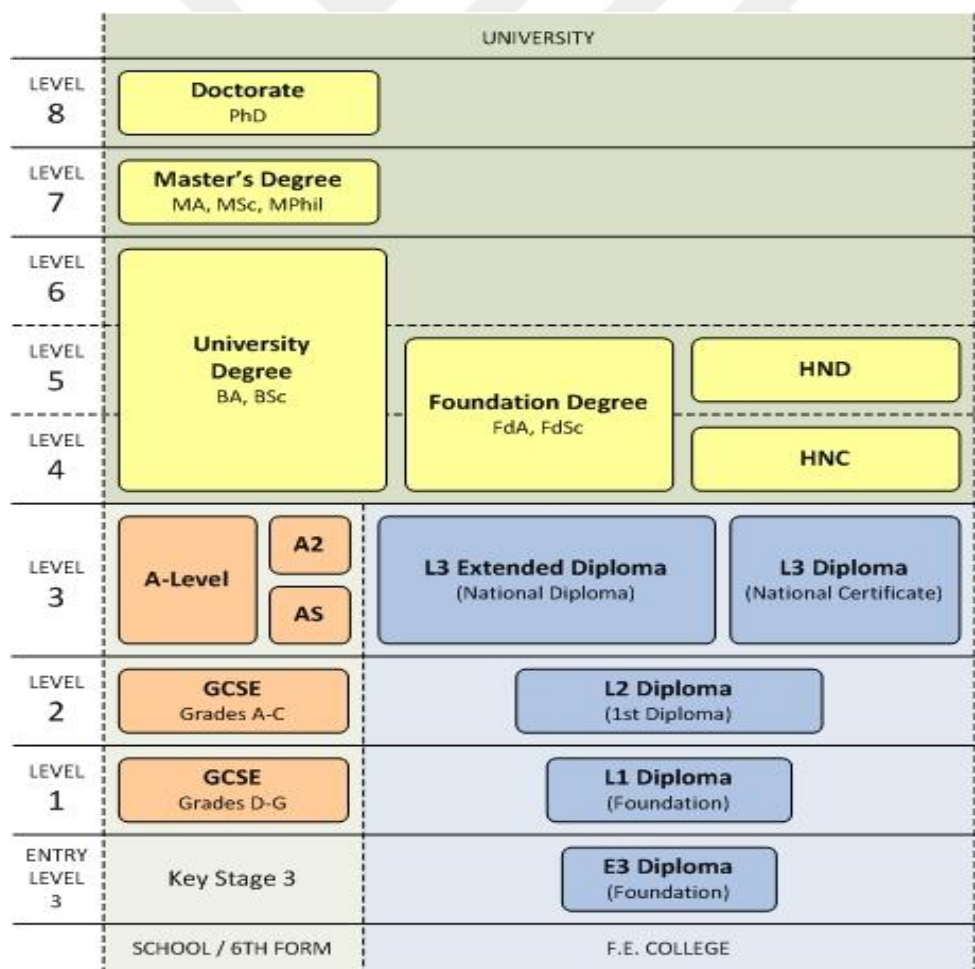
Figure 2.1 : European Qualification's Framework Levels

Benefits of European Qualification's Framework;

EQF shall provide support to the individuals who have learned national qualifications. For those who have learnt, it shall facilitate the recognition of their own qualifications and competences in process of recruitment process at another country. In consequence here of, the institutions and organizations shall offer assistances to the persons who shall apply for being recruited in expressing their qualifications so it shall allow mobilization of the European labour market. EQF; has a position supporting Europass, Erasmus and ECTS mobilities and making aids.(http://www.VQA.gov.tr/index.php/ayc)

EQF provides support to the persons by informing and guiding the persons in lifelong learning. It shows in what ways and in different situations it shall be united like acquisition of learning outcomes and performance criteria as a result of certain studies or acquisition hereof from certain country upon preparation of its common reference point by European Qualification Framework. Thus, it helps removal or to be removed of the obstacles between post-graduate, graduate, vocational colleges and vocational high schools and education and training institutions which are likely to work in connection with each other. As a result, it ensures contribution to the development and the people and the persons who have learnt are not supposed to learn the same things you again.

EQF, while it supports the individuals, education and training institutions and certified qualifications outside the national system. By creating a common structure based on learning outcomes and performance measures, it shall allow comparison and associating possibility between the certificates or documents issued outside national system. Thus EQF shall allow worldwide spread opportunity to the qualifications. EQF is an important structure enjoying high influences in the field of education and training, industry and commerce and the labour market (http://www.VQA.gov.tr/index.php/ayc).

The possibility of introducing the National Qualifications can be ensured to the organizations which carry out certification outside EQF, National Vocational Standards and National Qualification Systems being supported by EQF and so that contributions can be provided in recognition, encouragement and spread of the national qualification systems.

Table V.1 : Descriptors defining levels in the European Qualifications Framework (EQF) in Appendix

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

1. The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.
2. The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 6.
3. The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 7.
4. The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area corresponds to the learning outcomes for EQF level 8.

(https://ec.europa.eu/ploteus/content/descriptors-page)

2.2.2. Vocational Qualifications in Lifelong Learning Concept

In the report of 15th National Education Council published in 1996, attention has been drawn to the fact that information that is quickly produced and spread in the same speed. In addition, it has been stated that the perception of having completed the Education had also remained in back. The requirement of creating a school structure where the persons would be able train themselves throughout their lifespans in the field of education on every day and hour of the year has been stated. In this context; to enable fulfilment of the needs of individuals, it has been emphasized that formal education and non-formal (mass) education should be in interaction with each other by making new modelling and arrangements related to the mass education for enabling constantly fulfilment of the individual needs (MNE XVth National Education Council).

As for the 17th national education council report published in 2006, it has been composed of 3 sections. These are;

➢ Turkish Education System in Process of Globalization and European Union

➢ Lifelong Learning

➢ Vitality and quality of education

Furthermore, during 17th council meeting, it has been stressed on that education should be 12 years and lifelong learning opportunities is to be improved (MNE XVIIth National Education Council).

By 60th Government's Council of Ministers, arrangements found in the policy and priorities and compliance program to the European Union acquis have been converted into action plan and the action plan to be completed in 2007 to be actuated has been foreseen. In this context, preparation of lifelong learning strategy has been decided by NEM. Preparation process of this document has been initiated by the Project for Strengthening Vocational Education and Training System (VESP).

Sector committees related to this topic has gathered and topic has been discussed and a drafted text has been set forth by incorporation of the opinions in the previously prepared policy and new opinions emerged at the meeting. In order to improve and modify this draft, a commission has been formed at NEM. The last state of draft text has been put into a final draft by being presented to the pertinent industrial organizations, private sector and public organizations and taking necessary opinions and suggestions. In Turkey, Lifelong Learning Strategy has been commissioned upon having been approved on date June 2009.

With the lifelong learning strategy put into effect, all persons living in the country shall be incorporated into existing systems and the enhancement of their developments in line with the needs and demands of the individuals shall be ensured, so that the chance of being able to use these skills and competence such individual has obtained in the international arena shall be granted. To enable accomplishment of all these processes, it is expected that the competent people perform their duties within a sense of responsibility (Gozubuyuk, 2013).

In front of information and technology concepts which have shown rapid growth and change in 20th century, for the individuals to be able to keep up with these changes and the developments, training requirement has come to light. In line with these requirements, the lifelong learning concept has revealed and rapidly spread. Lifelong learning can be gained with the knowledge, skill and experiences obtained outside the general education or technical training which might be acquired from the educational institutions (Sahin, Murat, 2011).

Lifelong learning is the fundamental principle of EU states in the field of education. The first article of EU states regarding education related to the training within the scope of lifelong learning is the "Green Bulletin" published in 1993.The purpose of this text was to emphasize that the education had to be within a systematic structure for the unemployed to find job in the market. EU countries have published another report in year 1995 under the name of "White Bulletin". The objective of the White Bulletin has been stressed on in the objectives of lifelong learning and what LLE should do. In addition, European Parliament Council has accepted in 1996 to be lifelong learning year (Gozubuyuk, 2013).

During Year 2000 –European Council Meeting held in Lisbon, it has been stressed on that enhancement of qualifications and transparency in line with the demands of information society was one of the necessary elements for adaptation of the education and training system.

In 2002 – Copenhagen Declaration, it has been emphasized that the vocational education and training required to be developed for progression of lifelong learning and ability of EU countries to compete and turn into a society enjoying active accumulation of knowledge and create a highly knowledgeable qualified workforce.

2.2.3. National Qualification Framework

National Qualification Framework (NQF) conceptually is the integrity of principles and rules consisting of the first (base) and eighth (top) levels used to be able to define the national qualifications belonging to the country itself and to make classification according the fixed criterion and criteria and carry out inter-qualifications comparison. Ensuring the integrity of the existing national qualifications systems between countries, National Qualifications Framework provides coordination between each other in coordinating the national qualification systems. VFA is open and defining the scope of quality standards, Qualifications frameworks facilitating transition of the individuals who have learned the qualifications being open and descriptive within the scope of NQ standards have been developed and used in many countries in Europe.

NQF provides possibilities like necessary arrangements, modification, extension to be made or new qualifications to be added to the National Qualifications or National Occupational Standards belonging to their own countries and existing qualifications

to be recognized in the international areas and to be in interaction with those of other countries.

According to Clause – 23/A of Vocational Qualification Authority Act Numbered 5544, "The transactions related to constitution, development and maintaining topicality of the National Qualification Framework are carried out by the Authority." Based on this clause of the law, in August 2010, Vocational Qualification Authority (VQA) has established NQF Preparation Commission responsible for the decisions required to be made for composition of VQ and NQF consisting of Ministry of National Education (NEM), the Presidency of Higher Education Council (HEC) and the representatives of VQ and NQF. The activities related to the planning and development process have been carried out by NQF Preparation Commission– formed working groups and NQF Advisory and Evaluation Platform.

(http://www.VQA.gov.tr/images/articles/editor/5544_sayl_VQA_Kanunu_Deiiklikle r_lenmi_26.01.2012.pdf)

National qualification frameworks addresses to the objectives stated below.

➢ To ensure that arrangement and layout of qualification systems belonging the countries themselves is provided,

➢ To create environment to be successfully derived and developed for New types of qualifications,

➢ To ensure that the learners progress more easily in education – training system as a part of lifelong learning,

➢ To ensure that the validity of existing country's qualifications is facilitated and put into recognized state,
   (http://www.VQA.gov.tr/images/articles/editor/5544_sayl_VQA_Kanunu_Deii klikler_lenmi_26.01.2012.pdf)

➢ To ensure mobility of learners and available workforce mobility,

➢ To support integration of international education services with labour market (Adiguzel, 2009).

Vocational Qualification Authority;

It has been established by Law numbered 5444 dated 21 September 2006 in order to constitute establish and operate the national qualification system in compatible with the qualification principles of European Union.

The purpose of Act;

To determine NQ rules related to the technical and vocational areas taking NOS and international vocational standards as basis, in addition; establishment of VQA for constitution and operation of IQ system required for realization of controls, measurement and evaluation to be performed, documentation and certification – oriented activities to be carried out and carried out and as a result of determination of its operating procedures and conditions, regulating the principles related to IQ framework is being provided.

The professions stating outside this law;

They are physician, dentistry, nursing, midwifery, pharmacy, veterinary, engineering and architecture requiring at least a bachelor's degree and the entry requirements regulated by law.
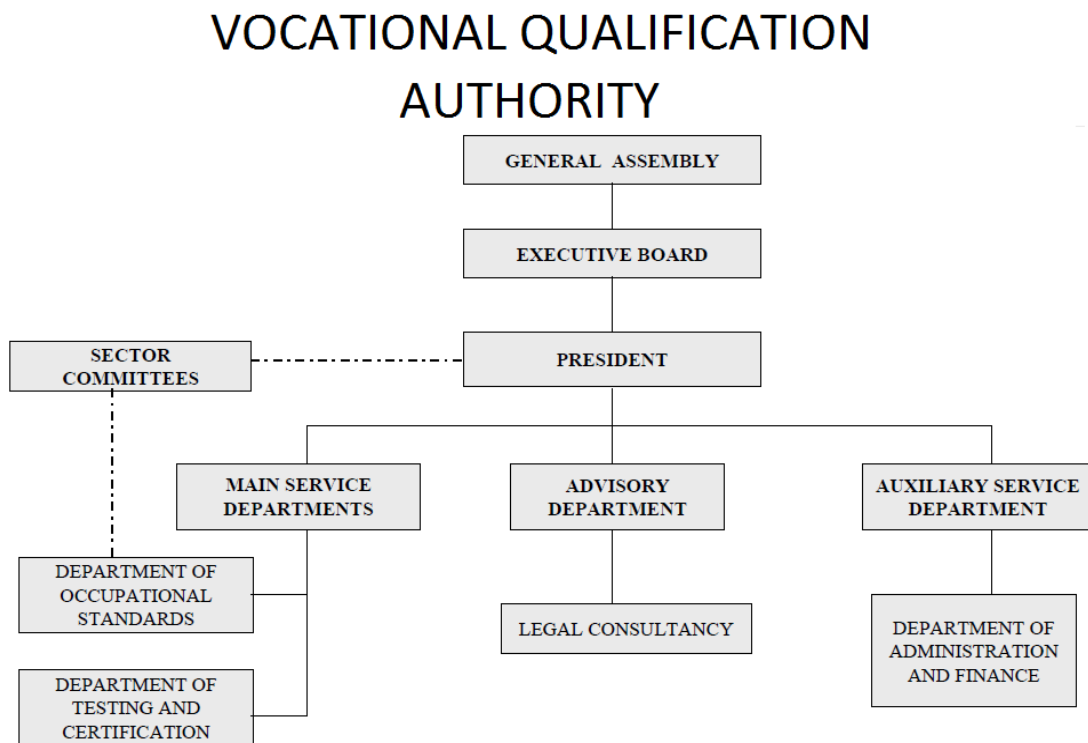
Figure 2.2 : Structure of Vocational Qualification Authority

(http://www.VQA.gov.tr/index.php/en/teskilat)

VQA Powers and Duties include the following;

➢ To organize national progression plans related to NVQ and NQ system, ensure development, implementation of these plans and realize arrangements related here with,

➢ To determine the professions for which standard shall be created and compose standards related to fixed professions and specify sector committees,

➢ For the purpose of enabling the education and training to be carried out at the technical and vocational training – offering higher education institutions subject to Higher Education Act numbered 2547 in accordance with the national vocational standards and appropriate education and at the Higher Education Council (HEC) and vocational and technical education at the secondary – level education institutions in accordance with the national vocational standards, to make collaboration with National Education Ministry (NEM)

(http://www.resmigazete.gov.tr/eskiler/2006/10/200610071.htm),

➢ Taking NVQ as the basis,to determine NQ standards related to technical and vocational areas,

➢ To take applications of and accredit the organizations which shall accomplish personnel certification following realization of necessary supervisions at the institutions and organizations deemed eligible and monitor the process of certification of the organizations which shall carry out qualification certification,

➢ To determine accuracy of VQ certificates pertaining to the citizens of different countries and allow them to work in Turkey,

➢ To design NVQ and NQ so as to technological progressions,

➢ By increasing NVQ and NQ, to cause their recognition in the world,

➢ By making coordination with VQA and the similar institutions operating at another country; to carry out may activities like generation of projects, realization of researches and to get involved with rendering training and conferences,

➢ To improve lifelong learning by making contribution and support.

2.2.4. Turkish Accreditation Agency

Accreditation is the supervision and approval of institutions that will Conformity Assessment by official institutions or enterprises that they carry out such activities adhering to the internationally recognized technical criteria. The institution which performs these inspections in Turkey is Turkish Accreditation Agency (TAA) established by Law No. 4457.The product or service certificate issued by the accredited enterprises proves that such products or services carry conditions required so as to be internationally valid.

The benefits provided by Accreditation;

➢   Requires a systematic structure,

➢   Improves and supports the concept of quality,

➢   Ensures national and international – level recognition,

➢   Provides support in recruitment of individuals,

➢   Ensures change and innovation in sense of institution.

Turkish Accreditation Agency has begun accreditation service in 2001. In 2008,it has executed agreement with European Accreditation (EA) and International Accreditation Federation (IAF).

(TSEN) ISO/ IEC 17024 standards are the international standard which specifies the requirements the organizations that want to carry out personnel certification and certification transactions should carry. The objective of 17024 standards is to ensure and promote internationally recognition of the certification programs accomplished by the organizations which intend to make personnel documentation.

Turkish Accreditation Agency grants its right of using own logo by letting it be used by the personnel certification organizations they have authorized. Therefore, the organization which shall perform the personnel certification must take all measures in the name of preventing the incorrect application to emerge. These measures are clearly stated in the clause of Logo and Brand use in 17024 standards (Bayraktar, Yigit, Saral, 2011).

References: International Standard ISO/IEC 17024:2012

➢   Creation of certification programs,

➢ Preparation of examination calendar and announcement to the candidates,

➢ Assessment of candidates applied to the examination,

➢ Realization of Theoretical and Performanceexaminations,

➢ Certificate to be issued to the successful candidates,

➢ Surveillance monitoring to be accomplished,

➢ Monitoring certificate validity term.

The organization which shall carry out personnel certification are required to accomplish internal audit prior to be subject to supervision by Turkish Accreditation Agency within the extent of 17024.Through pre-audit internal supervision to be performed, the institutions and the establishments can see their shortages (Bayraktar, Yigit and Saral, 2011).

1. Scope

2. Normative references

3. Terms and definitions

4. General requirements

    4.1. Legal matters

    4.2. Responsibility for decision on certification

    4.3. Management of impartiality

    4.4. Finance and liability

5. Structural requirements

    5.1. Management and organization structure

    5.2. Structure of the certification body in relation to training

6. Resource requirements

    6.1. General personnel requirements

    6.2. Personnel involved in the certification activities

    6.3. Outsourcing

    6.4. Other resources

7. Records and Information requirements

References: International Standard ISO/IEC 17024:2012

Based on Personnel Certification Organizations within Scope of 17024, the institutions and organizations which shall deal with personnel certification activities are required to be constituted within an independent structure and carry out its activities within this independency framework.

➢   Personnel Certification organizations are required to issue their documents they shall prepare based on 17024 standards,

➢ The personnel certification bodies which shall be subject to the supervision of Turkish Accreditation Agency are required to have a "Quality Manager" possessing the qualifications to represent quality,

➢ It is required that all documentations to be prepared should be in nature of covering all individuals and all procedures should be drawn up paying attention to be fair, transparent and impartial for all individuals,

➢ Certification organizations must prove its independency with required documents and make them felt by the candidates,

➢ Certification organizations are supposed to establish the management systems harbouring all conditions of 17024 standards.

For fulfilment of all requirements above and fair, transparent and the personnel certification bodies to be able to perfectly carry out the examinations and certification activities within the framework of fairness, transparency and honest, they are to constitute required committees (Bayraktar, Yigit, Saral, 2011).

These are respectively;

- Neutrality Committee: Duties; To control the impartiality of certification activities, protect the impartiality of certification activities, ensure that it remains away from commercial and other pressures, the founders transfer their authority to employees and to be independent from auditing actions, monitor whether or not it is within the confidentiality and impartiality rules, review, amend, correct, approve general working conditions of the committee and ensure it is implemented (Diler, 2012).

- Program Committee: Duties; To evaluate and analyse the suggestions and ideas arriving in line with the program development efforts and plan program development efforts and the feasibility studies for the certification program to be newly initiated and develop, review and put into effect of the certification programs and develop and improve existing certification programs and technically examine, control and approve the question bank (Diler, 2012).

- Certification Board: Duties; To examine the application forms and documents of the candidates to be certificated at the stage of approval, look through examination results of the candidates to be certificated at the stage of approval, take decision on the candidates to be certificated, to conclude certification activities for the candidates

to be certificated and supervision / monitoring activities for the certificated candidates and finalize the recertification activities (Diler, 2012)

- Appeals, Complaints Committee: Duties; to evaluate, evaluate the appeals and complaints of candidates related to the examinations, produce solution suggestions and when deemed necessary, get in touch with the candidate for the solution efforts (Diler, 2012).

Vocational Qualification Authority and Turkish Accreditation Agency
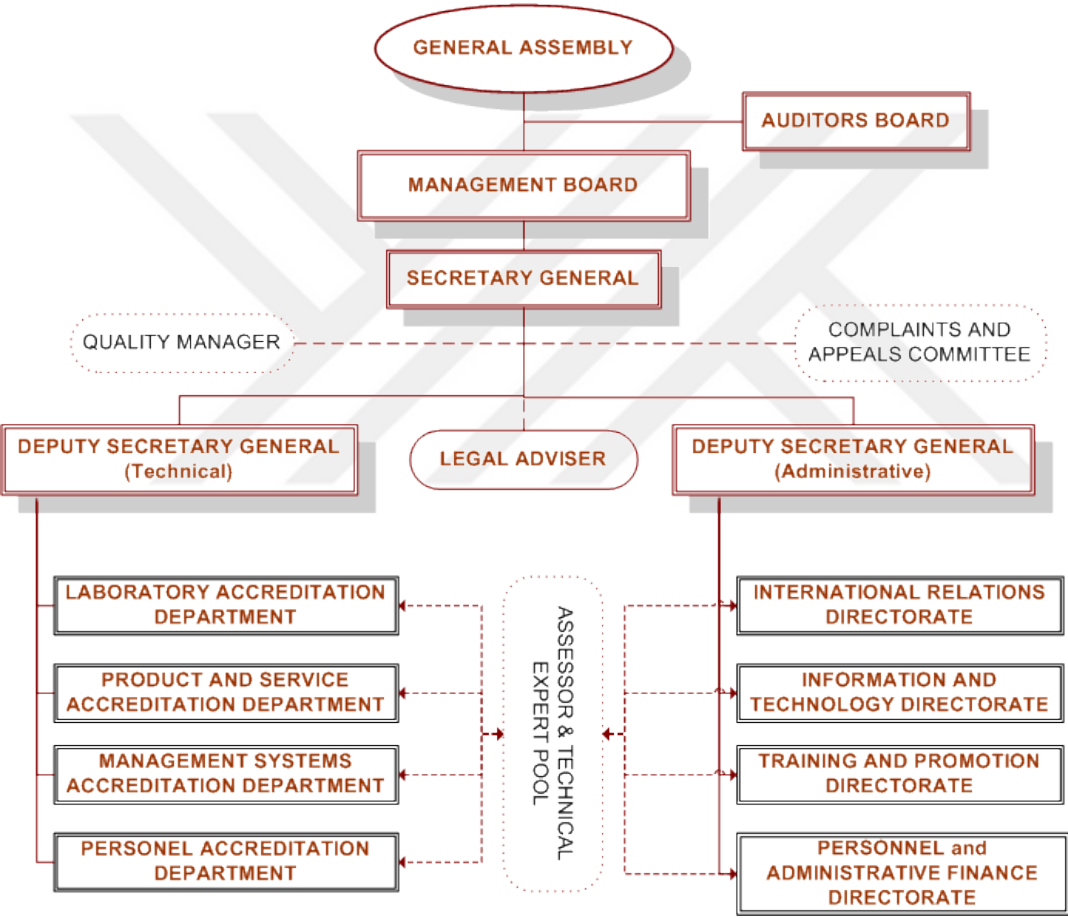
Figure 2.3 : Structure of Turkish Accreditation Agency

3- Examination and Certification Tentative Application MYK / VQA = Vocational Qualification Agency
4-Safe Area Examination Halls–Examination Hardware and Software, Examination Materials(Examination Guides, Checklists)–Examination Infrastructure
5- Questions Bank (Question Confirmation, Association within Qualification Framework-Advisors (Teachers Measuring, Evaluation Specialists)
6- Performance Tests - Profession Specialists, Teachers, Measuring, Evaluation Specialists
7- TSE17024 Personnel Certification Accreditation – TUKAK / TURKACR – TURKAK / TURKACR
8- Examination and Certification Approval - MYK / VQA = Vocational Qualification Agency

Figure 2.4 : Vocational Qualification Authority and Turkish Accreditation Agency

(Bayraktar, Yigit, Saral, 2011,p.24)

By completing the required application requirements, the institutions and organizations that shall carry out personnel certification shall convey them to VQA.Theinstitutions and organizations that shall carry out personnel certification create necessary documentation according to 17024 personnel certification standard. These documentations consist of manuals, procedures, job definitions, forms and examination specifications belonging to the enterprise. Later, the personnel

certification organizations are subject to supervision by Turkish Accreditation Agency and the documentations and documents prepared according to 17024 standards are scrutinized. The personnel certifications organizations whose supervision are successfully completed by TURKAK are subject to audit by VQA and following successfully completion of Personnel Certifications Organizations by VQA, examination and certification process can be initiated.

National Occupational Standards are the professional qualification requirements in Turkey, it has been taken into agenda once again in order to produce a new approach and solution in years (1985 – 1995) Vth Five – Year Development Plan.

Necessary studies have been completed under Coordination of Industrial Training Development Center (ITDC) connected to Ministry of Industry and State Planning Organization (SPO) has initiated the efforts of setting forth a certain system. MNE that attaches importance to the development and improvement of vocational training system has published the studies it has done at SPO in 1989 and presented it to XIIIth National Education Council.

Formation process of Occupational Standards has emerged with Training and Employment Project initiated under coordination of Ministry of Labour and Social Security (MLSS) in 1993. Following this stage, Examination and Certification system has been started to be realized. The agreement related to Employment and Training Project signed between Turkish Government and World Bank has been put into effect by being published in Official Gazette in 1993.

Also one of the important topics of Training and Employment Project initiated through coordination of Turkish Labour Institution (TLI) has been determined to be "National Occupational Standards, National Qualifications, Testing and Certification". In connection with Occupational Standards, Testing and Certification sections; acting in conjunction with the representatives of Government and sector, establishment of Occupational Standards Commission (OSC) and conversion of OSC into Vocational Standards Authority within two years and creation of 250 occupational standards, determination of measuring and assessment rules according to the standards determined, certification to be realized to the candidates who have been successful in consequences of the theoretical and practical exams to be conducted in consideration of determined rules (Tezcan, 2010).

In VIIIth Five – Year Development Plan strategy, determination and setting down the Vocational Standards and constitution of Examination and Certification system according to the standards created have been contained. The studies related to creation of question bank have been foreseen.

Occupational Standards Protocol which made contribution to the constitution of VSA has been executed between the government and the employers in 1992. Upon activation of the protocol, Research and Technical Services Unit (RTSU) has been established under the frame of VSA and occupational standard creation process has been initiated. All public institutions and industry representatives related to the education and employment areas have taken place in VSA (Tezcan, 2010).

Ministry of National Education (MoNE), Ministry of Labour and Social Security (MLSS), Turkish Labour Institution (TLI) State Planning Organization (SPO), Turkish Tradesmen and Arts Federation (TTAF), Turkish Chambers and Exchanges Union (TCEU), Turkish Employer Syndicates Confederation (TESC) and Turkish Labour Syndicates Confederation (TLSC) and Vocational Training and Small Industry Support Foundation (VTSISF) have attended to be observer members.

NOS are the minimum norms the world of education and business have composed by making joint decisions showing what and professional skills, professional knowledge, behaviours and attitudes should be for a profession to be able to be successfully set forth. In the name of enabling to ensure necessary togetherness at the phase of forming the NOS, namely in order not to allow any dilemmas, by ensuring that enterprises of the relevant sector and public opinion participate in the process and their opinions and suggestions are applied. The standards play an important role in preparation of educational curriculum and development of professional knowledge of people (Tezcan, 2010).

In this way, the vocational training is able to respond expectations of the labour markets and has been making contribution for training personnel possessing certain qualifications. Furthermore, by setting forth the occupational standards needed by the markets, it helps training sector in preparation of curriculum. By constituting connections between training and labour world, it enhances the contribution of labour world to the training. It can provide possibility of changing job for an individual who is not satisfied from her / his profession (Tezcan, 2010).

NOS drafts constituting the foundation of the system are made available by (VQA) – appointed leading representatives of the sector or VQA – determined working groups in sense of joint participation. Drafted standards prepared are presented in VQA website to the opinion of people as well as opinions of educators, private sector representatives and public representatives. Following consideration of opinions and suggestions, drafted standards are being examined by VQA Sector Committees and upon completion of necessary arrangements, it is published in the Official Gazette following approval by VQA Management Board and it gains NOS quality.

Determination of Occupation; The occupations which shall form the standard are determined by the Management Board in consideration of expectations and requirements of labour market and educational institutions and applying opinions of sector committees and considering the opinions and suggestions of committees.

Format of Occupational Standards; "Format of Occupational Standard" approved by the Management Board is determined or updated in consideration of data and evaluations obtained from VQA Applications and changes in the international areas.

NOS and NQ– oriented levels for which standard shall be createdare set down being adhered to EQF criteria in a way to be conforming to EQF level definitions. NOS and NQ being broadcast in VQA website has been prepared by taking EQF levels as the base.

The occupational standards which are published in VQA and being in effect are updated at latest within five years considering the requests and feedback coming from sectoral organizations, public and private sectors and the needs of the business world.

NOS Recognition Process is as below;

➢ Drafted occupational standards developed by VQA – authorized institutions are submitted to the interested parties to get their opinions and they are evaluated with their feedbacks received.

➢ Drafted occupational standards configured with the feedbacks come from pertinent parties are submitted to VQA Committee for their opinion.

➢ Following perusal and verification of drafted occupational standards by VQA sectoral committees is submitted for approval by VQA.

➢ Following its publication in the Official Gazette, it gains the quality of NOS.

(http://www.VQA.gov.tr/index.php/skca-sorulan-sorular#Soru8)

National Occupational Standards are provided advantages for employers;

➢ Having pre-information owing to NOS regarding what qualities an individual should have in when a new recruiting is being carried out by the employer, the time which might be lost in recruitment of a person not knowing the work or not having the command here of is decreased.

➢ Recruiting the individuals bearing the job-entailed characteristics, work efficiency is enhanced.

➢ An individual who dominates the current job makes more contribution to the production and promotes competition of employer in the market.

➢ HR provides the significant source to the Human resources department of the employer; in selection of employees, determination of duties and responsibilities of personnel to be employed, identification of their knowledge and skills, personnel performance assessment etc.

➢ Once the staff being VQA certificate holders and qualified labour was augmented in employment, the employer organization or institutions can offer higher quality goods and services to the consumer.

(http://www.NQep.net/web/Portals/0/mesleki_yeterlilik_kurumu_brosur.pdf)

Many criteria expected from the candidates such as measuring and evaluation criteria, the competencies expected from the candidates who shall take exam, learning outcomes and performance measures, etc. published by VQA in NQ and NOS standards are presented to the employers in advance. By hiring the individuals knowing the job, she / he does not only reduce the loss of time but also has had saving in terms of cost.

National Occupational Standards are provided advantages for individuals;

➢ The vocational standard shows knowledge, skills and qualifications required to be carried by an individual to be able to actualize her / his job successfully according to the criteria specified in the international areas.

➢ When an individual shall be employed after having participated in the measuring and evaluation processes and received certificate from VQA– authorized voc-test centres, she / he can demonstrate her / his knowledge, skill and experiences in process of accession to the job in question.

 (http://www.NQep.net/web/Portals/0/mesleki_yeterlilik_kurumu_brosur.pdf)

National Occupational Standards are provided advantages for educators;

➢ Occupational standard gives information on the qualities required by the market to be found in the labour force.

➢ The programs the educators have prepared depending on the framework when preparing the training programs ensures that the individuals are trained depending on the standards.

➢ Establishing linkages between training and business world, it ensures participation of business world to the training.

➢ With the impacts of occupational standard in the long term, when decrease unemployment decreased, employment increased, increase productivity and competitiveness increased, economy of country can get strengthened and competitiveness enhances (Tezcan, 2010).

❖ Names of Major Sector Committees in Preparation of NOS in Turkey in terms National Occupational Standards;

- Turkey Construction Industry Employers Syndicate (TCIES)
- Window and Door Industry Association (WIDIA)
- Ankara Industry Chamber (AIC)
- Istanbul Chamber of Commerce (ICC)
- Turkey Confederation of Tradesmen and Craftsmen (TUCTC)
- Turkey Green Crescent Association (TUGCA)
- Ministry of Culture and Tourism, Turkey Travel Agencies Association (TTAA)
- Alanya Chamber of Commerce and Industry (ACCI)
- Turkey Health Employers Syndicate (TUHES)
- Turkish Association of Pharmacists (TAP)
- Turkey Exporters Assembly (TEA)
- Technology Training Development Foundation (TEDEF)
- Electricity Distribution Services Association (EDISA)
- Turkey Metal Industrialists Syndicate (TUMIS)
- Ankara Chamber of Industry (ACI)
- Turkey Chambers of Agriculture(TUCA)

	Mining Sector Committee
	Culture, Arts Sector Committee
	Food Sector Committee
	Farming, Hunting and Fishing Sector Committee
	Finance Sector Committee
	Business and Management Sector Committee
	Woodworking, Paper and Paper Products Sector Committee
	Information Technologies Sector Committee
	Electric and Electronics Sector Committee
	Media, Communications and Broadcasting Sector Committee
	Trade Sector Committee
	Chemical, Petroleum, Plastic and Rubber Sector Committee
	Social and Personel Services Sector Committee
	Glass, Cement and Soil Sector Committee
	Transportation, Logistics and Communications Sector Committee
	Health and Social Services Sector Committee
	Metal Sector Committee
	Tourism, Accommodation, Food and Beverage Services Sector Committee
	Textile, Apparel, Leather Sector Committee
	Automotive Sector Committee
	Energy Sector Committee
	Construction Sector Committee
	Justice and Security Sector Committee

(http://www.VQA.gov.tr/index.php/tr/sektor-komiteleri)

Figure 2.5 : Relevant Sector Committees in Preparation of Occupational Standards

National Qualification (NQ) are the documents that are prepared by such qualification - associated VQA – empowered sectoral organizations in consideration of national professional standards then submitted for approval by and following completion of necessary perusals and approval by VQA, they turn into being

comprehensively informative documents giving information what knowledge, skill and qualifications NQF – defined persons should have and what kind of measuring and assessment shall carried out.

NQ is prepared considering NOS. NOS also includes the criteria such as performance criteria, learning outcomes and assessment criteria. Performance criteria and learning outcomes show depending on what criteria the questions of theoretical and performance criteria the certification organizations shall accomplish. As for the candidates, it is in character of giving guidance to the candidates regarding how they should study for the examinations the certification organizations shall realize. As for the assessment criteria, it describes what criteria the specialist persons who shall actualize the examinations should have.

The name of qualification contained in the national qualifications, name and reference code of the area in which exam shall be realized, Vocational Qualification Authority – determined code related to that area, level of EQF constituted depending on the exam difficulty level, revision number, recording standard – oriented changes to be made, compulsory units, the exams candidate must take should be chosen and the exams should be left to preference by the candidate.

For example; Name of Qualification: has been defined in the national qualifications to be Computer Hardware Element, Reference Code: 12NQ0045, Level: 4, Compulsory Units: 12NQ0045 – 4 / A4, Optional Units 12NQ0045 – 4 / B1. The format of creating the National Qualifications is as follows.

1	QUALIFICATION NAME	
2	REFERENCE CODE	
3	LEVEL	
4	PLACE IN THE INTERNATIONAL CLASSIFICATION	
5	TYPE	
6	CREDIT VALUE	
7	A) DATE PUBLISHED	
	B) REVISION NO	
	C) DATE OF REVISION	
8	PURPOSE	
9	VOCATIONAL STANDARD(S) CONSTITUTING SOURCE FOR QUALIFICATON	
10	ACCESSION REQUIREMENT(S) FOR QUALIFICATION EXAMINATION	
11	STRUCTURE OF QUALIFICATION	
11-a) Compulsory Units		
11-b) Optional Units		
11-c) Grouping Alternates of Units and Additional Learning Outcomes		
12	TESTING AND EVALUATION	
13	CERTIFICATE VALIDITY	
14	FREQUENCY OF SURVEILLANCE	
15	MEASURING AND EVALUATION METHOD TO BE APPLIED IN DOCUMENT RENEWAL	
16	ORGANIZATION(S) DEVELOPING QUALIFICATION	
17	SECTOR COMMITTEE VERIFYING QUALIFICATION	
18	DATE AND NUMBER OF VQA MANAGEMENT BOARD	

(http://www.VQA.gov.tr/index.php/tr/klavuz-ve-formlar)
Figure 2.6: National Qualification Preparation Format

NQ can be prepared by the institutions and organizations engaged in formal education, NOS preparing sector committees, personnel certification organizations.

➢ National Qualification makes contribution to purpose of learning and development or introduction of common and informal education to be used,

➢ National Qualification recognizes certification opportunity to the individual who has learned the job in place,

➢ National Qualification the employers may increase their power of competition making selection of personnel who hold qualification certificate and conform to the job structure and requirements.

➢ They can ensure employment of persons depending on their knowledge acquired and experiences,

➢ Creating diversity and awareness, they facilitate the career opportunity. (http://www.NQep.net/web/Portals/0/mesleki_yeterlilik_kurumu_brosur.pdf)

Differences between National Qualifications and Occupational Standards; while National Occupational Standards concern accredited certification organizations, National Qualifications concern certification organizations and the candidates. In NOS, profession definitions, institutions preparing and approving and profession related legislation are contained. Furthermore, the details like in what grounds the space and environmental information related examinations the certification organizations shall effectuate and which equipment are required to be employed during theoretical and performance exams are included. At the introduction section of NQ, the purpose, code, level, date of publication and structure of qualification – related data are contained. NQ is in nature of guidelines that points out on what criteria the questions which shall be applied to the candidates shall be prepared regarding theoretical and performance exams. These criteria have been determined as the NQ performance criteria and learning outcomes.

In addition, NQ is divided into 2 as the compulsory units and preference units. While the compulsory units show candidate must-take exams, as for the preference units, they show variances according to the selection of the candidate. An example of the studies accomplished for Occupational Standards and National Qualifications is as follows.

Table 2.1 : Joint Operation Accomplished in the Area of Vocational Qualification and   National Qualification Area

**Name of Certification Program** Construction Painter, Level 3 certification program has been taken as an example.
Purpose of Specification Definition of Occupation	This qualification is written for the purpose of determination and certification of qualifications of Construction Painter. Construction Painter (Level 3): is a qualified person who carries out work organization related to his profession within the quality systems framework taking the environmental measures and realizes pre-painting surface preparation operations and applies paint to all elements and surfaces of the building and makes varnishing and performs post-varnish / paint works and carries out activities related to professional improvement.
Code of Occupation	ISCO 08: 7131 (Painters and ones working in the relevant works)
Reference of Qualification Compulsory Qualifications Evaluated in the Examination Preference Units	11UY0023-3 CONSTRUCTION PAINTER NATIONAL QUALIFICATION 11UY 0023-3/A 1 Work Health and Safety, Work Organization to be Done 11UY 0023-3/A 2 Overall Vocational Knowledge and Practice Skill in Construction Painter -
Grouping of Units	-
Prerequisite for Participating in the Exam	None
Documents Wanted During Application	- Filling in the***Certification Application Form***, the candidates who shall apply the exam should convey it together with the documents requested to the address of Istanbul University, Voc-test Center, Inonu Cad. No: 38 – Sefakoy – Besyol – Kucukcekmece / ISTANBUL by mail or individually preferably 10 (ten) days earlier than the date of exam. Information note is made to the candidates whose application was accepted with ***Candidate Information Form***. The details related to how the candidates are supposed to behave during the exam have been detailed in the Candidate Information Form and also web – broadcast Instruction for the ***Rules Required to Be Abided during the Exam.*** - CV - Certificate of Education (Diploma) - Vocational training certificate (If any) - Photocopy of Identity Card - 2 Photograph
Measuring and Evaluation	The exams are realized bot in theoretically and practically as well. The personnel who shall evaluate the exams shall be selected according to the evaluator criteria specified in the national qualifications. It is obligatory to be successful in the examinations required to be taken for receiving certificate within 1 year. In the event of exceeding 1 year, the applicants are to retake other exams he has been previously successful as well. From the candidates at this stage, initially collected papers are not requested as long as their information remained unchanged. - To be able to obtain a qualification certificate, it is required to be successful in all of Group – A compulsory qualification units. Other than this, according to the above-specified qualification unit groups, persons who wish may also prefer receiving Group – B qualification units. Assessment of achievement is performed according to the criteria specified in the measuring and evaluation sections as per unit. The exams may be conducted successively or independently.

Table 2.1 : Joint Operation Accomplished in the Area of Vocational Qualification and National Qualification Area (continue)

Theoretical exam	The theoretical exams are realized in accordance with the following requirements. Every question is equally evaluated. Theatrical exam should be actualized outside the practical exam and it is conducted without any access to the educational tools without interruption. Wrong answers are not considered during evaluation. Scoring is done over the correct responses.

11UY0023-3/A 1 WORK HEALTH AND SAFETY, QUALIFICATION UNIT FOR WORK ORGANİZATION TO BE MADE

UNITS	TIME	QUESTION	SUCCESS LEVEL
THEOROTICAL	15 MINUTES	10	60%
PERFORMANCE	-	-	80%
TOTAL	15	10	

11UY0023-3/A 2 GENERAL VOCATIONAL KNOWLEDGE AND PERFORMANCE SKILL QUALUIFICATION UNIT IN CONSTRUCTION PAINTERSHIP

UNITS	TIM	QUESTION	SUCCESS EVEL
THEOROTICAL	38 MINUTES	25	60%
PERFORMANCE	-	-	80%
TOTAL	38	25	

A1 Written exam:
Within the scope of this unit, a at least 5 – question with 4 – options multiple choice test including gap-filling questions should be implemented in writing and at least a 60% success must be obtained by the candidate. Average time as per question is to be foreseen as 1.5 – 2 minutes. The questions of exam should be drawn up so as to be able to measure all statements foreseen to be measured within the scope of theoretical exam and data section of *BG-Knowledge Control List contained Annex – 2.*

Performance Exam:
Performance – based exam related to the work done shall be given considering *BY-Skill and Qualification Control List contained Annex – 2.*At least an 80% success must be obtained from the exam. All of the performance criteria foreseen with (P1) to be measured must be measured with said performance exam. The candidate is required not to exceed the period of time given for the action taken.

A2 Written Exam:
Within the scope of this unit, a at least 20 – question with 4 – options multiple choice test including gap-filling questions should be implemented in writing and at least a 60% success must be obtained by the candidate. Average time as per question is to be foreseen as 1.5 – 2 minutes. The questions of exam should be drawn up so as to be able to measure all statements foreseen to be measured within the scope of theoretical exam and data section of *BG-Knowledge Control List contained Annex – 2.*

2.3. Vocational Qualification System in Europe and Turkey

2.3.1 Vocational Qualification System in Europe

In England, national vocational qualification is recognized by the government and by (OFQVAL), being the new governmental establishment. Namely, its operation from start to end is totally under the administration of the state. The operation of the vocational qualification is the same in the countries such as England, Wales, Scotland and Northern Ireland. The levels of qualification are being determined by (NQF), (QCF) and (FHEQ).

➢ (NQF) means national qualification framework,

➢ (QCF) means qualification and credit framework,

➢ (FHEQ) means higher education qualification framework.

There is a practise under the name of apprenticeship in England. The apprenticeship consists of 3 stages. These are occupational qualification (section related to job), theory, basic knowledge and qualification. An individual who has accomplished these three stages becomes having actualized the stage of apprenticeship. It totally consists of 5 levels. Level – 1 is the basic level and named as being quite simple. As for Level – 5, it is named to be relatively difficult level and counted to be a level corresponding higher education level. ''Uk skills and city guilds'' is the leading institution offering the best service to this system in England (Bartley, 2009).

In France, vocational education has turned into school training. It is based on full-time principle. Professional information and also the skill training are being theoretically provided as well as allowing transition from technical high schools to higher education as well.

The certificates of graduation obtained from the technical high schools in France; Cap (comprises 202 branches), Bep (comprises 411 branches) and Bacpro (comprises 38 branches).

Being characterized to be a speciality certificate, (CAP) is the bottom – level professional title which includes the lowest stage of foreman, specialist, element or officer classes. Being characterized to be a professional certificate, (BEP) is practical training - oriented. It is one higher stage of speciality certificate (CAP). Being characterized to be the professional maturity certificate, (BACPRO) has stipulated (CAP) and (BEP) certificate in training. It contains a 69 – week theoretical education

and a 16 – week internship program which is carried out within coordination with the operations and employers association (Ozsoy, 2007).

In Spain, the vocational training consists of two models. The first one is the institutions providing short – term vocational training. They are open to students who have completed their eight – year compulsory education and training and later on do not go on their general and secondary training. 2 – Year general education and basic education and training – oriented systems are being provided and such candidate receives a technical assistant diploma. Second one is the institutions providing long– term technical and vocational training. At these institutions, certain speciality areas – oriented trainings are being offered and vocational qualification certificate is being granted to the persons who have successfully completed these trainings. The provision of having received a short – term vocational training is sought for attending to this program.

In Germany, being called as ''Dualist System'', German Vocational Qualification has been established over a system where theatrical education and practical training are carried out together. What makes Dualist System also shown as the most powerful vocational qualification of the European societies powerful is the tight bond between education and employment. Vocational qualification in which the theoretical education in schools are jointly carried out with practical training in operations has been ensuring profession – related knowledge, skill and experience which shall be kept on later on and the opportunities of being employed increase for the young who have received this training.

In brief, while the individual fids facility to be able to make practice at the profession – related operations 4-5 days a week, she / he has been able to learn the theoretical part of the job at the vocational schools for 1 – 3 days a week. In this way, an individual who has completed current education is able to easily find job due to having necessary experience in the business life and furthermore can comfortably perform her / his work (Ozsoy, 2008)

In Denmark, creation process of National Qualification was initiated in 2005. DNQF studies where the sense of inter-educational levels transfer would be easy and of transparency and globalization efforts have been likely to be completed between years 2006 – 2007.

The studies related to Denmark National Qualifications Framework (DNQF) covering all levels and qualifications started in 2009. As a result of operations carried out by Ministry of Science and Technology, Ministry of National Education and Ministry of Culture and Economy, it was associated with the European Qualification Framework in 2011. DNQF has been designed within a structure which might respond sectoral requirements where the participant opinions are dominant. The most important characteristic of Denmark qualification system is the full harmony principle creating difference between the levels. DNQF consists of eight levels. While maximum harmonization approach is dominant between levels 1 through 5, full compliance understanding is dominant between levels 6 through 8.The difference between maximum harmony and full compliance understanding is as follows; In maximum harmony, while a harmony is not be expected between knowledge, skill and qualification approach in terms of loyalty or unity, full compliance is expected in the area of knowledge, skill and qualification.

In Holland, the efforts covering all levels and qualifications related to Holland National Qualification Framework (NLQF) started in 2009.Accepting the framework in 2009, governmental authorities of Holland associated it with European Qualification Framework again in the same year. Since the formal and non-formal education system existing in other countries is also available in Holland, it has been foreseen that difficulties would not be experienced in teaching and extending this NLQF system.

Since NLQF implementation is a new framework as in Turkey, it is seen that it could be extended with participation of the stakeholders. Association of NLQF with the European Qualification Framework happens to be a little bit different from other countries. While the bachelor degree holders are being associated with level – 4 in most of the European countries, this case has been associated with level – 5 in Holland. Namely, while bachelor degree holders correspond to EQF level – 4 in Turkey, it corresponds to level 5 in Holland.

This situation has led to criticism of the Dutch qualification framework and NLQF is suggested to be non-transparent (Atay, 2012).

Table 2.2 : Comparison of Qualifications Frameworks in the European Countries

Europe Qualifications Framework	England and Northern Ireland	Scotland	Wales	Ireland	Holland	France	Denmark	Malta
EQF 8	QCF 8	SCQF 12	CQF W 8	NFQ 10	NLQF 8	CdN 1	DNQF 8	MQF 8
EQF 7	QCF 7	SCQF 11	CQF W 7	NFQ 9	NLQF 7	CdN 1	DNQF 7	MQF 7
EQF 6	QCF 6	SCQF 10 / SCQF 9	CQF W 6	NFQ 8 / NFQ 7	NLQF 6	CdN 2	DNQF 6	MQF 6
EQF 5	QCF 5	SCQF 8	CQF W 5	NFQ 6	NLQF 5	CdN 3	DNQF 5	MQF 5
EQF 4	QCF 4	SCQF 7	CQF W 4	NFQ 5	NLQF 4	CdN 4	DNQF 4	MQF 4
EQF 3	QCF 3	SCQF 6	CQF W 3	NFQ 4	NLQF 3	CdN 5	DNQF 3	MQF 3
EQF 2	QCF 2	SCQF 5	CQF W 2	NFQ 3	NLQF 2		DNQF 2	MQF 2
EQF 1	QCF 1	SCQF 4	CQF W 1	NFQ 2			DNQF 1	MQF 1
	Entry Level 3	SCQF 3	Entry Level 3	NFQ 1	NLQF 1			
	Entry Level 2	SCQF 2	Entry Level 2		Entry Level			
	Entry Level 1	SCQF 1	Entry Level 1					

(Atay, 2012)

2.3.2 International Negotiations Accomplished in the Area of Vocational Qualifications

In March 2000 – Lisbon Council emphasized that the education is the complementary basic element of the European Council's economic and social policy; a guarantee in ensuring the harmony of European Union societies and development of individuals in the strict sense and its role and importance in the existing system to enable enhancement of ability to competitiveness power of EU countries in the world. When explaining 2010 targets during Lisbon Summit, European Council determined that EU is converted into an information – based most dynamic economy of the world to be a strategic target. Development of quality vocational education and training; is the very crucial and an integral part of this strategy from the perspective of social harmony, mobility, employability and enhancing competitiveness.

The Council has been invited to realize following targets;

➢ Up to 2010, all member countries should adjust the rate of individuals who leave their schools at early age to lower below 10% being the average of EU,

➢ Up to 2010, all member countries; considering also the gender differences of individuals who have graduated from mathematics, science and technology education, should bring above the graduation rate stated in 2000,

➢ Up to 2010, all member countries; should make a planning in a way to ensure the individuals who are in the age group of 25 and 64 having secondary education level below secondary school shall be secondary school education or above and the target hereof is disclosed to be 80% until 2010.

➢ Up to 2010, all member countries; the rate of age group of 25 – 64 adults and working population who take part in lifelong learning activities should increase it up to at least EU average, 15%.

Copenhagen Declaration: Vocational education and knowledge; until 2010, shall play an effective role in growth of lifelong learning strategy and in reaching at Lisbon council – determined targets. For ensuring required collaboration, making and execution of joint operations, four targets have been identified in European community.

➢ Expansion of activities in Europe

➢ Revision of information and guidance stages

➢ Introduction or spread of vocational qualification and content

➢ Quality assurance

In this context, ensure that a solid quality assurance is provided for development of vocational qualifications and increasing its efficiency and the credit system is recognized in the vocational qualifications system and a system is formed and the information requirement of educators are determined and required applications are initiated are also shown between the targets. In the stage of development of vocational qualification in Europe, important progressions have been achieved together with the Copenhagen process.

EUROPASS has been accepted by European Council and European parliament. EUROPASS means that the qualifications were compiled in a single extent in terms of clarity, quality and accuracy. Regardless in what country and under what conditions any qualification was obtained; its being made precious is one of the significant progressions in the Copenhagen process as well.

In 2004, improvements have been targeted by EU Council within the extent of "Common Quality Assurance Framework in Vocational Education and Training". In this context, giving assistance to the renewal, arrangement and assessment of national structure, it shall make contribution for creating a common reference system.

ECVET namely, a decision related to creating and implementing a credit transfer system has been prepared and submitted to the meeting of Maastricht Council of Ministers.
(http://euroguidance.iskur.gov.tr/Portals/1/Kaynaklar/ulkeornekleri/Kopenag%20Sureci.pdf)

Maastricht Declaration**:** The steps taken within the frames of Lisbon and Copenhagen Declarations have been taken for assessment and new approaches, plans and strategies oriented toward the developments in Vocational Education and Training cited in Copenhagen Declaration have been materialized. As a matter of fact, it is in nature of continuation of the decisions taken in Lisbon and Copenhagen. In consideration of decision taken in Lisbon and Copenhagen and the progressions, new approaches and arrangements have been brought in with Maastricht Declaration.

Mainly the topics taken into agenda are as follows;

➢ Vocational Qualifications– oriented educations to be made attractive,

➢ New standards to be brought in the areas of vocational education and training,

➢ Vocational education and training to be harmonized with the requirements of the labour force,

➢ Credit system in the vocational education and training to be revised and put into effect,

➢ To promote educational levels of the students in the vocational education and training.

2.3.3 Vocational Qualification System in Turkey

The political and economic developments revealed by the constant improvements and globalization experienced in the age of information and technology in the world have not only taken the world under its influence but also Turkey. The progression and innovations lived in the management and technology areas oblige being ready for the innovation and transformations to be able to get adapted with these progression experienced. At the same time, this structure reveals the competition power and competitiveness too. These developments is being felt remarkably much in the world where the change of information and technology is felt against the need for qualified staff and for augmentation of competition power and increasingly continuation of the developments(Arslan, 2014).

Employer Institutions and Organizations have been employing the people who are of high – level professional knowledge and possessing required professional experience, open to competition, refurbish themselves in sense of professional techniques and technology, able to exercise what they have learnt into practice and can add competition power to the institution or organization there they work. Nevertheless, finding such labour force is quite difficult because the existing workforce is mainly composed of the people trained as direct-entry or within the master-apprentice relationship.

In place of showing the certificates or documents obtained by attending to formal or non-formal vocational training courses and the knowledge an individual has had in vocational sense, these people have been presenting only the education an individual has received because post – individual education made measuring and assessment has failed to be based on a certain standard. For this reason, employer institutions and organizations have been hiring an individual by means of references or putting her/him through trial term, not considering certificate or diploma in process of recruitment. By applying this practice, the operations have been exposed to loss of both time and material damages.

It has not been possible for the individuals who do not have formal or non-formal vocational and technical education and have failed to prove herself / himself regarding qualification to be able to work in the pertinent vocational area in the developed countries. As for Turkey, the exact opposite is in question; it has not been possible to distinguish one who does not know the job to be done form other who

knows it due to the individuals acting with the logic of "I can handle whatever the might be" in order not to remain unemployed. The most substantial issue regarding vocational education and training in Turkey is the failure to carry out measuring and evaluation according to a certain standard on the matter of vocational information acquired at the educational institutions, which constitutes the important problems.

All these developments are considerably important for ability to create a high – validity and reliability measuring and evaluation certification system. Therefore, rather than where, under what conditions the education is furnished to the people, under which method and considering what conditions the qualifications acquired, the post – education completion measurement and assessment are realized is important. No matter how much quality the vocational and technical training offered to the people possess, if a structure which could measure and certicate such training accurately and reliability is not available, affirmative outcomes expected from such training would fail to be set forth. In fact, such structure reveals the expectations of employer from the workforce.

In line with the above – mentioned issues and requirements, in the name of ability to carry out measuring and evaluating the knowledges and skills of the individual residing in Turkey according to occupational standards, Vocational Qualification Authority (VQA) has been established and "National Qualification System Strengthening Project" has been activated to be applied. With VQA and NQSSP process, a new structure has been initiated in our country. For applicability of this process, establishment and operation of the Measuring and Certification system within harmony with the European Union Countries by preparing NOS and NQ bears importance. Personnel Certification Organizations occupy quite an important place in the existing structure.

Up to now, 578 each NOS and 278 each NQ have been prepared by VQA and protocol has been signed with professional organizations and non-governmental organizations close to 70 and moreover Vocational Test Centres (Voc – Test) have been established in 30 different sectors.

2.3.4 Preparation of Vocational Standards and Establishment of Examination and Certification System in Turkey

In Turkey where it has entered the cohesion process with EU, the young population to be equipped with knowledge, skill and experience in the international areas has been determined to be one of the prioritized topics and staff certification process through examination has been initiated in Turkey in 1980 taking qualification – based system as a model in the vocational education and training accepted in EU countries. The subject has been comprehensively addressed to in the period of Fifth Five – Year Development Plan between years 1985 – 1990 and it has been decided that an institution bearing the name of Vocational Standards Institution is created until end of 1993 by signing a Vocational Standards National Protocol with the representatives of the topic – related private sector, public sector enterprises and the employers (Demirezen, 2002).

In coordination with the Ministry of Labour, a decision has been made for preparation of NOS and NQ in the area of Employment and Education between years (1993 – 2000) by supplying finance from World Bank and national budget and certification and exam centres to be established based on these standards and qualifications. Regarding preparation of NOS, Ministry of Labour, Research and Technical Services Unit (RTSU) have been assigned and 250 each NOS has been developed by constituting a commission in RTSU. However, Turkish Standards Institute (TSI) has sued RTSU stating that the duty of preparing occupational standard was granted by law to TSI and the duty of preparing the vocational standard has been to given to TSI with the decision of court.

Following the court decision, TSI has prepared 300 each vocational standard. However, due to NOS creation format of TSI was not found suitable for establishment of the education and training system and preparation and establishment of a question bank and being able to carry out required measuring and evaluation, TSI – created NOS has failed to be valid (Gultekin, 2011).

Based on decisions taken at EU Helsinki Summit in 1999 in order to support the efforts of Turkey to create vocational standard and measuring and evaluating endeavours, Project of Strengthening Vocational Education and Training System in Turkey (PSVES) was composed between Government and EU.

With PSVES project, a new formation process has been entered based on standards and qualifications in vocational education and training and a new structure where individual learning model was minded has been created. The most important development put forward with PSVES project is that it allows horizontal and vertical transitions between formal and non-formal educational institutions and equivalence opportunity in many countries in Europe and recognition of opportunity to individual to get the information and experiences she / he has learned outside school certificated are being shown to be one of the major developments of PSVES project (Dursun, 2008).

As a result of all these positive developments, VQA has been created and began carrying out its activities in 2006 with law numbered 5544. VQA is a public establishment connected to Ministry of Labour and Social Security which means it is able to determine NQ rules related to the technical and vocational areas taking the NOS and international occupational standards as the base, furthermore; realization of controls, establishment and operation of NQ system for execution of measuring and evaluation, documentation and certification – oriented activities.

(http://www.VQA.gov.tr/images/articles/editor/5544_sayl_VQA_Kanunu_Deiiklikle r_lenmi_26.01.2012.pdf)

The most important objective of VQA is to constitute a National Vocational Qualification System (NVQS) in harmony with EU and prove it. For this purpose, with participation of institutions and organizations in in the private and public sectors through coordination with VQA and Project of Strengthening Vocational Education and Training System in Turkey (PSVES) has been established in Turkey. VQA and PSVES project has constıtuted an EQF – compatible measuring and evaluation system and has been actualizing personnel certification. In addition, depending on national qualification system, development of NOS and establishment of the examination centres have been intended.

Up to now, 578 each NOS and 289 each NQ have been prepared by VQA. There are 23 sectoral committees in VQA. A protocol has been signed regarding preparation of NOS between more than 60 workers and employer organizations, professional establishment and non-governmental organizations connected to these sectoral committees. Some of the VQA sectoral committees are construction, information,

automotive, tourism, electricity - electronics, transportation, chemical industry, textiles and leather industries.

In addition, up to now, 33 Personnel Certification Organizations have been accredited thus measuring, evaluation and certification process has been activated.

VQA – Authorised establishments;

#	Yetkilendirme Kodu	Logo	Yetkilendirilmiş Belgelendirme Kuruluş Adı
35	YB-0036		Adana Bilim ve Teknoloji Üniversitesi Personel Belgelendirme Birimi
14	YB-0015		AKTOB Eğitim ve Tanıtım İktisadi İşletmesi
19	YB-0020		ALTSO Meslek Standartları ve Yeterlilik Geliştirme Sınav ve Belgelendirme Merkezi
4	YB-0004	ANAPER	Anadolu Üniversitesi Personel Belgelendirme Birimi (ANAPER)
26	YB-0027		Ankara Sanayi Odası Mesleki Test ve Sertifikalandırma Merkezi İktisadi İşletmesi
16	YB-0017		ASO 1. OSB Mesleki Test ve Sertifikalandırma Merkezi İktisadi İşletmesi
17	YB-0018		ASO 2. ve 3. OSB Mesleki Test ve Sertifikalandırma Merkezi İktisadi İşletmesi
18	YB-0019	ATS MESEM	ATSO Mesleki Sınav ve Sertifikasyon Merkezi
25	YB-0026	MESYET	BAYINDIR MEMUR-SEN MESYET İktisadi İşletmesi
2	YB-0002	BELGETÜRK	BELGETÜRK Uluslararası Belgelendirme ve Gözetim Hizmetleri Limited Şirketi
11	YB-0012	BTSO MESYEB	BTSO Mesleki Yeterlilik Sınav ve Belgelendirme Merkezi Limited Şirketi (MESYEB)
29	YB-0030	BURSA VOCTEST	Bursa Esnaf ve Sanatkarlar Odaları Birliği-VocTest Sınav ve Belgelendirme Merkezi
12	YB-0013	CERTURK	CERTURK Belgelendirme ve Gözetim Hizmetleri Limited Şirketi
37	YB-0038	CTC BEM	CTC Belgelendirme Merkezi ve Yalıtım İlaçlama Eğitim A. Ş.
20	YB-0021	dyo	DYO Boya Fabrikaları Sanayi ve Ticaret A. Ş. DYO Akademi Bölümü
6	YB-0006		GAZBİR - GAZMER Doğal Gaz Enerji Eğitim Belgelendirme ve Denetim Teknolojik Hizmetler Ltd. Şti.
9	YB-0010	HAK-İŞ MESYEB	Hak-İş Konfederasyonu Mesleki Yeterlilik ve Belgelendirme Merkezi İktisadi İşletmesi
10	YB-0011	INSPECCO	INSPECCO Belgelendirme ve Gözetim Hizmetleri Limited Şirketi
23	YB-0024		İstanbul Deri ve Deri Mamülleri İhracatçıları Birliği
1	YB-0001	ugetam	İstanbul Uygulamalı Gaz ve Enerji Teknolojileri Araştırma Mühendislik Sanayi ve Ticaret A. Ş.
32	YB-0033	KİTEM	KİPLAS İktisadi İşletmesi
38	YB-0039		Kocaeli Üniversitesi Sürekli Eğitim Araştırma ve Uygulama Merkezi (KOUSEM)
15	YB-0016		MEKSA Vakfı Mal ve Hizmet Üretim Birimleri İşletmesi
7	YB-0007	SIBEM	Mesleki Yeterlilik Sınav ve Belgelendirme Merkezi Ticaret A. Ş.
30	YB-0031		Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi
36	YB-0037		Profesyonel Belgelendirme ve Özel Eğitim Hizmetleri Ticaret A. Ş.
33	YB-0034	RATEM	RATEM Mesleki Yeterlilik Sertifika Merkezi
28	YB-0029	RAYTEST	RAYTEST Özel Eğitim, Belgelendirme, Danışmanlık, Test ve Lab. Hiz. Ltd. Şti.
24	YB-0025	sabemer	SAFİR İnsan Kaynakları Danışmanlık İstihdam ve Belgelendirme Hiz. A Ş.
21	YB-0022		Sakarya Esnaf ve Sanatkarlar Odaları Birliği Mesleki Sınav Merkezi İktisadi İşletmesi
5	YB-0005	SAUSEM	Sakarya Üniversitesi Sürekli Eğitim Uygulama ve Araştırma Merkezi (SAUSEM)
34	YB-0035	SDÜ YBEM	Süleyman Demirel Üniversitesi Yaşam Boyu Eğitim Merkezi
22	YB-0023	TTSD MERKEZİ	Takım Tezgahları Sanayici ve İşadamları Derneği Mesleki Test Merkezi İktisadi İşletmesi
8	YB-0009	TEBAR	TEBAR Test Belgelendirme, Araştırma ve Geliştirme Ticaret A. Ş.
3	YB-0003	INTES	Türkiye İnşaat Sanayicileri İşveren Sendikası Türkiye Mesleki Yeterlilik Merkezi İktisadi İşletmesi
13	YB-0014		Türkiye Liman İşletmecileri Derneği İktisadi İşletmesi
31	YB-0032		Türkiye Tekstil Sanayi İşverenleri Sendikası İktisadi İşletmesi

(http://portal.VQA.gov.tr/index.php?option=com_kurulus_ara&view=kurulus_ara#&Itemid=322a)

Figure 2.7 : Personnel Certification Establishments in Turkey

2.3.5 Vocational Qualification System Turkey Tries to Be Integrated

Turkey is in effort of revising its vocational qualification system within the scope of lifelong learning adopted by EU and many countries in the world. Mobility of professional labour in European countries has been realized according to some conditions. For example; the measures are taken for enabling the individuals graduated from the national qualification systems pertaining to different countries within the structure of EQF to enjoy equal conditions the mobility of job seekers are encouraged. In sense of spread and encouragement of this mobility, a lot of tools and policies are being tried to be developed (Arslan, 2014).

The most crucial study made within this extent is the Europass movement. Creation of a structure allowing every each individual found in Europass EQF body and having national qualification to have free movement in EU countries to be able to attend more comprehensive training or enter a job in another country is considered. National Europass Center in Turkey is VQA. (http://europass.gov.tr/index.php)

In addition to Europass, EQF which establishes links between inter-countries qualifications for the qualifications belonging to different countries in Europe to be understood more easily gives the students of a chance to use own country's qualification of the workforce in another country by ensuring that the qualifications belonging to different countries to be more easily understood by the workforce and the employer.

(http://www.VQA.gov.tr/index.php/skca-sorulan-sorular).

In Turkey, VQA has been determined to be EQF National Coordination Center.

Duties of National Coordination Center are as follows;

➢ Countries to create their own NQF based on EQF,

➢ Countries to explain creation and transparency in referencing for their qualification levels contained in NQF versus EQF levels,

➢ People to be enlightened by publishing a guide regarding what kind of linkage is made between NQF and EQF (Arslan, 2014)

Being a tool for development of the lifelong learning, EQF covers the qualifications at all levels obtained as a result of general and vocational education and training of higher education.

One other important element of the vocational qualification system is to constitute the National Qualifications Framework (NQF), as for the purpose of NQF designed and prepared according to EU – recognized qualification conditions; a qualification system easy to be understood and effectiveness and sustainability of which is high is put forth. Due to the existing system, the recognition of knowledge and skill competency of persons shall be ensured within the national framework (structure) regardless without discrimination and regardless where and how it was obtained shall be provided. The levels to be determined with NQF shall be prepared and designed so as to allow harmonization with EQF and its quality shall be taken under assurance.

As for the National Vocational Qualification System (NVQS), taking NOS standards as base, it is defined as determination, development of national standards and accreditation is provided upon conducting supervisions according to these standards. The certification organizations accredited constitute their question banks based on NOS and NQ and make certification to the candidates who have made application to the examination and upon completion of necessary measurement and evaluations with successful outcomes.

Objectives of NVQS; are defined as the construction of a strong link between education and training, determination of National Qualifications, formation of learning outcomes, enhancement of quality in education, ensuring inter-qualifications horizontal and vertical transition opportunity, increasing the comparability in the international areas and ensuring easy reaching to learning and progress in learning, recognition and comparability in learning and the promotion of lifelong learning to be provided (Arslan, 2014).

Turkish Qualification Framework (TQF) is the national qualification system belonging to our country which was prepared in harmony with EQF and comprising all qualifications gained through elementary, secondary and higher educations and vocational or another learning way (www.VQA.gov.tr/index.php/skca-sorulan-sorular#Soru21).

With the lifelong learning strategy entered into effect in Turkey within 2009, 16 priorities were determined for enabling necessary arrangements to be made for changing the structure of education. One of these priorities is the establishment of Vocational Qualification System. In this context, on 7 September 2006, Vocational Qualification Authority was established with law numbered 5444. The duty of

Vocational Qualification Authority(VQA); stayed connected to EQF, is to determine the National Qualification Standards and National Qualifications, perform the necessary controls in this context, to carry out documentation and certification – oriented activities by conducting required measuring and evaluations (Gozubuyuk, 2013).

Establishment of such a structure in Turkey has been shown to be a future – oriented significant investment tool in terms of arrangement and development of the qualifications whose shortage is being felt in our country.

TQF Development stages are as follows;

➢ Political analysis to be made in order to assess international policies and determine additional political decisions needed,

➢ Being from the elements of NQF, realization and determination of the elements like varieties of qualifications, quantity and level of qualification,

➢ Determination of policies and decisions to be followed regarding function of TQF,

➢ TQF implementation – oriented planning to be done,

➢ Inclusion of available qualifications into the framework,

➢ Revision of existing qualifications and realization of designing the qualifications to be newly composed.

To enable TQF to answer the social expectations, consultation is realized with participations of all stakeholders related to the topic. The frame shall be officialised with feedbacks obtained and later on be associated with EQF.

(http://www.NQep.net/web/Portals/0/mesleki_yeterlilik_kurumu_brosur.pdf)

In Turkey, EQF has been determined to be the coordination center. It shows EQF Coordination center to be determined, the levels contained in the national qualifications to be formed by taking the levels contained in EQF as the base, a transparent method was followed formation of NQF levels, what kind of connection was constructed between EQF and NQF and ensures participation of stakeholder to the process in making and using comparison at European level. In this context, NQF is an explanatory system which comprises occupational standards, measuring and evaluation, accreditation and qualifications and allows free movement of labour force; fulfil expectations of employers from the market and gives support to the

lifelong learning and enables horizontal and vertical transitions in the international areas and promote employment and backs up competition (Gozubuyuk, 2013).

Turkish Qualification Framework (TQF) has been prepared in a way to assist the qualifications existing in our country to be divided into classes and to create all qualifications obtained through elementary, secondary and higher educations and vocational or another learning way. It is being addressed to within the scope of TQF

- ➤ MNE – dependent qualifications,
- ➤ VQA– dependent national qualifications,
- ➤ HEC – dependent higher education qualifications.

Turkey Vocational Qualifications System Strengthening Project; NQSP project is an important structure for existence of vocational qualification system in Turkey and for enabling it to be operated in a healthy way and tries to fulfil the expectation of employers from the labour force and the expectations of labour force from the market and in addition, to be able to maintain the linkage between education and employment in a sound way. It determines new professions which newly emerge for the labour force market in the international areas according to rapidly changing social, economic and technological conditions and level of knowledge and skill required to available with the individuals who work or want to work in connection with these occupational areas and bears a great importance in order to ensure that this system is constantly renewed and remain updated.

By establishing a vocational qualification system in a way to in harmony with European Union, VQA wants to operate and improve this qualification system in European terms. For the purpose of this structure to be able to be ensured and developed, VQA has decided to carry out an EU – funded project.

The financing Vocational Qualification Authority and "National Qualification System Strengthening Project" initiated in November 2010 and carried out by VQA are being provided by EU and TR government. It is estimated that the project shall last 3 years and the budget allocated to the project is Euro 10,900.00 Euro 200.00 Euro is being met by VQA.

(http://www.VQA.gov.tr/index.php/tr/component/content/article/731)

Project targets that the domestic market – needed formal and non-formal vocational education and training system to be developed and lifelong learning concept to be supported and the linkage between education and employment to be strengthened and to be linked EQF.

In order to establish and operate an effective and sustainable qualification system based on accepted professional standards with an EQF – compatible evaluation, measuring and certification structure, project aims that VQA and Occupational (Vocational) Standards are augmented and improved and Personnel Certification Organizations (VOC_TEST) is supported.

Three significant aspects intended to be accomplished with projects are as follows;

➢ Establishing National Qualification System that operates with high performance in a way that can be constantly sustained, to determine priority sectors needed and vocational standards related to these sectors to be drawn up,

➢ To enable VQA to offer a sustainable service to all individuals, vocational standards to be determined, developed and Personnel Certification Organizations to be increased,

➢ All government agencies, private sector organizations, employees and employers syndicates and non-governmental organizations to be enlightened about National Qualification System and their NQS dominances are ensured.

(http://www.VQA.gov.tr/index.php/tr/component/content/article/731

2.4. Vocational Education in the Development Plans

In the First Development Plan, upgrading the educational level of society and the society requirements– compatible individuals to be brought up presenting importance. In this context, the topics of employment, education and manpower are considered in conjunction with each other. Studies have been conducted regarding in which areas existing labour force would or could work and in consequences of these studies, in formation has been acquired about what education should be given by the educational institutions to the individual (labour force) and which characteristics should be owned by these individuals. For enabling transition of individuals who

have graduated from the schools which have dedicated themselves to bring up individuals in specific professional areas to a higher school, it shall be ensured that the individual shall make due practice and get experienced by utilizing the facilities which shall be provided by such area of work. As for the targets determined from the aspects of employment; are to find a solution to eliminate unemployment issue, to improve the knowledge and skills of employees related to their occupations, to follow up qualification – based working policy and to bring in certain arrangements by preventing distribution of employees into different occupational groups. For example; an individual graduated from accounting functioning as a sales representative at any store (Akcekoca, 2013); (Ozsoy, 2008).

In the Second Development Plan, it has been identified that the persons graduated from Girls Technical High School did not work at the works related to the areas where they had graduated from. For the graduates of girls technical high school to be able to work at the areas related to their occupations within the framework of the education and information they had received from the schools where they had graduated from, necessary studies have been accomplished and this situation has been specified in the second Development Plan. Despite the importance paid to the technical education, the issues such as inability of the graduate individuals in the industrial sector and dissatisfaction of those who found job from their current job and non-conformance or inadequacy of theoretical knowledges the individual has received from the schools they have graduated with the realities of business life, mismatching training to the facts of industry, lack of practice training, distrust of employers to the individuals they would employ, salary and authority have been identified and determined. To enable the schools training individuals in certain occupational areas to meet the requirement for technicians in the market, it has been stressed on that duration of education would be increased from three years up to four years, thus the technicians needed by the market would be trained. It has been specified that the transition of individuals graduated from these schools to Higher Education would be facilitated (Akcekoca, 2013).

In the third Development Plan, as with the first and second development plans, it has been emphasized that the importance would be paid to the occupational and technical educations and although formation of linkage between education, environment and business life has been adopted to be the first priority, it has been emphasized that it has failed to reach at success. It has been stressed on that the collaboration between

private and public institutions cited in the first and second development plans had not actualized and the problem in employment art school graduates have been ongoing. The unity and togetherness in the technical high schools and vocational high schools shall be ensured by ministry of national education. As for the theoretical education to be developed by taking and including studies received from technical and vocational high schools to the relevant sectoral establishments, necessary unity and togetherness shall be ensured through accomplishment of due collaboration with the ministry of national education and necessary audits shall be likely to be applied. Furthermore, transitions of vocational and technical high school graduates to Higher Education shall be facilitated. Transitions of students from technical and vocational high schools to general high schools shall be allowed according to their achievement status and transition of students who failed in general high school to the technical and vocational high schools shall not be allowed, yet the facilities shall be provided for training the technicians needed by the market from the technical and vocational high schools (Ozsoy, 2008).

In the Fourth Development Plan, the increases in the numbers of students from the technical and vocational high schools mentioned in previous plans have reached at desired levels nevertheless it has been emphasized that the knowledge, skills, qualifications of the students have failed to be achieved. In the fourth development plan, it has stated that the individual mainly at the technical and vocational high schools is supposed to materialize to convert her / his theoretical information into skill with the power of thinking and consequently shall be able to set forth successful works and that these persons – oriented practical courses should be increased by allowing persons who are happy and love her / his job to be trained. By improving the collaboration between industrial area and vocational education and technical education, contribution shall be made to the increase in the qualified labour force and for the formal and non-formal educations to be improved and the contribution of public sector, private sector organizations and industrial sector organizations to be able to ensured, necessary studies shall be initiated. The assessment of information and skills learned in the area of business shall be ensured to be realized with credit system(Akcekoca, 2013).

In the Fifth Development Plan, vocational high schools and technical high schools both of which offer formal and non-formal education shall be in a structure to be encouraged against general high schools to allow distribution to the universities by

bringing up qualified individuals required by the market to enter the business life through easy way. Thus moderate – level technical individuals shall be trained. For enabling the students who are vocational high school graduates or vocational Higher School graduates to be brought up in a way appropriate to their targets, required curriculum, training programs and courses are prepared. In this way, technical and vocational high school graduates and vocational school graduates shall have become more skilful. Formal and non-formal education shall be carried out with similar curriculums by the same training institutions. The business branches needed by the market shall be determined and educational contents shall be prepared and carried out depending on these business branches. In addition, a common curriculum shall be prepared in formal and non-formal education and those who graduated from formal and non-formal education shall equivalent certificates (Ozsoy, 2008).

In the Sixth Development Plan, for the development of the formal education, the economic developments lived in the international area, improvements lived in the areas of science and technology and rapid transformations experienced in the professional area and expectations of labour force market shall gain importance in the sixth development plan. In line with these developments and transformations, the budget allocated to the education system shall be increased and it shall be jointly developed together with private institutions and public organizations.

The education system will be divided into 3 parts:

➢ Formal education which shall ensure acquisition of a profession,

➢ Primary skilled labour force,

➢ Highly qualified labour force.

To enable enhancement of students' achievements, guidance activities shall be increased by considering the abilities and wills of the students thus the students shall be redirected to the professions with their wills and abilities. Incentives shall be provided to enable vocational school graduates to go on Higher Education related to their own areas.

(http://www.kalkinma.gov.tr/Lists/Kalknma%20Planlar/Attachments/4/plan6.pdf)

In the Seventh Development Plan, formal and non-formal education in vocational education and technical education have failed to train manpower in line with expectations of economy and non-formal education has stayed inadequate in

comparison to formal education. Efforts of creating joint cooperation between vocational and technical educations go on also in this seventh development plan. Failure to produce solution regarding the topic like failure to develop an effective guidance in the education and training system particularly secondary training, namely failure of labour force in responding to the expectations of the business life, difficulties an individual is encountered in finding job, salary expectations, etc. eventually redirects a graduate individual to Higher Education. So, as it shall be seen in recent years, densities increase at the universities. Moreover, once lack of quotas at the universities is added also to this situation, accumulation in the university is further increased. In addition, The fact that individuals who attend to special training centres upon graduation from the secondary training institutions to get ready for Higher Education exams with the hope of being successful at the exam and failure to become successful during such exam cause them to get a start in business without having any profession. In this development plan, the education sector has been shown between the priority topics. Turkey shall be in the first row among the European countries with its young population in the age groups 0 – 14 and 15 – 30 during 21st century and this development shall economically yield significant advantages in Turkey. In this context; bringing up manpower who are qualified, open to thinking, problem solving, innovative ideas and have high responsibility determined as the target. Importance shall be paid to the applied vocational training to be provided at the workplaces thus, individual shall be able to learn the practical part of the work when operating the loom. It has been foreseen that to enable ideas to be converted into implementation, necessary arrangements shall be made and the same shall be turned into legislation. Making collaboration between the institutions offering vocational training and leading institutions and organizations of the business market, reconciliation shall be ensured. Vocational standards shall be determined and according to these standards, measuring and evaluations shall be materialized and successful candidate shall be granted with a certificate to ensure equivalence.

(http://www.kalkinma.gov.tr/Lists/Kalknma%20Planlar/Attachments/3/plan7.pdf)

In the Eighth Development Plan, due to inability of establishing an effective guidance system at the secondary training, spread is ongoing from the Higher Education. In this context, importance shall be paid to formal and non-formal training at the secondary training institutions offering technical and vocational

training and the difference between general high schools and vocational high schools in entering universities shall be removed and the vocational and technical training shall be drawn up based on the vocational standards thus, coordination shall be tried to be ensured with the realities of the labour market. Making coordination between universities, Vocational Higher Education schools and Vocational High Schools and Vocational High schools, vocational – applied education shall be focused on for the ability of training individuals needed by the labour force market. For enabling Vocational education and Technical education to respond the expectations of the business life and vocational and collaboration with the industry in technical education to be increased, necessary arrangements shall be made in law numbered 3308 (Akcekoca, 2013).

In the Ninth Development Plan, it has remained inadequate in fulfilment of qualified personnel needed by the labour markets in the vocational and technical education labour force. Increases have happened at the unemployment rates of the young university graduates. To bring up individual who knows the job, and are skilful, establishment of necessary system has been foreseen. Business market; even though difficulties have been experienced in finding intermediate elements, it has been observed that the rises in the unemployment rates go on with the graduates of technical and vocational high schools. As for the causes of this increase, it is suggested that it originated from non-preference of vocational education by the highly qualified individuals and the educational curriculum at the technical and vocational high schools do not happen from the facts of business market. It has been talked about failure to fully develop the examination centres where the knowledge and skills learned outside the education institutes would be evaluated and measuring and evaluation would be carried out in accordance with the occupational standards. Nevertheless, it has been cited that the studies related to establishment and spread of examination and certification centres adhered to the vocational standards jointly continue within collaboration with the state, employee, employer public and private institutions and the institution which shall realize this collaboration is the national Vocational Qualification Authority.

The measures to be taken for the improvement of vocational and technical education are as follows:

Studies oriented towards bringing up individuals with qualifications and promotion of vocational and technical information of working individuals to be made,

The practical education occupying an important place in vocational and technical education to be supported,

Vocational standards – based qualifications shall be determined, developed, certification organizations shall be determined and vocational qualification system – related studies shall be completed.

In the Ninth Development Plan; between years 2007-2009, medium-term plan has been implemented. Its most essential objective is to develop human resources and increase employment. And consequently, we should prepare lifelong learning activities and enable the qualified labour force requested by the employers to be brought up, development of collaboration between training and the employer.

The plans and programs to be made in training for enabling the qualified labour force requested by the employers, acceleration of the plans and programs to be made is being foreseen (Ozsoy, 2008).

2.5. Vocational Qualification Authority – Oriented SWOT Analysis

Strong aspects of Vocational Qualification Authority are National Qualification System to be supported by government VQA is connected to the Ministry of Labour and Social Security. VAQ has collaboration to be made with Educational and Training Organizations.

VQA prepared National Occupational Standards by signing a protocol with ministries, vocational chambers, associations, universities, and sectoral establishments and collaboration between them. It has close collaboration with worker and employer syndicates. European Union supports VQA financially and gives EU projects.

With the law numbered 6111 dated 01.03.2011, support for insurance premiums up to 2016 has been brought in by the State. For example, if a newly employed individual is between the ages of 18 and 29, she / he shall be likely to make use of a

48 – month insurance premium. If the insured is 29 years old and above and has a vocational qualification certificate, she / he shall be likely to make use of a 24 – month insurance premium. In addition, a 12 – month insurance incentive is being provided to the individuals who have received vocational qualification certificate when working at an institution.

Collaboration with the education and training organizations, the unemployment rates of the young population are considerably high in our country. One of the basic reasons of unemployment is the market expectations and non-formation of knowledge, skill and qualifications of existing labour force. Therefore, it is possible to bring up qualified elements by making collaboration with particularly MoNE – affiliated schools and regarding educational curriculum. For example; in case where a high school – graduate individual cannot attend to her / his higher education, she / he has to be equipped with a good knowledge and skill to have a vocational qualification certificate, if such individual has learned this information and skill from her / his school where she / he has received through formal education, she / he can get her / his own knowledge and skill by entering VQA exams. Thus, VQ certificate – holder individuals may be primarily preferred by the employers in our country where there is a lack of qualified labour.

Preparation of occupational standards with the relevant sector organizations knowing the job, considering market expectations and shortages, preparation of standards increases competitiveness power of Turkish industry.

Collaboration to be carried out with Employer and labour unions allows the employer to have information on labour force and market expectations and the individuals may be trained in this frame and have them gained by the business market.

Week aspects of Vocational Qualification Authority are shortage in the structure of adds, promotion, newly graduate individuals in the application area. It has no existence of theoretical and application exams – oriented education offering organizations, and lack of experience from the accredited certification organizations.

Advertising deficiency having been established in our country in 2006, VQA is not yet fully recognized in our country. It is required that the authorities of Vocational Qualification Authority enlighten the individuals about the vocational qualification system and occupational standards by organizing seminars at the universities, MoNE

schools and leading institutions and organizations of the market. In addition, giving necessary advertisements at various media organizations, the individuals should be encouraged. The survey outcomes accomplished by ITU test center coordinator Arslan in April 2014 in quality of justify above – explained information. Survey data obtained by Arslan have been acquired over the operations employing employees between 1-9, 10 – 49 and 50 and above.

Table 2.3 : Recognition Levels of Vocational Standards by Owners of Operations

	Bilmiyorum Duymadım		Duydum Ama bilgim yok		Az Bilgim Var		Ne olduğunu biliyorum		Toplam	
	Sayı	%	Sayı	%	Sayı	%	Sayı	%	Sayı	%
1-9 Arası	324	78	30	63	73	75	39	63	466	100
10-49 Arası	87	21	17	35	21	21	15	24	140	100
50 ve üzeri	4	1	1	2	4	4	8	13	17	100
Toplam	415	67	48	8	98	15	62	10	623	100

Table 2.4 : Recognition Levels of Vocational Qualification Authority by Owners of Operations

	Bilmiyorum Duymadım		Duydum Ama bilgim yok		Az Bilgim Var		Ne olduğunu biliyorum		Toplam	
	Sayı	%	Sayı	%	Sayı	%	Sayı	%	Sayı	%
1-9 Arası	351	78	26	58	32	65	57	72	466	100
10 - 49Arası	94	21	17	38	12	25	17	22	140	100
50 ve üzeri	5	1	2	4	5	10	5	6	17	100
Toplam	450	72	45	7	49	8	79	13	623	100

Table 2.5 : Recognition Levels of Vocational Standards by Employees

	Bilmiyorum Duymadım		Duydum Ama bilgim yok		Az Bilgim Var		Ne olduğunu biliyorum		Toplam	
	Sayı	%	Sayı	%	Sayı	%	Sayı	%	Sayı	%
İlköğretim	54	62	8	9	6	7	19	22	87	100
Lise	40	63	5	8	5	8	13	21	63	100
M. Lisesi	44	37	9	8	21	18	44	37	118	100
MYO	21	30	10	14	19	28	19	28	69	100
Lisans	15	15	21	21	31	30	35	35	102	100
Y. Lisans	6	20	1	3	10	32	14	45	31	100
Toplam	180	38	54	11	92	20	144	31	470	100

Table 2.6 : Recognition Vocational Qualifications Authority by Employees

	Bilmiyorum Duymadım		Duydum Ama bilgim yok		Az Bilgim Var		Ne olduğunu biliyorum		Toplam	
	Sayı	%	Sayı	%	Sayı	%	Sayı	%	Sayı	%
İlköğretim	61	70	6	7	9	10	11	13	87	100
Lise	42	67	6	9	5	8	10	16	63	100
M. Lisesi	70	59	10	9	18	15	20	17	118	100
MYO	36	53	12	18	13	19	7	10	69	100
Lisans	31	30	17	17	24	24	30	29	102	100
Y. Lisans	8	26	2	6	7	23	14	45	31	100
Toplam	248	53	53	11	76	16	92	20	470	100

(Aslan,2014)

Mainly, the theoretical training is being offered and major deficiencies have been experienced in the practical education area in the Turkish education system. For example, an individual graduated from secondary or higher education has been taking mainly theoretical training and the internship opportunity once a week. These individuals may be successful in the theoretical exams taken however, to be successful in the performance exams is very difficult exam for them due to having had less practical training in the institution where they have graduated. Within this framework, they may not prefer taking the vocational qualification exams with the idea of they would not be successful in the professional competency exams.

New graduates to take Vocational Qualification Authority examinations do not have the direct-entry – brought up persons – oriented or other individuals – oriented documentations to study or they do not have education institutions where they could receive training of this job. Unique document the individuals may use to study and get prepared for the exams is shown to be the Vocational Qualification Authority– published national qualifications standards. For example; newly graduated individual take mainly theoretical training from the education institution and she / he has shortages in practical education areas. As for a direct-entry brought up individual, knows the performance part of the work very well yet experiences deficiencies in the theoretical areas. It is required that obligation for taking education is to be brought in the in the field of application and examination requirement of Vocational Qualification Authority– published occupational standards and national qualifications.

The application to be accomplished should be as follows taking education on the work health and safety qualification unit cited in all national qualifications must be made compulsory for all candidates and as for the newly graduated individuals, the

practical education must be made mandatory and theoretical education should be left to preference by the candidate. As for the direct – entry persons, theoretical education must be made compulsory and practical education should be left to preference by the candidate. Because, newly graduated individual has been mainly learning theoretical part of the work from the MoNE schools, as for the direct – entry brought up individual, she / he has learned the performance part of the work at the loom.

In conclusion, it is quite difficult for the candidates who fail to find the documentation to study or institution where she / he can take education to be successful during occupational qualification exams. These achievement ratios may create uneasiness with the candidates who would enter other VQA exams and lead to their staying away from VQA exams.

Vocational Qualification Authority has a lot of opportunities. For example, Turkey is in the first row in terms of young population in Europe, and VQA is supported by Turkish government. It exists of need for qualified labour force by operations to be able to be competitive in the sector. In addition, people brought up within the master-apprentice relationship find opportunity to get themselves certificated. VQA certificate enables individuals to open their own workplaces, and individuals with VQA certificate are able to give course as a master educator at the technical and vocational high schools where there is a staff vacancy.

Individuals who have got trained and learned the job at the loom within master-apprentice relationship can obtain the chance of having what they have known and learned by themselves certificated. In expression of people brought up as direct – entry may find the opportunity of getting the knowledge and skills they have learned certificated by entering VQA exams.

According to secondary schools regulation published by MoNE in the Official Gazette numbered 28758 and dated 7 September 2013,authorization to be able open own workplace for the persons who are holders of vocational qualification certificate has been brought in.

VQA certificate holding persons are allowed to open their own workplace according to secondary training institutions regulation published by MoNE in the Official Gazette numbered 28758 and dated 7 September 2013, the individuals holding fourth

– level and above VQA certificate are granted the facility of functioning at the MoNE schools which are in need of teacher under the title of a master educator. Thus, it has made possible for VQA certificate holding persons to be able to be employed in the area of training.

In respect to young population, Turkey occupies the first row in Europe. Continuation of this ratio is expected to be maintained until 2025. Furthermore, in terms of young unemployment, Turkey is contained in the first row in Europe. Despite existence of this much young workforce, the fundamental cause of such young unemployment state is the lack of qualified labour force and the employer who do not demand labour force of this nature. In case where the young labour force in our country is educated in line with the market expectations and certificated accordingly, it can be turned into the biggest power of the country and domestic market competition power can be promoted.

Table 2.7 : 2000 – 2013   Education – Based Young Population Unemployment Rate

	Okuma-Yazma Bilmeyen	Okuma Yazma Bilen Fakat Okul Bitirmeyen	İlkokul Ortaokul	Dengi Meslek Okul	Genel Lise	Lise Dengi Meslek Okul	Yüksek okul Veya Fakülte	İlköğretim
2013	10,3	15,5	10,9	15,1	21,9	18,6	29,2	15,5
2012	9,0	14,8	2,5	0,0	19,8	19,1	28,5	14,1
2011	11,2	15,1	11,2	14,1	22,4	21,2	30,0	14,5
2010	16,4	18,4	14,9	10,9	27,2	23,1	32,5	18,4
2009	19,5	23,0	17,9	21,6	30,6	27,6	33,2	22,4
2008	11,0	19,8	14,3	18,7	25,0	20,8	29,8	17,9
2007	16,7	17,3	14,7	19,3	23,5	22,6	28,5	16,8
2006	12,5	15,3	14,7	17,9	25,2	21,1	27,2	15,2
2005	11,3	16,3	14,1	19,2	25,3	25,6	30,5	14,5
2004	9,6	13,0	13,4	19,6	26,6	29,3	39,8	13,3
2003	18,1	30,2	15,3	19,7	25,9	23,8	38,8	11,4
2002	11,5	15,7	12,4	20,7	26,8	28,0	38,3	10,7
2001	8,7	14,4	10,6	17,7	24,0	25,5	30,7	9,6
2000	5,0	11,0	8,3	13,7	20,6	20,8	28,3	10,3

Reference: Tuik, http://www.tuik.gov.tr/HbGetirHTML.do?id=21577

Besides the opportunities of VQA, it has some threats which can be summarized as labour and employer apathy, higher material cost for performance examinations, presence of a difference between the knowledge, skill and experiences of labour and the expectations of employer, and lack of support to vocational test centres by government.

2.6. Essential Views on Inset of Recent History

In a very broad sense of the term, teacher development could be seen as any activity that teachers collaborate in for learning (De Sonneville, 2007), but this definition covers a very broad spectrum and a more concrete definition is necessary. Taylor (1997) defined teacher development as "a process of reflecting on experience, exploring the options for change, deciding what can be achieved through personal effort and setting appropriate goals". Farrell & Richards (2005) define teacher development as general growth that "serves a longer-term goal and seeks to facilitate growth of teacher's understanding of teaching and of themselves as teachers". From these three definitions, we can understand that collaboration, reflection, change, personal effort and long-term goals are all important aspects in facilitating teacher development.

The focus now of many Teacher Education programs is social practice (Freeman, 2009). It has refocused equally on the participants' evolution in their professional identities and on the ways they learn and how things are done in the classroom (Freeman, 2009). Social constructivism guides teacher education in a way that helps teachers understand their own knowledge and understanding, how that knowledge has developed and the effect of their understanding on their actions (Richardson, 2005). As such, Doolittle, (1999) summarizes eight factors that are essential in a socially constructed learning situation.

1. Learning should take place in authentic and real-world environments.

2. Learning should involve social negotiation and mediation.

3. Content and skills should be made relevant to the learner.

4. Content and skills should be understood within the framework of the learner's

   prior knowledge.

5. Students should be assessed formatively, serving to inform future learning experiences

6. Students should be encouraged to become self-regulatory, self-mediated, and self-aware.

7. Teachers serve primarily as guides and facilitators of learning, not instructors.

8. Teachers should provide for and encourage multiple perspectives and representations of content.

Strategies for teacher development include many things, some of which are reflecting on teaching practice, documenting different kinds of teaching practices, examining beliefs, values and principles, conversations with peers on core issues, and collaborating with peers on classroom projects (Farrell & Richards, 2005). (Mann, 2005 p.106) also gives a wide-ranging list of teacher development possibilities that includes "language development, counselling skills, assertiveness training, confidence building, computing, meditation and cultural broadening". Of course, many things can be learned from these kinds of strategies, but it is also necessary for professional development to go beyond observation and reflection. Initiation by the teacher is necessary in teacher development, since exploration into subject-matter knowledge, pedagogical expertise and understanding of curriculum and materials are also necessary in teacher development (Mann, 2005). "Self-direction is as important in teacher development as it is in language learning" (Mann, 2005 p.107). When teacher development is self-driven, long-term learning and change can be seen (Mann, 2005; Burns, 1999; Borg, 2009).

As previously stated, ongoing teacher development is vital to the success of long-term language programs. Being an effective teacher is a combination of professional knowledge and specialized skills, along with personal experiences and qualities. "Many English language teaching experts believe that ongoing professional development is essential, especially in today's world of constantly changing technology" (Murray, 2010 p.7). However, technology aside, teachers' needs and research in the field of language teaching, linguistics, educational psychology and language learning are constantly changing. Teacher empowerment is an important step in this process of teacher development. Murray (2010 p.9) points out, "one of the main reasons to pursue professional development is to be empowered – to have the opportunity and the confidence to act upon your ideas as well as to influence the way you perform in your profession". Teacher empowerment can be defined as the process though which teachers become skilled in engaging in, sharing control of and influencing events that change their lives (Murray, 2010). When students' learning begins to change after teacher development, significant changes begin to happen in teachers' attitudes and beliefs (Mann, 2005). This kind of empowerment can lead to

the manifestation of leadership skills, and also leads to improvement in students' performance and attitude (Murray, 2010).

2.6.1. The Characterization of INSET as a Concept

In a shifting social order, the role over and above the competencies of a teacher is relentlessly changing, as well. This is an indicator that four-year training of schools of education may not prepare a teacher for a life-time career seeing that on the minute they walk into the stage, things start to change. That is to say, a teacher may face different levels of challenges from the moment they start teaching. New types of expertise may be required of teachers in order for them to keep abreast of the emerging knowledge base and be prepared to use it to refine their conceptual and craft skills continually (Guskey & Huberman: 1997, as cited in Kim, 2008). Furthermore, following a certain period of experience, even supposing they feel contented on teaching after a long stay, they may possibly have to face new challenges as being far from the recently developed ideas on their teaching areas and teachers need numerous opportunities and means to learn new approaches in order to stay professionally current‖ (Kim, 2008).

In this aspect, teachers may well need to transfer of new skills or knowledge supplied by accessible in-service activities. INSET shows up as a way of bridging the gap between teachers and their professional training needs. Stated as such, it has a modest practical meaning. Thus, definitions of training and INSET are required at the outset. According to Laird (1985), training is an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours. That is, training requires some changes in the behaviour of the teacher in terms of teaching skills as an outcome of the process. This is also the case for INSET seeing that simply and far-reaching aim of it is that, they need to engage an alteration in teacher and student performance in the classroom (Kennedy, 1996 as cited in Evans 2000)

Harris (1989) uses the term INSET as any planned activity of learning opportunities afforded staff member of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in the assigned position. Kasula (2003) continues narrowing it down for the case of teachers by specifying it as INSET can be tailored to respond to specific problems after a careful needs analysis of the participants' teaching situations including their needs and

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expectations (using ethnographic techniques such as interviews, questionnaires, participants observation et cetera). For the most part, it refers to the In-service Education and Trainings after the formal, undergraduate, pre-teacher preparation has been completed with the aims of adaptation, practically solving problems and covering various needs of teachers. Thus, no matter what the definition is, it is comprehensible that all forms of teacher development, whether effective or not, have at their core the noble intention of improving student learning‖ (Diaz-Maggioli, 2004), and it is identified that the improvement of student learning as the ultimate aim and rationale for continuing professional development (Bolam, 2000 as cited in Onderi and Croll, 2008).

2.6.2 Two Dimensions: INSET or Professional Development

There have been various terms used for the process of training teachers including but not limited to teacher training, INSET, teacher development or professional development. These terms may possibly include teacher improvement, teacher empowerment, in-service education and professional growth activities.

Even though they can be used interchangeably, while professional development can refer to ―the opportunities offered to educators to develop new knowledge, skills, approaches, and dispositions to improve their effectiveness in their classrooms and organizations (Colburn, 2003); to be more precise, ―in-service training is education for employees to help them develop their professional skills in a specific discipline or occupation. This training takes place after an individual begins work responsibilities‖ (Loucks-Horsley et. al. 2003).

Then again, Day (1999) defines INSET as an intensive learning over a limited period and it may be planned with a designated leader(s) whose role is not to smooth the progress of but also vigorously inspire learning. With reference to teacher development as professional development, ―the impact of INSET is teacher development, a strategy whose goal is to foster independent teachers who know what they are doing and why (Freeman 1990, as cited in Kasula 2003), which presents INSET as a strategy of teacher development.

Professional development is much more than training, though technology training may be one part of TPD. Professional development—including the ongoing workshops, follow-up, study, reflections, observations and assessment that comprise

TPD—accommodates teachers as learners, recognizes the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals. Professional development takes many forms: when teachers plan activities together; when a master observes a young teacher and provides feedback; and when a team of teachers observes a video lesson and reflects on and discusses the lesson (Gaible and Burns, 2005).

Albeit there are various explanations of INSET; for the context of education, these definitions orbit around certain key words and phrases akin to activity, putting into practice, adaptation to a new environment, change in teacher behaviour, change in student behaviour, change in in-class performance and success, overcoming challenges, the sensation of renewing oneself, building esteem for career and realization of personality.

However, when the concept of INSET and professional development are compared, INSET is seen to be the education of professionals (primary English teachers within the compass of this study) over a limited period of time as a planned action; whereas professional development requires a life-long, incessant and wide-range process. With this aspect, INSET falls under the heading of professional development as a subcategory. Thus, it can be argued that INSET is a limited action of training in specific times of education throughout profession, while professional development continues a life time and as it is more than training, it cannot be limited to specific periods of time.

2.6.3. In-Service Education and Training in Turkey

As a developing country, during the past couple of decades, Turkey has been making significant efforts to establish an education system that is capable of providing students with a broad range of knowledge and skills. In the last two decades, the Ministry of National Education (MoNE) has been in the front line in ensuring that the quality of education in the schools is up to the European Union standards. The efforts to increase the quality of teaching occur in all dimensions of education INSET included. Although there are limited researches carried out regarding the effective of INSET in Turkey, various shortcomings have evidently surfaced via teacher's complaints and the reflection in performance (Aydin & Baskan, 2005)

Studies have pointed out that despite the efforts towards the in-service training, models offered to the teachers are very centralized. Furthermore, the INSET programs are institutionalized in patterns of organizations, resource allocation, and management. Other factors that affect the teacher professional development include a change in process and incentives to motivate the teachers. Also, most teachers describe the program as unengaging and irrelevant, and they tend to forget the largest portion of the teachings.

INSET takes different forms in its process of achieving its various objectives to bring the required change in the in the education system. Professional developments fall under three titles: namely, professional education, support, and training. Professional education is meant to widen and deepen teacher's theoretical perspective using advanced studies (Eacea. ec. europa. eu, 2015). Professional support aims at advancing the job experience and performance. Professional training, on the other hand, refers to the development of skills and knowledge directly applicable to a teacher's day to day experience (Cavkaytar, 2006).

The classifications as mentioned earlier seem only to focus on teachers' development. However, the ultimate aim of the INSET program is to help teachers improve personal and professional skill for better delivery of knowledge to all students. Undoubtedly, INSET offers a broad range of opportunities to teachers for their continuous development (Buyruk, 2015). However, the question regularly asked is whether these developments reflect in the teaching and learning in the classrooms. And how it impacts the student. Contemporary researchers have indicated that there is relatively little systematic evidence on the extent to which INSET bring about the required difference in the classrooms (Ozer, 2004)

A survey conducted in 2011 provided useful insight into the strengths and weaknesses of the INSET in Turkey which includes as explained below.

The standard of competence that teachers acquire in the INSET program have proven insufficient to handle challenges that emerge as they carry out their teaching job. Low standards of education directly affect the in-service education and training requirements of the teachers as they engage in the INSET program. The study considered fields such as tutoring, didactics, psychology, assessment on learning acquired, and the methods of teaching. To solve the problem of posed by non-continuous learning, cooperation between the elementary education and the INSET

program. Clear policies pointing out development guidelines need to be implemented in the education system if apprenticeship, primary education, and continuous in-service training (Shahmohammadi, 2013). The INSET also needs to invest in research and developments to gain necessary insight required in the process of making reform decisions regarding the improvement of the INSET program. The government need to emphasize on improving the level of competence that teachers acquire, informed by the agreed competence policies, on the levels of both the beginner and experienced teachers.

The funds allocated to the INSET system has proved to be insufficient over time, which is a major weakness in the INSET system. The financial resources assigned to the various schools are decreasing, with the current economic crisis persistently playing its part too. The money invested is not enough to invite experts who can provide quality education and training to the teachers especially experts from outside the country. To curb this problem financing should be provided for INSET (Barbieri, 2012). The government should also include a personal account of the INSET program that will enable teachers to have flexibility in deciding the kind of training they prefer. The reform in the INSET programs should include setting aside funds to sustain the process towards achieving the development to attain EU standards.

The objectives of the INSET and the program followed by the teachers are inconsistent in Turkey. Without setting long-term targets and strategies for INSET system, there is a lack of coherence in the activities of its program. It is, therefore, important that INSET adopts a model change, in all the levels of the traditional ways and forms that still exist the in-service education and training of teachers. There is a need to establish a clear strategy that will be part of implementing lifelong learning to the INSET system (Uysal, 2012). The policy needs to have distinct vision and objectives to ensure consistency within the in-service education and training.

There is a lack of a quality assurance system in Turkey's INSET program. Currently, the INSET program is not well developed monitor the process of quality assurance in the provision. Therefore, no evaluation is done regarding the effect of the program. There is a need for a quality assurance review in all phases of the INSET program to analyse the feedback on quality added (Aydin & Baskan, 2005). The system should also ensure that the curricula are relevant and assist in the future planning of the INSET events. The government of Turkey should fully support the development of a

system that evaluate the effectiveness of INSET program on the final outcomes as reflected by the student's performance.

Studies have pointed out that there is a significant imbalance in the ratio of experts in the INSET system to teachers who enrol in the training program. There is a need to correct the deficiency in the workload by minimizing the occurrence of teachers' training events held for large groups. The in-system education and training should explore other options such as e-learning programs, newsletters, video-conferencing, and other online-based teaching platforms (Cavkaytar, 2006)

There is a mentoring system in Turkey, but it is very formal. Teachers need a mentoring program that is engaging and interactive so that they can express their feelings. Contemporary studies have pointed out that effective mentoring leads to increased quality in the induction process that is passed on to the manner of teaching in the schools. The mentoring program in the INSET system needs revision and further development to provide the required training to new teachers and school directors. It is, therefore, important that the mentorship is tailor-made to meet specific needs in the INSET program (Shahmohammadi, 2013). Teachers need a mentoring system that is not very formal; they need to feel like a part of the solution and not as part of the problem.

The INSET plan and the school plan tend to clash; the school plan is per the academic calendar while the INSET plan concurs with the yearly calendar. There is no system to analyse the training needs at the school level that results in the clash. Due to this reason not all objectives of the INSET are realized in most schools (Barbieri, 2012). Coordination is therefore needed to assess the needs of the schools and the need for the INSET system. MoNE should regularly assess training requirements or the schools, on the other hand, should provide MoNE with their training needs to ensure that both systems are in harmony. MoNE should, therefore, implement strategies that adequately address teacher's needs, whether individual or generated within the INSET system.

MoNE and the Higher Education Commission of Turkey (HEC) manage INSET's primary system. The system aims at helping both the organizers and teachers in the course of the teachers training programs. The system needs reforms that to include various analytical tools, and online surveys to determine the training shortcomings. Full insight into the shortcomings will enable the stakeholders to address optimally

the requirements of the different groups participating. The system also needs to be further developed to provide support tools like analysis and reporting. A good information system will enable INSET to have data for comparative analysis that is a significant step towards quality assurance in the education sector.

Information about the training programs and events, currently entered manually in the INSET catalogue, can be entered by digital means, using keywords as indices with drop-down options comprising fixed choices. The support tools will enhance efficiency and accountability that allow preparation of statistical analysis, using information captured in the system. Application to the training programs also needs to be integrated into the system, where one can register to the program without having to download and fill out various requirements forms. The conventional tools used in the analysis of periodical reports can also be installed to generate evaluation reports automatically. However, to make all these happen it is important to ensure a constant supply of the necessary funds and for the continuous updating of the system.

There is very minimal research conducted on the performance of the INSET, which restricts the capacity of the system to perform better due to lack of monitoring by survey organizations. There is a need for the INSET to establish cooperation with universities and colleges, particularly, areas that conduct teacher education and training, research agencies and other teachers' organizations. Through partnerships, it is possible to establish a platform that will enable joint projects that will steer the change needed in the INSET program.

Currently, teachers have not yet accepted plenary sessions conducted as part of the INSET program in Turkey. According to contemporary studies, there is a need for a change in the existing plenary model to motivate teachers to attend these sessions. The stakeholders should amend the curricula of these conference sessions to be more engaging to attract more teachers. Currently, the preferred methods of training are mostly programs that focus on workshops, fieldwork, and pedagogical with the conference sessions being least preferred.

The preference of the training programs varies with different teachers. It is, therefore, important that the INSET program be reviewed to meet the varying needs of teachers. The program should, therefore, be tailor-made to be more interactive and engaging. By use of this approach, the INSET will be able to address more precise needs by considering particular subjects and issues regarding the program.

Currently, only 12% of the training is conducted by use of e-learning approach, but its importance in the education system in gaining popularity in Turkey. There is a need to embrace this approach more in the INSET program as it is cheaper compared to other forms and extending to remote areas is easy. E-learning will allow for high-quality provision, an individual approach, and flexibility in the in-service education and training system. E-learning will enable teachers to choose the pace and education level that they are comfortable with in handling.

It is evident that there are some shortcomings in the in-service education and training system in Turkey. The government of Turkey is putting much effort towards reforming the education sector INSET included. The government, however, the ministry of national education should, however, shift efforts towards addressing the real issues. There is urgent need to change the INSET system to fit the teachers and not the other way round. Teachers, therefore, need to be more involved in determining what program will so that every teacher will develop professionally and realize their full potential.

2.6.4. In-Service Education and Training in the European Union

The last ten years have witnessed significant challenges, reforms, and developments in all aspects of life in the European Union. Education, inevitably, has been reconstructed and reshaped in line with international standards. Teachers training is always in the middle of these reforms. The structure, the training periods and the institutions are the central concern of these of these reforms. Although most of these reforms have been in the In-Service Education and Training (INSET), there still exists some shortcomings in the INSET system. This paper aims at analysing the needs of the INSET in both Turkey and the European Union, their similarities and differences and recommendations.

Since there are many member states of the EU with slightly differing in-service this analysis will use Italy as an EU representative. In-service training for teachers has come a long way facing major reforms mainly in the latest decades. In Italy, the tradition of in-service teacher training was established during the Conferenze Pedagogiche in the end of the 19th century. The Conferenze pedagogiche refers to initiatives was established to develop teachers professionally, mainly in preliminary schools (Teachers Training Italy, 2013). Due to the slow pace of the development of

early teacher's training, INSET acquired a significant importance and had been growing for the past 50 years in Italy.

Although Italy has changed its INSET program through several reform processes since the 19th century, it still has some shortcomings in the education sector. In Italy, INSET has been criticized over time due to various reasons including short-term nature, poor planning, minimal influence and lack of evidence on impact. INSET has also faced criticism of missing relations with teachers' cognitive process. Other shortcomings include poor management with many unresolved challenges and uneven distribution of funds (Cedefop, 2015).

In response to the shortcomings named above Italy has invested a lot in the education sector specifically in teachers training. An example is the e-learning area in the INSET program. Italy implemented an e-learning project costing 500 Million Euro in the period 1997 that introduced technologies in the education system, teacher training included. There is a training process for teachers that is conducted via a virtual campus and is established nationwide (Bozkurt, Kavak, Yamak, Bilici, Darici & Ozkaya, 2012)

In collaboration with the national television broadcasting company, education and training courses are carried out via satellite television. Centers, where in-service education and training happens have digital equipment to facilitate e-learning. There is also pilot a platform for videos available on demand that acts as a hub where teachers can choose a lesson (mainly ten-minute sessions) among a large variety and get it via satellite. Most of these training centers have a particular integral element, at least an online library to facilitate e-learning (Piwowar, Thiel & Ophardt, 2013)

Another example of such developments is the professional workshop. Italy lays significant emphasis on setting up of locally-based professional opportunities. Instead of creating a planned network of centers, Italy has established a series of training and learning opportunities within based locally. In collaboration with the local governments, art galleries, museums, and various public libraries, INSET continues to offer teachers a broad range of initiatives (Archives, 2015). Educational authorities also play a significant role in promoting this policy by setting up local units.

Amid all the reforms and developments, Italy still falls short of the required standards to be termed as successful in its provision of services in some areas of its INSET program. Several shortcomings in Turkey are begging to be dealt with in Italy's in-service education and training system as discussed below.

Traditionally, Italy geared public investments towards promoting the providers of in-service education and training. Currently, there is a policy aims at promoting teachers professional growth rather than the existence of the INSET program. In Italy the primary focus is supporting schools so that individual schools decides on training services required to deal with their structural changes. Although this is a sound system, the rate of adherence to this policy is subtle and, therefore, need to be addressed. Also, the schools needs to implement a more integrated to reduce the cost of training. Moreover, there is a need to apply new approaches through ICT and hybrid system of financing to facilitate the current administrative regulations in the INSET.

The high number of courses established in Italy's INSET are not useful in developing teachers' career professionally as most of them are theoretical in nature. It is, therefore, necessary for Italy to shift from theoretical courses to professional learning. Turkey needs to change the perspective of the in-service training from being a tool for implementing innovation to a system that addresses teachers' needs to enhance professional development. The INSET should work at giving international standards status to teachers' professional development (Piwowar, Thiel & Ophardt, 2013)

Italy implemented policies that aimed at moving from the hierarchical delivery system of the INSET towards adaptive learning framework. Rather than wholly abolishing the old structure Italy has only modified the delivery system. Italy needs to shift fully from the current system INSET to a fully accredited system with international standards. Fully accredited system will improve the quality of training offered and ensure the reliability of teachers training programs. The INSET need to adopt new ways of matching teachers with quality promising programs in the in-service education and training curricula.

The in-service education and training program lacks adequate research not only in Italy but almost every country. Research is a primary component of development and the initial step towards quality assurance as it points out areas that require

addressing. Italy has been investing in research through universities and private organizations but still there is less to show in these research success as the researchers do not involve themselves proactively. To rectify this problem, the government of Italy should invest in projects such as pilot schemes for research grants to promote a culture of research. Another approach that can be used to address this problem is encouraging cooperative research projects in universities and research centers (Cedefop, 2015)

Although the INSET system in Italy invests more on teachers, individual teachers have been neglected. There has been a long carried out tradition of collegiality in the Italy's in-service training and education system. Italy's INSET need to start supporting individual through special programs to enhance an innovation culture in the system. It is important for the INSET is restructured to accommodate the professional autonomy of teachers. The initiative should commence by asking schools to support individual teacher professional development by offering grants aimed at individual teachers research.

The in-service education and training program in Italy almost seems to be uniform for all teachers which should not be the case. For teacher's professional development, there is a need for a holistic approach. A holistic approach will lead to diversification of the opportunities and personal, professional growth of the teachers. It is, therefore, important that the courses offered to be of more quality and focused on specific initiatives. In this way, the courses will consider teacher's needs, professional cycles, life cycles, and career length, to enhance a constructive approach that is vital to teacher's career growth (In-service-training. eu, 2015)

The INSET shortcomings mentioned above for the EU countries need to be addressed to provide a continuously interrupted training and education to the teachers. To be able to provide lifelong learning, all involved stakeholders have to play their part. The government has to disburse the required funds to enhance the seamless flow of the operations of the INSET. The teacher on their part has to face the program with the required enthusiasm determined to better themselves professionally (Tandfonline.com, 2015). Involved governing bodies in the education sector on their side are obliged to ensure that the program offered by the INSET system is professionally benefitting and operates in line with the school calendars.

The needs of in-service in both the European Union and Turkey seem to be almost the same apart from the fact that European Union countries have addressed most of their needs at a larger proportion than Turkey. It is evident that both Turkey and the European Union have the same objectives, and they are putting in efforts to restructure the systems though they have not adequately addressed these needs. The needs of INSET for both the EU and Turkey can be generalized under four themes namely; Lifelong learning, modes of learning, ownership and effect, and research.

2.6.5. Differences between Turkey and the European Union

There exists a difference between these two cases related to ownership of the INSET or sharing the responsibility of teachers' INSET. Although, in both instances, government (or ministry) seems to be very much in the power of INSET provision, in the EU, certainly school-initiated INSET programs take a lot of space in the whole INSET provision (Tandfonline.com, 2015).

The other significant difference is the aspect of correlation between teachers' professional development activities taught in the INSET program and the careers and economic levels of the teachers with Turkey having the least correlation. Constituting conditions to professionalize teaching job in EU countries necessitate continuing effort for professional development, depends on a performance based career system, which starts with the pre-service training of teachers within the scope of profession progression criteria.

In the EU, e-learning has been well established in the in-service training and education and is widely implemented as compared to Turkey's INSET with only an approximate rate of 10% utilization of e-learning its in-service education and training program. Though Turkey is putting measures in place to embrace e-learning in its INSET system, it still has a long way to go to achieve the levels of EU countries.

There is also a difference between these two systems regarding evidence on increased level of competence in teachers as a result of the training. The competency of teachers in Turkey compared to their counterparts in the EU seems to be a bit lower, this may be because INSET in Turkey focuses on teacher's knowledge. However, teachers training in the EU is more holistic and committed to the continuous learning policy (Cedefop, 2015). The EU program treats teachers not just as workers who provide services to students but as individual with dynamic

relationships. Teachers in the EU, therefore, seems to improve their competence level more than their counterparts in Turkey after going through the program.

The importance of a teachers' role in INSET, as well as the utilization of the value of school-based curriculum and school-centered INSET, has gained sufficient recognition in the EU. The awareness has reinforced the need to put teacher development more explicitly into the context of the school-based INSET. EU also has elaborated its framework for INSET, which recognizes teachers' continuing needs as learners in a changing society (Oecd.org, 2015). In Turkey, however, school-initiated INSET activities are yet to be implemented through teachers' participation. The whole INSET system is centrally officiated and due to the limited resources in schools, it seems that there is still a long way to go in promoting an efficient INSET model; where every teacher can develop professionally and realize their full potential. Also, participate with confidence in a collaborative management structure. Lastly, where every teacher can share collective responsibility for the development of the school.

The EU INSET system has been restructured to change the role of school administration from a training channel to a planning and monitoring body. As a result, school administrations are the steering force that is turning things around in the EU. In-service training accreditation and outsourcing are becoming popular practices with gradually reinforced monitoring (Eacea.ec.europa.Eu, 2015) Turkey, on the other hand, the practice of outsourcing teachers' trainers has proved to be quite a challenge due to limited funds allocated to the INSET program.

Another notable difference lies in the planning and decision making between the two systems. INSET in Turkey is centralized while in most countries in the EU use a decentralized INSET system. For example in the UK, teachers' networks mandated to work on developing curriculum in various areas of the UK's INSET have been established, in cooperation with school administration. The networks are a form of lean management that provide development platforms and technologies like enhancing technology implementation and exchange of ideas.

Lastly, there is an evident difference in the financing system in these two programs. The EU countries most of them being developed countries can fund the INSET program in their respective countries quite comfortably. Turkey, on the other hand, being a developing country does not disburse enough funds to steer INSET to the

levels that it ought to attain. Insufficiency of funds is evident in the ICT and research programs. EU countries have invested heavily in technology through e-learning and research through grants and combined efforts with universities and research institutes. Turkey on its side seems to be trailing behind in these two aspects.

2.6.6. Action Research

Action research concept has been defined by various authors. It is also possible to see this type of research in literature as a "researcher". The reason behind this is that the instructor assumes the role of researcher during this research.

Action Research has a long history; it emerged as a means for social scientists in Europe and America to solve some problems during war (Köklü, 2001). Being one of the founders of modern social sciences, Kurt Lewin is considered as the creator of action research. Lewin mentioned these (action) research strategies in one of his articles in 1946. Later, research was developed by social scientists such as Stephen Corey (Mayring, 2000).

Action research is performed by people that are personally involved in the research such as principal, instructor, educational specialist in a school or engineer, manager, planner, human resources expert in other type of institutions. It is a research approach that is performed directly by the practitioner or together with a researcher, and includes revealing the problems related to practice process or data collection and analysis to understand and solve a problem that has already been revealed (Yıldırım and Şimşek, 2005).

Action research is a self-reflecting research way of participants in a social situation that is performed to a- discover their social and educational practices, b- understand these practices and c- improve the rationality and accuracy of situations in which these practices are performed (Köklü, 1993).

Education dictionary defines action research as 1- systematic research that is used by instructors to collect data on their own teaching methods, how the students learn better, and how measurements are performed, 2- research that aim to develop school and class based educational practices, and are generally developed by instructors (Demirel, 2005).

Action research is the process in which participants (instructors and education principles) carefully review their own education practices systematically by using research techniques. Watts based the action research on the following assumptions (Ferrance, 2000):

Instructors and education principals;

- They work on problems that they have defined to themselves,

- They become more successful when they are encouraged to review and evaluate their own studies, and take different study methods into consideration,

- They help each other by cooperation,

- Working with their peers help their career development.

Lewin (1947) has defined the action research as a three-stage spiral process. These stages are a- Planning that involves research of points to be explored, b- Taking action, and c- Obtaining findings about results of the action (in Aydın, 2005).

2.6.6.1. Purpose of Action Research

Action research can be conducted for many reasons. This is a type of research that might be used to find solutions in almost every field; it is a process built upon practitioners' review on their own practices to solve any kind of problem. In general, action research is a cooperative activity aimed at solving problems. Action research is based on through critics made by participants on the subject of study as well as their practical experiences, and aims to develop a theory that will guide the researches and action (Köklü, 2001).

Action research has three main goals (Mayring, 2000):

1. Direct approach to concrete social problems,

2. Turning results into practice during the research process,

3. Equality between researcher and the affected parties.

Action research is used for school based program development, career development, system planning, school restructuring, and as an evaluation tool (Ferrance, 2000).

In action research, research group provides support to share problems, questions and results. Participants make recommendations to each other and share their comments.

Action research is based on through critics made by participants on the subject of study as well as their practical experiences, and aims to develop a theory that will guide the research and action. Action research can also be used as an evaluation tool regardless of individual or institutional purposes.

Types of Action Research;

It is possible to find several types of action research in resources. Action research can be conducted on class basis individually, group basis including a few classes, and team basis if the research is school-wide or regional (Ferrance, 2000).

Gathering different approaches, he categorized action research in three groups as "technical/scientific/collaborative action research", "practical/mutual collaborative/ deliberative action research" and "emancipating/enhancing/critical action research". These are described briefly below (Yıldırım and Şimşek, 2005).

Technical/scientific/collaborative action research. In this approach the aim is to test or evaluate a particular practice based on a pre-specified theoretical framework. Approach seeks to describe the practice process. Practitioner might apply a new approach under the guidance of a researcher that has full knowledge of the theoretical framework, and this process can be analyzed by the researcher and an evaluation can be made on the practice. There is a close interaction between the practitioner and researcher during the practice process. Problems encountered during practice are notified to the researcher, and researcher provides the ways of solution as part of his/her expertise. Practitioner keeps the practice in line with the recommendations.

Practical/mutual collaborative/deliberative action research. Researcher and practitioner work together to determine possible areas of problem in practice, potential causes of these problems, and possible ways of intervention. Approach is also known as "practical action research" since it aims to develop the practice. This approach is more flexible as compared to the "Technical/scientific/collaborative" approach. Interaction between the researcher and practitioner might change the course of research. However, this change in course might lead to difficulties in systematic data collection.

Emancipating/enhancing/critical action research. This approach aims to assist practitioners in gaining new knowledge, skills and experiences as well as a critical

perspective against their own practices. Thus, the practitioners will see their own practices as a problem solving process, and question their role within this process constantly. They will also develop an understanding to see their practices through a critical perspective, and bring rational explanations for problems that are confronted frequently in practice.

2.6.6.2. Characteristics of Action Research

Carson, Smits and Ripley (1989 cited in Aydın, 2005) listed the general characteristics of action research as follows:

Action Research;

1. Is based on cooperation,

2. Allows the employees to make self-criticism,

3. Is a systematic learning process,

4. Requires the employees to review their thoughts about work,

5. Requires to be open-minded,

6. Requires keeping a personal journal about work experiences,

7. Is a process aimed at policy development,

8. Is a critical analysis of work place,

9. Emphasizes characteristics,

10. Is cooperative work of small groups,

11. Is realization of work practices.

In action research, instructors can work alone as well as with other instructors, students and researchers at university. In such researches, various techniques and approaches are used such as experimental designs, systematic observations, descriptive research and case studies. In action researches, qualitative research methods based on exploration and interpretation are used rather than testing hypothesis, correlative studies and statistical analyses (Köklü, 2001).

Thorough interviews, participative observations, case studies and narrative descriptions are preferred in action researches. Documents consist of thorough and detailed descriptions of problems made by participants, field notes, photos, films, and

tape recordings. Validity is realized when multiple perspectives are provided in action researches (Köklü, 2001).

Action researches have a specifically important role in correcting educational practices. Educational action research is performed to understand, evaluate and then change and improve the educational practices (Köklü, 2001).

Stages of Action Research;

Action research is a type of research that is used for school improvement and initiated especially by the instructors at school that have an administrative role. He divided the action research in eight stages based on three key questions (Köklü, 2001). These three questions, stages and brief descriptions can be found below.

1. What is happening in our educational situation now? (From Stage 1 to 4)

2. What changes are we going to introduce? (Stage 5)

3. What happens when we make the changes? (From Stage 6 to 8)
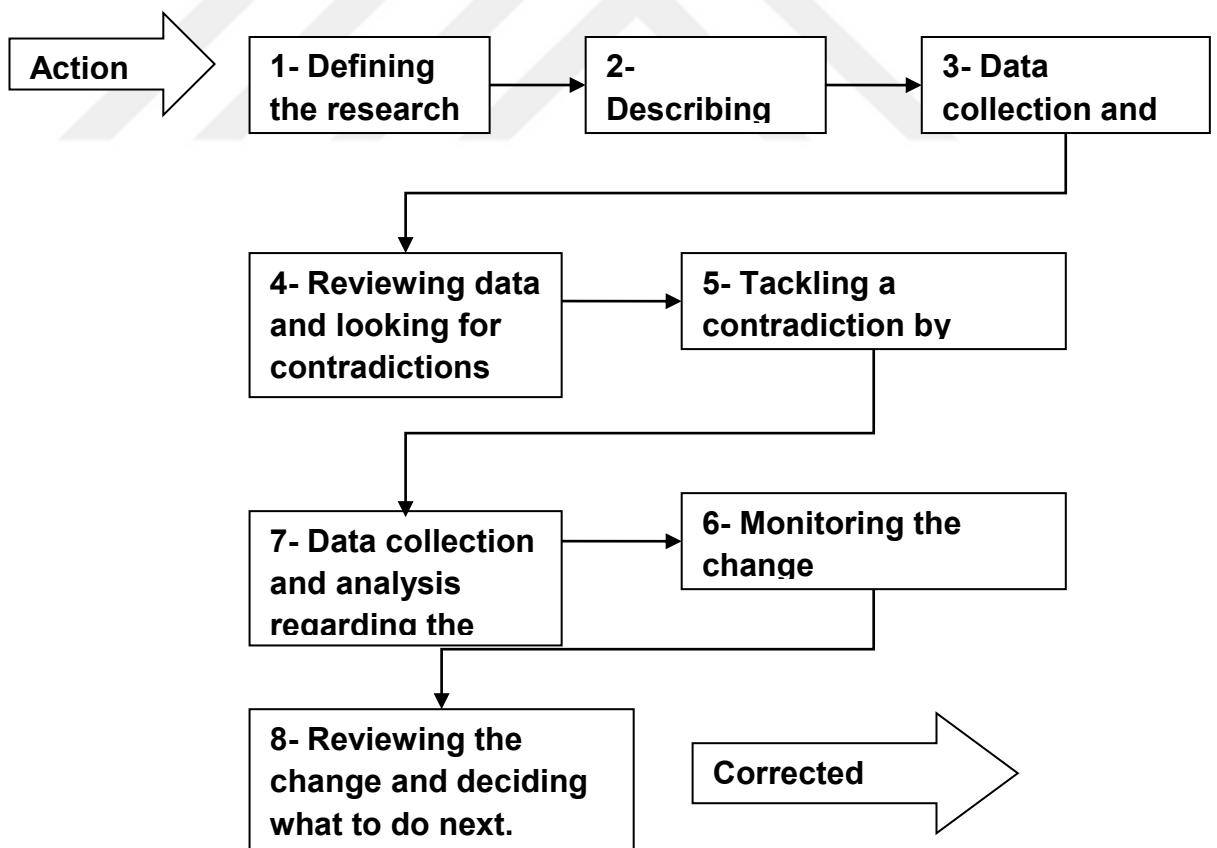
Figure 2.8 : Eight steps in Action Research

Quoted from Bassey by Köklü, (2001 p. 18)

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Stage 1. Defining the research. What is the topic of interest? What are our research questions? Who will it be about? When and where will it be performed?

Stage 2. Describing the educational situation. What do we need to do here? What are we trying to do here? Which ideas support what we do?

Stage 3. Data collection and analysis. What is happening in our educational situation now, as understood by various participants? What can we learn about it by using research methods?

Stage 4. Reviewing data and looking for contradictions. What are the contradictions between what we desire and what seems to have happened?

Stage 5. Tackling a contradiction by introducing change. Which changes will we start which we believe to be useful on contradictions by reflecting as creatively and critically?

Stage 6. Monitoring change. What has happened since the start of change?

Stage 7. Analyzing the evaluative data concerning change. As a result of change, what is happening in our educational situation now, as understood by various participants?

Stage 8. Reviewing the change and deciding what to do next. Was the change useful? Will we continue it in the future? What will we do next? Is change sufficient? What will we say to whom about the results of this research?

2.6.6.3. Use of Action Research in Teaching

Opinions of Lewin on action research later started to be applied in social sciences in general, and education in particular. As a result of studies conducted by Stephan Corey, action research became a research model that started to be applied in educational institutions (Aydın, 2005). Action research contributes significantly in developing practices in education via researches by bringing together teaching and career development of instructors, program development and assessment, research and thinking. Aydın (2005) suggests that action researches are suitable for instructors that perceive the presence of problems in their own practice processes and want to take action to solve these problems (Yıldırım and Şimşek, 2005).

Action research not only provides knowledge and skills about research methods and practices to the instructors but also enables them to be more aware of their opportunities of change and options. Instructors that take part in action research can be more critical and rigorous about their own practices. Instructors participating in action research are more careful about their own methods, perceptions and understandings as well as all approaches on teaching processes (Köklü, 2001).

3. METHODOLOGY OF THE RESEARCH

3.1. Introduction

This chapter gives details about the methods, design, procedure, participants, and measuring tools that have been evaluated throughout the research process. The purpose of the study is to explore whether instructors employed at İAÜ Vocational Test Centre need in-service education and training or not.

There are two main issues to be dealt with in this study:

a) The evaluation of in-service education and training received by instructors working in Vocational Test Centre;

b) The in-service education and training needs of instructors.

Basing on these general issues, the following specific research questions are formed:

1- Do the instructors employed in İAÜ Vocational Test Centre need in-service education and training?

2- What kind of in-service education and training is needed by the instructors employed in IAU Vocational Test Centre?

3-What are the opinions and evaluations of the instructors employed in IAU Vocational Test Centre about the in-service education and training they received?

4- How does in-service training received by the instructors working in IAU Vocational Test Centre affect their performance?

5-What are the views of the instructors working in IAU Vocational Test Centre about in-service education and training needs?

3.2. Research Methods

Conducted with the purpose of assessment by the instructors of In-Service Vocational Trainings and Studies, this study has been carried out via mixed method based on the principal of using quantitative and qualitative data together. Mixed

method has been designed to collect, analyze, compare and integrate data by benefiting from both the qualitative and quantitative data simultaneously regarding a research. The main distinction of the mixed method is using qualitative and quantitative data together in the research, and thus setting out the research question in a much more detailed way rather than through data obtained via a single method (Dede&Demir, 2014).

Design of research is the sequential exploratory design, which is one of the mixed method research designs. Sequential exploratory design initiates by prioritizing collection and analysis of qualitative data. Quantitative stage starts upon the explored results, and primary results are tested and generalized. Quantitative data are built upon the qualitative data (Creswell & Plano Clark, 2007, Dede & Demir, 2014). Sequential exploratory design is shown as follows.

Collection of data quantitative	Formation	Collection of qualitative data	Interpretati

1)Needs analysis questionnaire of In-Service Vocational Trainings and Studies (NAQ INSET) 2)Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) 3)Evaluation Form for In- service Education and Training (EF INSET) 4)Performance Evaluation Form for Instructors who have participated In-service Education and Training (PEF INSET)	1)Interview Form for Assessment of In-Service Vocational Trainings and Studies

Figure 3.1: Prototype Model of Mixed Method Research Design: Sequential Exploratory Design (Adapted from Sevi,2014,p.32)

3.3. Participants

The number of the population of the study out of which the sample is drawn is 99. They are the instructors teaching in the computer programming (English), computer programming (Turkish), computer programming (online), computer technology, web

designing, information technology, and department of computer engineering of İstanbul Aydın University and those of whom could be employed in Vocational Test Centre. The findings are generalized to this population. Table 3.1 illustrates the structure of the population. Since gender is not a variable of this study, the sex of the instructors is not given in the table.

Table 3.1 : The Demographic Distribution of the Population in Frequencies

		n	%
Gender	Female	42	42.4
	Male	57	57.6
Civic status	Married	52	52.5
	Single	47	47.5
Age	20-30 years old	30	30.3
	31-40 years old	44	44.4
	41-50 years old	23	23.2
	51 years old and above	2	2.0
Educational status	Associate Degree	2	2.0
	Bachelor Degree	22	22.2
	Master Degree	58	58.6
	Doctoral Degree	17	17.2
Service time	1-5 years	28	28.3
	6-10 years	43	43.4
	11-15 years	16	16.2
	16-20 years	9	9.1
	21 years and above	3	3.0

As presented above, most of the participants were under the age of 40 who were highly motivated to improve their knowledge and skills. More than half of the participants have Master's Degree. Most of the participants have nearly 10 years of experience in the field of teaching. Since the participants are quite experienced, it helped the researcher to create an effective and communicative teaching atmosphere by using action research and constructivism theory through power point presentations which enabled the researcher to create round-table discussion.

All of these instructors were given a questionnaire. Then, the data obtained from the questionnaire were entered into Statistical Package For the Social Sciences (SPSS 21,0) and analyzed. Basing on the questionnaire results, the researcher randomly selected instructors who needed in-service education and training more than other

participants and those of whom complied with the criterion to work at Vocational Test Center. These criteria are based on National Qualification framework in which employees working at Vocational Test Center are required to have at least BA degree in computer engineering and minimum three years of work experience or at least Associate Degree in computer technology, information technology or web designing and minimum five years of work experience or high school degree related to computer science and minimum ten years of work experience.

The 30 instructors were chosen among the participants who took part in the questionnaire. The instructors were randomly divided into two groups as a research group and a control group. It was followed by professional development course to the research group who could be employed in İAÜ Vocational Test Centre and which instructors need in-service education and training more. The findings are generalized to this population. Table 3.2 and Table 3.3 illustrate the structure of the experimental and control group. Since gender is not a variable of this study, the sex of the instructors is not given in the table.

Table 3.2 : The Demographic Distribution of the Experimental Group in Frequencies

		n	%
Gender	Female	5	33.3
	Male	10	66.7
Civic Status	Married	8	53.3
	Single	7	46.7
Age	20-30 years old	4	26.7
	31-40 years old	10	66.7
	41-50 years old	0	.0
	51 years old and above	1	6.7
Educational Background	Associate Degree	0	.0
	Bachelor Degree	2	13.3
	Master Degree	10	66.7
	Doctoral Degree	3	20.0
Duration of Service	1-5 yıеars	6	40.0
	6-10 years	8	53.3
	11-15 years	0	.0
	16-20 yıеars	0	.0
	21 years and more	1	6.7

As presented above, nearly all of the participants were under the age of 40 who were highly motivated to improve their knowledge and skills. Most of the participants

have postgraduate degree. All of the participants have over 6 years of experience in the field of teaching.

Table 3.3 : The Demographic Distribution of the Control Group in Frequencies

		n	%
Age	20-30 years old	5	33.3
	31-40 years old	9	60.0
	41-50 years old	1	6.6
	51 years old and above	0	0.0
Educational status	Associate Degree	0	0.0
	Bachelor Degree	2	13.3
	Master Degree	8	53.3
	Doctoral Degree	5	33.3
Work Experience	1-5 years	0	0.0
	6-10 years	6	40.1
	11-15 years	7	46.6
	16 years and above	2	13.3

As presented above, most of the participants were under the age of 40. Almost all of the participants have postgraduate degree. All of the participants have work experience ranging from 6 years to over 15 years in the field of teaching. Those participants were randomly selected into the control group, yet their work experience in the field of teaching and their education background were taken into consideration.

3.4. Procedure

The following schedule was used to fulfill the steps of the research:

Table X.1 : The Schedule of the Procedure in Appendix X
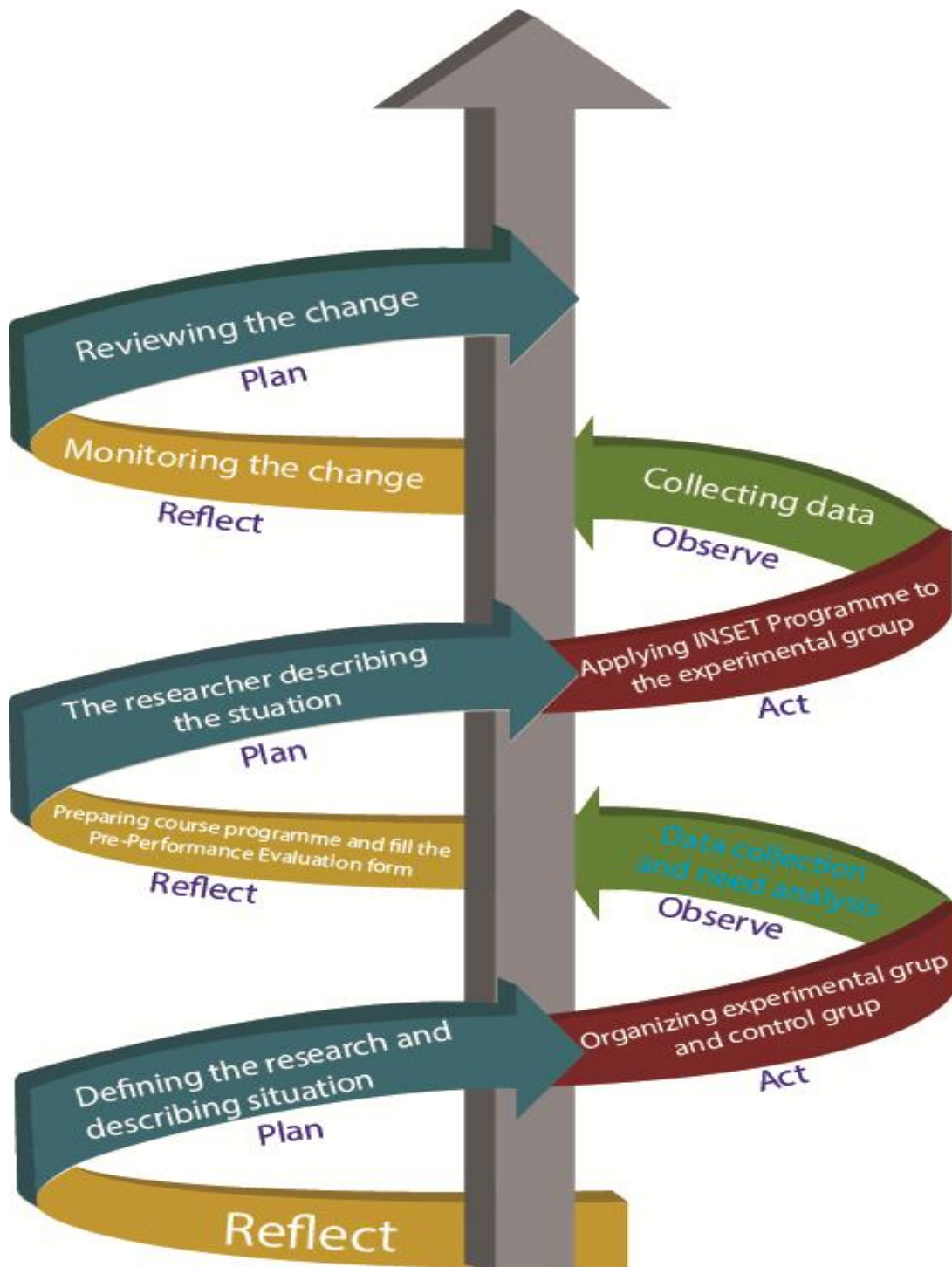
Figure 3.2 : Eight steps in Action Research

Quoted from Bassey by Köklü (2001),

Instructors working at the departments of web design, information technology, computer programming, computer engineering, and computer technology of Istanbul Aydın University were chosen and informed about INSET in accreditation process of Vocational Test Center. Secondly, the questionnaire (see Appendix A) was given to the participants, and general demographic information of these participants was elicited. The participants were asked about their needs in working, particularly accreditation process. Then, the researcher initiated the design procedure for Accreditation process of vocational test center, and constructed the technical structure as well as the design of the modules with the help of the technical expert. Besides, the researcher prepared the course schedule that would meet the INSET needs of the participants. Before the in-service vocational education and training programme, the participants were observed throughout ''the Performance Evaluation Form for Instructors who have not participated In-service Education and Training'' by the researcher and the technical expert.

As the next step, the instructors performed 75-hours in-service vocational education and training. The course was continued until the end of year. At the end of the course, the participants were given three questionnaires:

a. Evaluation Form for In-service Education and Training,

b. Assessment Inventory for In-Service Vocational Trainings and Studies,

c. Interview Form for Assessment of In-Service Vocational Trainings and Studies

The purpose was to evaluate the researcher's performance and in-service vocational education and training programme.

After the in-service vocational education and training programme, the participants were observed throughout ''the Performance Evaluation Form for Instructors who have participated In-service Education and Training'' by the researcher and the technical expert.

Research (Experimental) Group; In the active (face to face) group participants were teaching at the Vocational Test Center of İstanbul Aydın University. The research group was consisted of 15 instructors. The instructors performed 75-hours in-service vocational education and training. The course was continued until the end of year. At the end of the course, the participants were given three questionnaires:

d. Evaluation Form for In-service Education and Training,

e. Assessment Inventory for In-Service Vocational Trainings and Studies,

f. Interview Form for Assessment of In-Service Vocational Trainings and Studies

The purpose was to evaluate the researcher's performance and in-service vocational education and training programme.

After the in-service vocational education and training programme, the participants were observed throughout the Performance Evaluation Form for Instructors who have participated In-service Education and Training by the researcher and the technical expert.

Control Group; Control group (n=15) did not attend any training courses. These participants were also observed throughout the Performance Evaluation Form for Instructors by the researcher and the technical expert. The results of the performance evaluation form revealed that the control group needed in-service education and training programme.

The performance evaluation forms which were observed pre- training and post-training were compared and the result shows that the skills and knowledge of the instructors do not have any changes.

3.5. Instruments

Qualitative and quantitative data collection tools have been used together in the research, and accuracy of the findings obtained through quantitative data collection instrument which was supported by the qualitative data collection tool.

One of the main conditions of being scientific is that the researched concept must be measurable. Measurement in research is enabled through the data collection systematics that is set by the method arranged in accordance with the aims of research. Scientific statements can only be made via measurable concepts.

Measurement is the numeric expression of the characteristics specified by defined rules. Scale is essentially used to show the mathematical characteristics of measurement results as well as collecting data - knowledge in several fields of behavioral sciences (Çakmur, 2012). Development of any scale prepared to collect scientific data can be achieved through many stages. Scale must be put through a set of statistical studies related to validity and reliability in order for it to be appropriate. "Needs analysis questionnaire of In-Service Vocational Trainings and Studies", "Evaluation Form for In-service Education and Training", "Assessment Inventory for

In-Service Vocational Trainings and Studies" were also put through these stages, and certain statistical techniques were used to enable its validity and reliability.

3.5.1 Questionnaire 1 Needs analysis questionnaire of In-Service Vocational Trainings and Studies (NAQ INSET)

The questionnaire was adopted from the PhD thesis of İlker Kösterioğlu administered by Raşit Özen with his permission. The main objectives of the questionnaire were to investigate the instructors' needs of INSET and find out their beliefs about INSET. The main points of my research were settled in a draft.

The data obtained from questionnaire consisted of 5 questions about participants' personal information and 27 questions about NA INSET with the answers of likert scale as very high degree, high degree, moderate degree, small degree, not at all.

The questionnaire answered the research question 1&2: Do the instructors employed in IAU need in-service education and training and what kind of in-service education training is needed by the instructors employed in IAU?

The questionnaire (illustrated in Appendix 1) was drafted for Instructors at İstanbul Aydın University Vocational School, instructors who can be employed in vocational test center. Ninety-nine instructors working at İstanbul Aydın University Vocational School took part in this research. The primary source of data collection is the questionnaires. Questionnaires are given to the teachers and collected later at an agreed date.

Questionnaire covers large population at once, as it is distributed to different participants and should be collected later depending on the willingness of the respondents to address the question.

Structural Validity and Reliability Analysis of Training Requirement Assessment Scale

An exploratory factor analysis made in order to determine the reliability of structural validity of the scale (AFA), Cronbach's alpha reliability coefficients have been computed.

Exploratory Factor Analysis

In order to statistically determine the structural validity of the scale, the technique of

exploratory factor analysis is being employed. In order to understand whether or not the scale is firstly in compliance to the factor analysis, KMO and Bartlett test is being performed. KMO constant is being calculated to test the size of sample. Kaiser states that the value found becomes excellent as it gets closer to 1 and unacceptable below .50 (at .90s excellent; at .80s very good; at .70s and .60s average and at .50s bad) (Tavşancil, 2001). In the factor analysis, it is expected that the distribution in the universe is normal too. And this is examined by Bartlett test as well. Within this extent, as a result of KMO test measurement, .50 and above and even Bartlett sphericity test result are required to be significant.

The factor load values are sought for in process of factor analysis when designating the scale materials to the factors or removing the same from the scale. Factor load value is a coefficient explaining the relationship of material with the factors. The load value contained in the materials is expected to be higher. If there is a cluster of agents that a factor delivering a higher level of relationship with a factor, such finding means that those substances have measured a concept, structure-factor. A .3 – factor load indicates that the factor – explained variance was 9%. The variance at such level is remarkable in general, regardless its sign, the load value .60 and above can be defined as high; the load values between .30 - .59 medium – level sizes and considered in removing the variance. In cases where the factor load of any item is smaller than .30 or the difference between the two factor load values of said substance is less than .10, the comorbidity item is removed from the scale and process of analysis is kept on. The reason for doing this is that the probability of such agent to exist in both factors which creates complexity.

Reliability Analysis

It is expressed that Cronbach's alpha coefficient varies between 0 – 1; and according to assessment criteria, "0.00 < 0.40 is unreliable; as for 0.40 < 0.60, low reliability and 0.60 < 0.80 quite reliable and 0.80 < 1.00 high – level reliable scale" (Tavşancil, 2001).

Table 3.4 : AFA and Reliability Analysis Outcomes

Dimension	Item	Factor Load	Disclosed Variance	Cronbach's Alpha
Dimension 1	In knowing ISO TS / EN 17024 Quality Management System	.831	29.824	.926
	In knowing how the performance examination would be performed from the Vocational Examination Center	.777		
	Dominance to preparation of ISO TS / EN 17024 Quality Management System at the Vocational Examination Center	.730		
	In knowing the job descriptions and responsibilities the board would function at the Vocational Examination Center	.724		
	In knowing the importance of Work Health and Safety within the scope of ISO TS / EN 1702 at the Vocational Examination Center – applied examinations	.717		
	In being familiar with the content National Vocational Standard comprises	.701		
	In knowing the Vocational Examination Center – applied examination procedure	.665		
	In recognition of inter-elements relationships of Vocational Examination Center – applied examination procedure	.664		
	In using purpose – compliance closed and open – ended questions in process of examination	.650		
	In knowing the basic elements (overall objectives, concept, value, skill, performance criteria and learning outcomes) constituting the National Qualification Standard	.641		
	In dominance to using the software program Vocational Examination Center – employed in process of examination	.621		
	In using the methods and techniques proposed during implementation of examination schedule	.567		
Dimension 2	In preparation of multiple – choice questions for Vocational Examination Center – conducted examinations	.872	29.285	.935
	In preparation of checklist for Vocational Examination Center - given examinations	.841		
	In preparation of open-ended questions for Vocational Examination Center - given examinations	.816		
	In preparation of fill in the blank - type questions for Vocational Examination Center – given examinations	.769		
	In knowing the basic concepts (like measuring-validity-reliability-error, etc.) in assessment of Vocational Examination Center – conducted examinations	.731		
	In preparation of pairing - type questions for Vocational Examination Center – given examinations	.713		
	In making analysis for the purpose of evaluating the results of measuring results for the Vocational Examination Center – applied examinations	.684		
	In preparation of measuring tool suitable for the objective of Vocational Examination Center	.655		
	In using time management – related strategies during examinations	.641		
	In implementation of measuring tool selected for the examinations applied from the Vocational Examination Center	.603		
	In selection of measuring tool in compliance to the objective of Vocational Examination Center	.586		

KMO: .917; Bartlett's X^2 : 2132.936; p < .05; Total Variance Disclosed:59.109

According to AFA outcomes, assessment scale of educational requirement consists of 23 questions and two dimensions. Dimension one consists of 12 items whose factor loads vary between .567 and .831. Explanation ratio of total variance of the

dimension is 29.824% and its reliability level is very high. Dimension two consists of 11 items whose factor loads vary between .586 and .872. Explanation ratio of total variance of the dimension is %29.285 and its reliability level is very high.

Following items contained in the questionnaire sheet have been removed from the scale due to comorbidity.

- In possession of students' interests, wills and needs – oriented information during examination
- In knowing the concepts contained in the examination Schedule of Vocational Examination Center
- In knowing the overall objectives of performance examination by Vocational Examination Center
- In preparation of acquisition and skills – oriented performance in the performance practice program of Vocational Examination Center

3.5.2 Questionnaire 2 Evaluation Form for In-service Education and Training (EF INSET)

The questionnaire is about the instructors' views of INSET course. The questionnaire was adopted from the PhD thesis of İlker Kösterioğlu administered by Raşit Özen with his permission. It had four major sections (see Appendix 2) and consisted of 28 Likert-scale items addressing 4 constructs below:

1. Evaluation of planning and programming INSET

2. Evaluation of INSET trainers

3. Returns of INSET for participants

4. General evaluation of INSET

The questionnaire answered the research questions 3&5: What are the opinions and evaluations of the instructors employed in IAU Vocational Test Centre about the in-service education and training they received? What are the views of the instructors working in IAU Vocational Test Centre about in-service education and training needs?

3.5.3 Questionnaire 3 Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET)

As the quantitative data collection tools, "Assessment Inventory for In-Service Vocational Trainings and Studies" were used, which were adapted from MA thesis of Gülin Sevi administered by Ganime Aydın through literature review and integration of the obtained information in line with the results received through the analysis of qualitative data from the interview form. Faculty members that work in the field of management and supervision of training were consulted to determine the suitability of the prepared scale form for the purpose of research. Necessary revisions were made in the survey in line with the suggestions.

Validity refers to how well a measurement tool (or test) can measure the characteristic that it claims to be measuring without involving other characteristics. Some techniques are utilized to enable the validity of measurement tool. These are: a) content (content validity), b) implementation (criterion validity and c) construct validity (Cronbach, 1960; Aiken, 1979; Karasar, 1986).

All these techniques for evaluating the content, criterion and construct validity were used as part of the validity studies of "Needs analysis questionnaire of In-Service Vocational Trainings and Studies", "Evaluation Form for In-service Education and Training", "Assessment Inventory for In-Service Vocational Trainings and Studies".

Content validity refers to the extent to which each item on any scale fits the purpose of the scale. Item analyses can be used to show the correlation of each item with the entire test during the calculation of content validity (Nunnally, 1978).

During the content validity studies of "Assessment Inventory for In-Service Vocational Trainings and Studies", item analyses were used as well as expert opinions.

Content validity of "Assessment Inventory for In-Service Vocational Trainings and Studies" has been enabled by referring to the expert opinions. Besides, item analyses were made to determine the suitability of propositions found on the scale for the purpose of scale. Item analysis was tested by using Item Total (Rit) and Item Remainder (Rir) techniques to determine whether items are significant within the entire scale and its sub sections. According to the results of item analysis, of the total 46 items found in the scale, 44 (provided that they are above 0.40 in item total) were

determined to be significant at a level of 0.01. Therefore, as a result of the item analyses, it was decided to include 44 propositions (provided that items are above 0.40 in item total and the item remainder) in the "Assessment Inventory for In-Service Vocational Trainings and Studies" which initially consisted of 44 items.

Implementation validity involves comparison of a scale that was prepared before for similar purposes and the scale in question. It is expected that the results of comparison between the existing scale and the developed scale are highly significant. Since there wasn't any scale prepared for the same purpose with "Assessment Inventory for In-Service Vocational Trainings and Studies", implementation validity couldn't be analyzed.

In construct validity studies, correlation of the scale with sub scales, and also between the sub factors are tested. Analysis of the correlations was made by calculating the Pearson product-moment correlation coefficient. As a result of analyses, it aimed to find the correlation between scale and sub factors, and that between the sub factors themselves. Accordingly, a value below 0.50 was considered low correlation whereas a value above 0.80 was regarded to be high.

Table 3.5 : Data on Correlation between Assessment Inventory for In-Service Vocational Trainings and Studies and Other Sub-Factors, and the Correlation between Sub-Factors

	GENERAL	A	B	C	D	E	F	G	H
In-Service Vocational Trainings and Studies Assessment Inventory (General)	1.00		0.83	0.86	0.80	0.61	0.71	0.56	0.73	0.86
Suitability of Purpose (A)			0.74	0.65	0.86	0.94	0.58	0.88	0.92
Suitability of Content (B)				0.62	0.78	0.70	0.68	0.52	0.65
Suitability of Process (C)					0.71	0.62	0.71	0.69	0.76

Table 3.5: Data on Correlation between Assessment Inventory for In-Service Vocational Trainings and Studies and Other Sub-Factors, and the Correlation between Sub-Factors (continue)

Suitability of Teacher (D)	0.63	0.65	0.76	0.85
Suitability of Method and Technique (E)		0.68	0.67	0.84
Suitability of Technical Infrastructure (F)			0.69	0.83
Suitability of Instructor - Need (G)				0.93
Suitability of Results for Purpose (H)				1.00

*Significant at 0.01 level

In the review made for construct validity shown in Table 3.6, correlation between the entire scale and sub factors seems to be at medium and high level. Given these data, it is seen that there are aspects that includes the characteristic that is desired to be measured by sub factors. It is also observed that there is a significant correlation between the entire scale and sub factors as well as between the sub factors themselves ($p < 0.01$).

Reliability is the similar consistency observed between independent measurements of a measurement tool when same processes are followed (Aiken, 1979; Karasar, 1986). Split-half method has been used as part of the reliability studies conducted to test the consistency between independent measurements of "Assessment Inventory for In-Service Vocational Trainings and Studies".

Split-Half Method; Internal consistency coefficients of the entire "Assessment Inventory for In-Service Vocational Trainings and Studies" and its sub scales have been calculated via split-half method. Various techniques such as Spearman Brown; Horst; Rulon; Cronbach α can be used in calculation of the internal consistency coefficients (Gulliksen,1950; Cronbach, 1960; Aiken, 1979). Values regarding internal consistency coefficients of the entire inventory and its sub scales are shown in Table 10.

Table 3.6 : Internal Consistency Coefficients Regarding Assessment Inventory for In-Service Vocational Trainings and Studies and its Sub Scales

	Spearman Brown	Horst	Rulon	Cronbach α
Assessment Inventory for In-Service Vocational Trainings and Studies (General)	0.95	0.95	0.93	0.95
Fitness for Purpose (A)	0.95	0.96	0.94	0.96
Suitability of Content (B)	0.94	0.93	0.95	0.95
Suitability of Process (C)	0.70	0.71	0.71	0.71
Suitability of Teacher (D)	0.80	0.80	0.80	0.79
Suitability of Method and Technique (E)	0.69	0.69	0.68	0.68
Suitability of Technical Infrastructure (F)	0.77	0.77	0.76	0.76
Suitability of Instructor - Need (G)	0.72	0.72	0.73	0.73
Fitness of Results for Purpose (H)	0.95	0.95	0.95	0.94

*Significant at 0.01 level

Internal consistency coefficient of the Assessment Inventory for In-Service Vocational Trainings and Studies was found to be significant and high. Besides, internal reliability coefficients of fitness for purpose, suitability of content, and fitness of result for purpose sub factors also seemed to be significant and high.

Data obtained from Assessment Inventory for In-Service Vocational Trainings and Studies was analyzed using the frequency and percentage values, arithmetic mean, t-test and One-Way Anova test.

The questionnaire had eight major sections (see Appendix 3) and consisted of 44 Likert-scale items addressing eight constructs below:

1.   Suitability of Purpose
2.   Suitability of Content
3.   Suitability of Process
4.   Suitability of Teacher
5.   Suitability of Method and Technique
6.   Suitability of Technical Infrastructure
7.   Suitability of Instructor - Need
8.   Suitability of Results for Purpose

The questionnaire answered the research question 3&5: What are the opinions and evaluations of the instructors employed in IAU Vocational Test Centre about the in-service education and training they received? What are the views of the instructors working in IAU Vocational Test Centre about in-service education and training needs?

3.5.4 Questionnaire 4 Interview Form for Assessment of In-Service Vocational Trainings and Studies

As the qualitative data collection tool of the study, **"Interview Form for Assessment of In-Service Vocational Trainings and Studies"** was applied in the research group after the INSET course to analyze effectiveness of the INSET course better. Interview form consists of 10 open ended questions based on purpose, subject, content, term of trainings and studies. In the form, participants are asked about their expectations from professional development trainings and studies, implementation method of trainings, rate of attendance to trainings, and their attitudes about trainings. By using the interview forms, data was collected by conducting face-to-face interviews with 15 instructors. Data were assessed by content analysis. Content analysis is a scientific approach that allows objective and systematic review of data obtained through verbal and written materials (Tavşancıl ve Aslan, 2001). According to Guskey & Huberman (1994), reliability of the interview form was calculated (reliability = agreement / disagreement + agreement), and agreement coefficient was found to be 92.3%. Researchers enabled the agreement to be 100% by discussing on the obtained results and finalizing the analyses.

The questionnaire answered the research questions 2&3&5: What kind of in-service education and training is needed by instructors? What are the opinions and evaluations of the instructors employed in IAU Vocational Test Centre about the in-service education and training they received? What are the views of the instructors working in IAU Vocational Test Centre about in-service education and training needs?

3.5.5 Questionnaire 5 Performance Evaluation Form for Instructors who have participated In-service Education and Training

The performance evaluation form which was developed and applied to the instructors in Vocational Test Center used for pre-in service training and post-in service training by the researcher and technical expert. The form had 20 rubric scale questions. 10 of them were about personal characteristics of the instructors, the other 10 questions were about knowledge and skills of the instructors. The performance evaluation form was filled in by the researcher and the technical expert before the in-service education and training and after the INSET by observing the participants via videos and when they were giving exams.

The form answered the research question 4: How does in-service training received by the instructors working in IAU Vocational Test Centre affect their performance?

3.6. In-Service Education and Training Plan Applied To the Experimental Group

In January, education about task descriptions and examination procedures was conducted to the participants by the researcher in an interactive way. All the questions were answered by the researcher and the examination procedures were explained clearly to the participants. The operation of the examination procedures were reinforced by group work with the researcher's examples. Eight hours' training was successfully completed by answering the participants' questions.

In February, training on TS EN ISO / IEC 17024 Quality Management System was conducted to the experimental group. For the participants to understand TS EN ISO / IEC 17024 better a power point presentation was made and the quality management system was explained with teamwork through interactive case studies. By answering

the participants' questions, the training lasted for 16 hours and was completed in two days.

In April and March the participants were trained in the training laboratory for examination by the researcher and the technical expert. In order to monitor performance of the participants in the field studies were conducted and the participants' questions were answered. As one day in March and one day in April, 16 hours total, training was completed successfully.

In May, the participants were given TS EN ISO / IEC 17024 documentation training in the form of power point presentations and this was done by sample applications with an interactive teamwork. The examples of the IAUMSM quality management system documentation were given to the participants order for them to understand TS EN ISO / IEC 17024 better. Education lasted four hours; questions of the participants about the documentation were answered in a complete manner. The problem appeared during the applications was that the participants did not know who would use IAUMSM TS EN ISO / IEC 17024 Quality Management System Documentation and which document should be used. Therefore, the documents that the participants would use were shared in the system. Furthermore, how could the participants use these documents was explained in practice.

In June, TS EN ISO / IEC 17024 Scope Educational Software Program was performed by the researcher and the technical expert was carried out in the form of power point presentations by a team working with interactive examples and seven hours of training was completed in a successful way.

The participants were given interactive assessment training by the researcher in July. The examples of the work were performed with a number of applications. The participants were given a measurement and evaluation training in order to understand it better and the examples of national occupational standards and learning outcomes in national qualifications and performance criteria were also given. The training lasted for eight hours; the questions of the participants about the assessment and evaluation were answered in a complete manner.

In August, the participants were given learning outcomes related to national occupational standards and national qualifications by the researcher. The training lasted for about four hours.

The participants were given a course on educational technology in September by the researcher which lasted four hours.

In October, the experimental group was treated with TSE EN ISO / IEC 17024 Quality Management System Training in the form of power point presentations, with an interactive team work and sample applications. 8 hours' training was completed successfully.

4. DATA ANALYSIS AND RESULTS

4.1 Needs analysis questionnaire of In-Service Vocational Trainings and Studies (NAQ INSET)

Table 4.1: Demographic Characteristics of Survey Participants

		N	%
Gender	Female	42	42.4
	Male	57	57.6
Marital status	Married	52	52.5
	Single	47	47.5
Age	20-30 years old	30	30.3
	31-40 years old	44	44.4
	41-50 years old	23	23.2
	51 years old and above	2	2.0
Educational Background	Associate Degree	2	2.0
	Bachelor Degree	22	22.2
	Master Degree	58	58.6
	Doctoral Degree	17	17.2
Work Experience	1-5 years	28	28.3
	6-10 years	43	43.4
	11-15 years	16	16.2
	16-20 years	9	9.1
	21 years and above	3	3.0

The demographic characteristics – based breakdown of participants are seen in the Table. The ratio of women in the study realized with participation of 99 staff members was %42, males %57.6%, the married %52.5, the single %47.5, and the ratio of those between in age group 20-30 years old was %30.3 and those between the age group 31-40 years old was %44.4 and age group of 41-50 years old was %23.2% and age group 51 years old and above was %2.0 and the ratio of those who had bachelor degree was %22.2 and master degree was %58.6% and the doctoral

degree was %17.2 and the ratio of those who had service time in the range of 1- 5 years was %28.3 and %43.4 in the range of 6-10 years and %9.1 in the range of 16-20 years and %3.0 in the range of 21 years or more.

Table 4.2: Factors Being Important in Training Needs

			None	Low	Moderate	High	Very High
1.	Inter-element relations recognition of Vocational Test Center – applied test procedures	n	1	1	18	45	34
		%	1.0	1.0	18.2	45.5	34.3
2.	Familiarity with the job descriptions, responsibilities of the board to function from the Vocational Test Center	n	0	1	19	39	40
		%	0.0	1.0	19.2	39.4	40.4
3.	Knowing Test procedures applied at the Vocational Test Center	n	0	1	16	38	44
		%	0.0	1.0	16.2	38.4	44.4
4.	Familiarity with ISO TS / EN 17024 Quality Management System	n	2	0	14	37	46
		%	2.0	0.0	14.1	37.4	46.5
5.	Knowing how the performance test to be carried out from the Vocational Test Center	n	1	1	16	36	45
		%	1.0	1.0	16.2	36.4	45.5
6.	Dominance to preparation topic of ISO TS / EN 17024 documentation at the Vocational Test Center	n	2	2	14	27	54
		%	2.0	2.0	14.1	27.3	54.5
7.	Regarding the content National Occupational Standard comprises	n	0	2	15	37	45
		%	0.0	2.0	15.2	37.4	45.5
8.	Knowing basic elements of constituting the Standard of National Qualification Standard (overall objectives, concept, value, skill, performance criteria, learning outputs)	n	0	2	17	29	51
		%	0.0	2.0	17.2	29.3	51.5
9.	Use of methods and techniques recommended in implementation of test program	n	0	0	21	38	40
		%	0.0	0.0	21.2	38.4	40.4
10.	Dominance to utilization of the software Vocational Test Center employs	n	1	2	9	48	39
		%	1.0	2.0	9.1	48.5	39.4
11.	Knowing importance of Work Health and Safety applied within the scope of ISO TS/EN 17024 at the Vocational Test Center	n	3	1	15	39	41
		%	3.0	1.0	15.2	39.4	41.4
12.	Use of objective – matched open and close – ended questions in process of Test	n	1	3	18	37	40
		%	1.0	3.0	18.2	37.4	40.4
13.	Familiarity with students' demands and requirements – oriented details during the test	n	0	3	24	27	45
		%	0.0	3.0	24.2	27.3	45.5
14.	Knowing the concepts contained in the test program of Vocational Test Center	n	2	0	15	37	45
		%	2.0	0.0	15.2	37.4	45.5
15.	Knowing the general objectives of performance test of Vocational Test Center	n	1	2	17	38	41
		%	1.0	2.0	17.2	38.4	41.4

Table 4.2: Factors Being Important in Training Needs (continue)

			1	2			
16.	Using the time management – related strategies during tests	n	1	2	14	35	47
		%	1.0	2.0	14.1	35.4	47.5
17.	Performance preparation oriented towards acquisition and skills during performance test program from Vocational Test Center	n	0	2	17	36	44
		%	0.0	2.0	17.2	36.4	44.4
18.	Selection of Vocational Test Center objective – compliance measuring tool	n	0	2	19	41	37
		%	0.0	2.0	19.2	41.4	37.4
19.	Preparation of Vocational Test Center objective – compliance measuring tool	n	1	2	18	37	41
		%	1.0	2.0	18.2	37.4	41.4
20.	Implementation of measuring tool selected in the Tests at the Vocational Test Center	n	0	3	18	34	44
		%	0.0	3.0	18.2	34.3	44.4
21.	Making analysis in order to evaluate the results of the Vocational Test Center – given Tests	n	0	2	14	57	26
		%	0.0	2.0	14.1	57.6	26.3
22.	Knowing fundamental concepts (Measuring, validity and reliability and error etc.) during Vocational Test Center – conducted Tests	n	0	3	21	45	30
		%	0.0	3.0	21.2	45.5	30.3
23.	Preparation of pairing – type questions during Vocational Test Center – conducted Tests	n	2	0	27	47	23
		%	2.0	0.0	27.3	47.5	23.2
24.	Preparation of fill in the blank – type questions during Vocational Test Center – conducted Tests	n	0	3	29	47	20
		%	0.0	3.0	29.3	47.5	20.2
25.	Preparation of multiple choice questions during Vocational Test Center – conducted Tests	n	1	4	25	48	21
		%	1.0	4.0	25.3	48.5	21.2
26.	Preparation of open – ended questions during Vocational Test Center – conducted Tests	n	1	3	19	53	23
		%	1.0	3.0	19.2	53.5	23.2
27.	Preparation of checklist during Vocational Test Center – conducted Tests	n	0	5	16	55	23
		%	0.0	5.1	16.2	55.6	23.2

Distribution of answers given to the questions of drawn up in order to determine the training need and scrutinize its reasons by the participant participated in the research are seen in the table. According to the outcome of the analysis, the most substantial statements have been given below.

• 87.9% in usage of methods and techniques recommended in the implementation of test schedule,

- 83.9% in knowing test procedure applied at Vocational Test Center,

- 83.9% in knowing test in selecting measurement tool applied at Vocational Test Center,

- 82.9% in dominance regarding preparation of ISO TS/EN 17024 documentation at Vocational Test Center,

- 82.9% in possession of information students – oriented interest, will and needs during the Test,

- 82.9% in knowing overall objectives of performance test of the Vocational Test Center,

- 82.8% in knowing job definitions and responsibilities of the board to function at the Vocational Test Center,

- 81.9% in knowing ISO TS / EN 17024 Quality Management System,

- 81.8% in knowing how the performance test shall be conducted at the Vocational Test Center,

- 80.8% regarding the content National Vocational Occupational comprises,

- 80.8% in dominance to use of the software program used by Vocational Test Center during the Test,

- 80.8% in using the time management – related strategies during the tests.

- The least important statements in need of training have been provided below.

- %67.7% in preparation of pairing – type questions in the tests given from the Vocational Test Center,

- 69.7% in preparation of fill in the blank – type questions in the tests given from the Vocational Test Center,

- 70.7% in knowing the basic concepts (measuring-evaluating-validity-reliability-error etc.) in measurement and assessment of Tests measurement conducted at the Vocational Test Center,

- 72.8% in using purpose – oriented closed and open – ended questions in process of test.
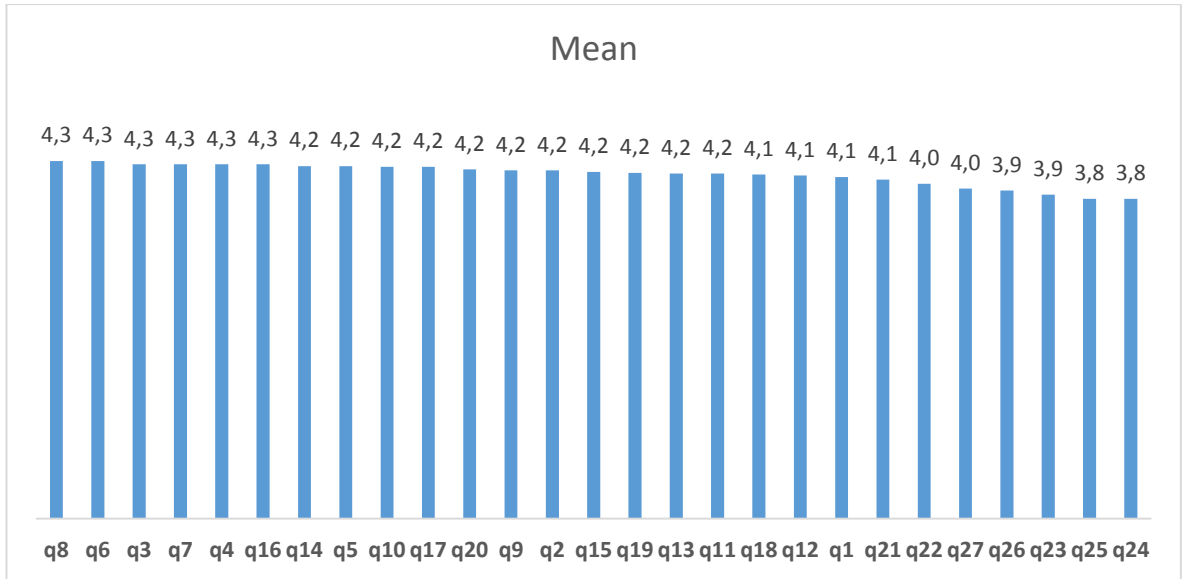
Figure 4.1: Factors Being Important in Training Needs

Table Y.1: Participants Educational Background – Based Assessment of Factors Being Important in INSET Needs in Appendix Y

The results of Anova test carried out for the purpose of participants educational background – based differentiation status analysis of the factors being important in the need of training are given in the table.

According to the analysis outcome made, substantiality state "in knowing the job descriptions and responsibilities of the board which shall function at the Vocational Test Center" varies according to the level of education (F = 3.584; p < .05). Once the means of said statement on knowing the job descriptions and responsibilities of the participant who would function at the Vocational Test Center was scrutinized, it has been identified that the Master Degree graduates have participated at a higher rate in comparison to other groups to the opinion that the education was important.

The fact that training is important in knowing how the performance Test would be carried out by the Vocational Test Center exhibits difference according to the educational level (F = 4.579; p < .05). According to the educational background of participant, once the average importance level of educational background of staff for said statement was examined, it has been identified that the Master Degree graduates have taken part in the opinion at higher rates in comparison to other groups that education is important in knowing how the performance test would be conducted at the Vocational Test Center.

The fact that "the training is important regarding dominance to preparation of ISO TS/EN 17024 documentation at the Vocational Test Center" exhibits distinction according to the educational background (F =4.579; p < .05). Once importance level averages were scrutinized for said statement according to the training status of the participant, it has been discovered that the Master Degree graduates have taken part in the opinion at higher rates in comparison to other groups that education is important in dominance to preparation of ISO TS/EN 17024 documentation at the Vocational Test Center at the Vocational Test Center.

The state of education to be important "regarding the content National Occupational Standards comprises" varies according to the level of education (F = 4.579; p < .05). Once importance level averages were scrutinized for said statement according to the training status of the participant, it has been seen that the Master Degree graduates had participated in the opinion that education is important to be on the content of National Occupational Standard at higher rates in comparison to other groups.

The state of training being substantial "in knowing the importance of Work Health and Safety of within scope ISO TS/EN 17024 during the tests applied at the Vocational Test Center" varies according to the level of education (F = 4.579; p < .05). Once the importance level averages were scrutinized for said statement according to the training status of the participant, it has been seen that the Master Degree graduates had participated in the opinion that education in knowing the importance of Work Health and Safety of within scope ISO TS/EN 17024 of Vocational Test Center – applied Tests at higher rates in comparison to other groups.

The state of training being substantial "in knowing the importance of knowing the concepts contained in the Test schedule of Vocational Test Center" points out distinction according to the level of education (F = 4.579; p < .05). Once the importance level averages were scrutinized for said statement according to the training status of the participant, it has been seen that the Master Degree graduates had participated in the opinion that education in knowing the importance of concepts contained in the test schedule of Vocational Test Center – applied tests at higher rates in comparison to other groups.

Table 4.3 : Education Background– Based Comparison of Educational requirement Assessment

		N	Mean	ss	F	P	Binary Comparison
1ˢᵗ Dimension of Educational Requirement	Associate-Bachelor Degree	24	47.88	9.32			
	Master Degree	58	52.38	5.93	**4.142**	.019*	1-2
	Doctoral Degree	17	48.65	7.66			
2ⁿᵈ Dimension of Educational Requirement	Associate-Bachelor Degree	24	43.88	7.60			
	Master Degree	58	45.16	6.04	**1.040**	.358	-
	Doctoral Degree	17	42.53	8.55			

* $p < 0.05$

The result of ANOVA Test accomplished in order to determine whether or not assessment of educational need of the staff whose educational level is different is provided in the table. According to the result of analysis, while a statistically significant difference was found among first dimension of educational need of staff possessing different education level, significant difference have failed to be found among the second dimension assessments of the educational requirement.

According to TUKEY Test accomplished in order to identify the group creating difference in assessment of first dimension of the educational requirement, while participation of the associate and bachelor degree graduates for the first dimension of the educational requirement is the lowest, the highest for the graduates of Master Degree.
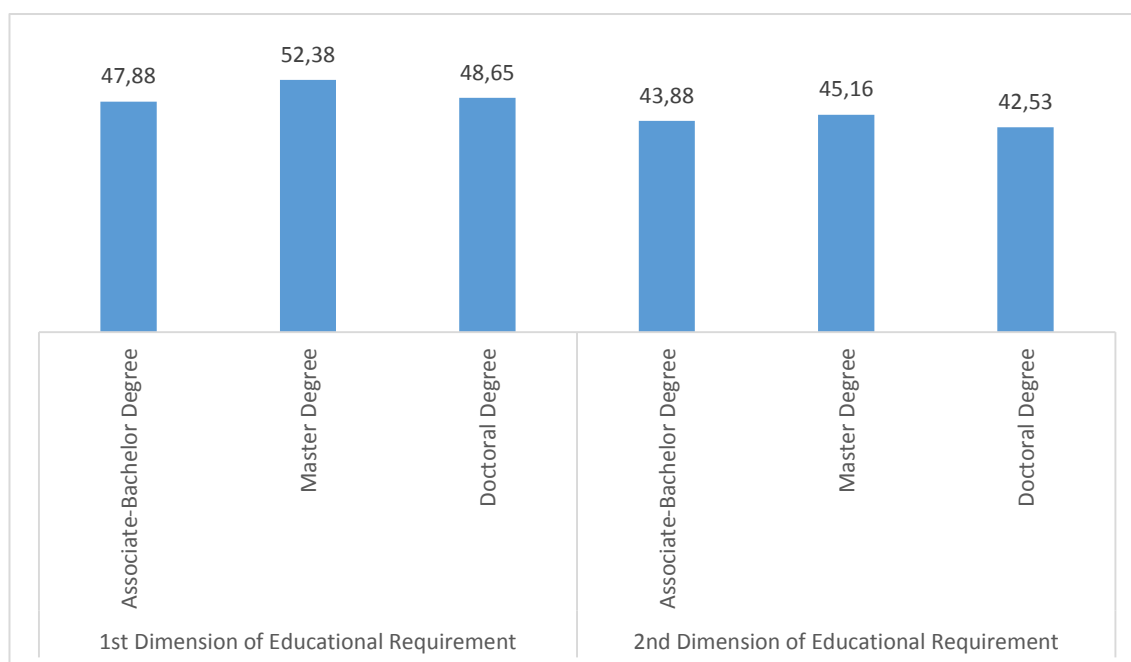
Figure 4.2: Education Background– Based Comparison of Educational requirement Assessment

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Table 4.4 : Work Experience – Based Comparison of INSET Needs

		n	Mean	ss	F	p	Binary Comparison
1ˢᵗDimension of Educational Requirement	1-5 years	28	50.00	9.01	**2.234**	**.089**	**-**
	6-10 years	43	52.00	6.45			
	11-15 years	16	51.56	6.13			
	16 years and above	12	46.08	6.82			
2ⁿᵈDimension of Educational Requirement	1-5 years	28	45.29	5.43	**2.845**	**.042***	**2-4**
	6-10 years	43	45.47	5.82			
	11-15 years	16	43.75	8.46			
	16 years and above	12	39.33	9.55			

*p<0,05

The result of ANOVA Test accomplished in order to determine whether or not assessment of educational need of the staff whose educational level is different is provided in the table. According to the result of analysis, while a statistically significant difference was found among second dimension of educational need of staff possessing different education level, significant difference have failed to be found among the first dimension assessments of the educational requirement.

According to TUKEY Test accomplished in order to identify the group creating difference in assessment of second dimension of the educational requirement, while participation of those with service time between 6-10 years for the first dimension of the educational requirement is the highest, the lowest for those with service time being 16 years and above.
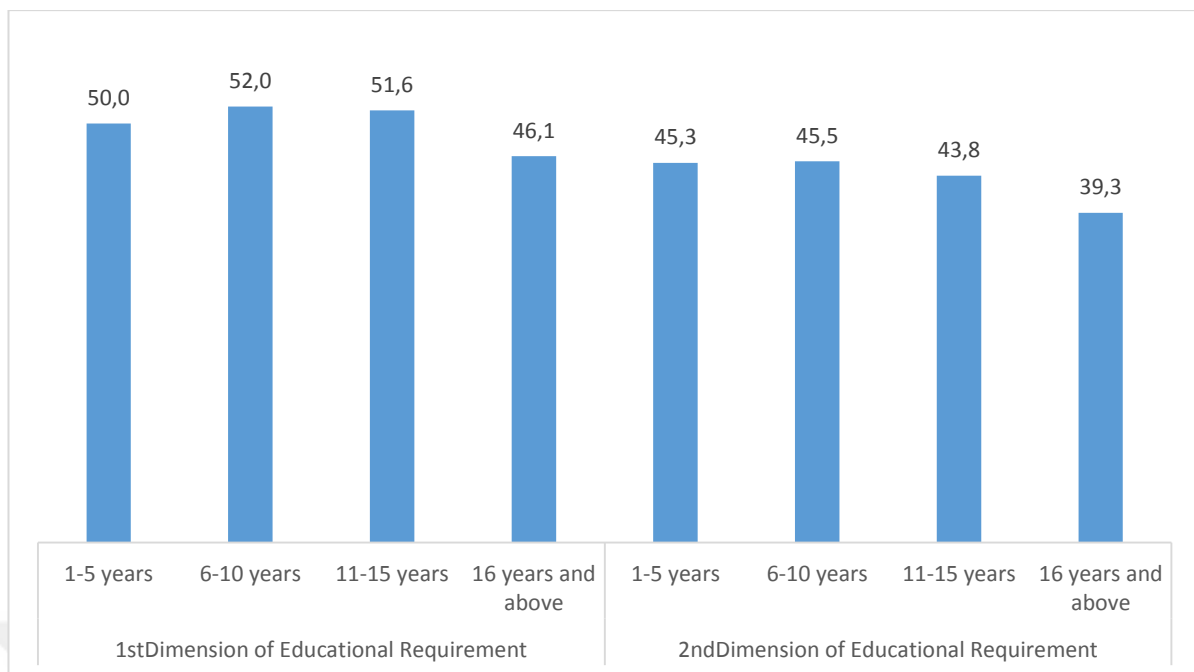
Figure 4.3 : Work Experience – Based Comparison of INSET Needs

4.2 Evaluation Form for In-service Education and Training (EF INSET)

Table 4.5 : Demographic Information

		N	%
Gender	Female	5	33.3
	Male	10	66.7
Education	High school / Associate	0	0.0
	Bachelor Degree	2	13.3
	Master Degree	8	53.3
	Doctoral Degree	5	33.3
Age	20-25 Years old	1	6.7
	26-30 Years old	4	26.7
	31-35 Years old	7	46.7
	36-40 Years old	2	13.3
	41 Years old and above	1	6.7

33.3% of 15 staff members who have participated in the in-service assessment survey are female, 66.7% male, 13.3% with Associate, 53.3% with Master Degree, 33.3% with Doctoral Degree, 6.7% in age range of 20-25, 26.7% in age range of 26-30, 46.7% in age range of 31-35, 13.3% 36-40 in age range of and 6.7% in age of 41 and above.

Table 4.6 : Evaluation of planning and programming INSET

		No Good	Weak	Moderate	Good	Very Good
Duration of education	*n*	0	1	1	6	7
	%	.0	6.7	6.7	40.0	46.7
Date when training was scheduled (timing)	*n*	1	1	1	4	8
	%	6.7	67.0	6.7	26.7	53.3
Program objective – compliance of educational content	*n*	0	0	1	2	12
	%	.0	.0	6.7	13.3	80.0
Suitability of method and technique of training in terms of comprehension of the topic	*n*	0	0	1	5	9
	%	.0	.0	6.7	33,3	60.0
Use of tool / equipment and documents – oriented effective and efficient implementation Educational Schedule	*n*	0	0	2	4	9
	%	.0	.0	13.3	26.7	60.0

In consequence of the investigation carried out, it has been determined that the participant are satisfied at a very high level with the objective compliance and method and technique of the education offered in terms of comprehension of the subject.

Table 4.7 : Evaluation of INSET trainers

		Totally Inadequate	Inadequate	Medium-Level Adequate	Adequate	Completely Adequate
Dominance to subject (Having sufficient knowledge accumulation in her/his field)	*N*	.0	0	0	4	11
	%	.0	.0	.0	26.7	73.3
Presentation of subject via topic – compliance methods and techniques	*N*	0	0	1	4	10
	%	.0	.0	6.7	26.7	66.7
Using the time in an effective and efficient way	*N*	.0	1	1	4	9
	%	.0	6.7	6.7	26.7	60.0
Addressing the topics in a way being clear, easily comprehensible and compliance to the educational level of the participants	*N*	0	1	0	6	8
	%	.0	6.7	.0	40.0	53.3
Causing the participants to get informed regarding the accession and utilization of relevant resources	*N*	0	0	1	6	8
	%	.0	.0	6.7	40.0	53.3
Skills of ensuring motivation and establishing communication	*N*	0	0	2	4	9
	%	.0	.0	13.3	26.7	60.0
In place and time use of required tools – equipments to be able to present the topic more effectively	*N*	0	0	2	7	6
	%	.0	.0	13.3	46.7	40.0
Following the activity schedule	*N*	0	1	1	2	11
	%	.0	6.7	6.7	13.3	73.3
Using topic – compliance measuring and assessment methods	*N*	0	0	2	3	10
	%	.0	.0	13.3	20.0	66.7

Table 4.7 : Evaluation of INSET trainers (continue)

Associating the content of training with current subjects and studies	N	0	0	1	6	8
	%	.0	.0	6.7	40.0	53.3
Associating the content of training with the duty area of the participants	N	0	0	2	2	11
	%	.0	.0	13.3	13.3	73.3

It has been determined that the participant receiving training were very satisfied with the educator's characteristics such as the dominance to the subject (having sufficient knowledge accumulation in her / his field), presentation of topic via appropriate methods and techniques, addressing the subjects in a clear, comprehensible and participants' level – matching manner, causing the participants to be informed regarding accession to knowledge and utilization of pertinent resources and associating the content of training with the current issues and endeavors.

Table 4.8 : Returns of INSET for participants

		No Participation	Avoid from Participation	Moderate Level Participation	Participating	Completely Participating
Training made a positive contribution to my development	n	0	0	3	4	8
	%	.0	.0	20.0	26.7	53,3
Training made a positive contribution to my personal development	n	0	0	4	6	5
	%	.0	.0	26.7	40.0	33.3
Training caused me to acquire new information and skills	n	0	0	1	2	12
	%	.0	.0	6.7	13.3	80.0
Education enhanced my motivation	n	0	0	3	4	8
	%	.0	.0	20.0	26.7	53.3
Education caused me to acquire new information and skills I can apply at my institution	n	0	2	0	3	10
	%	.0	13.3	.0	20.0	66.7
Education caused me to acquire new information and skills I can share with my colleagues	n	0	0	3	5	7
	%	.0	.0	20.0	33.3	46.7
Education increased my interest against the topic	n	1	0	1	3	10
	%	6.7	0.0	6.7	20.0	66.7

The participant took part in the training have stated that the education has ensured acquisition of post – training new knowledge and skills which can be applied at their own institutions and promoted their interest against the subject.

Table 4.9 : General Evaluation of INSET

		Yes	No
Did your participants pay due attention to the training time?	*n*	15	0
	%	100.0	.0
Were the interest, contribution and contribution levels adequate?	*n*	14	1
	%	93.3	6.7
Did you make contribution to the educational activity you have attended?	*n*	11	4
	%	73.3	26.7
Was the coordination of our Test Center at the adequate level?	*n*	15	0
	%	100.0	.0
From now on do you want to join to another training activity our Center shall organize?	*n*	14	1
	%	93.3	6.7

It has been determined that the participant were pleased and found that the educator and the institution were sufficient at the end of training and want to attend to future trainings as well.

4.3 Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET)

		N	%
Gender	Female	5	33.3
	Male	10	66.7
Marital Status	Married	7	46.7
	Single	8	53.3
Age	20-30 Years old	5	33.3
	31-40 Years old	9	60.0
	41-50 Years old	0	.0
	51 Years old and above	1	6.7
Educational background	Associate Degree	0	.0
	Bachelor Degree	2	13.3
	Master Degree	10	66.7
	Doctoral Degree	3	20.0
Work Experience	1-5 Years	7	46.7
	6-10 Years	7	46.7
	11-15 Years	0	.0
	16-20 Years	0	.0
	21 Years and Above	1	6.7

33.0% of participant who participated in the assessment of in-service training center were female, 66.7% male, 46.7% married, 53.3% single, 33.3% in the age range of 20-30,60.0% in range of 31-40, 6.7% 51 years old and above, 13.3% graduate of associate degree, 66.7% Master Degree and 20.0% Doctoral Degree, service time of 46.7% is between 1-5 years, 46.7 between 6-10 years and 6.7% 21 years and above.

According to the research findings, a significant difference has not been found between the Gender, civic status, function, field, age and variances of educational degree graduated from last and sub-factors. Also in the study carried out by Atanur Baskan and Buyukcan (2010), a significant distinction has not been come across between Gender variance – based beneficial dimension of Vocational studies. This situation overlaps with the outcomes of the study.

Table 4.10 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Purpose

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
In-service vocational trainings and studies applied at your IAU Vocational Test Center ensure acquisition of information regarding innovations.	*n*	1	0	0	4	10
	%	6.7	.0	.0	26.7	66.7
In-service vocational trainings and studies applied at your IAU Vocational Test Center ensure completion of Vocational qualification – related shortages.	*n*	0	0	1	5	9
	%	.0	.0	6.7	33.3	60.0
In-service vocational trainings and studies applied at your IAU Vocational Test Center are being actualized as a formality.	*n*	9	1	3	0	2
	%	60.0	6.7	20.0	.0	13.3
In-service vocational trainings and studies applied at your IAU Vocational Test Center enhances efficiency of the Tests at IAU Vocational Test Center.	*n*	0	1	1	5	8
	%	.0	6.7	6.7	33.3	53.3
In-service vocational trainings and studies applied at your IAU Vocational Test Center ensure acquisition of distinctive perspectives regarding the profession of teaching.	*n*	0	0	2	5	8
	%	.0	.0	13.3	33.3	53.3
In-service vocational trainings and studies applied at your IAU Vocational Test Center ensures Vocational qualification for the teaching.	*n*	0	2	1	3	9
	%	.0	13.3	6.7	20.0	60.0

The teaching staff who participated the training have demonstrated agreement at a very high rate to the opinions concerning the purpose – compliance feature of in-service training and studies given below.

• In-service vocational trainings and studies applied at your IAU Vocational Test Center ensure acquisition of information regarding innovations.

- In-service vocational trainings and studies applied at your IAU Vocational Test Center ensure completion of vocational qualification – related shortages.

This situation also overlaps with the outcomes of the study accomplished by Baskan (2001). Majority of the teaching staff in this study has stated that in-service vocational training programs are beneficial. The management and teaching staff who functioned in Ucar (2005) – carried out study have expressed that Vocational training is a necessity for our age and the studies have provided closely follow up for the innovations and the developments in scientific, technologic and social developments made the in-service training compulsory. In addition, according to the conclusions of the study materialized by Akçay Kizilkaya (2012), the Vocational studies – oriented attitudes of the teaching staff have been generally positive too.

Table 4.11 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Content

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
The contents of in-service vocational trainings and studies are comprehensive and satisfactory.	n	0	1	0	9	5
	%	.0	6.7	.0	60.0	33.3
The content of in-service vocational trainings and studies are productive.	n	0	0	2	6	7
	%	.0	.0	13.3	40.0	46.7
The contents of in-service vocational trainings and studies are interesting.	n	0	1	2	5	7
	%	.0	6.7	13.3	33.3	46.7
In-service vocational trainings and studies cover the current issues.	n	0	0	0	8	7
	%	.0	.0	.0	53.3	46.7
The contents of in-service vocational trainings and studies in nature of augmenting the quality of the education.	n	0	0	0	4	11
	%	.0	.0	.0	26.7	73.3
The content of in-service vocational trainings and studies are in nature to become resolution for the problems the teaching staff's experience.	n	1	1	0	7	6
	%	6.7	6.7	.0	46.7	40.0
The content of in-service vocational trainings and studies are being prepared in consideration of requirement of teacher.	n	1	1	1	8	4
	%	6.7	6.7	6.7	53.3	26.7

The teaching staff who participated the training have demonstrated agreement at a very high rate to the opinions concerning the contents – compliance feature of in-service vocational trainings and studies given below.

- In-service vocational trainings and studies comprises current issues.

- The contents of in-service vocational trainings and studies are in nature to promote quality of the training.

- The contents of in-service vocational trainings and studies are comprehensive and satisfactory.

It is seen that the participants are in some expectations of contents – oriented in-service vocational trainings and studies in dimension of content – compliance of in-service vocational trainings and studies. It is seen that the teaching elements are in expectations from their in-service vocational trainings and studies; that they can open profession – related new horizons and make contribution to the profession, should be practice – oriented and draw attention and the topics are strengthened in terms of technical and active participation of teacher to the process and sound determination of requirements and short-term trainings to be offered and on voluntariness basis. This situation overlaps with the study carried out by Ilgan (2013) as well. In the interview form prepared being oriented towards determination of these expectations, the teaching elements have stated the seminar topics they needed. The trainings needed by the teaching elements as the content have been tried to be determined. It is seen that the results fully overlap each other once the outcomes of such research were examined. According to the results of the study; it has emerged that first of all, that the teaching staff they want to take personal characteristic – developing seminar programs like studying an individual distinction – oriented education-instruction and classroom management / discipline and using time effectively, communication, good and effective talk. According to Sarigoz (2011), the teachers think that the vocational training courses offered as a scientific content was insufficient. Also the results of Genc (2010) has been evident that need to be made more appealing to the traditional Vocational development activities are required to be turned into a more interesting state. According to the findings of the study, a significant difference failed to be found between the variables of gender, marital status, function, field, age, level of education and graduated last and years of service variables and Vocational studies in terms of their compliance.

Table 4.12 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Process

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
From the perspective of participants, the in-service vocational training and studies are performed at appropriate times.	n	1	2	3	2	7
	%	6.7	13.3	20.0	13.3	46.7
Performance of the in-service vocational training and studies are loss of time.	n	10	1	2	1	1
	%	66.7	6.7	13.3	6.7	6.7
Participation is being ensured to the vocational training and studies due to be mandatory.	n	3	5	3	2	2
	%	20.0	33.3	20.0	13.3	13.3
The principal of center takes necessary measures for the vocational training and studies are efficiently carried out applied at your IAU Vocational Training Center.	n	0	0	1	3	11
	%	.0	.0	6.7	20.0	73.3
The vocational training and studies applied at your Vocational Test Center are tedious.	n	10	2	2	0	1
	%	66,7	13.3	13.3	.0	6.7
The teaching staff does not leave the training environment throughout vocational training and studies.	n	0	2	2	2	9
	%	.0	13.3	13.3	13.3	60.0
The teaching staff follow up the vocational training and studies by paying due attention hereto.	n	0	1	1	6	7
	%	.0	6.7	6.7	40.0	46.7
In process of vocational training and studies applied at your Vocational Test Center, training topics – related discussion medium is provided among the teaching elements.	n	0	1	3	8	3
	%	.0	6.7	20.0	53.3	20.0

The teaching staff who participated the training have demonstrated agreement at a very high rate to the opinions concerning the contents – compliance feature of vocational trainings and studies given below.

• The principal of center takes necessary measures regarding efficient execution of vocational training and studies at your IAU Vocational Training Center.

• The teaching staff follow up the vocational training and studies by paying due attention here to.

It is seen that it might be possible that too many problems are encountered at the point of planning and execution of MoNE – organized vocational training programs within the process and also the scientific studies exhibited outcomes baking up here of. In Ucar (2005) and Genç (2010) – carried out researches, results in direction of non-performance of teachers' Vocational training activities in appropriate times and environments have been obtained. Also in the study accomplished by Genc (2010), it

has become evident that the opinions of the teachers should be applied regarding the calendar, place and type of the training activities.

It has emerged that this study was non-overlapping with above – mentioned studies carried out by Ucar (2005) and Genc (2010).

Table 4.13 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Teacher

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
The educators designated in Vocational Trainings and Studies are selected from the persons being specialist in their fields.	n	0	1	0	4	10
	%	.0	6.7	.0	26.7	66.7
The communication skills of educators designated in Vocational Trainings and Studies are at upper level.	n	0	0	1	3	11
	%	0.0	0.0	6.7	20.0	73.3
The educators Designated in Vocational Trainings and Studies are dominant in their topics.	n	0	0	1	3	11
	%	0.0	0.0	6.7	20.0	73.3

The participants who have participated such training have demonstrated agreement at a very high rate to the opinions given below concerning the eligibility of participant appointed vocational training and studies.

• The communication skills of educators designated in Vocational Trainings and Studies are at upper level.

• The educators Designated in Vocational Trainings and Studies are dominant in their topics.

In consequence of the study conducted by Gumus (2006), it has emerged that the vocational training endeavors from other institutions are being carried out by persons who are not specialist of the work and incompetent in terms of qualification and the persons who participate in such studies as an official do not pay due attention to these efforts or attend to such studies without being geared up or the period of time allocated for these studies insufficient and the vocational training endeavors are required yet there is not adequate and poor quality.

It has emerged that this situation does not overlap with the outcomes of the study.

Table 4.14 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Method and Technique

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
Vocational Trainings and Studies are generally based on theoretical knowledge.	n	0	2	6	5	2
	%	.0	13.3	40.0	33.3	13.3
It is efficient for vocational trainings and studies to be carried out through remote education method.	n	1	5	7	1	1
	%	6.7	33.3	46.7	6.7	6.7
The implementation of plain expressive method is efficient in the vocational trainings and studies.	n	2	4	4	5	0
	%	13.3	26.7	26.7	33.3	.0
Execution of vocational training activities through face-to-face training method would be more useful.	n	0	0	3	2	10
	%	.0	.0	20.0	13.3	66.7

The participants who have participated such training have demonstrated agreement at a very high rate to the opinions given below concerning the suitability of methods and techniques applied in the vocational training and studies.

• Execution of vocational training activities through face-to-face performance training method would be more useful.

Nevertheless, the participants have expressed that offering the seminars using remote training method is an effective method due to ensuring facility of easy accession to teachers in many numbers yet such activities have led to the teachers to become solely audience because of remote training thus being offered through plain expressive method and such situation has decreased the interest of the participants. The participants have expressed for the vocational training activities to be offered through face-to-face and in performance training would be useful.

When the training system of our age is considered, it is a teacher – focused teaching method and a traditional teaching method which comprises a process during which the teacher mostly conveys the knowledge to the trainees (Demirel, 2004). Due to its features like unilateral interaction and no prompt feedback to the questions and audience being inactive and etc., it is a reality that the training sessions offered via plain expressive method do not deliver the effect expected from the efforts of this nature.

Table 4.15 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Technical Infrastructure

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
Vocational Trainings and Studies applied at IAU Vocational Test Center are provided with a quality audio system.	n	0	0	1	7	7
	%	.0	.0	6.7	46.7	46.7
Vocational Trainings and Studies applied at IAU Vocational Test Center are provided with an uninterrupted internet linkage.	n	0	1	1	7	6
	%	.0	6.7	6.7	46.7	40.0
Vocational Trainings and Studies applied at IAU Vocational Test Center are provided with a clear image quality.	n	0	0	3	5	7
	%	.0	.0	20.0	33.3	46.7
The environment where the Vocational Trainings and Studies are offered at IAU Vocational Test Center (rooms, classrooms, conference halls, etc.) is suitable in terms of efficient execution of the seminar.	n	1	1	0	3	10
	%	6.7	6.7	.0	20.0	66.7
The ambient temperature of the environment where the Vocational Trainings and Studies are offered at your IAU Vocational Test Center is suitable in terms of efficient execution of the studies.	n	1	0	2	3	9
	%	6.7	.0	13.3	20.0	60.0
Vocational Trainings and Studies applied at IAU Vocational Test Center are actualized by a crowded group of teachers.	n	0	1	3	5	6
	%	.0	6.7	20.0	33.3	40.0

The participants who have participated such training have demonstrated agreement at a very high rate to the opinions given below concerning the conformity of environment and technical infrastructure of vocational training and studies.

• Vocational Trainings and Studies applied at IAU Vocational Test Center are provided with a quality audio system.

• Vocational Trainings and Studies applied at IAU Vocational Test Center are provided with an uninterrupted internet linkage.

• The environment where the Vocational Trainings and Studies are offered at IAU Vocational Test Center (rooms, classrooms, conference halls, etc.) is suitable in terms of efficient execution of the seminar.

Table 4.16 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Instructors' needs

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
I willingly participate in Vocational Trainings and Studies	n	0	1	0	5	9
	%	.0	6.7	.0	33.3	60.0
Vocational Trainings and Studies meet the requirements of teacher.	n	0	1	0	5	9
	%	0,.	6.7	.0	33.3	60.0
Vocational Trainings and Studies ensure necessary feedback.	n	1	1	2	5	6
	%	6.7	6.7	13.3	33.3	40.0
Vocational Trainings and Studies are not required for the teaching profession.	n	12	1	0	1	1
	%	80.0	6.7	.0	6.7	6.7

The participants who have participated such training have demonstrated agreement at a very high rate to the opinions given below in relation to their conformity in terms of requirements of teaching staff of vocational training and studies.

- I willingly participate in vocational trainings
- Vocational trainings and studies meet the requirements of teacher.

As for the conclusions of a study carried out by Genc (2010), necessity of making a requirement analysis or obtaining the opinions of teachers on this matter when composing the educational activities has emerged.

Table 4.17 : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET) Suitability of Results for Purpose

		Never Participates	Not Participating	Hesitant	Participating	Completely Participating
Vocational Trainings and Studies are generally executed in a manner matching with its objective.	n	0	0	1	6	8
	%	.0	.0	6.7	40.0	53.3
Vocational Trainings and Studies ensures seminar term to be efficient.	n	0	0	2	6	7
	%	.0	.0	13.3	40.0	46.7
The trainings received at the end of Vocational Trainings and Studies are applicable.	n	0	1	1	5	8
	%	.0	6.7	6.7	33.3	53.3
Feedback related to the Products of vocational development studies is provided to the participants.	n	0	1	1	4	9
	%	.0	6.7	6.7	26.7	60.0
The trainings received at the end of Vocational Trainings and Studies augments the hardware of participants.	n	0	1	1	3	10
	%	.0	6.7	6.7	20.0	66.7
The trainings received at the end of Vocational Trainings and Studies widen the horizon of the participants.	n	0	0	1	4	10
	%	0.0	.0	6.7	26.7	66.7

The participants agreed at a very high rate to the opinions given below concerning the objective conformity of results of the vocational training and studies conformity.

- At the end of vocational trainings and studies, the horizon of the participants expands.
- In general, vocational trainings and studies are being accomplished in conformity with its purpose.

Interview Form for Assessment of In-Service Vocational Trainings and Studies

Table 4.18 : Personal Information

		n	%
Gender	Female	5	33.3
	Male	10	66.7
Civic Status	Married	8	53.3
	Single	7	46.7
Age	20-30 years old	4	26.7
	31-40 years old	10	66.7
	41-50 years old	0	.0
	51 years old and above	1	6.7
EEducational degree graduated from last	Associate Degree	0	.0
	Bachelor Degree	2	13.3
	Master Degree	10	66.7
	Doctoral Degree	3	20.0
Duration of Service	1-5 yıears	6	40.0
	6-10 years	8	53.3
	11-15 years	0	.0
	16-20 yıears	0	.0
	21 years and more	1	6.7

66.7% of 15 participant who has filled in the vocational education and activities – oriented interview assessment form were male, 53.3% married, 66.7% in age group of 3-41, 66.7% graduate from Master Degree and 53.3% has been functioning for 6-10 years.

4.4 Interview Form for Assessment of In-Service Vocational Trainings and Studies

In general, what do trainings and studies mean to you? Why?

- Regarding refreshment and being dominant in current information, it provides positive results to us.

- In general, it is carried out for having been done and does not always serve for its purpose.

- I think of them being trainings meeting the requirements of the working participant in every profession and every working environment.

- I think of them being trainings required to be taken by persons functioning in any vocational group and when taken, it would not only be useful for the employee but also the employer.

- Trainings and studies are the activities which provide vocational innovations and complete the profession-related shortages and allow the participants to acquire new perspective.

- Trainings and studies are to exist because it provides completion of profession – related shortages and acquisition of knowledge regarding vocational competence.

- It makes contribution to the studies and trainings of the people. It allows vocational shortages in the business life to be completed.

- It provides positive contribution to the training and studies of persons and makes it possible for the people in the business life to follow up the daily developments and be aware of knowledge and skill concepts.

- It means personal development.

- Vocational training is to be available to follow up current vocational information.

- From the vocational aspect, I am thinking of it being an opportunity to complete the shortages because, the innovations, developments, information, skills and behaviors are being compensated by these training sessions.

- It should be included in the vocational development, it makes contribution hereto.

- I am thinking of it being training sessions which meet the intended needs, enhance motivation of a person and ensure comfortable and peaceful working environment.

- Being information about what would be done how, it allows us to be successful prior to starting a new project or work.

- That it is an innovative study or makes contribution to the works.

When the responses oriented towards overall evaluation of trainings and studies were looked through, they have made affirmative assessments such as the trainings have provided caused being enlightened regarding innovations and completed assessment and shortages and vocational competence to be acquired and ensured more active practice opportunity. Five of the participants have stated that it provided vocational development. However, one participant has reported a negative opinion like "time loss" regarding training.

In general, what are the advantages of trainings and studies?

- The training sessions taken leads the participants to be well-equipped and more efficient in their business life and improve the quality of their competence.

- Facilitating monitoring the profession – related developments and access to or individual hardships experienced in the business life.

- To know your group and your teammates and learn who would undertake what roles and according to what criteria we would carry out our activities and gain the team spirit.

- To dominate current knowledges and utilize data updating and experience.

- Good for the perspective of following the current details.

- If executed well enough, it may record a Vocational advancement.

- It may be stated as the personal, institutional and set of development advantages.

- It ensures dominance to the subject, using the time effectively and efficiently.

- Easy accession opportunity to solution focus and to follow up the profession – oriented technologic development closely and sharing of persons with each other.

- Vocational innovations and current information to be shared, vocational competence – related shortages to be completed and acquisition of new information and skills.

- Advancing in career. It should increase efficiency in career and ability to follow up new and technologic developments.

- Ability to closely follow up the technologic developments and develop in the Vocational area.

- Deficiency, cooperation, horizon and new methods.

- I do not think that it is an ability to follow up new developments, to be aware of technologic developments and learn new training models and get information on different topics.

- Follow up the innovations, advance in career and promote efficiency in career.

Once the opinions of participants oriented towards generally advantages of vocational trainings and studies are examined; they have stated that the vocational training is advantageous in terms of being aware of new information, offering different perspectives, providing opportunity to improve themselves and ability to notice the shortages. Three participants have stated that vocational training is advantageous in terms of development of overall and Vocational development – oriented information and four stated that is allows following the profession –

oriented technologic developments. According to this, the participants consider that vocational development seminars are advantageous from the aspect of allowing to be aware of new information and offering opportunity of seeing the shortages and making it possible to exchange and share the ideas and acquisition of different perspectives and in this context, it offers the teachers a facility to develop themselves.

In general, what are the disadvantages of trainings and studies?

- I do not think that it has disadvantages.
- In the event of not planned well, participation decreases.
- İts continuous execution and talking about the same things for many times lead to loss of motivation and time.
- The time when it is done is crucial; it should be planned in a way not to disturb current works.
- Incompetent educator, ideal differences and no testing participation.
- It is probable to lose time.

Once the opinions of participants oriented towards generally disadvantages of vocational trainings and studies are reviewed; the participants have reported opinions regarding that the seminars were disadvantageous as follows; "the seminars are not efficient and not in compliance to its objective" and "repetition of the same and known subjects" and "it does not provide adequate feedback" and "loss of effort and time" and the time when the seminars were realized was not suitable".

In general, do you deem that trainings and studies are required? (Yes)

- Since the human is a living creature in the working environment who constantly renew and improves itself, it should continuously improve itself.
- Because, thanks to these training activities, the persons are able to have more efficient information and skills for themselves and their business life.
- Because vocational trainings and studies make positive contribution to the development of the persons.
- Yes I do. It has made positive contribution to my personal development.
- Yes, because the human should continuously improve itself and follow up the innovations by taking these trainings.

- Yes, because it ensures promotion of efficiency and effectiveness in terms of professional aspect.

- Yes, to upgrade the quality of work.

- I find it necessary. In addition to this as I have stated above, I find it useful for the most substantial personal development.

- It is required and ensures working motivation and updating the information.

- I find it necessary as it composes the training medium where the stages and resolutions required to be come over are produced and developed for every profession to be properly accomplished.

- Explicitly because, the training and studies of this nature are not only useful the person but also for the institution.

- In form of a workshop with Vocational educator, yes.

- Conveyance of continuously renewed and improved vocational information to the participants makes serious contribution to the vocational developments of the participants.

- Obtaining detailed information regarding the studies we carried out or shall carry out, we complete our shortages.

Once the reasons of the participants who have responded as "Yes" to the question of "Do you in general find that vocational trainings and studies are required?" were examined; it has been identified that they have in a general sense stated that they found the training necessary due to ensuring Vocational and personal development. 8 of the participants have found that the training is required since it augments personal development or knowledge.

In general, do you deem that vocational trainings and studies are required? (No)

- It does not always serve for its objective and adequate information might not be provided as per training.

Yet, she/he has stated that it is required due to "it allows development in sense of profession". Nevertheless, the participants have stated that the seminars are not required because of reasons like they do not fulfill the requirements and the trainings are not interesting.

In general what are your expectations from vocational trainings and studies?

• Taking detailed information regarding from what steps the study would be composed and when and what works are required and the criteria.

• Responding what is wanted without being boresome and its well-done timing plan and support of its content with useful and current information.

• The dominance of the persons offering the training should be adequate and the topics should be comprehensible and due attention is to be paid to it to meet needs of people.

• It should have the general curriculum.

• New skills to be made acquired to the participants with the current vocational knowledge and these skills are required to be available at usable levels.

• It should be in quality and efficient to meet requirements of persons and the vocational competency – related shortages to be eliminated.

• I expect contribution to my vocational development.

• Realization of the training and studies being professionally in accordance with the intended purpose.

• Advancement should be arranged to happen in career and possess overall curriculum.

• To be executed continuously and its training schedules to provide a full response to the need.

• Performance – oriented trainings may be offered.

• To learn new knowledges and ability to closely follow up the profession – related developments.

• Innovative, planned, regularly and horizon increasing.

• It should cause acquisition of information about the innovations and cause record of making advancing in your profession.

In general, once the expectations of participants from generally the vocational trainings and studies are reviewed; the participants have reported following opinions; they should be able to get profession – oriented new horizons and make contribution to the profession and be actively participated and practice – oriented and be the expert persons and attractive and prepared with a well – programming and the topics should be technically strengthened and be medium supported by visual materials and motivating and not boring and requirements of teacher should be soundly selected.

When the data were assessed and the low number of teachers who stated that they did not have any expectations from the vocational development seminars was considered, it can be said that the participants are generally within an affirmatives expectation against the vocational development seminars. The participants are within the expectation of the teacher's requirements are well-defined prior to schedules for the vocational development seminars and seminars to be offered through a sound program and the topics to be technically strengthened. The participants have expressed that they expect that the vocational development seminars are drawn up in a way to match with its objective and to open new horizons and make contribution to the profession.

Are the vocational trainings and studies being effectively actualized from the Vocational Test Center? (Yes)

- It is being offered by equipped persons in their fields.
- Because the changing and developing documentation system and national qualifications is always and effectively materialized being updated from the test center.
- Because, being always updated and knowledgeable for in-scope documentation preparation and test procedures, need to be continuously updated and informed is required.
- Yes, we receive training on topics that are included within the scope of vocational test center at certain times.
- Yes, because, thanks to these trainings which enable me to follow the documents and standards undergone to revision.
- Yes, because people involved at the test center are required to be equipped with more knowledge and skills.
- Yes, because the new information and procedures and the standards of national vocational qualifications are updated every other day elapsing.
- Yes it is in conformity with the training schedules.
- Being realized. Due to quality standard necessity, it is being actualized periodically and as the case might be.
- Realization of the test center is to be realized regarding the training sessions of this nature to be followed up in a sense of physical position and educator.
- Wide ranges of our test centers allow this in a sense of physical position.

- In process, at what stage we were and which works would be performed until next training and study are being brought forth.

In relation to realization status of Vocational studies, some participants have stated an opinion saying only "being realized"" and did not make further explanation hereof.

Are you ambitious regarding participation in the vocational trainings and studies organized at your vocational Test center? (Yes)

- Yes, because it makes contribution to personal and vocational developments.

- Yes, because I support the tests conducted at the vocational test center and it is really required in the Republic of Turkey.

- Yes, because I have always backed up existence of these tests of this nature.

- Yes, it allows seeing the objective conformance of the training content.

- Yes I am because, I am thinking of these tests of this nature are required to be conducted at advanced level.

- Yes, it ensures to follow updates related to the works executed.

- Yes, because I am supporting such a practice and participation makes me happy.

- Every information and acquisition is a skill and experience.

- I constantly attend hereto as it draws my attention.

- Receiving the training improving my Vocational incompetency from an educator being a specialist in her / his field shall be beneficial for my development.

- To the extent possible, I closely follow the training and study sessions because I find opportunity to develop myself.

- It is a requirement for the process to be able to be perfectly and at the right time.

Are you ambitious regarding participation in the vocational trainings and studies organized at your vocational Test center? (No)

- Whereas dates of training are generally notified prior to a very short period of time, timing cannot be adjusted.

Do you think that the trainings you received from the Vocational Test Center established at your university make contribution to you? (Yes / How)

- The training previously received and those planned to be taken were in conformity from the perspective of their feasibility, seeing the outcome of so – acquired information and skills are very pleasing.

- Yes, now I constantly get more vocational Test – related information and innovations.

- Yes, taking the details, my horizon has widened more and my interest against the topic enhanced.

- Yes, it did make a very big contribution and learned new things regarding the matter and the quality management systems draw my attention much.

- Yes, you can have a presentation in quality management and ISO processes.

- Yes, I think that it became useful to develop myself.

- Yes, I have had much more information regarding the topic and I am able to implement what I have learnt in my studies.

- Yes, I have experienced how much important the matter was through practice.

- Yes. I am able to reflect what I have learnt from the studies I have taken to my efforts.

- I explicitly think so, particularly ISO/IEC 17024 training happened considerably productive.

- I certainly agree, if such training had not existed, response to the certification extent and to the objective of the Test center could not have been provided at adequate level.

- They caused me to have knowledge regarding the standards.

- I have learned technical information on how a new vocational Test center would operate.

Once the participants – given positive response were examined, against the question of "Do you think that the trainings you received from the Vocational Test Center established at your university made contribution to you?", it has been identified that they provided accession to the new topics and concepts and allowed discernment of missing topics and the information and awareness related to ISO processes and certification have increased.

What are your opinions about the materials and implementation method (lectures and PPT server etc.) employed in the training you have received from the Vocational Test Center established at your university (internet linkage, audio system etc.)? (Materials)

- Very good.

- During the training, the level of sound and technologic materials was very satisfactory.
- Sufficient for the training.
- Quite suitable.
- Actually being used effectively.
- I have not come across with problems like Internet linkage, sound.
- The materials used for training are suitable.
- The materials used for training are suitable for the content of training and are being used without any hardship.
- The systems and documents used have been drawn up very well.
- Handy and sufficient.
- Materials were adequate. It should be used ın place to the extent needed.
- Projection audio system, internet linkage and visual and printed materials.
- Presentation and the brochures we shall use had been prepared well.
- Suitable.

Once the participants – given positive response about the materials (Internet linkage, sound system, etc.) and application method used in the trainings they have received from the university established at the Vocational Test Center were examined, it has been identified that the materials and technical equipment used in the training were adequate and organized at a good level for an effective and efficient training. Upon evaluation of responses, it has been seen that almost all of the participants has a similar opinion.

What are your opinions about the materials and implementation method (lectures and PPT server etc.) employed in the training from the Vocational Test Center established at your university (internet linkage, audio system etc.)?

- Narrative method should be used evenly so as not to lead boredom to the participants.
- Allocation of space for lecture and PowerPoint questions ensure the training taken to become more permanent.
- Enrichment of lecture together with providing its theoretical information and PPT server and images lead to its more use at the schools.

- Lecture type narration is not boring in the trainings; it is interesting with explanatory PPT server.

- However, as a practice, despite being only lecture, selection of a narration path by adding also the audiences to the event may be more effective.

- Quite suitable.

- The application method employed fully covers the content of training offered.

- Not only in narrations in form lecture supported by presentation of references in printed visual and paper printouts, but also presentations and samplings enriched with multi-media.

- To me, PPT presentation is more efficient in comparison to lecture.

- More concentration might be given to the question – answer type questions used more in the trainings ensures more productive.

- To be in form of presentations is more efficient.

- The process should be narrated via both presentation and question – answer method.

- Suitable.

Once the pertinent participant opinions were examined via execution of education over the PPT presentations, it has been determined that execution of training in mainly visual and fun way ensured the education to be more efficient and rich.

What are the trainings you want to be given in the vocational trainings and studies?

- Academic research techniques
- Training of research techniques
- Training technologies
- Measuring and assessment
- Test, measuring and assessment
- Training of test techniques
- Question preparation
- Training of question preparation
- Question preparation
- Question preparation guide
- Training of question preparation techniques

- Use of training materials

- Test technologies

- Test application methods

- Trainings related to how an test would be given

- Question preparation training

- Trainings for making performance test

- Research techniques

- Personal development trainings

- Measuring and assessment

- International training technologies and methods

Once other trainings demanded by the participants were reviewed; it has been fixed that they demanded training also on the topics of mainly research design, research techniques and measuring and assessment.

4.5 Performance Evaluation Form for Instructors who took or did not take In-service Education and Training

BEFORE AND AFTER SUCH TRAINING

Table 4.19 : Mean and Standard Deviation of Knowledge and Skill Scores in the Experiment and Control Groups Before and After Training

		Experiment				Control			
		Before Training		After Training		Before Training		After Training	
		Ort.	Ss	Ort.	Ss	Ort.	ss	Ort.	ss
1.	Regarding principles, procedures and techniques of Test (Execution of Test consistently and systematically),	2.13	.35	4.93	.26	2.20	.41		
2.	Test system and reference documents (perception of Test scope and implementation of control criteria),	2.13	.35	4.73	.46	2.13	.35		
3.	Conformity of the records required to be kept,	2.20	.41	4.87	.35	2.20	.41		
4.	Correct evaluation of findings,	2.07	.26	4.87	.35	2.67	.49		
5.	Dominance to the scenarios used in the Test,	2.27	.46	4.80	.41	2.40	.51		
6.	Dominance to the equipment found at the performance Test laboratory,	2.07	.26	4.87	.35	2,13	.35		

Table 4.19 : Mean and Standard Deviation of Knowledge and Skill Scores in the Experiment and Control Groups Before and After Training (continue)

7.	Dominance to TS EN ISO / IEC 17024 Documentation,	2.20	.41	4.87	.35	2.40	.51
8.	The questions asked during the Test at a level which would not endanger the Test and to be clarified at a level to keep all participants informed,	2.07	.26	5.00	00	2.40	.51
9.	Applicable Legislation (Test schedule – related applicable laws, regulations and other conditions to be known and the participants to be aware of legal obligations they are subject to),	2.07	.26	4.80	.41	2.27	.46
10.	Ability to plan the Test, time management, ability to represent delegation, delegation to be organized and guided and guidance for the candidate participant to be certificated.	2.07	.26	4.93	.26	2.20	.41

The skill (consistently and systematically execution of Test) score "regarding the Test principles, procedures and techniques" has risen from 2.13 up to 4.93 in the experiment group.

The skill score of (comprehension of Test concept and implementation of control criteria) exam system and reference documents has risen from 2.13 up to 4.73 in the experiment group.

The skill sore of "Conformity of records required to be kept in the exam" has risen from 2.20 up to 4.87 in the experiment group.

The skill sore of "Correct assessment of findings" has risen from 2.07 up to 4.87 in the experiment group.

The skill sore of "Dominance to the scenarios used in the exam" has risen from 2.27 up to 4.80 in the experiment group.

The skill sore of "Dominance to the equipment found at the performance exam lab" has risen from 2.07 up to 4.87 in the experiment group.

The skill sore of "Dominance to TS EN ISO / IEC 17024 Documentation" has risen from 2.20 up to 4.87 in the experiment group.

The skill sore of "Clarification of questions asked at a level which would not endanger the Test and to be clarified at a level to keep all participants informed" has risen from 2.07 up to 5.00 in the experiment group.

The skill sore of "Applicable Legislation (Test schedule – related applicable laws, regulations and other conditions to be known and the participants to be aware of legal obligations they are subject to)" has risen from 2.07 up to 4.80 in the experiment group.

The skill sore of "Ability to plan the Test, time management, ability to represent delegation, delegation to be organized and guided and guidance for the candidate participant to be certificated." has risen from 2.07 up to 4.93 in the experiment group.
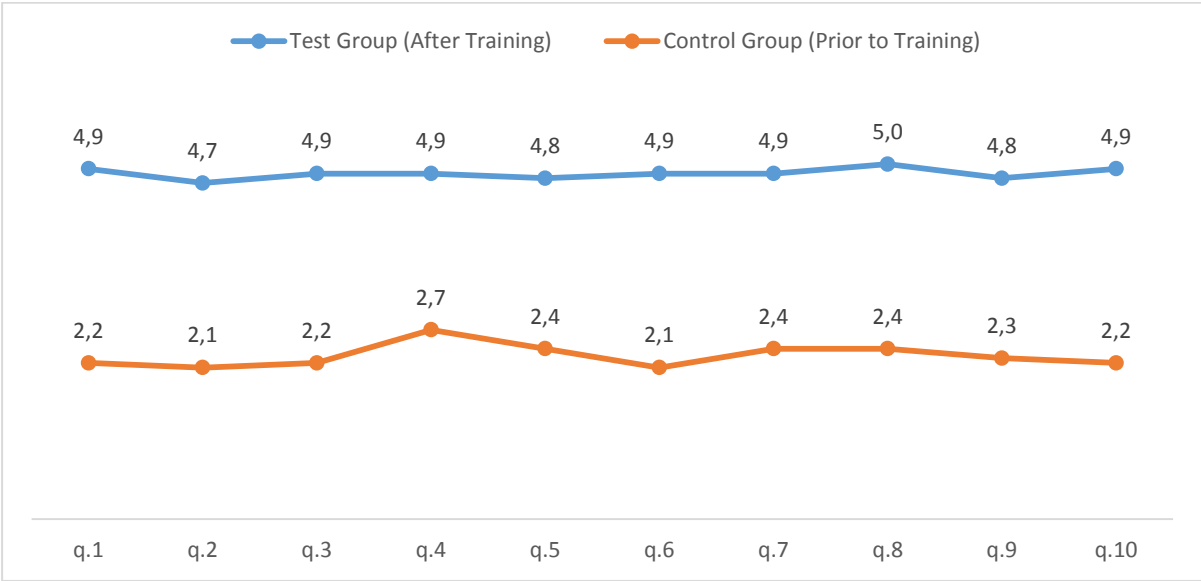
Figure 4.4: Mean and Standard Deviation of Knowledge and Skill Scores in the Experiment and Control Groups Before and After Training

Table 4.20: Performance Scores Comparison of Experiment Group Before and After Training

		N	MeanRank	Z	p
After 1 – Before 1	NegativeRanks	0	.00		
	PositiveRanks	15	8.00		
	Ties	0		-3.626	.000*
	Total	15			
After 2 – Before 2	NegativeRanks	0	.00		
	PositiveRanks	15	8.00		
	Ties	0		-3.52	.000*
	Total	15			
After 3 – Before 3	NegativeRanks	0	.00		
	PositiveRanks	15	8.00		
	Ties	0		-3.542	.000*
	Total	15			

Table 4.20: Performance Scores Comparison of Experiment Group Before and After Training (continue)

After 4 – Before 4	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.626**	**.000***
	Ties	0			
	Total	15			
After 5 – Before 5	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.508**	**.000***
	Ties	0			
	Total	15			
Son.6 - Ön.6	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.626**	**.000***
	Ties	0			
	Total	15			
Son.7 - Ön.7	NegativeRanks	0	.00		
	PositiveRanks	15	8,. 0	**-3.624**	**.000***
	Ties	0			
	Total	15			
Son.8 - Ön.8	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.771**	**.000***
	Ties	0			
	Total	15			
Son.9 - Ön.9	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.624**	**,000***
	Ties	0			
	Total	15			
Son.10 - Ön.10	NegativeRanks	0	.00		
	PositiveRanks	15	8.00	**-3.69**	**.000***
	Ties	0			
	Total	15			

*p<0,05

Negative Ranks. After < Before

Positive Ranks. After > Before

Ties. After = Before

The Wilcoxon Test results made in order to compare the knowledge and skill – based performance item scores of experiment group before and after the training have been provided in the table. According to the analysis outcomes, in all of the knowledge

and skill – based performance items, the post – training scores have increased at a significant level in comparison to the state prior to training (p<0,05). The training executed according to this has increased the knowledge and skill – based performance of the training participant.
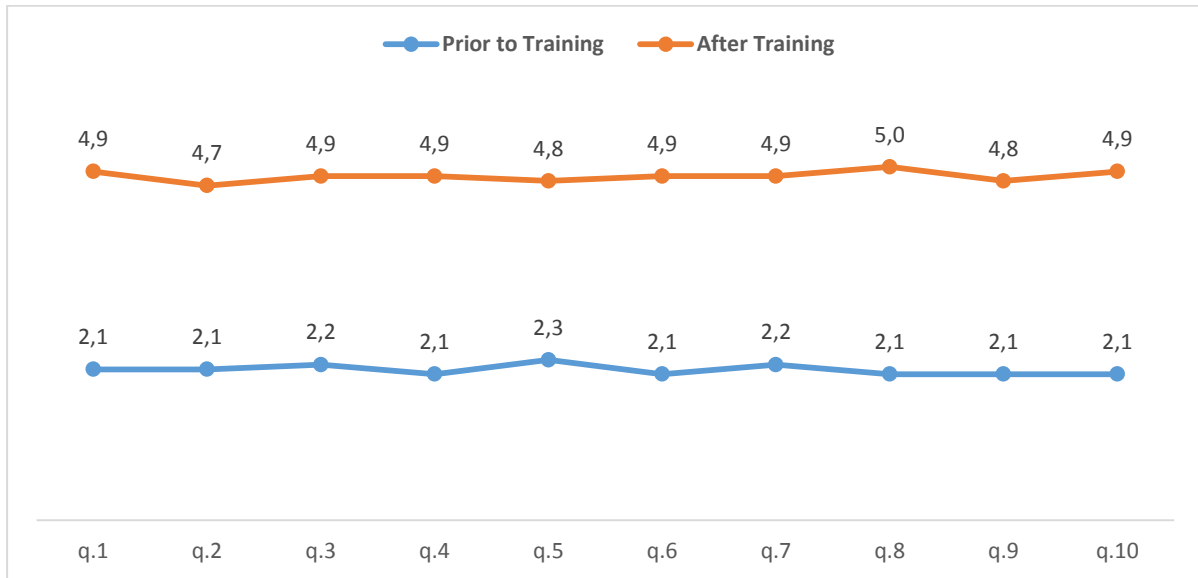
Figure 4.5 : Performance Scores Comparison of Experiment Group Before and After Training

Table 4.21 : Experiment and Control Groups Comparison

		N	MeanRank	U	p
Regarding the exam principles, procedures and technics (Execution of exam consistently and systematically),	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Exam system and reference documents (comprehension of exam scope and implementation of control criteria),	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Conformance of the records required to be kept during exam	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Correct evaluation of findings	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Dominance to the scenarios used in the exam	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Dominance to the equipment found at the exam lab	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Dominance to TS EN ISO/IEC 17024 Documentation	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Clarification of questions asked in the exam at a level not to endanger the exam and to keep all participants informed,	Experiment	15	23.00	.000	.000*
	Control	15	8.00		

Table 4.21 : Experiment and Control Groups Comparison (continue)

Applicable legislation (Exam Schedule – related laws, regulations and other terms to be known and the candidates to be aware of legal obligations they are subject to),	Experiment	15	23.00	.000	.000*
	Control	15	8.00		
Ability to plan the Test, time management, ability to represent delegation, delegation to be organized and guided and guidance for the candidate participant to be certificated	Experiment	15	23.00	.000	.000*
	Control	15	8.00		

*p<0,05

According to Mann Whitney Test result made in order to compare the knowledge and skill – based performance item scores of Control group before the training and post – training scores of Test Group, have been provided in the table. According to the analysis outcomes, in all of gthe nowledge and skill post – training scores of Test Group for all knowledge and skill – based performance items are higher than the scores of Control Group before such training at a statistically significant level.

5. CONCLUSION

5.1 Conclusion & Discussion

In this section, the final part of the study was explained. This part includes the conclusion of the study, implications for teaching as well as suggestions for further research.

The intention of this study was to investigate the current perceptions of in-service education and training needs of instructors working in the accreditation process at vocational qualification test centers, in terms of their in-service training needs with orientation on accreditation process capability, and competencies related to their subject matter. It was aimed to determine their preferences as to the most feasible means of meeting their needs in terms of a potential INSET course. A model highlighting the way to cover the needs of the sample group according to the data gathered through questionnaires was also suggested in this chapter.

Based on the ANOVA test, the questionnaire for needs analysis aimed to identify if the instructors working in IAU needed INSET and what kind of education training they needed. It revealed that the instructors with Master's degree needed INSET in terms of preparation of ISO TS/EN 17024 documentation, the content of National Occupational Standard, and if they learned how to do performance exam in VOC-TEST Centre, and what their job descriptions and responsibilities were in the test center.

The other questionnaire, the Evaluation Form for In-service Education and Training (EF INSET),was administered to the instructors and they answered the questions based on the opinions and evaluations of the instructors about the training they received and what their training needs were. The result of the investigation showed that the participants were satisfied at a very high level with the objective compliance,the method and technique of the education offered in terms of comprehension of the subject, and the educator's characteristics such as the

dominance to the subject (having sufficient knowledge accumulation in her / his field), the presentation of topic via appropriate methods and techniques, addressing the subjects in a clear, comprehensible and participants' level – matching, causing the participants to be regarding the access to knowledge manner and the utilization of pertinent resources and associating the content of training with the current issues and endeavors.

The participants took part in the training stated that the education ensured that through the acquisition of post – training, new knowledge and skills could be applied at their own institutions and their interest in the subject could be promoted. At the last part of the questionnaire, the participants also stated that the educators and the institution were satisfactory during training and they wanted to attend future trainings.

For the third questionnaire, which consisted of eight sections, the participants were administered an **Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET)**, which aimed to find out their views about in-service education and training needs. The teaching staff who participated in the training session agreed at a very high level that they served the purpose of training and complied with the features of in-service training and studies. The participants also stated that in-service vocational trainings and studies applied at IAU Vocational Test Center ensured the acquisition of information regarding innovations and completion of Vocational qualifications. In addition, the teaching staff who participated in the training agreed that training and studies at the IAU Vocational Training Center was quite satisfactory.

The participants who participated in this training agreed with the opinions given in the questionnaire concerning the eligibility of participants appointed vocational training and studies. Almost all of the participants agreed that the communication skills of educators designated in Vocational Trainings and Studies were at upper level and they found training satisfactory.

Concerning the suitability of methods and techniques applied in the vocational training and studies, the participants stated that execution of vocational training activities through face-to-face performance training method would be more useful.

The results of the suitability of technical infrastructure section of the questionnaire showed that the participants were satisfied with the conformity of environment and the technical infrastructure of vocational training and the studies provided with a quality audio system, the uninterrupted internet linkage, and the efficient execution of the seminar. In the instructors' needs part of the questionnaire, the participants agreed at a very high rate that the teachers met the requirements and they willingly participated in Vocational Trainings program.

The results of the objective conformity of suitability for purpose part showed that vocational trainings and studies were accomplished in conformity with its purpose and the participants' horizons expanded.

In the fourth questionnaire, which consists of ten open-ended questions, the participants were given an **Interview Form for Assessment of In-Service Vocational Trainings and Studies**, which aimed to find out their views about in-service education and training needs.

The participants generally found the vocational program useful and they stated that the vocational training provided them with new information, offering different perspectives, providing opportunity to improve themselves by being aware of the shortages. Three participants stated that vocational training was advantageous in terms of development of overall and Vocational development – oriented information. The participants also considered that vocational development seminars were advantageous in terms of providing them with an awareness of new information and opportunity of seeing the shortages. These seminars made them exchange and share the ideas and see different perspectives.

When the responses oriented towards overall evaluation of trainings and studies were examined it could be said that the program made positive contribution to improve their vocational competence. Fourteen of the participants stated that it helped them to develop their vocational kills. However, only one participants found the training as a waste of time.

The participants who responded "Yes" to the question "Do you in general find vocational trainings and studies necessary ?" the majority stated that they found the training necessary since it provided vocational and personal development for them.. Eight participants stated that the training was effective because it helped them to make personal development and increase their knowledge.

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In general, when the expectations of participants from the vocational trainings and studies were reviewed; the following conclusions can be obtained:

They should gain new horizons and make contribution to the profession and actively participate in practice – oriented trainings and become expertise in programming and the topics should be technically improved and supported by visual materials and motivation should be enhanced.

When the data were assessed the small number of teachers stated that they did not have any expectations from the vocational development seminars. was considered, however it can be said that the majority of the participants stated an affirmative expectation for the vocational development seminars. The participants generally expressed their positive opinions about the vocational development seminars but it can be concluded that these seminars should be designed in a way to match with its objectives and should open new horizons for making contribution to the profession.

The participants stated positive opinions about the use of materials such as Internet linkage, sound system, etc.) since the application method was used in the trainings and they used university facilities. They found all the materials and technical equipment used in training sessions adequate. They were also positive about the organization of the program.

In the last questionnaire, the participants' performances were evaluated through a form which aimed to identify how in-service training received by the instructors working in IAU Vocational Test Centre affects their performance.

According to Wilcoxon test applied to compare the pre-performance scores and post-performance scores of experimental group, it was observed that all participants' performances based on skills and knowledge increased in the vocational in-service education and training courses.

According to Mann Whitney test applied to compare the knowledge and skills of experimental group and control group, it was identified that the experimental group was more successful than the control group in all questions. Regarding this result the performance scores of the participants who took vocational in-service education and training course were higher than those who did not participate in the course.

Based on the results of Wilcoxon test and Mann Whitney test, the skill (consistently and systematically execution of Test) score "regarding the Test principles,

procedures and techniques" rose from 2.13 up to 4.93 in the experiment group. According to the results, INSET course was effective. The skill score of (comprehension of Test concept and implementation of control criteria) exam system and reference documents rose from 2.13 up to 4.73 in the experiment group. The skill sore of "Conformity of records required to be kept in the exam" rose from 2.20 up to 4.87 in the experiment group. The skill sore of "Correct assessment of findings" rose from 2.07 up to 4.87 in the experiment group. The skill sore of "Dominance to the scenarios used in the exam" rose from 2.27 up to 4.80 in the experiment group. The skill sore of "Dominance to the equipment found at the performance exam lab" rose from 2.07 up to 4.87 in the experiment group. The skill sore of "Dominance to TS EN ISO / IEC 17024 Documentation" rose from 2.20 up to 4.87 in the experiment group. The skill sore of "Clarification of questions asked at a level which would not endanger the Test and to be clarified at a level to keep all participants informed" rose from 2.07 up to 5.00 in the experiment group. The skill sore of "Applicable Legislation (Test schedule – related applicable laws, regulations and other conditions to be known and the participants to be aware of legal obligations they are subject to)" has risen from 2.07 up to 4.80 in the experiment group. The skill sore of "Ability to plan the Test, time management, ability to represent delegation, delegation to be organized and guided and guidance for the candidate participant to be certificated." rose from 2.07 up to 4.93 in the experiment group.

It can be concluded that for INSET activities, accreditation process may have been regarded as being either too difficult to cope with or too costly to be handled with the present opportunities. In order to reduce this, instructors' needs must be taken into consideration, and they should be supported accordingly with INSET courses. When they feel that their needs are considered in these courses, instructors might be more willing to participate in INSET activities. When they are integrated in activities, their needs might well be covered, which might let them re-think and adjust their methods and techniques, gain more confidence, recognize new materials, and evaluate themselves.

Finally, instructors' ideas for INSET opportunities were revealed as an important factor in this study; INSET opportunities regarding environment, working conditions and official dealings should be taken into consideration prior to organization. The findings of the study support ed that activities should be arranged in times when

instructors did not have to teach. Besides, activities should be provided with the support of different sides such as Vocational Qualification Authority. It can also be concluded that Instructors are willing to participate in diverse courses of INSET including but not limited to series of seminars, one-shot workshops and e-trainings.

In conclusion, it is believed that the interpretation of the needs analysis will help to form new INSET activities or re-form the existing ones to help instructors to become more competent instructors regarding accreditation process of vocational test centers. A new syllabus of INSET taking these points into consideration would compensate for the shortcomings of instructors working in accreditation process at the vocational test center. The results based on questionnaires highlights the importance of in-service education and training for instructors working in the accreditation process at vocational qualification test centers since it has been determined that instructors working in the accreditation process are unlikely to succeed the requirements of job description. In this the importance of in-service education and training was emphasized.

5.2 Further Research

In this study, the needs analysis of in-servıce education and training of instructors working in the accreditation process at vocational qualification test centers was made and suggested a model within the scope of the study.

It will possibly be helpful to conduct a study with a larger sample on the road to reach different results in a different city or country as this study was limited to instructors working in the accreditation process at İstanbul Aydın University vocational qualification test center. It might also be possible to reach different result with a sample group of instructors working at Vocational qualification test centers in the same or different area.

Also, the same study can be carried out for other instructors working different departments such as ELT and Preparatory schools, Vocational schools, the other Vocational qualification test centers.

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APPENDICES

APPENDIX A : Needs analysis questionnaire of In-Service Vocational Trainings and Studies (NAQ INSET)

APPENDIX B : Evaluation Form for In- service Education and Training (EF INSET)

APPENDIX C : Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET)

APPENDIX D : Interview Form for Assessment of In-Service Vocational Trainings and Studies

APPENDIX E : Performance Evaluation Form for Instructors who have participated In-service Education and Training (PEF INSET)

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APPENDIX G : Hizmet-Içi Eğitim Değerlendirme Formu

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APPENDIX L : Anket İzin Yazısı (Etik Kurul Kararı)

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APPENDIX U : Law on the Vocational Qualifications Authority

APPENDIX V : Mesleki Sınav Merkezi El Kitabı

APPENDIX W : **Table W.1:** Descriptors defining levels in the European Qualifications Framework (EQF)

APPENDIX X : **Table X.1 :** The Schedule of the Procedure

APPENDIX Y : **Table Y.1 :** Participants Educational Background – Based Assessment of Factors Being Important in INSET Needs

Needs Analysis Questionnaire Of In-Service Vocational Trainings And Studies (NAQ INSET)

Dear Colleague;

I am a PhD student in English Language and Literature Department of Istanbul Aydin University. I am still carrying out a research in the scope of the doctoral thesis to determine the needs for in-service training of faculty members taking in charge in Vocational Exam Center Accreditation process.

Firstly thank you for participating in this research.

Impartial, sincere and accurate answers to be given by you to attached questions are very important to ensure that the research attains its purposes. **Within this research, there is no need to specify name**. All information you provide will not be used in any other place except for the purpose of the research although they collect on a voluntary basis.

Assessment Questionnaire Related to Education Need prepared for this purpose to be answered by you is presented below.

After you read all the items in the questionnaire, please mark with (x) the box indicating your opinion about your need level regarding the education subjects.

Ugur DİLER

Istanbul Aydin University

English Language and Literature PhD Student

PERSONAL INFORMATION

The following questions were asked about your personal statute. Please indicate your status for each question. Please do not leave the questions unanswered.

A. Gender:

1.( ) Female   2.( ) Male

B. Marital Status:

1.( ) Married   2.( ) Single

C. Age Group:

1.( ) Aged 20-30   2.( ) Aged 31-40   3.( ) Aged 41-50   4.( ) Aged 51 and above

D. Recent Education Degree:

1.( ) Associate Degree 2.( ) Bachelor Degree   3.( ) Master's Degree   4.( ) Doctoral Degree

E. Years of Service:

1.( ) 1-5 years   2.( ) 6-10 years   3.( ) 11-15 years   4.( ) 16-20 years 5. ( ) 21 years and above

ASSESSMENT QUESTIONNAIRE RELATED TO EDUCATION NEED

No	**Remark:** Please mark the box indicating your opinion about level of your need regarding the education issues with (X) by reading all the items in the questionnaire.	Level of Your Education Need				
		Too much	Much	At medium level	Little	None
1	Recognition of relationships *between* elements of exam procedure implemented by Vocational Exam Center					
2	Having information about job definitions and responsibilities of board where he/she will take in charge in Vocational Exam Center					
3	Having information about exam procedures applied in Vocational Exam Center					
4	Having information about ISO TS/EN 17024 Quality Management System					
5	Having information about how to do the practical exam in Vocational Exam Center					
6	Having full information about preparing of ISO TS/EN 17024 documentation in Vocational Exam Center					
7	Having information about content of National Occupational Standard					
8	Having information about basic elements comprising National Qualification Standard (*general purposes, concept, value, skill, performance criteria, learning outcomes*)					
9	Using the methods and techniques the suggested in the implementation of the exam schedule					
10	Ability to use the software program used in the exam process by Vocational Exam Center					
11	Having information about the importance of Occupational Health and Safety in the scope of in ISO TS / EN 17024 in exams carried out by Vocational Exam Center					
12	Ability to use closed-end and open-end questions fitting for purpose in exam process					
13	Having information about the students' interests, wishes and needs during the exam					
14	Having information about the concepts included in exam schedule of Vocational Exam Center					
15	Having information about general purposes of practical exams of Vocational Exam Center					
16	Ability to use the strategies related to time management in the exams					

17	The ability to create performance for gains and skills in practice exam schedule in Vocational Exam Center					
18	Ability to choose the measurement tool fitting for purpose of Vocational Exam Center					
19	The ability to prepare the measurement tool fitting for purpose of Vocational Exam Center					
20	Ability to use the measurement tool chosen in exams implemented by Vocational Exam Center					

21	Ability to make analysis to evaluate the measuring results of exams implemented by Vocational Exam Center					
22	Having information about basic concepts (*for example measurement-evaluation- validity-reliability-error etc.*), regarding measurement and evaluation in exams performed by Vocational Exam Center					
23	Ability to prepare the matching type questions in exams carried out by Vocational Exam Center					
24	Ability to prepare the filling in the blanks type questions in exams carried out by Vocational Exam Center					
25	Ability to prepare multiple choice questions in exams carried out by Vocational Exam Center					
26	Ability to prepare open-end questions in exams carried out by Vocational Exam Center					
27	Ability to prepare control list in exams carried out by Vocational Exam Center					

Evaluation Form for In- service Education and Training (EF INSET)

Dear participant;

This study aims to solve the problems of participants related to planning of training, curriculum, educational process, trainers and organization of training and to determine the ideas and recommendations of participants and to develop the solution proposals of participants in concern with in-service training organized by our Exam Center and accordingly to increase the productivity of educational activities to be provided by our Exam Center. Your responses related to this questionnaire will be used entirely for scientific purposes and the information will not be given to any person or entity.

Thank you for taking the time and contributing to this scientific study.

TRAINING ACTIVITY	
Topic of Training	
Date of Training	
Name of Trainer	
Place of Training	

YOUR PERSONAL INFORMATION	
Gender	☐ Female ☐ Male
Educatıonal Status	☐ High School/Associate Degree ☐ Bachelor Degree ☐ Master Degree ☐ Doctoral Degree
Age	☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41and above

Items relating to implementation process of educational activities are taken place in this section.
Please mark the option that is suitable for you in each item.

A. Training Plan and Schedule	**5 – VERY GOOD** **4 – GOOD** **3 – FAIR** **2 – NOT GOOD** **1 – VERY BAD**
Duration of Training	☐5 ☐4 ☐3 ☐2 ☐1
Date of Training (Timing of Training)	☐5 ☐4 ☐3 ☐2 ☐1
Compatibility of content of training to purpose of the program	☐5 ☐4 ☐3 ☐2 ☐1
Compatibility of training method and technique in terms of understanding the subject	☐5 ☐4 ☐3 ☐2 ☐1
Use of tools and documents to implement the training schedule effectively	☐5 ☐4 ☐3 ☐2 ☐1

Items relating to trainers to be taken in charge in educational activities are taken place in this section.
Please mark the option that is suitable for you in each item.

B. Trainers	**5 - COMPLETELY SATISFACTORY** **4 – SATISFACTORY** **3 - SATISFACTORY AT INTERMEDIATE LEVEL** **2 – UNSATISFACTORY** **1 – COMPLETELY UNSATISFACTORY**
Having full information about subject (to have sufficient knowledge in his/her field)	☐5 ☐4 ☐3 ☐2 ☐1
Presentation of methods and techniques complying with the subject	☐5 ☐4 ☐3 ☐2 ☐1
Ability to use the time effectively	☐5 ☐4 ☐3 ☐2 ☐1

Ability to discuss the subjects clearly and comprehensibility for participants	☐5 ☐4 ☐3 ☐2 ☐1
Ability to inform the participants about access to information and use of relevant sources	☐5 ☐4 ☐3 ☐2 ☐1
Ability to motivate the participants and ability to communicate with participants	☐5 ☐4 ☐3 ☐2 ☐1
Ability to use the equipment in time and place required to present the subject effectively	☐5 ☐4 ☐3 ☐2 ☐1
Ability to act in accordance with activity program	☐5 ☐4 ☐3 ☐2 ☐1
Ability to use the measurement and evaluation methods that are suitable for the subject	☐5 ☐4 ☐3 ☐2 ☐1
Ability to associate the content of training to current issues and studies	☐5 ☐4 ☐3 ☐2 ☐1
Ability to associate the content of training to task field of participants	☐5 ☐4 ☐3 ☐2 ☐1

C. Achievements obtained at the end of training	**5 – I AGREE EXACTLY** **4 – I AGREE** **3 - I AGREE AT MIDDLE LEVEL** **2 – I DISAGREE** **1 – I NEVER AGREE**
This training has contributed positively to my professional development	☐5 ☐4 ☐3 ☐2 ☐1
This training has contributed positively to my personal development	☐5 ☐4 ☐3 ☐2 ☐1
This training has brought me in new knowledge and skills	☐5 ☐4 ☐3 ☐2 ☐1
This training has increased my motivation	☐5 ☐4 ☐3 ☐2 ☐1
This training has brought me in new knowledge and skills that I can apply in my business place	☐5 ☐4 ☐3 ☐2 ☐1
This training has brought me in new knowledge and skills that I can share with my colleagues	☐5 ☐4 ☐3 ☐2 ☐1
This training has increased my interest in training subject	☐5 ☐4 ☐3 ☐2 ☐1

D. General Evaluation	
Did participants pay strict attention to the training time?	☐YES ☐NO
Did interest, contribution and participation levels of participants to training be sufficient?	☐ YES ☐ NO
Did you contribute to training activity that you attended?	☐ YES ☐ NO
Did the coordination of our exam center have an adequate level?	☐ YES ☐ NO
Would you like to participate in another training activity to be organized at a later date by our agency?	☐ YES ☐ NO

Comments and Suggestions:

Assessment Inventory for In-Service Vocational Trainings and Studies (AI INSET)

My Dear Colleagues,

This Questionnaire has been prepared to determine "Opinions of Faculty Membersabout In-Service Vocational Trainings and Studies".This Questionnaire comprises of two parts. Personal information takes place in the first part, while statements regarding In-Service VocationalTrainings and Studies take place in the second part. Reaching to healthy results of the research depends on your marking the most suitable option. It is expected that information to be obtained in line with your answers shall contribute to make In-Service VocationalTrainings and Studies more effective. We expect you to mark the most suitable option with (**X**).

Thank you for your interestand for time you allocated.

Ugur DİLER

Istanbul Aydin University

English Language and Literature PhD Student

PERSONAL INFORMATION

The following questions were asked about your personal statute. Please indicate your status for each question. Please do not leave the questions unanswered.

A. Gender:

1.( ) Female   2.( ) Male

B. Marital Status:

1.( ) Married   2.( ) Single

C. Age Group:

1.( ) Aged 20-30   2.( ) Aged 31-40   3.( ) Aged 41-50   4.( ) Aged 51 and above

D. Recent Education Degree:

1.( ) Associate Degree   2.( ) Bachelor Degree   3.( ) Master's Degree   4.( ) Doctoral Degree

E. Years of Service:

1.( ) 1-5 years   2.( ) 6-10 years   3.( ) 11-15 years   4.( ) 16-20 years   5. ( ) 21 yearsand above

ITEM NUMBER	Below you can find the statements regarding In-Service Vocational Trainings and Studies. Please mark the option you deem suitable for each statement with (X). Please do not leave the questions unanswered.	I NEVER AGREE	I DISAGREE	I AM UNDECIDED	I AGREE	I AGREE EXACTLY
	A. EXPEDIENCY OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES					
1	In-service vocational trainings and studies implemented in VocationalExamCenter of IAU enable to have information about vocationalinnovations.	1	2	3	4	5
2	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAU enableto complete the deficiencies related to vocational competence.	1	2	3	4	5
3	In-service vocational trainings and studies implemented Vocational ExamCenter of IAUhave been carried out as a formality.	1	2	3	4	5
4	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAU increase the efficiency of exams held in Vocational ExamCenter of IAU.	1	2	3	4	5
5	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAU enable to gain the different viewpoints about the teaching profession.	1	2	3	4	5
6	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAU enable to gain the professional competence for teaching profession.	1	2	3	4	5

B.   EXPEDIENCY OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES IN TERMS OF CONTENT

7	The content of in-service vocational trainings and studies is comprehensive and satisfactory.	1	2	3	4	5
8	The content of in-service vocational trainings and studies is efficient.	1	2	3	4	5
9	The content of in-service vocational trainings and studies is interesting.	1	2	3	4	5
10	The content of in-service vocational trainings and studies include the current issues.	1	2	3	4	5
11	The contents of in-service vocational trainings and studies have the capacity to increase the quality of training.	1	2	3	4	5
12	The contents of in-service vocational trainings and studies have the capacity to solve the problems experienced by faculty members.	1	2	3	4	5
13	The contents of in-service vocational trainings and studies have been prepared taking into account the needs of teachers.	1	2	3	4	5

C.   EXPEDIENCY OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES IN TERMS OF TIME

14	In-service vocational trainings and studies have been performed at the proper times for participants.	1	2	3	4	5
15	Implementation of in-service vocational trainings and studies is a waste of time.	1	2	3	4	5
16	Individuals attendin-service vocational trainings and studies, because it is obligatory.	1	2	3	4	5
17	Vocational Exam Center Director takes the necessary measures to ensure that in-service vocational trainings and studies implemented in Vocational ExamCenter of IAU are fulfilled efficiently.	1	2	3	4	5
18	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAU are boring.	1	2	3	4	5
19	Faculty members don't leave the training environment during in-service vocational trainings and studies.	1	2	3	4	5
20	Faculty members follow with interest in-service vocational trainings and studies.	1	2	3	4	5
21	A discussion environment concerning training subjects is initiated among faculty members during in-service vocational trainings and studiesimplemented in Vocational ExamCenter of IAU.	1	2	3	4	5

D.   EXPEDIENCY OF TRAINERS ASSIGNED IN THE SCOPE OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES

22	Trainers assigned in the scope of in-service vocational trainings and studies are selected from among individuals who are expert in theirown field.	1	2	3	4	5
23	Communication skills of trainers assigned in the scope of in-service vocational trainings and studies are at high-level.	1	2	3	4	5
24	Trainers assigned in the scope of in-service vocational trainings and studies have full knowledge of their own fields.	1	2	3	4	5

E.   EXPEDIENCY OF METHODS AND TECHNIQUES IMPLEMENTED IN THE SCOPE OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES

25	In-service training and studies are usually based on theoretical knowledge.	1	2	3	4	5
26	Implementation of in-service vocational trainings and studiesthrough distance education method is efficient.	1	2	3	4	5
27	The implementation of direct expression method in the scope of in-service vocational trainings and studies is efficient.	1	2	3	4	5
28	Implementation of the vocational trainingstudies through face to face trainingand practically will be more useful.	1	2	3	4	5

F. EXPEDIENCY OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES IN TERMS OF ENVIRONMENT AND TECHNICAL INFRASTRUCTURE

29	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAUare performed with a quality sound system.	1	2	3	4	5
30	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAUare provided with uninterrupted internet connection.	1	2	3	4	5
31	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAUare fulfilled with a clear image quality.	1	2	3	4	5
32	Environment where in-service vocational trainings and studies implemented in Vocational ExamCenter of IAU is carried out (room, classroom, conference room, etc.) is suitable in terms of efficiency of seminar.	1	2	3	4	5
33	Temperature of environment where in-service vocational trainings and studies implemented in Vocational ExamCenter of IAU is carried out (room, classroom, conference room, etc.) is suitable in terms of efficiency of studies.	1	2	3	4	5
34	In-service vocational trainings and studies implemented in Vocational ExamCenter of IAUare carried out with a large group of teachers.	1	2	3	4	5

G. EXPEDIENCY OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES IN TERMS OF NEEDS OF FACULTY MEMBERS

35	I wishfully attend in-service vocational trainings and studies.	1	2	3	4	5
36	In-service vocational trainings and studies satisfy the teacher need.	1	2	3	4	5
37	In-service vocational trainings and studies provide the necessary motivation.	1	2	3	4	5
38	In-service vocational trainings and studies are not essential for teaching profession.	1	2	3	4	5

H. EXPEDIENCY OF RESULTS OF IN-SERVICE VOCATIONAL TRAININGS AND STUDIES

39	In-service vocational trainings and studies are conductedin accordance with its purposes in general.	1	2	3	4	5
40	In-service vocational trainings and studies enable theperiod of the seminar to be efficient.	1	2	3	4	5
41	Trainings received as a result of in-service vocational trainings and studies are applicable.	1	2	3	4	5
42	A feedback to the participants is given about results of vocational development activities.	1	2	3	4	5
43	In-service vocational trainings and studies increase the knowledge and skills of participants.	1	2	3	4	5
44	In-service vocational trainings and studies broaden participants' horizon.	1	2	3	4	5

Interview Form for Assessment of In-Service Vocational Trainings and Studies

PERSONAL INFORMATION

The following questions were asked about your personal statute. Please indicate your status for each question. Please do not leave the questions unanswered.

A. Gender:

1.( ) Female   2.( ) Male

B. Marital Status:

1.( ) Married   2.( ) Single

C. Age Group:

1.( ) Aged 20-30   2.( ) Aged 31-40   3.( ) Aged 41-50   4.( ) Aged 51 and above

D. Recent Education Degree:

1.( ) Associate Degree   2.( ) Bachelor Degree   3.( ) Master's Degree   4.( ) Doctoral Degree

E. Years of Service:

1.( ) 1-5 years   2.( ) 6-10 years   3.( ) 11-15 years   4.( ) 16-20 years   5. ( ) 21 yearsand above

QUESTIONS

1.   What do in-service vocational trainings and studies mean for you? Why?

   ………
   ……….......................

2.   What are the general advantages and disadvantages of in-service vocational trainings and studies?
     Advantages………
     ………
     ……….......
     Disadvantages……
     ………
     ………

3.   Do you regard in-service vocational trainings and studiesas necessary in general?

     Yes/Why?..
     ....

     No/Why?...
     ....

4.   What are your expectations from in-service vocational trainings and studies in general?

   ………
   ………
   ……………………………………………………………………………………………………

5. Are in-service vocational trainings and studies carried out effectively in vocational exam center?

    Yes/Why?...
    ....

    No/Why?..
    ....

6. Are you willing to attend in-service vocational trainings and studies held in vocational exam center?

    Yes/Why?...
    ....

    No/Why?..
    ....

7. Do you think the trainings you have received in vocational exam centerestablished at your university contribute you?

    Yes/Why?..
    ....No/Why?.............
    ....
    ....

8. What do you think about materials (internet connection, sound system, etc.) and application method (lecture, ppt presentation, etc.) used in trainings you have received in vocational exam centerestablished at your university?

    Materials……
    ………Applic
    ation Method………..
    ………..

9. According to you what kind of trainings should be given in-service vocational trainings and studies? Write 3 training type.

    1……….....
    2…….
    3……….

    RECOMMENDATIONS :

    ………
    ………
    ………
    ………..…………

Performance Evaluation Form for Instructors who have participated In-service Education and Training (PEF INSET)

Personal Information	Very Good (5)	Good (4)	Fair (3)	Fail (2)
1. Comprehension capability: Being aware of emotionally emerging conditions during exam and understanding capability them,				
2. Open-minded; The desire for evaluation the different ideas and perspectives,				
3. Ethic; fair, honest, sincere, dignified and prudent,				
4. Desire and interest for self- development,				
5. Observer; Being aware of actively issues that will jeopardize the his/her environment and the exam to be carried out his/her environment,				
6. Diplomatic; Being kind and civilized in human relations,				
7. Versatile; ability to adaptation quickly to the different situations (stress, crisis, pressure etc.),				
8. Expression capability; ability to explain and interpret the documents related to the exam,				
9. Being determined; ability to decide timely based on logical reasoning and analysis,				
10. Having self-confidence; full self-confidence, ability to become independent and impartial while interacting effectively with candidates				

Information and skills	Very Good (5)	Good (4)	Fair (3)	Fail (2)
1. About examination principles, procedures and techniques (execution of the exam consistently and systematically),				
2. About exam system and reference documents(Understanding the scope of the examination and implementation of audit criteria),				
3. Eligibility of records to be kept in exams,				
4. Evaluation of findings correctly,				
5. Having full information about scenarios used in the exam,				
6. Having full information about equipment in practice exam laboratory,				
7. Having full information about TS EN ISO/IEC 17024 documentation,				
8. Ability to explain at a level that will not jeopardize the exam questions and inform all participants				
9. Legal regulations (having information about applicable laws, regulations and other conditions; being aware of the legal requirements to which candidates are obliged to obey),				
10. Ability to plan the exam and time management, ability to represent, organize and direct the committee, ability to motive the candidate personnel to be documented,				

Total	
183	

Değerli Meslektaşım;

İstanbul Aydın Üniversitesi İngiliz Dili ve Edebiyatı Anabilim Dalı Doktora Programı öğrencisiyim. Doktora tezi çalışması kapsamında Mesleki Sınav Merkezi Akreditasyon sürecinde görev alan öğretim elemanlarının hizmet içi eğitim ihtiyaçlarının belirlenmesi amacıyla bir araştırma yürütmekteyim.

Öncelikle bu araştırmaya katıldığınız için teşekkür ederim.

Araştırmanın amacına ulaşması için ekteki sorulara vereceğiniz tarafsız içten ve doğru cevaplar oldukça önemlidir. **Araştırma kapsamında isim belirtmenize gerek yoktur.** Verdiğiniz tüm bilgiler gönüllülük esasına göre toplanmakla birlikte araştırmanın amacı dışında hiçbir yerde kullanılmayacaktır.

Bu amaçla cevaplamanız için oluşturulmuş Eğitim İhtiyacı Değerlendirme Anketi size sunulmuştur.

Anketteki tüm maddeleri okuyarak, eğitim konularına ilişkin ihtiyaç düzeyiniz hakkında görüşünüzü belirten kutucuğu (X) ile işaretleyiniz.

Uğur DİLER

İstanbul Aydın Üniversitesi

İngiliz Dili Edebiyatı Doktora Öğrencisi

KİŞİSEL BİLGİLER

Aşağıda kişisel durumunuzla ilgili sorular sorulmuştur. Her soru için durumunuzu belirtiniz. Lütfen cevapsız soru bırakmayınız.

A. Cinsiyetiniz:

1.( ) Bayan   2.( ) Bay

B. Medeni Haliniz:

1.( ) Evli   2.( ) Bekar

C. Yaş Grubunuz:

1.( ) 20-30 yaş   2.( ) 31-40 yaş   3.( ) 41-50 yaş   4.( ) 51 ve üzeri

D. En Son Mezun Olduğunuz Eğitim Dereceniz:

1.( ) Ön Lisans   2.( ) Lisans   3.( ) Yüksek Lisans   4.( ) Doktora

E. Hizmet Yılınız:

1.( ) 1-5 yıl   2.( ) 6-10 yıl   3.( ) 11-15 yıl   4.( ) 16-20 yıl   5. ( ) 21 yıl ve üzeri

EĞİTİM İHTİYACI DEĞERLENDİRME ANKETİ

No	Açıklama: Anketteki tüm maddeleri okuyarak, eğitim konularına ilişkin ihtiyaç düzeyiniz hakkında görüşünüzü belirten kutucuğu (X) ile işaretleyiniz.	Eğitim İhtiyaç Düzeyiniz				
		Çok Fazla	Fazla	Orta Düzeyde	Az	Hiç Yok
1	Mesleki Sınav Merkezinde uygulanan sınav prosedürünün ögeleri *arasındaki* ilişkileri tanımada					
2	Mesleki Sınav Merkezinde görev alacağı kurulun görev tanımlarını, sorumluluklarını bilmede					
3	Mesleki Sınav Merkezinde uygulanan sınav prosedürünü bilmede					
4	ISO TS/EN 17024 Kalite Yönetim Sistemini bilmede					
5	Mesleki Sınav Merkezinde uygulama sınavının nasıl yapılacağını bilmede					
6	Mesleki Sınav Merkezinde ISO TS/EN 17024 dokümantasyonu hazırlama konusuna hakimiyet					
7	Ulusal Meslek Standardını kapsadığı içerik hakkında					
8	Ulusal Yeterliliği Standardını oluşturan temel ögeleri *(genel amaçlar, Kavram, değer, beceri, başarım ölçütü, öğrenim çıktıları)* bilmede					
9	Sınav programının uygulanmasında önerilen yöntem ve teknikleri kullanmada					
10	Mesleki Sınav Merkezinin sınav sürecinde kullandığı yazılım programını kullanma hakimiyetinde					
11	Mesleki Sınav Merkezinde uygulanan sınavlarda ISO TS/EN 17024 kapsamında İş Sağlığı ve Güvenliği önemini bilmede					
12	Sınav sürecinde amaca uygun kapalı uçlu ve açık uçlu sorular kullanmada					
13	Sınav sırasında öğrencilerin ilgi, istek ve ihtiyaçlarına yönelik bilgi sahibi olmada					
14	Mesleki Sınav Merkezinin sınav programında yer alan kavramları bilmede					
15	Mesleki Sınav Merkezinin uygulama sınavının genel amaçlarını bilmede					
16	Sınavlarda zaman yönetimiyle ilgili stratejileri kullanmada					
17	Mesleki Sınav Merkezinde uygulama sınav programındaki kazanım ve becerilere yönelik performans hazırlamada					
18	Mesleki Sınav Merkezi amacına uygun ölçme aracını seçmede					
19	Mesleki Sınav Merkezi amacına uygun ölçme aracını hazırlamada					
20	Mesleki Sınav Merkezinde uygulanan sınavlarda seçilen ölçme aracını uygulamada					

21	Mesleki Sınav Merkezinde uygulanan sınavların ölçme sonuçlarını değerlendirme amacıyla analiz yapmada					
22	Mesleki Sınav Merkezinde yapılan sınavlarda ölçme ve değerlendirmede temel kavramları *(ölçme-değerlendirme-geçerlik-güvenirlik-hata gibi)* bilmede					
23	Mesleki Sınav Merkezinde yapılan sınavlarda eşleştirme tipi soru hazırlamada					
24	Mesleki Sınav Merkezinde yapılan sınavlarda boşluk doldurma tipi soru hazırlamada					
25	Mesleki Sınav Merkezinde yapılan sınavlarda çoktan seçmeli soru hazırlamada					
26	Mesleki Sınav Merkezinde yapılan sınavlarda açık uçlu soru hazırlamada					
27	Mesleki Sınav Merkezinde yapılan sınavlarda kontrol listesi hazırlamada					

HİZMET İÇİ EĞİTİM DEĞERLENDİRME FORMU

Sayın Katılımcı;

Bu çalışmamızın amacı Sınav Merkezimizin düzenlediği hizmet içi eğitime yönelik olarak, eğitim alan katılımcılarının, eğitimin planlanması, eğitim programı, eğitim süreci, eğitimciler ve eğitim organizasyonu ile ilgili sorunların, katılımcıların düşüncelerinin, önerilerinin tespit edilmesine ve çözüm önerilerinin geliştirilmesine dolayısıyla daha sonra Sınav Merkezimiz tarafından sağlanacak eğitim faaliyetlerinin verimliliğinin arttırılmasına yöneliktir. Ankete vereceğiniz yanıtlar tamamen bilimsel amaçlı olarak kullanılacaktır, bilgiler hiçbir kişi veya kuruma verilmeyecektir.

Bilimsel çalışmaya yapacağınız katkıdan ve ayıracağınız zaman için teşekkür ederiz.

EĞİTİM FAALİYETİNİN

Eğitim Adı	
Eğitimin Tarihi	
Eğiticinin Adı	
Eğitimin Yeri	

KİŞİSEL BİLGİLERİNİZ

Cinsiyetiniz	☐ Bayan ☐ Bay
Eğitim Durumunuz	☐ Lise/Ön Lisans ☐ Lisans ☐ Lisans Üstü ☐ Doktora
Yaşınız	☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 ve üstü

Bu bölümde eğitim faaliyetinin uygulanma sürecine ilişkin maddeler yer almaktadır.
Her bir maddede size uygun gelen seçeneği işaretleyiniz.

A. Eğitimin Planlanması ve Programı	5 - ÇOK İYİ 4 – İYİ 3 – ORTA 2 - İYİ DEĞİL 1 - HİÇ İYİ GEĞİL
Eğitimin süresi	☐5 ☐4 ☐3 ☐2 ☐1
Eğitimin düzenlendiği tarih (zamanlaması)	☐5 ☐4 ☐3 ☐2 ☐1
Eğitimin içeriğinin programın amacına uygunluğu	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim yöntemi ve tekniğinin konunun anlaşılabilmesi açısından uygunluğu	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim Programının etkili ve verimli uygulanmasına yönelik araç-gereç ve dokümanın kullanımı	☐5 ☐4 ☐3 ☐2 ☐1

Bu bölümde eğitim faaliyetinde görevli eğitimcilere ilişkin maddeler yer almaktadır.
Her bir maddede size uygun gelen seçeneği işaretleyiniz

B. Eğitimcilerin	5 - TAMAMEN YETERLİ 4 – YETERLİ 3 - ORTA DÜZEYDE YETERLİ 2 – YETERSİZ 1 - TAMAMEN YETERSİZ
Konuya hâkimiyeti (Alanında yeterli bilgi birikimine sahip olması)	☐5 ☐4 ☐3 ☐2 ☐1
Konuyu uygun yöntem ve tekniklerle sunumu	☐5 ☐4 ☐3 ☐2 ☐1
Zamanı etkin ve verimli bir şekilde kullanması	☐5 ☐4 ☐3 ☐2 ☐1
Konuları açık, anlaşılır ve katılımcıların seviyesine uygun işlemesi	☐5 ☐4 ☐3 ☐2 ☐1

Bilgiye ulaşma ve ilgili kaynakları kullanma konusunda katılımcıları bilgilendirmesi	☐5 ☐4 ☐3 ☐2 ☐1
Motivasyonu sağlaması ve iletişim kurma becerileri	☐5 ☐4 ☐3 ☐2 ☐1
Konuyu daha etkili sunabilmek için gerekli olan araç-gereçleri yerinde ve zamanında kullanması	☐5 ☐4 ☐3 ☐2 ☐1
Faaliyet programına uyması	☐5 ☐4 ☐3 ☐2 ☐1
Konuya uygun ölçme ve değerlendirme yöntemlerini kullanması	☐5 ☐4 ☐3 ☐2 ☐1
Eğitimin içeriğini güncel konu ve çalışmalarla ilişkilendirmesi	☐5 ☐4 ☐3 ☐2 ☐1
Eğitimin içeriğini katılımcıların görev alanı ile ilişkilendirmesi	☐5 ☐4 ☐3 ☐2 ☐1

C. Eğitim Sonu Kazanımlar	5 - TAMAMEN KATILIYORUM 4 – KATILIYORUM 3 - ORTA DÜZEYDE KATILIYORUM 2 – KATILMIYORUM 1 - HİÇ KATILMIYORUM
Eğitim mesleki gelişimime olumlu katkı sağladı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim kişisel gelişimime olumlu katkı sağladı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim yeni bilgi ve beceriler kazandırdı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim motivasyonumu artırdı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim kurumumda uygulayabileceğim yeni bilgi ve beceriler kazandırdı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim meslektaşlarımla paylaşabileceğim yeni mesleki bilgi ve beceriler kazandırdı	☐5 ☐4 ☐3 ☐2 ☐1
Eğitim konuya olan ilgimi artırdı	☐5 ☐4 ☐3 ☐2 ☐1

D. Genel Değerlendirme	
Katılımcıların eğitim zamanına yeterli özeni gösterdi mi?	☐EVET ☐HAYIR
Katılımcıların eğitime ilgi, katkı ve katılım düzeyleri yeterli miydi?	☐EVET ☐HAYIR
Katılmış olduğunuz eğitim faaliyetine katkıda bulundunuz mu?	☐EVET ☐HAYIR
Sınav Merkezimizin koordinasyonu yeterli düzeyde miydi?	☐EVET ☐HAYIR
Bundan sonra Ajansımızın düzenleyeceği başka bir eğitim faaliyetine katılmak ister misiniz?	☐EVET ☐HAYIR

Görüş ve Öneriler:

188

Hizmet İçi Mesleki Gelişim Eğitimlerini ve Çalışmalarını Değerlendirme Envanteri

Değerli Meslektaşlarım;

Bu anket, 'Hizmet İçi Mesleki Eğitimler ve Çalışmalara Yönelik Öğretim elemanının Görüşleri' ni belirlemek amacıyla hazırlanmıştır. Anket iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgiler, ikinci bölümde ise Hizmet İçi Mesleki Eğitimlere ve Çalışmalara yönelik ifadeler yer almaktadır. Araştırmanın sağlıklı sonuçlara ulaşması, sizin en uygun seçeneği işaretlemenize bağlıdır. Vereceğiniz cevaplar doğrultusunda elde edilecek bilgilerin, Hizmet İçi Mesleki Eğitimlerin ve Çalışmaların daha etkili hale getirilmesine katkı sağlayacağı düşünülmektedir. Sizden beklenen, uygun seçeneği (X) işareti ile belirtmenizdir.

Gösterdiğiniz ilgi ve ayırdığınız zaman için teşekkür ederim.

Uğur DİLER

İstanbul Aydın Üniversitesi

İngiliz Dili Edebiyatı Doktora Öğrencisi

KİŞİSEL BİLGİLER

Aşağıda kişisel durumunuzla ilgili sorular sorulmuştur. Her soru için durumunuzu belirtiniz. Lütfen cevapsız soru bırakmayınız.

A. Cinsiyetiniz:

1.( ) Bayan   2.( ) Bay

B. Medeni Haliniz:

1.( ) Evli   2.( ) Bekar

C. Yaş Grubunuz:

1.( ) 20-30 yaş   2.( ) 31-40 yaş   3.( ) 41-50 yaş   4.( ) 51 ve üzeri

D. En Son Mezun Olduğunuz Eğitim Dereceniz:

1.( ) Ön Lisans   2.( ) Lisans   3.( ) Yüksek Lisans   4.( ) Doktora

E. Hizmet Yılınız:

1.( ) 1-5 yıl   2.( ) 6-10 yıl   3.( ) 11-15 yıl   4.( ) 16-20 yıl   5. ( ) 21 yıl ve üzeri

SIRA NO	Aşağıda 'Hizmet İçi Mesleki Eğitimler ve Çalışmalar I" ile İlgili ifadeler yer almaktadır. Her ifade için uygun bulduğunuz seçeneğin içerisine (X) işareti koyunuz. (Lütfen cevapsız soru bırakmayınız).	HİÇ KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM
	A. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN AMACA UYGUNLUĞU					
1	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, mesleki yenilikler konusunda bilgi edinmeyi sağlar.	1	2	3	4	5
2	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, mesleki yeterliliğe dair eksiklerin tamamlanmasını sağlar.	1	2	3	4	5
3	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları formalite olarak gerçekleşmektedir.	1	2	3	4	5
4	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, İAÜ Mesleki Sınav Merkezinizdeki sınavların verimliliğini artırır.	1	2	3	4	5
5	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, öğretmenlik mesleğine dair farklı bakış açılarının kazanılmasını sağlar.	1	2	3	4	5
6	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, öğretmenlik mesleki yeterlilik kazanmasını sağlar.	1	2	3	4	5

B. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN İÇERİK OLARAK UYGUNLUĞU

7	Hizmet-içi mesleki eğitimleri ve çalışmalarının içeriği kapsamlı ve tatmin edicidir.	1	2	3	4	5
8	Hizmet-içi mesleki eğitimleri ve çalışmalarının içeriği verimlidir.	1	2	3	4	5
9	Hizmet-içi mesleki eğitimleri ve çalışmalarının içeriği ilgi çekicidir.	1	2	3	4	5
10	Hizmet-içi mesleki eğitimleri ve çalışmaları güncel konular içerir.	1	2	3	4	5
11	Hizmet-içi mesleki eğitimleri ve çalışmalarının içerikleri, eğitimin kalitesini arttıracak niteliktedir.	1	2	3	4	5
12	Hizmet-içi mesleki eğitimleri ve çalışmalarının içerikleri, öğretim elemanlarının yaşadıkları sorunlara çözüm olabilecek niteliktedir.	1	2	3	4	5
13	Hizmet-içi mesleki eğitimleri ve çalışmalarının içerikleri, öğretmen ihtiyaçları dikkate alınarak hazırlanmaktadır.	1	2	3	4	5

C. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN SÜREÇ AÇISINDAN UYGUNLUĞU

14	Hizmet-içi mesleki eğitimleri ve çalışmaları katılımcılar açısından uygun zamanlarda yapılır.	1	2	3	4	5
15	Hizmet-içi mesleki eğitimleri ve çalışmalarının yapılması zaman kaybıdır.	1	2	3	4	5
16	Hizmet-içi mesleki eğitimleri ve çalışmalara zorunlu olması sebebiyle katılım sağlanmaktadır.	1	2	3	4	5
17	İAÜ Mesleki Sınav Merkezinde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmalarının verimli yürütülmesi konusunda, merkez müdürü gereken tedbirleri alır.	1	2	3	4	5
18	İAÜ Mesleki Sınav Merkezinde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları sıkıcıdır.	1	2	3	4	5
19	Öğretim elemanları, Hizmet-içi mesleki eğitimleri ve çalışmaları süresince eğitim ortamını terk etmez.	1	2	3	4	5
20	Öğretim elemanları, Hizmet-içi mesleki eğitimleri ve çalışmalarını ilgiyle takip eder.	1	2	3	4	5
21	İAÜ Mesleki Sınav Merkezinde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları sürecinde, eğitim konuları ile ilgili, öğretim elemanları arasında tartışma ortamı açılır.	1	2	3	4	5

D. HİZMET İÇİ MESLEKİ EĞİTİMLERDE VE ÇALIŞMALARDA GÖREVLENDİRİLEN ÖĞRETİCİLERİN UYGUNLUĞU

22	Hizmet-içi mesleki eğitimleri ve çalışmalarında görevlendirilen öğreticiler alanında uzman kişilerden seçilir.	1	2	3	4	5
23	Hizmet-içi mesleki eğitimleri ve çalışmalarında görevlendirilen öğreticilerin iletişim becerileri üst düzeydedir.	1	2	3	4	5
24	Hizmet-içi mesleki eğitimleri ve çalışmalarında görevlendirilen öğreticiler, konularına hakimdir.	1	2	3	4	5

E. HİZMET İÇİ MESLEKİ EĞİTİMLERDE VE ÇALIŞMALARDA UYGULANAN YÖNTEM VE TEKNİKLERİN UYGUNLUĞU

25	Hizmet-içi mesleki eğitimler ve çalışmalar, genellikle teorik bilgiye dayalıdır.	1	2	3	4	5
26	Hizmet-içi mesleki eğitimler ve çalışmalarının uzaktan eğitim yöntemi ile yapılması verimlidir	1	2	3	4	5
27	Hizmet-içi mesleki eğitimlerinde ve çalışmalarında düz anlatım yönteminin uygulanması verimlidir	1	2	3	4	5
28	Mesleki eğitim çalışmalarının yüz yüze eğitimle uygulamalı yapılması daha faydalı olacaktır.	1	2	3	4	5

F. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN ORTAM VE TEKNİK ALTYAPI BAKIMINDAN UYGUNLUĞU

29	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, kaliteli bir ses sistemi ile sağlanır.	1	2	3	4	5
30	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, kesintisiz internet bağlantısı ile sağlanır.	1	2	3	4	5
31	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, net bir görüntü kalitesi ile sağlanır.	1	2	3	4	5
32	İAÜ Mesleki Sınav Merkezinizde Hizmet-içi mesleki eğitimleri ve çalışmalarının yapıldığı ortam (oda, sınıf, konferans salonu vs.) seminerin verimli geçmesi bakımından uygundur.	1	2	3	4	5
33	İAÜ Mesleki Sınav Merkezinizde Hizmet-içi mesleki eğitimleri ve çalışmalarının yapıldığı ortamın ısısı, çalışmaların verimli geçmesi açısından uygundur.	1	2	3	4	5
34	İAÜ Mesleki Sınav Merkezinizde uygulanan Hizmet-içi mesleki eğitimleri ve çalışmaları, kalabalık bir öğretmen grubu ile gerçekleştirilir.	1	2	3	4	5

G. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN ÖĞRETİM ELEMANLARININ İHTİYAÇLARI AÇISINDAN UYGUNLUĞU

35	Hizmet-içi mesleki eğitimleri ve çalışmalarına istekli bir şekilde katılırım.	1	2	3	4	5
36	Hizmet-içi mesleki eğitimleri ve çalışmaları, öğretmen ihtiyacına cevap verir.	1	2	3	4	5
37	Hizmet-içi mesleki eğitimleri ve çalışmaları, gerekli güdülenmeyi sağlar.	1	2	3	4	5
38	Hizmet-içi mesleki eğitimleri ve çalışmaları, öğretmenlik mesleği için gerekli değildir.	1	2	3	4	5

H. HİZMET İÇİ MESLEKİ EĞİTİMLERİN VE ÇALIŞMALARIN SONUÇLARININ AMACA UYGUNLUĞU

39	Hizmet-içi mesleki eğitimleri ve çalışmaları genel olarak amacına uygun şekilde yapılmaktadır.	1	2	3	4	5
40	Hizmet-içi mesleki eğitimleri ve çalışmaları, seminer döneminin verimli geçirilmesini sağlar.	1	2	3	4	5
41	Hizmet-içi mesleki eğitimleri ve çalışmaları sonucunda alınmış olan eğitimler, uygulanabilirdir.	1	2	3	4	5
42	Mesleki gelişim çalışma sonuçları ile ilgili, katılımcılara geri bildirim verilir.	1	2	3	4	5
43	Hizmet-içi mesleki eğitimleri ve çalışmalarında alınmış olan eğitimler, katılımcıların donanımını arttırır.	1	2	3	4	5
44	Hizmet-içi mesleki eğitimleri ve çalışmaları sonucunda, katılımcıların ufku genişler.	1	2	3	4	5

Hizmet içi Mesleki Eğitimleri ve Çalışmaları Değerlendirmeye Yönelik Görüşme Formu

KİŞİSEL BİLGİLER

Aşağıda kişisel durumunuzla ilgili sorular sorulmuştur. Her soru için durumunuzu belirtiniz. Lütfen cevapsız soru bırakmayınız.

A. Cinsiyetiniz:

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1.( ) 20-30 yaş   2.( ) 31-40 yaş   3.( ) 41-50 yaş   4.( ) 51 ve üzeri

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1.( ) 1-5 yıl   2.( ) 6-10 yıl   3.( ) 11-15 yıl   4.( ) 16-20 yıl   5. ( ) 21 yıl ve üzeri

SORULAR

1. Hizmet İçi Mesleki Eğitimler ve Çalışmalar genel olarak size ne ifade ediyor? Neden?

   ....
   ....

2. Hizmet içi Mesleki Eğitimlerin ve Çalışmaların genel olarak avantajları ve dezavantajları nelerdir?
   Avantajları..
   ....
   ....
   Dezavantajları..
   ....
   ....

3. Hizmet içi Mesleki Eğitimleri ve Çalışmaları genel olarak gerekli buluyor musunuz?

   Evet/Neden?...
   ....
   Hayır/Neden?..
   ....

4. Hizmet içi Mesleki Eğitimlerden ve Çalışmalardan genel olarak beklentileriniz nelerdir?

   ....
   ....
   ....

5. Hizmet İçi Mesleki Eğitimleri ve Çalışmaları mesleki sınav merkezinizde etkin bir şekilde gerçekleştiriliyor mu?

Evet/Neden?...
....
Hayır/Neden?...
....

6. Mesleki sınav merkezinizde düzenlenen Hizmet İçi Mesleki Eğitimlere ve Çalışmalara katılım konusunda istekli misiniz?

Evet/Neden?...
....
Hayır/Neden?...
....

7. Üniversitenizde kurulan mesleki sınav merkezinde aldığınız eğitimlerin size katkı sağladığın düşünüyor musunuz?

Evet/Nasıl?...
....
Hayır/Neden?...
....

8. Üniversitenizde kurulan mesleki sınav merkezinde aldığınız eğitimlerde kullanılan materyaller (internet bağlantısı, ses sistemi vs) ve uygulama yöntemi, (düz anlatım, ppt sunusu vs) hakkındaki düşünceleriniz nelerdir?

Materyaller

....
....
Uygulama Yöntemi

....
....

9. Hizmet İçi Mesleki Eğitimlerde ve Çalışmalarda verilmesini istediğiniz eğitimler nelerdir? 3 tane yazınız.

1...
2...
3...

10. TAVSİYELERİNİZ:

....
....
....
....

HİZMETİÇİ EĞİTİM ALAN ÖĞRETİM ELEMANLARININ PERFORMANS DEĞERLENDİRME FORMU

Kişisel Özellikler	Çok İyi (5)	İyi (4)	Orta (3)	Zayıf (2)
1. Kavrama kabiliyeti; sınav sırasında gelişen durumların hissel olarak farkında ve onları anlama kabiliyetine sahip,				
2. Açık fikirli; farklı fikirleri ve bakış açılarını değerlendirme arzusunda,				
3. Ahlaklı; adil, dürüst, samimi, onurlu ve sağduyulu ,				
4. Kendisini geliştirme isteği ve ilgisi,				
5. Gözlemci; çevresinin ve çevresindeki sınavı tehlikeye sokacak hususların aktif olarak farkında,				
6. Diplomatik; insan ilişkilerinde seviyeli ve nazik				
7. Çok yönlü; farklı durumlara (stres, kriz, baskı vb.) çabuk uyum sağlayabiliyor,				
8. İfade gücü; sınavla ilgili dokümanların anlatımı düşünce, sınavla ilgili düşüncelerini ifade edebiliyor,				
9. Kararlı; mantıklı muhakeme ve analize dayalı olarak zamanında karar verme özelliğine sahip,				
10. Özgüvenli; kendine güveni tam, adaylarla etkin bir şekilde etkileşimde bulunurken bağımsız ve tarafsız ,				

Bilgi ve Beceriler	Çok İyi (5)	İyi (4)	Orta (3)	Zayıf (2)
1. Sınav prensipleri, prosedürleri ve teknikleri konusunda (sınavın tutarlı ve sistematik olarak yürütülmesi),				
2. Sınav sistemi ve referans dokümanları (sınav kapsamının kavranması ve denetim kriterlerinin uygulanması),				
3. Sınavda tutulması gereken kayıtların uygunluğu				
4. Bulguların doğru değerlendirilmesi				
5. Sınavda kullanılan senaryolara hakimiyet				
6. Uygulama sınav laboratuvarında bulunan ekipmanlara hakimiyet				
7. TS EN ISO/IEC 17024 Dokümantasyonuna hakimiyet				
8. Sınavda sorulan soruları sınavı tehlikeye atmayacak ve tüm katılımcıları bilgilendirecek düzeyde açıklaması,				
9. Yasal mevzuat (sınav programı ile ilgili geçerli yasalar, yönetmelikler ve diğer şartların bilinmesi; adayların tabi olduğu yasal zorunlulukların farkında olunması),				
10. Sınavı planlayabilme, zaman yönetimi, heyeti temsil edebilme, heyetin organize edilmesi ve yönlendirilmesi, belgelendirilecek aday personelin yönlendirilmesi ve				

Toplam				

HİZMETİÇİ EĞİTİM ALMAYAN ÖĞRETİM ELEMANLARININ PERFORMANS DEĞERLENDİRME FORMU

Kişisel Özellikler	Çok İyi (5)	İyi (4)	Orta (3)	Zayıf (2)
1. Kavrama kabiliyeti; sınav sırasında gelişen durumların hissel olarak farkında ve onları anlama kabiliyetine sahip,				
2. Açık fikirli; farklı fikirleri ve bakış açılarını değerlendirme arzusunda,				
3. Ahlaklı; adil, dürüst, samimi, onurlu ve sağduyulu ,				
4. Kendisini geliştirme isteği ve ilgisi,				
5. Gözlemci; çevresinin ve çevresindeki sınavı tehlikeye sokacak hususların aktif olarak farkında,				
6. Diplomatik; insan ilişkilerinde seviyeli ve nazik				
7. Çok yönlü; farklı durumlara (stres, kriz, baskı vb.) çabuk uyum sağlayabiliyor,				
8. İfade gücü; sınavla ilgili dokümanların anlatımı düşünce, sınavla ilgili düşüncelerini ifade edebiliyor,				
9. Kararlı; mantıklı muhakeme ve analize dayalı olarak zamanında karar verme özelliğine sahip,				
10. Özgüvenli; kendine güveni tam, adaylarla etkin bir şekilde etkileşimde bulunurken bağımsız ve tarafsız ,				

Bilgi ve Beceriler	Çok İyi (5)	İyi (4)	Orta (3)	Zayıf (2)
1. Sınav prensipleri, prosedürleri ve teknikleri konusunda (sınavın tutarlı ve sistematik olarak yürütülmesi),				
2. Sınav sistemi ve referans dokümanları (sınav kapsamının kavranması ve denetim kriterlerinin uygulanması),				
3. Sınavda tutulması gereken kayıtların uygunluğu				
4. Bulguların doğru değerlendirilmesi				
5. Sınavda kullanılan senaryolara hakimiyet				
6. Uygulama sınav laboratuvarında bulunan ekipmanlara hakimiyet				
7. TS EN ISO/IEC 17024 Dokümantasyonuna hakimiyet				
8. Sınavda sorulan soruları sınavı tehlikeye atmayacak ve tüm katılımcıları bilgilendirecek düzeyde açıklaması,				
9. Yasal mevzuat (sınav programı ile ilgili geçerli yasalar, yönetmelikler ve diğer şartların bilinmesi; adayların tabi olduğu yasal zorunlulukların farkında olunması),				
10. Sınavı planlayabilme, zaman yönetimi, heyeti temsil edebilme, heyetin organize edilmesi ve yönlendirilmesi, belgelendirilecek aday personelin yönlendirilmesi ve				

Toplam	

SOSYAL BİLİMLER ENSTİTÜSÜ

Sayı:B.30.2.AYD.0.41.00.00/0 20-07

05.01.2016

Konu: ANKET

Sayın Uğur DİLER

Enstitümüz Y1314.620015 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı doktora programı öğrencilerinden Uğur Diler' in "IN-SERVICE EDUCATION AND TRAINING NEEDS OF INSTRUCTORS WORKING IN THE ACCREDITATION PROCESS AT VOCATIONAL QUALIFICATION TEST CENTERS" adlı tez çalışması gereği "Hizmet içi Mesleki Eğitimleri ve Çalışmaları Değerlendirmeye Yönelik Görüşme Formu", "Hizmet içi Mesleki Gelişim Eğitimlerini ve Çalışmalarını Değerlendirme Envanteri", "Eğitim İhtiyacı Değerlendirme Anketi" ve "Hizmet İçi Eğitim Değerlendirme Formu" ile ilgili anket ve ölçeği 14.12.2015 tarih ve 2015/14 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Zafer UTLU
Enstitü Müdürü

REKTÖRLÜK

Sayı : B.30.2.AYD.0.00.00.00-500/148

Konu: Anket İzni Hk.

11/01/2016

İstanbul

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ: 05/01/2016 tarih ve 020/08 sayılı yazınız

Enstitünüz Y1314.620015 numaralı İngiliz Dili Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Doktora programı öğrencilerinden **Uğur DİLER**'in "IN-SERVİCE EDUCATION AND TRAINING NEEDS OF INSTRUCTORS WORKING IN THE ACCREDITATION PROCESS AT VOCATIONAL QUALIFICATION TEST CENTERS" isimli tez çalışması gereği "Hizmet içi Mesleki Eğitimleri ve Çalışmaları Değerlendirmeye Yönelik Görüşme Formu", "Hizmet içi Mesleki Gelişim Eğitimlerini ve Çalışmalarını Değerlendirme Envanteri", "Eğitim İhtiyacı Değerlendirme Anketi" ve "Hizmet İçi Eğitim Değerlendirme Formu" ile ilgili anketlerini Üniversitemizde Sınav Merkezinde görev alan Öğretim Elemanlarına uygulama talebi uygun görülmüştür.

Bilgilerinizi saygı ile arz ederim.

Prof. Dr. Yadigar İZMİRLİ
Rektör

Ünvan : DEĞERLENDİRİCİ

1.   **Organizasyondaki Yeri**
1.1 Üst Organ   :   Koordinatör
     Alt Organ   :   ---
     Vekili   :   Diğer Değerlendiriciler

2.   **Nitelikleri**

2.1 Değerlendiricinin aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir:

11UY0011-3 *AHŞAP KALIPÇI* *SEVİYE 3*	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ⚓ İlgili alanda öğretim üyesi olmak, ⚓ Ahşap Kalıp işlerinde, en az 3 yıl mühendis veya teknik öğretmen olarak çalışmış olmak, ⚓ Ahşap Kalıp işleri meslek alanında tekniker olarak en az 7 yıl çalışmış olmak, ⚓ Meslek lisesi mezunu olup Ahşap Kalıp işlerinde en az 10 yıl süreyle çalışmış olmak, ⚓ Geçerli mevzuata uygun olmak koşuluyla MYK Mesleki Yeterlilik Belgesine sahip olup, Ahşap Kalıp işlerinde en az 10 yıl süreyle çalışmış olmak. Yukarıdaki özelliklerden en az birine sahip olan ve ölçme ve değerlendirme sürecinde görev alacak sınav yapıcılara; İMSM tarafından Mesleki Yeterlilik Sistemi, kişinin görev alacağı ulusal yeterlilik(ler), ilgili ulusal meslek standart(lar)ı, ölçme-değerlendirme ve ölçme değerlendirmede kalite güvencesi konularında eğitim sağlanmaktadır.

	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir:
12UY0054-3 *ALÇI LEVHA* *UYGULAYICISI* *SEVİYE 3*	● İlgili alanda öğretim üyesi olmak, ● İlgili mesleği kapsayan işlerde, en az 5 yıl mühendis veya tekniker olarak çalışmış olmak, ● İlgili mesleği kapsayan işlerde veya ilgili meslek lisesinde teknik öğretmen olarak en az 5 yıl çalışmış olmak, ● Meslek lisesi mezunu olup ilgili mesleği kapsayan işlerde en az 10 yıl süreyle çalışmış olmak.
12UY0055-3 *ALÇISIVA* *UYGULAYICISI* *SEVİYE 3*	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ● İlgili alanda öğretim üyesi olmak, ● İlgili mesleği kapsayan işlerde, en az 5 yıl mühendis veya tekniker olarak çalışmış olmak, ● İlgili mesleği kapsayan işlerde veya ilgili meslek lisesinde teknik öğretmen olarak en az 5 yıl çalışmış olmak, ● Meslek lisesi mezunu olup ilgili mesleği kapsayan işlerde en az 10 yıl süreyle çalışmış olmak.

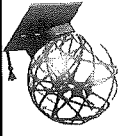|	
11UY0012–3 *BETONARME* *DEMİRCİSİ* *SEVİYE 3*	Mesleki Yeterlilikler Sistemi kapsamında İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: 🔹 İlgili alanda öğretim üyesi olmak, 🔹 Betonarme Demir işlerinde, en az 3 yıl mühendis veya teknik öğretmen olarak çalışmış olmak, 🔹 Betonarme Demir işleri meslek alanında tekniker olarak en az 7 yıl çalışmış olmak, 🔹 Meslek lisesi mezunu olup Betonarme Demir işlerinde en az 10 yıl süreyle çalışmış olmak, 🔹 Geçerli mevzuata uygun olmak koşuluyla MYK Mesleki Yeterlilik Belgesine sahip olup Betonarme Demirciliği işlerinde en az 10 yıl süreyle çalışmış olmak. Yukarıdaki özelliklerden en az birine sahip olan ve ölçme ve değerlendirme sürecinde görev alacak sınav yapıcılara; İMSM tarafından Mesleki Yeterlilik Sistemi, kişinin görev alacağı ulusal yeterlilik(ler), ilgili ulusal meslek standart(lar)ı, ölçme-değerlendirme ve ölçme değerlendirmede kalite güvencesi konularında eğitim sağlanmaktadır.

11UY0023-3 *İNŞAAT* *BOYACISI* *SEVİYE 3*	Mesleki Yeterlilikler Sistemi kapsamında İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir:

- İlgili alanda öğretim üyesi olmak,

- İnşaat Boyacılığı işlerinde, en az 3 yıl mühendis veya teknik öğretmen olarak çalışmış olmak,

- İnşaat Boyacılığı işleri meslek alanında tekniker olarak en az 7 yıl çalışmış olmak,

- Meslek lisesi mezunu olup İnşaat Boyacılığı işlerinde en az 10 yıl süreyle çalışmış olmak,

- Geçerli mevzuata uygun olmak koşuluyla MYK Mesleki Yeterlilik Belgesine sahip olup İnşaat Boyacılığı işlerinde en az 10 yıl süreyle çalışmış olmak.

Yukarıdaki özelliklerden en az birine sahip olan ve ölçme ve değerlendirme sürecinde görev alacak sınav yapıcılara; İMSM tarafından Mesleki Yeterlilik Sistemi, kişinin görev alacağı ulusal yeterlilik(ler), ilgili ulusal meslek standart(lar)ı, ölçme-değerlendirme ve ölçme değerlendirmede kalite güvencesi konularında eğitim sağlanmaktadır.

|	
11UY0024-3 **SIVACI** **SEVİYE 3**	Mesleki Yeterlilikler Sistemi kapsamında İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ↓ İlgili alanda öğretim üyesi olmak, ↓ Sıva işlerinde, en az 3 yıl mühendis veya teknik öğretmen olarak çalışmış olmak, ↓ Sıva işleri meslek alanında tekniker olarak en az 7 yıl çalışmış olmak, ↓ Meslek lisesi mezunu olup Sıva işlerinde en az 10 yıl süreyle çalışmış olmak, ↓ Geçerli mevzuata uygun olmak koşuluyla MYK Mesleki Yeterlilik Belgesine sahip olup Sıva işlerinde en az 10 yıl süreyle çalışmış olmak. Yukarıdaki özelliklerden en az birine sahip olan ve ölçme ve değerlendirme sürecinde görev alacak sınav yapıcılara; İMSM tarafından Mesleki Yeterlilik Sistemi, kişinin görev alacağı ulusal yeterlilik(ler), ilgili ulusal meslek standart(lar)ı,ölçme-değerlendirme ve ölçme değerlendirmede kalite güvencesi konularında eğitim sağlanmaktadır.
12UY0048-3 **DUVARCI** **SEVİYE 3**	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ↓ İlgili alanda öğretim üyesi olmak, ↓ İlgili mesleği kapsayan işlerde, en az 5 yıl mühendis veya tekniker olarak çalışmış olmak, ↓ İlgili mesleği kapsayan işlerde veya ilgili meslek lisesinde teknik öğretmen olarak en az 5 yıl çalışmış olmak, ↓ Meslek lisesi mezunu olup ilgili mesleği kapsayan işlerde en az 10 yıl süreyle çalışmış olmak.

12UY0049-3 **BETONCU** **SEVİYE 3**	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ⚓ İlgili alanda öğretim üyesi olmak, ⚓ İlgili mesleği kapsayan işlerde, en az 5 yıl mühendis veya tekniker olarak çalışmış olmak. ⚓ İlgili mesleği kapsayan işlerde veya ilgili meslek lisesinde teknik öğretmen olarak en az 5 yıl çalışmış olmak. ⚓ Meslek lisesi mezunu olup ilgili mesleği kapsayan işlerde en az 10 yıl süreyle çalışmış olmak.
12UY0050-3 **PANEL KALIPÇI** **SEVİYE 3**	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ⚓ İlgili alanda öğretim üyesi olmak, ⚓ İlgili mesleği kapsayan işlerde, en az 5 yıl mühendis veya tekniker olarak çalışmış olmak, ⚓ İlgili mesleği kapsayan işlerde veya ilgili meslek lisesinde teknik öğretmen olarak en az 5 yıl çalışmış olmak, ⚓ Meslek lisesi mezunu olup ilgili mesleği kapsayan işlerde en az 10 yıl süreyle çalışmış olmak.
12UY0056-3 **İSKELE KURULUM ELEMANI** **SEVİYE 3**	İMSM Görev Tanımında, aradığı nitelikler gereğince sınav yapıcının aşağıdaki alternatiflerden en az birini sağlıyor olması gerekmektedir: ⚓ İnşaat alanı dalından mezun ve ilgili alanda öğretim üyesi olmak, ⚓ İnşaat alanı dalından mezun ve ilgili sektörde en az 3 yıl mühendis veya teknik öğretmen olarak çalışmış olmak, ⚓ İskele işleri meslek alanında tekniker olarak en az 7 yıl çalışmış olmak, ⚓ Meslek lisesi mezunu olup iskele işlerinde en az 10 yıl süreyle çalışmış olmak, ⚓ Geçerli mevzuata uygun olmak koşuluyla MYK Mesleki Yeterlilik Belgesine sahip olup İskele işlerinde en az 10 yıl süreyle çalışmış olmak.

3.   Sorumlulukları

3.1   Politika ve hedefler doğrultusunda çalışmak. Belgelendirme programının şartlarına uygun olacak şekilde, belgelendirme konusuyla ilgili yapılacak olan uygulama sınavlarını ve/veya teorik sözlü sınav yapmak. Gizlilik ve tarafsızlık ilkesini tehlikeye sokmayacak şekilde sınavı sonlandırmak

3.2   Sınavın programa uygun olarak tamamlanmasını sağlamak, Sınav Şartnamelerine uygun olarak sınavın uygulanmasını ve tamamlanmasını sağlar. Sınavı Kontrol Formları ile uygulama sınavını gerçekleştirmek. Sınav sonucunu değerlendirmek ve adayın başarılı veya başarısız olduğu kararına vererek, belgelendirme kuruluna sınavda tutulan tüm kayıtları ve tavsiye niteliğindeki belgelendirme kararını sunmak

3.3.   İhtiyaç duyulduğunda stajyer değerlendiriciden destek talep etmek

3.3   Görevlendirildiği sınavlarda ortaya çıkan kayıtları, tutanakları, cevap anahtarlarını İMSM' ye bir zarf içerisinde ağzı kapalı şekilde iletmek üzere gözetmene teslim etmek

3.4   Sınavı "Sınavda Uygulanması Gereken Kurallar Talimatına" göre yapmak ve yaptırmak

3.5   Sınavda stajyer değerlendirici ile beraber ihtiyaç duyulan tutanakları tutmak (aday yoklama formu, v.b)

3.6.   Yaşanması durumunda stajyer değerlendiriciyle beraber uygunsuzlukları (kopya girişimi v.b.) tutanakla kayıt altına almak

3.7   Sınavdan önce görevlendirilmesi durumunda sınav yerinin uygunluğunu Sınav Yeri Kontrol Formu ile kontrol etmek

3.8   Sınavda program dışına çıkan durumları İSTANBUL Mesleki Sınav Merkezine en kısa sürede iletmek

3.9   Sınavda olası yaşanabilecek uygunsuzlukları, kopya girişimlerini önlemek

3.10   Sınav başlama saatinden en az 1 saat önce sınav yerinde olmak ve sınav için ihtiyaç duyulan şartların varlığını kontrol etmek, normal dışına çıkan bir durum olduğunda en kısa sürede İMSM' ye bilgilendirme yapmak.

3.11   Değerlendirici sınav tamamlanmasından ve son adayın sınav yerinden ayrılmasından sonra sınav yerini terk eder.

3.12   Görevli Personel Kontrol Formunu sınav öncesi, sınav anı ve sınav sonrası olmak üzere stajyer değerlendirici ile beraber doldurur.

3.13   Adayların kimlik kontrollerini gözetmenle beraber yapar. Sınav binasında çalışan ancak, sınav günü binada sınav görevi olmayanların sınav günü binaya gelmemeleri için sınav gününden önce gerekli uyarılarda bulunmak, gerekirse bu konuda sınav binalarının giriş kapılarına uyarı yazıları asmak, astırmak.

3.14   Sınav yerine geldiğinde ve sınav yerinden ayrılırken İSTANBUL Mesleki Sınav Merkezine haber verir.

3.15 Sınav sonunda tutanak ve rapor formunda sınav genel değerlendirme kısmı doldurarak İSTANBUL Mesleki Sınav Merkezine iletir. Sınavda tutulan kayıtları tükenmez kalemle tutmak

3.16 Teorik sözlü sınavı Sözlü Sınav Talimatı'na göre gerçekleştirmek

3.17 Sınavda görevlendirilen diğer personelin uygunsuz davranışları olduğunda tutanak ile İMSM' ye bilgilendirme yapar

3.18 Sınav evrakını İSTANBUL Mesleki Sınav Merkezi dışında hiç kimseye teslim etmez, bu evrakları imzalayarak teslim eder.

3.19 Sınavda Görevlilerinin Dikkat etmesi Gereken Kurallar Rehberi'ne uygun olarak sınavları uygulamak

3.20. Bir değerlendirici aynı anda dört adayın değerlendirmesini yapar.

4. Yetkileri

4.1 Uygulama ve/veya teorik sözlü sınavlarının yapılmasında yetkilidir.

4.2 Uygulama ve/veya sözlü teorik sınav sonucunu değerlendirerek karar verir.

4.3 Sınavda uyulması gereken kurallara uymayan adayların sınavlarını iptal edebilir.

4.4 Görevlendirilmesi durumunda sınav öncesi sınav yerinin uygunluğuna karar verir
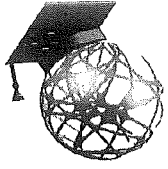
KONU : EĞİTİM VE İNSAN KAYNAKLARI PROSEDÜRÜ

1. AMAÇ

Bu prosedürün amacı; İSTANBUL Mesleki Sınav Merkezinde gerçekleştirilecek iç eğitimlerin planlanması ve uygulanmasında kullanılmak üzere detaylandırılmıştır.

2. UYGULAMA ALANI – KAPSAM

İSTANBUL Mesleki Sınav Merkezi gerçekleştirilecek iç eğitimler, yeni personel alımı, oryantasyon sürecini kapsar.

3. TANIMLAR:-

4. İLGİLİ DOKÜMANLAR

4.2 Görev Tanımları

4.3 Organizasyon ve Yetki Devri Listesi

4.4 Eğitim Planı

4.5 İş Başvuru Formu

4.6 Oryantasyon ve İş Başı Eğitimi Kayıt Formu

4.7 Personel Bilgi Formu

4.8 Eğitim Tutanağı ve Değerlendirme Raporu

4.9 Eğitim İhtiyaç Bildirim Formu

4.10 Personel Ön Değerlendirme Formu

4.11 Personel Değerlendirme Formu

4.12 Kaynak İhtiyaç Raporu Formu

4.13 Personel Uygunluk Değerlendirme Formu

4.14 Kayıtların Kontrolü Prosedürü

4.15 Personel Performans Değerlendirme Prosedürü

4.16 Taahhütname

5. SORUMLULAR

5.1 İMSM Koordinatörü

5.2 Kalite yöneticisi,

6. UYGULAMA ŞEKLİ :

Bu prosedürün uygulanması sonrasında ortaya çıkan kayıtların kontrolü **Kayıtların Kontrolü Prosedürü** 'ne göre gerçekleştirilir.

HAZIRLAYAN : KALİTE YÖNETİCİSİ	ONAY : Koordinatör
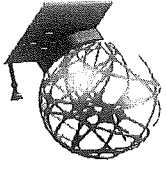
KONU : EĞİTİM VE İNSAN KAYNAKLARI PROSEDÜRÜ

6.1 Yeni Personel Alımı: Organizasyon yapısında bir değişiklik meydana geldiğinde veya artan hizmet talebine göre yeni personel ihtiyacı ortaya çıktığı takdirde, Birim Sorumluları tarafından, ihtiyaç duyulan bölüme uygun nitelikte personel ihtiyacı belirlenir. Birim Sorumluları tarafından belirlenen personel ihtiyacı İnsan Kaynakları Koordinatörüne sözlü olarak ya da gerektiğinde **Kaynak İhtiyaç Raporu** ile bildirilir. Üst yönetimin onayı ile personel istihdam faaliyetleri başlatılır.

6.2 Aday personel ile **İMSM İş Başvuru Formu** doldurtularak yapılan görüşmenin sonunda Birim Sorumlusu tarafından, aday personel ile ilgili görüşleri belirtmek için **Personel Ön Değerlendirme Formu** doldurulur. Daha sonra bu formlar kalite yöneticisine teslim edilir. Yeni personel Görev Tanımlarında belirtilen profillere uygun olarak seçilir.

6.3 Görüşmelerin tamamlanmasından sonra belirlenen gerekli iş niteliklerine uygun personel seçimi, Koordinatör tarafından gerçekleştirilir. Seçilen personel, ilgili İMSM Koordinatörü onayına sunulur. İlgili İMSM tarafından onaylanan personele kalite yöneticisi tarafından gerekli oryantasyon faaliyetleri belirlenerek istihdam edilmek üzere gerekli idari işlemler tamamlanır.

6.4 İstihdam edilen her personel için planlama sorumlusu tarafından **Personel Bilgi Formu** düzenlenir. Ayrıca; işe atanan personel, atandığı iş ile ilgili **Organizasyon ve Yetki Devri Listesine** işlenir

6.5 İstihdam edilen personel için iş başı eğitimi ve oryantasyon programı kalite yöneticisi tarafından belirlenir. Belirlenen oryantasyon programına göre her yeni personel için kalite yöneticisi tarafından **Oryantasyon ve İş Başı Eğitimi Kayıt Formu** düzenlenir.

6.6 Yeni personelin alması öngörülen eğitimlerin koordinasyonu kalite yöneticisi tarafından yapılır. Yeni personele, ilgili Koordinatör tarafından iş başı eğitimi ve kalite yöneticisi tarafından da kurumdaki genel yönetim, belgelendirme ve kalite yönetim sistemi içerikli oryantasyon eğitimi verilir.

6.7 İş başı ve oryantasyon eğitimini veren her bir eğitmen (Birim Sorumlusu ve kalite yöneticisi), personeli kendi konusunda değerlendirmeye tabi tutar. Değerlendirmeler **Oryantasyon ve İş Başı Eğitimi Kayıt Formuna** aktarılır.

6.8 Ayrıca, gerektiğinde belirli periyotlarda personel, ilgili Birim Sorumlusu tarafından değerlendirmeye tabi tutulur. Değerlendirme sonucunda, ilgili birim sorumlusu tarafından **Personel Değerlendirme Formu** doldurulur.

6.9 Eğitimin Etkinliği de personelin, birim amiri tarafından yıl boyunca izlenmesi sonrasında, bir sonraki yılın eğitim planının oluşturulması aşamasında görüşlerinin alınmasıyla gerçekleştirilir. Alınan görüş sonrasında ilgili personelin tekrar eğitime alınması, eğitime gerek duyulmaması, eğitim aldığı konu ile ilgili eğitmen olarak görev alması vb. kararlar alınabilir.

| HAZIRLAYAN : KALİTE YÖNETİCİSİ | ONAY : Koordinatör |

KONU : EĞİTİM VE İNSAN KAYNAKLARI PROSEDÜRÜ

6.10 Personel değerlendirilmesi sonucunda, personelin performansını geliştirmeye yönelik gerekli görülen eğitim ihtiyacı belirlenir. Belirlenen eğitimlere göre kalite yöneticisi tarafından **Eğitim Planını** hazırlar.

6.11 Hazırlanan bu eğitim planı, ilgili İMSM koordinatörüne onaylatılır. Bu eğitim planı yıllık olarak hazırlanmasına rağmen yönetimi gözden geçirme toplantısı sonucunda kurum ihtiyaçlarına göre revize edilebilir. Birim Sorumluları gerek eğitim planı hazırlanmasında gerekse ihtiyaç duyduğunda eğitim ihtiyaçlarını sözlü olarak ya da istediği taktirde **Eğitim İhtiyaç Bildirim Formu** tanzim ederek kalite yöneticisine iletir. Talep edilen eğitim ihtiyaçları İMSM Koordinatörü tarafından onaylandığı taktirde eğitim planına dahil edilerek eğitim planı revize edilir.

6.12 İhtiyaçlar doğrultusunda Birim Sorumluları tarafından belirlenen eğitim ihtiyaçları konusunda, eğitim alacak olan personel ilgili kurum veya şahıslardan eğitim almaya gönderilir.

6.13 Eğitim duyurusu katılacaklara kalite yöneticisi tarafından önceden yapılır.

6.14 Her eğitim sonunda kalite yöneticisi tarafından **Eğitim Tutanağı ve Değerlendirme Raporu** hazırlanır. Bu form ile eğitimin değerlendirmesi gerçekleştirilir.

6.15 Planlama sorumlusu tarafından, personelin aldığı eğitim bilgileri **Personel Bilgi Formuna** işlenir.

6.16 Alınan eğitimler neticesinde nitelikleri arttırılmış personel, ilgili Birim Sorumlusu tarafından gerek görüldüğünde, **Organizasyon ve Yetki Devri Listesi** yayınlanarak farklı yetki ve sorumluluklara atanabilir.

6.17 Belirlenmiş olan görev tanımlarına göre Organizasyon şemasında görevlendirilen personel için, atama ve terfilerde gerektiğinde **Personel Değerlendirme Formu** kullanılarak personel yetkinliği değerlendirilir. Sınav yapıcı, soru hazırlayıcılar ile program komitesinde ve belgelendirme kurulunda görev alan personelin uygunluğunun değerlendirilmesi **Personel Uygunluk Değerlendirme Formu** ile ilgili **Ulusal Yeterliliklerde** belirtilen değerlendirici ölçütlerine göre gerçekleştirilir.

6.18 İSTANBUL Mesleki Sınav Merkezinde görev alan personelin performansı, **Personel Performans Değerlendirme Prosedürü'ne** göre gerçekleştirilir.
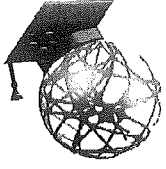
6.19 İMSM de görev alan tüm personelle Taahhütname imzalatılır. Taahhütnamenin bir örneğinin personel dosyasından olması sağlanır.

HAZIRLAYAN : KALİTE YÖNETİCİSİ	ONAY : Koordinatör

KONU : VERİ ANALİZİ VE SÜREKLİ İYİLEŞTİRME PROSEDÜRÜ

1. **AMAÇ**

Bu prosedürün amacı; hizmet kalitesinin, kalite ve belgelendirme yönetim sisteminin uygunluk ve etkinliğini saptamak, hizmet verilen kişilerin memnuniyetini, sınav süreci ve başarısı ile ilgili analiz ve yapılabilecek iyileştirmeleri, geliştirmeleri tanımlamak için gerekli uygun verileri toplamak, analiz etmek ve sürekli gelişmeyi sağlamak için bir sistem belirlemektir. Ayrıca; düzeltici önleyici faaliyetlerin belirlenmesi ve gerçekleştirilmesi, proseslerin izlenmesi ve sonucunda da veri analizlerinin gerçekleştirilmesi ve sürekli iyileştirmenin sağlanabilmesi için de iş planlarının hazırlanmasıdır.

2. **UYGULAMA ALANI - KAPSAM**

İSTANBUL Mesleki Sınav faaliyetleri kapsamında uygulanır

3. **TANIMLAR**

-

4. **İLGİLİ DOKÜMANLAR**

4.1 Memnuniyet Değerlendirme Anketi

4.2 Şikayet / İtiraz / Öneri ve Değerlendirilmesi Formu

4.3 Düzeltici Önleyici Faaliyet Formu

4.4 İç Tetkik Prosedürü

4.5 Düzeltici Önleyici Faaliyet Prosedürü

4.6 Genel Hedefler ve Veri Analizi Takip Tablosu

4.7 İş / Faaliyet Planı İyileştirme Önerileri Formu

4.8 Yönetimin Gözden Geçirilmesi Prosedürü

5. **SORUMLULARI**

5.1 İMSM Koordinatörü

5.2 Kalite yöneticisi

6. **UYGULAMA ŞEKLİ**

6.1. Gerçekleştirilen sınavlar sonrasında sınav sürecinin ve sorularının iyileştirilmesi ile ilgili analiz yazılım programıyla gerçekleştirilir. Sınav sonrasında soru bazında başarı oranı periyodik olarak gerçekleştirilerek değerlendirme sonrasında teorik ve uygulama sınavlarının iyileştirilmesine yönelik düzeltme/düzeltici faaliyet başlatılır. Veri analizleri aşağıdaki başlıkları içerebilir.

- Sınava katılımcı sayısı

- Genel başarı oranı

- Soru bazında başarı oranı
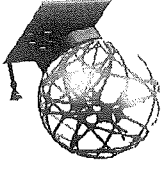
HAZIRLAYAN : KALİTE YÖNETİCİSİ	ONAY : KOORDİNATÖR

KONU : VERİ ANALİZİ VE SÜREKLİ İYİLEŞTİRME PROSEDÜRÜ

- Teorik ve uygulama sınav başarı oranları
- Seviyelere göre başarı analizleri
- Eğitim düzeyine göre veri analizleri
- Yaş grubuna göre veri analizleri

Sınav veri analizleri yönetimin gözden geçirme toplantısında gündem başlığı olarak değerlendirilir.

6.2. Personel Performans Prosedürü ile sınav programında görev alan personellerin performansı periyodik olarak gerçekleştirilir.

İMSM tarafından hizmet verilmiş kişilere **Memnuniyet Değerlendirme Anketi** uygulanır. Planlama sorumlusu tarafından, hizmet verilmiş kişilerin anketi doldurması sağlanır. Anket formundaki değerlendirme kriterleri Kalite yöneticisi tarafından değiştirilir. Doldurulan anket cevapları Kalite yöneticisi tarafından incelenip değerlendirilir.

6.3. Gerek yapılan anketler vasıtasıyla gerekse direkt olarak (mail, faks, telefon vs.) gelen şikayetler / itirazlar / öneriler Kalite yöneticisi tarafından kayıt edilir ve incelenip değerlendirilir. Gelen şikayetler / itirazlar / öneriler için Kalite yöneticisi tarafından **Şikayet / İtiraz / Öneri ve Değerlendirilmesi Formu** düzenlenir. Gerekli olduğu taktirde bu form şikayet ya da itiraz eden kişi ile de paylaşılır. Değerlendirme sonuçları yönetimi gözden geçirme toplantılarında incelenir. Yönetimi gözden geçirme toplantısında memnuniyeti arttırmak için gerekli önlemler (yeniden anket düzenlemek, şikayet / itiraz eden ile görüşmek, düzeltici, önleyici faaliyetleri başlatmak vs.) belirlenir.

6.4. Gelen şikayetler / itirazlar / öneriler değerlendirildikten sonra, gerek görüldüğünde **Düzeltici Önleyici Faaliyet Formu** düzenlenerek sorun giderilir ve istediği taktirde bu form şikayet ya da itiraz eden kişi ile de paylaşılır.

İç tetkik sonucunda ortaya çıkan Düzeltici ve Önleyici Faaliyetler ise **İç Tetkik Prosedürüne** göre gerçekleştirilir ve iç tetkik konusu bu prosedürde detaylandırılmıştır. Düzeltici ve Önleyici Faaliyetlerle ilgili daha detaylı bilgiye **Düzeltici Önleyici Faaliyet Prosedüründe** yer verilmiştir.

6.5. Proseslerin izlenmesi, hizmet yeterliliğinin ölçülmesi, memnuniyetin değerlendirilmesi için gereksinim duyulan istatistiksel yöntemler belirlenir.

6.6. Yapılan veri analizleri sonuçları genel olarak yönetimin gözden geçirme toplantısında değerlendirilerek, sürekli geliştirme konuları belirlenir. Gerek yapılan veri analizleri sonuçları gerekse birimlerden sözlü olarak ya da gerekli olduğu durumda **İyileştirme Önerileri Formu** düzenlenerek gelen öneriler, genel olarak yönetimi gözden geçirme toplantısında değerlendirilir ve gerekli olduğunda **İş / Faaliyet Planı** hazırlanır
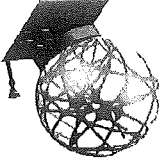
KONU : VERİ ANALİZİ VE SÜREKLİ İYİLEŞTİRME PROSEDÜRÜ

6.7. Sürekli iyileştirme çalışmaları, tüm personelin katılımı ve yönetimi gözden geçirme toplantıları sonucunda yapılan değerlendirme sonuçlarına göre yapılır. Sürekli iyileştirme çalışmalarına ışık tutan çalışmalar (aşağıda yazılı olan) ve bu çalışmalar yönetimi gözden geçirme toplantısında alınan kararlar doğrultusunda Kalite yöneticisi ve İMSM Koordinatörü tarafından gerçekleştirilir.

Sürekli iyileştirme çalışmalarına ışık tutan çalışma ve analizler:

1. Belirlenen Hedefler
2. Yönetimi Gözden Geçirme Toplantı Kararları
3. İç Tetkik Sonuçları
4. Düzeltici Faaliyetler
5. Önleyici Faaliyetler
6. Uygunsuzlukların Kontrolü
7. Hizmet Verilmiş Kişinin Memnuniyetinin Analizi
8. Veri analizleri
9. Sınav sonuçları ve verileri

Sürekli iyileştirme çalışmaları Kalite yöneticisi tarafından **İş / Faaliyet Planı** ve/veya **Genel Hedefler ve Veri Analizi Tablosu** ile takip ve koordine edilir. Tüm çalışma sonuçları İMSM Koordinatörüne sunulur ve Yönetimi Gözden Geçirme Toplantısında değerlendirilir

6.8 Bu prosedürün uygulaması sonrasında ortaya çıkan kayıtları, **Kayıtların Kontrolü Prosedürü'ne** göre saklanır.

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Kontrollü Kopya kaşesi bulunmayan dokümanlar Kontrolsüz Kopya'dır.

KONU : SINAV PROSEDÜRÜ

1. AMAÇ

İAÜ Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi sınav uygulaması ile ilgili aşamaların açıklanmasıdır.

2. UYGULAMA ALANI – KAPSAM

İAÜ Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi faaliyetleri kapsamında uygulanır

3. TANIMLAR

3.1 Gözetmenler: Sınavlarda sınav gözetmenliği yapan, uygulamalı sınavlarda ise sınavın belgelendirme sistemi kurallarına uygun olarak gerçekleştirilmesi için sınav yapıcılara lojistik destek veren ve yardımcı olan personeldir.

3.2 Sınav Yapıcılar(Değerlendirici): Konuyla ilgili teknik ve kişisel yeterliliğe sahip, uygulamalı sınavı yapacak ve sonucu ile ilgili kanaatini sunan uzmanlardır.

3.3 Sınav Ekibi: Teorik veya performansa dayalı sınavda görevlendirilen ekip. Gözetmen ve sınav yapıcılar tarafından oluşturulur

4. İLGİLİ DOKÜMANLAR

4.1 Meslekî Yeterlilik, Sınav Ve Belgelendirme Yönetmeliği
4.2 Sınav Programı Duyuru Formu
4.3 Güncel Sınav Programı Formu
4.4 Sınav Yeri Kontrol Formu
4.5 Salon Tanıtım Formu
4.6 Görevli Kontrol Formu
4.7 Uygulama Sınavı Kontrol Formu
4.8 Sınav Yoklama Formu
4.9 Tutanak ve Rapor Formu
4.10 Doküman Kontrol Formu
4.11 Aday Bilgi Formu
4.12 Sınav Yapıcı Görev Tanımı
4.13 Gözetmen Görev Tanımı
4.14 Sınavda Uyulması Gereken Kurallar Talimatı

HAZIRLAYAN : KALİTE YÖNETİCİSİ	ONAY : KOORDİNATÖR

KONU : SINAV PROSEDÜRÜ

4.15 Sınavda Görev Alan Personelin Uyması Gereken Kurallar Talimatı

4.16 Sınav Şartnameleri

4.17 Yazılım Programı Kullanma Talimatı

4.18 Kayıtların Kontrolü Prosedürü

4.19 Sözlü Sınav Talimatı

4.20 Uygulama Sınavı Talimatı

4.21 Kayıtların Kontrolü Prosedürü

5. SORUMLULARI

5.1 İAÜMSM Belgelendirme Koordinatörü

5.2 Sınav Yapıcılar(Değerlendiriciler)

5.3 Gözetmenler

6. UYGULAMA ŞEKLİ

6.1. Hizmet sözleşmesi imzalandıktan sonra, aday sayısı yeterli görüldüğünde MSM Koordinatörü tarafından sınav kararı verilir. İAÜMSM kararına göre her yılın başında yıllık bir eğitim planı oluşturulabilir. Eğitim tarihleri http://aydin.voc-tester.com/web adresinden yayınlanır.

6.2 Sınavların hangi gün hangi adreste olacağı bilgisi İAÜMSM web sayfası aracılığıyla(http://aydin.voc-tester.com/web) ilişkili taraflara duyurulur. Bu duyuruda sınav programının adı, seviyesi, sınav yeri ve saati bilgiler detaylandırılır. *Sınavda Uyulması Gereken Kurallar Talimatı* web sayfasından deklare edilir.

6.3 Başvurusu kabul edilen personelin sınavın yer, zaman ve diğer detaylardan haberdar olması *Aday Bilgi Formu* ile adaya kargo, mail veya faks ile iletilerek sağlanır. İAÜMSM planlama sorumlusu tarafından adaylar sınavdan en az 2 gün öncesine kadar telefon ve e-maille bilgilendirilir. Bu bilgilendirme mailleri klasörde saklanır.

6.4 Sınavda görev alan gözetmen, sınav yapıcı personel(yedek personeli de içerecek şekilde) MSM Koordinatörü tarafından belirlenir. Sınav bilgileri *Güncel Sınav Programı Formu ile* oluşturulur ve sınavda görev alacak gözetmen ve sınav yapıcı personele mail ortamında iletilir. Bu formun doldurulması sınavda görev alacak personelin atanması anlamına gelir. Gözetmenler ve Sınav Yapıcılar Görev Tanımlarına ve ilgili talimatlara*(Sınavda Uyulması Gereken Kurallar Talimatı, Sınavda Görev Alan Personelin Uyması Gereken Kurallar Rehberi'ne* uygun olarak çalışırlar. Bu personellerin sınav esnasında nasıl davranmaları gerektiği, hangi kayıtları tutmaları ile ilgili

HAZIRLAYAN : KALİTE YÖNETİCİSİ	ONAY : KOORDİNATÖR

KONU : SINAV PROSEDÜRÜ

detaylar görev tanımlarında ve talimatlarda detaylandırılmıştır. Uygulama sınavları *Uygulama Sınav Talimatı'na,* sözlü teorik sınavlar ise *Sözlü Sınav Talimatı'na* göre gerçekleştirilir.

6.5 Sınav programları sınavdan en geç bir hafta MYK'na aksi talep edilmedikçe elektronik yolla antetli yazılının ekinde *Güncel Sınav Programı Formu* ile iletilir. *Güncel Sınav Programı Formunda*; hangi yeterliliklerden sınav yapılacağı, yeterliliklerin seviyesi, teorik ve uygulama sınavlarının yeri, sınavların saati, sınav görevlileri ve gözlemcileri, sınava katılacak aday sayısı ve gerekli diğer bilgiler yer alır. Bu bilgilerde değişiklik olması halinde, değişiklikler en geç sınavdan iki iş günü öncesine kadar *MYK'ya* bildirilir. Sınavlar MYK' ya bildirilen sınav programına uygun olarak gerçekleştirilir. Bu form aynı zamanda teorik ve pratik sınavda görev alacak personellere de gönderilir.

6.6 Sınav ortamının organizasyonu, fiziksel şartların sağlanması İAÜMSM Koordinatörü tarafından sağlanır. Aday sayısıyla uyumlu olacak şekilde ihtiyaç duyulan fiziksel, elektronik ve operasyonel gereklilikler oluşturulur. Sınav günü sınav salonuna giren personelin üst baş aramasını gerçekleştirecek güvenlik görevlilerinin ihtiyaç olan alanlarda olması sağlanır.

6.7 Teorik sınavlarda İAÜMSM her sınav salonuna çalışır durumda en az bir adet duvar saati asılmasını sağlamak, kış aylarında yapılan sınavlarda sınav salonlarının yeterli düzeyde ısıtılmasını sağlamak, sınav süresince binadaki faks, telefon ve cep telefonları ile her türlü elektronik, mekanik cihazın kullanılmamasını, bilgisayar ve fotokopi makinelerinin ve varsa internet ağının kapalı konumda tutulmasını sağlamaktan sorumludur. Sınav gününde ihtiyaç duyulan güvenlik önlemleri İAÜ ile anlaşmalı güvenlik kuruluşundan sağlanır. Sınav salonuna alınan adayların üst baş araması ve detektörler ile yapılan metal taraması güvenlik görevlilerince gerçekleştirilir.

Bilgisayar üzerinden gerçekleştirilecek sınavların salonunda her adaya bir adet düşecek şekilde internet erişimi olmayan bilgisayar üzerinden yazılım programına bağlanarak teorik sınavlar gerçekleştirilir. Teorik sınavlar soru bankasından rassal olarak seçilen her adaya farklı sıralamada soruların sorulmasını mümkün kılacak yazılım programını kullanımı ile gerçekleştirilir Sınav cevap anahtarı bilgisayar yazılımı üzerinden elektronik olarak tutulur.

Bilgisayar üzerinden düzenlenmeyen sınavlarda yazılım programı üzerinden rassal olarak seçilen soruların çıktıları alınıp soru kitapçığı haline getirilip cevap anahtarları formu ile adaya verilmesi sağlanır.

Her adayın soru kitapçıkları (bilgisayar üzerinden yapılacaksa her adayın kullandığı bilgisayar üzerindeki soruların dağılımı) farklı sıralama ile (A soru kitapçığı, B soru kitapçığı, C soru kitapçığı, D soru kitapçığı vb.) şeklinde düzenlenir.

6.8 Sınav kameraya çekilir. Kameraların sınav salonundaki tüm adayları net bir biçimde kaydedilmesini sağlayacak şekilde konumlandırılması sağlanır. Adayların konumlarının diğer

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KONU : SINAV PROSEDÜRÜ

adayların cevap anahtarları veya kullandıkları ekranları görmesini engelleyecek şekilde olması sağlanır.

6.9 MSM Koordinatörü tarafından belirlenen personel tarafından sınav yerinin uygunluğu sınavdan en az 3 günden önce *Sınav Yeri Kontrol Formu* ile gerçekleştirilir. Bu personel kontrol formu ile gerçekleştirdiği değerlendirmeyi MSM iletilmek üzere teslim eder. Uygulama sınavın yapılacağı yerde bu değerlendirmeyi sınavın içeriğine uygun bir sınav yapıcı yetkinliğinde personel tarafından yapılması sağlanır. Planlanan sınav yerinde uygunsuzluk tespit edilmesi durumunda düzeltme/düzeltici faaliyet başlatılarak gerekli asgari şartların sağlanır.

6.10 Teorik sınavdan en az 1 gün öncesinde *Salon Tanıtım Formu* oluşturularak sınav salonunun girişine asılır. Teorik sınavlarda gözetmenler bu şablona uygun olarak adayların yerini belirlerler.

6.11 Teorik Sınav öncesi gözetmene aşağıdaki evraklar kapalı bir zarf içerisinde Dokuman Dağıtım Formu ile imza karşılığında teslim ve alınır. edilir. Bu evraklar
Gözetmen görev tanımı
Sınav yapıcı görev tanımı
Sınavda uyulması gereken kurullar talimatı
Sınavda görev alan personelin uyması gereken kurallar talimatı
Güncel sınav program formu
Bilgisayar üzerinden düzenlenmeyen sınavlarda soru kitapçıkları ve cevap anahtarları
Tutanak ve rapor formu
Dokuman Dağıtım Formu
Gözetmen ve sınav yapıcı için birer adet tükenmez kalem.
Evrak zarfı
Sınav görevlisi kontrol formu
Kaza Bildirim Formu
Gerek duyulması durumunda ;Her salonun salondaki aday sayısı kadar içerisinde kalem, silgi vb. bulunan paketleri,

6.12 Uygulama sınavı öncesi gözetmene aşağıdaki evraklar kapalı bir zarf içerisinde Dokuman Dağıtım *Formu ile imza karşılığında teslim edilir. Bu evraklar*
Sınav yapıcı görev tanımı
Gözetmen görev tanımı
Sınavda uyulması gereken kurullar talimatı
Sınavda görev alan personelin uyması gereken kurallar talimatı
Uygulama sınavı kontrol formu
Güncel sınav program formu
Tutanak ve rapor formu
Sınav yoklama formu
Sınav şartnamesi
Doküman Dağıtım Formu

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Gözetmen ve sınav yapıcı için birer adet tükenmez kalem.
Evrak zarfı
Sınav görevlisi kontrol formu
Kaza Bildirim Formu

6.13 Gözetmen veya sınav yapıcıların bu evrakları nasıl dolduracakları veya kullanılacakları *Sınavda Görev Alan Personelin Uyması Gereken Kurallar Talimatında* detaylandırılmıştır.

6.14 Sınavda görevlendirilen gözetmen veya sınav yapıcılar sınavın oluşturulan programa uygun olarak tamamlanmasından sorumludur. Görevli personel sınav günü ihtiyaç duyulması durumunda İAÜMSM den lojistik destek talep edebilir. Sınavların hafta sonuna denk düşmesi durumunda İAÜMSM' i temsilen bir kişi merkezde bulunur. İAÜMSM sınavdan en az 1 saat öncesinden ve sınav tamamlanmasından 1 saat sonrasına kadar bir yetkilinin merkezde bulunmasını sağlar.

6.15 Sınav günü *Sınav Yeri Kontrol Formu* ile İAÜMSM görevlendirdiği bir personel habersiz denetim yaparak, sınavda görev alan personelin ve genel şartların uygunluğunu değerlendirir.

6.16 Teorik sınavlar, Gözetmen ve Sınav Yapıcılar tarafından yapılır. Sınavda görev alan sınav yapıcının desteklenmesi, sınavın lojistik organizasyonu gözetmen tarafından tarafsızlık teamüllerine uygun olacak şekilde gerçekleştirilir. Teorik sınavlarda görevlendirilen sınav ekibi tarafından *Sınav Yoklama Formu* doldurtulur.

6.17 Sınavlar planlanan her yeterlilik için oluşturulmuş *Sınav Şartnamelerine* uygun olarak gerçekleştirilir. Şartnamelerde sınavlarda sorulacak soru sayısı, sınav süresi, sınavda değerlendirilen zorunlu yetkinlikler, sınava girebilmek için ön koşullar, başvuru sırasında istenilen belgeler, ölçme ve değerlendirme yöntemi, teorik ve uygulama sınavlarının uygulama şartları, uygulama sınavlarında kullanılacak ekipmanlar, belge geçerlilik süresi, gözetim ve belge yenileme dönemlerinde yapılacak uygulamalar, sınav sonuçların duyurusu ve belgelerin iletiminin nasıl yapılacağı bilgisi ile sınavda başarısız olan adayların hakları, hizmet bedeli vb bilgiler her yeterlilik için MYK Ulusal Yeterlilikleriyle uyumlu olacak şekilde oluşturulur.

6.18 Uygulama sınavında sınavın içeriğine uygun olacak şekilde *Uygulama Sınavı Kontrol Formları* sınav yapıcılar tarafından doldurulur ve sonuçları değerlendirilir. Uygulama sınavlarda sınav yapıcılar veya gözetmenler tarafından *Sınav Yoklama Formu* doldurtulur. Uygulama sınavlarında İAÜMSM merkezinde çalışan bir yetkilinin gözetmen olarak görev alması sağlanır. Gözetmen sınav yapıcıya gerekli olan tüm lojistik desteği sağlamakla yükümlüdür. Şantiye ortamında gerçekleştirilen sınavlarda adayların ve sınavda görev alan personelin gereken yerlerde KKD "Kişisel Koruyucu Donanım" kullanmaları zorunludur. KKD lar PB Koordinatörlüğü tarafından sağlanır. Sınav sonrasında adaylar kendilerine teslim edilen ekipmanları gözetmenlere teslim etmek zorundadır. Sınavda ara kararı sınav yapıcıları tarafından verilir. Sınavda kaza yaşanması durumunda *Kaza Bildirim Formu* doldurulur.

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6.19 Sınavların sonuçları sınavlar tamamlandıktan sonra Belgelendirme Kurulunun ve MYK'nın onayından sonra belirlendiği için sınav gününde açıklanamaz. Sınav sonuçlarının değerlendirilmesi ve onaylanması sonrasında sonuçlar web sayfamız üzerinden açıklanır.

Sınavı başarı ile tamamlayan adayların belgeleri kargo ile adaya iletilir.

Sınavlarda başarısız olan adaylar başarısız oldukları bölümden bir yıl içerisinde hiçbir ücret ödemeden sınava girme hakkına sahiptirler

6.20 Sınavlar Meslekî Yeterlilik, Sınav Ve Belgelendirme Yönetmeliği, ilgili Türkak rehberlerine uygun olacak şekilde gerçekleştirilir.

6.21 Bu prosedürün uygulanması sonucunda ortaya çıkan kayıtlar *Kayıtların Kontrolü Prosedürüne* uygun olarak saklanır.

6.22 Sınavla ilgili yaşanabilecek itiraz veya şikayetler *İtiraz ve Şikayetlerin Kontrolü* Prosedürüne göre değerlendirilir.

6.23 Yazılım programının ihtiyaç duyulan aşamalarda kullanımı *Yazılım Programını Kullanma Talimatı'na* göre yapılır.

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Kontrollü Kopya kaşesi bulunmayan dokümanlar Kontrolsüz Kopya'dır.

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1. AMAÇ

Bu prosedürün amacı, İAÜ Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezinde görev alan personelin performansının değerlendirilmesidir.

2. UYGULAMA ALANI - KAPSAM

İAÜ Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi başta sınavda görev alan personel ve ofis personelinin performansının değerlendirilmesi için oluşturulmuştur.

3. TANIMLAR

-

4. İLGİLİ DOKÜMANLAR

4.1 Müşteri Değerlendirme Anket Formu

4.2 Sınav Personeli Çapraz Değerlendirme Formu

4.3 Ofis Personeli Performans Değerlendirme Formu

4.4 Sınav Yapıcı Yıl Sonu Performans Değerlendirme Formu

4.5 Sınav Yapıcı Personel Performans Değerlendirme Formu

4.6 Kayıtların Kontrolü Prosedürü

5. SORUMLULARI

5.1 İAÜMSM Koordinatörü

5.2 Kalite yöneticisi

5.3 Deneyimli Sınav Yapıcı Personel

6. UYGULAMA ŞEKLİ

6.1. İAÜ Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi görev alan başta sınavlarda görev alan ve atanmış tüm personelin performansı, bir akreditasyon döngüsü içinde en az bir kez değerlendirilir.

Bu prosedürün uygulanması sonucunda ortaya çıkan kayıtların kontrolü *Kayıtların Kontrolü Prosedürü 'ne* göre sağlanır.

6.2 *Sınav yapıcı personelinin performansının izlenmesi için kayıtların gözden geçirmesi; pozitif ve negatif geri besleme, mülakat, gözlem, sınav programı sonrası gözden geçirme gibi yöntemler uygulamaktadır. Personelin performansının değerlendirilmesi için gerektiğinde yazılı veya sözlü testler Koordinatör tarafından uygulanabilir.*

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6.3. Gelen değerlendirme sonuçları ve gözlemler, anket sonuçları vb. bakılarak yıl sonu yapılan performans değerlendirme raporu beklenmeden düzeltme ve/veya düzeltici/önleyici faaliyet başlatılabilir.

6.4 Koordinatör tarafından yapılan değerlendirme programının sıklığı değerlendirilen personelinin performansına göre gene belirlenir.

6.5. Değerlendirilecek personeller, Koordinatörce her yıl başında belirlenir. Belirlenen personellerin performanslarının değerlendirilmesi için gereken organizasyon ve kaynaklar Koordinatörce sağlanır.

6.6. Yıl Sonu Performans Değerlendirmesi; Sonuçlar YGG toplantısında değerlendirilir.

6.7. SINAV YAPICI PERSONELİN PERFORMASININ DEĞERLENDİRİLMESİ

1. **AŞAMA;** Sınavda görev alan ekibin çapraz olarak birbirini *Sınav Ekibi Çapraz Değerlendirme Formu* ile değerlendirmesiyle yapılır (0-20 Puan)

2. *AŞAMA; Sınav programlarına katılan adayların **Müşteri Değerlendirme Anketi** ile yaptığı değerlendirmelerin ortalaması alınarak gerçekleştirilir. Bu ankette detaylandırılan 2 farklı başlığın değerlendirilmesinin ortalamaları toplanarak yapılır(0-10 Puan)*

3. *AŞAMA; Bir performans sınavında, aynı adayın, aynı zamanda deneyimli farklı bir sınav yapıcıyla değerlendirilmesiyle gerçekleştirilir. Performansı değerlendirilen sınav yapıcının aldığı kararlar deneyimli personelin aldığı kararla kıyaslanır. Bu aşamada deneyimli sınav yapıcı ile değerlendirilen sınav yapıcının değerlendirme sonuçlarının arasındaki sapmanın*

   % 5 den az olması durumunda 30 Puan

   %5-10 arasında olması durumunda 20 Puan

   %10-15 arasında olması 10 Puan verilerek değerlendirilir.

   % 15 den fazla olması durumunda 5 Puan verilir.

4. *AŞAMA; Bir performans sınavına şahit denetçi olarak katılan deneyimli bir sınav yapıcının, ilgili personelin performansını izleyerek yaptığı değerlendirmedir. Değerlendirme **Sınav Yapıcı Performans Değerlendirme Formu** ile yapılır. Bu aşama*

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3. Aşama ile aynı anda yapılabilir. (0-20 Puan)

5. **AŞAMA;** *Yılsonu personelin katıldığı sınav programlarının kayıtlarının (kamera ve diğer kayıtlar) incelenmesiyle yapılır. Yapılan değerlendirmeler **Yıl Sonu Personel Değerlendirme Formu** ile en az 1-2 sınav programının dosyasının Koordinatör ve sınavın konusuna göre uygun bir sınav yapıcı tarafından incelenmesiyle yapılır.2 kayıt incelendiyse toplamının yarısı değerlendirilir. (0-20 Puan)*

6. **AŞAMA:** Personelin planlanan sınav programına gerekçe göstermeden gitmemesinin her bir vaka olay için eksi 20 Puan olarak değerlendirilmesiyle gerçekleştirilir.

7. **AŞAMA** Personelin Planlanan ve davet edilen eğitimlere gerekçe gösterilmeksizin katılmamasının değerlendirilmesiyle yapılır. (Gerekçesiz her katılmayan eğitim için eksi 5 Puan değerlendirilir)

8. **AŞAMA** Sınav yapıcı ile ilgili haklı itiraz veya haklı şikâyet olması durumunda her biri için eksi 5 Puan değerlendirilir.

SINAV YAPICI YILLIK PERFORMANS PUANI= 1.AŞAMA $_{ort}$ + 2.AŞAMA $_{ort}$ + 3.AŞAMA$_{ort}$ + 4 AŞAMA $_{ort}$ + 5.AŞAMA $_{ort}$ - 6.AŞAMA) -:7.AŞAMA) -8.AŞAMA

70 üzeri ise	:Teknik personel değerlendirilmesi iyi olarak belirtilir ve çalışmaya devam edilir.
69 - 50 arasında ise	:Çalışmaya devam eder. Ancak performansını etkileyen kriterlere göre eğitim veya bilgilendirme yapılır. Bir sonraki yılda personelin performansı izlenir.
50 den küçük ise	: Personel değerlendirilmesi zayıf olarak belirtilir. YGG toplantısında alınan karar ile personel hizmet içi eğitim yolu ile desteklenir. Personel 70 üzeri puan alana kadar performans değerlendirilmesi izlenir.

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6.8. GÖZETMENLERİN PERFORMANSININ DEĞERLENDİRİLMESİ

1. **AŞAMA;** Sınavda görev alan ekibin çapraz olarak birbirini *Sınav Ekibi Çapraz Değerlendirme Formu* ile değerlendirmesiyle yapılır (0-20 Puan)

2. **AŞAMA;** Sınav programlarına katılan adayların *Müşteri Değerlendirme Anketi* ile yaptığı değerlendirmelerin ortalaması alınarak gerçekleştirilir. Bu ankette değerlendirme yapılan 2 farklı başlığın değerlendirmelerinin ortalamaları toplanarak yapılır(0-10 Puan)

3. **AŞAMA;** Birim amirinin *Ofis Personeli Performans Değerlendirme Formu* ile yılsonu yaptığı değerlendirmedir.(0-40 Puan)

4. **AŞAMA** Gözetmen ile ilgili haklı itiraz veya haklı şikâyet olması durumunda her biri için eksi 5 Puan değerlendirilir.

5. **AŞAMA** Planlanan ve davet edilen eğitimlere gerekçe gösterilmeksizin personelin katılmamasının değerlendirilmesiyle yapılır. (Gerekçesiz her katılmayan eğitim için eksi 5 Puan değerlendirilir)

6. **AŞAMA** Personelin planlanan sınav programına gerekçe göstermeden gitmemesinin değerlendirilmesiyle yapılır. (Her bir vaka olay için eksi 20 Puan olarak değerlendirilir.)

50- 70 Puan arası: Personel değerlendirilmesi iyi olarak belirtilir ve çalışmaya devam edilir.

36 -49 arasında ise   :Çalışmaya devam eder. Ancak performansını etkileyen kriterlere göre eğitim veya bilgilendirme yapılır. Bir sonraki yılda personelin performansı izlenir.

36 den küçük ise   : Personel değerlendirilmesi zayıf olarak belirtilir. YGG toplantısında alınan karar ile personel hizmet içi eğitim yolu ile desteklenir. Personel 50 – 70 arası puan alana kadar performans değerlendirilmesi izlenir.

KONU: PERFORMANS DEĞERLENDİRME PROSEDÜRÜ

6.9. DİĞER OFİS PERSONELİNİN PERFORMANSININ DEĞERLENDİRİLMESİ

1. **AŞAMA;** Birim amirinin *Ofis Personeli Performans Değerlendirme Formu* ile yıl sonu yaptığı değerlendirmedir(0-40 Puan)

2. **AŞAMA** Planlanan ve davet edilen eğitimlere gerekçe gösterilmeksizin katılmaması (Gerekçesiz her katılmayan eğitim için eksi 5 Puan değerlendirilir)

30-40 Puan arası	:Personel değerlendirilmesi iyi olarak belirtilir ve çalışmaya devam edilir.
19 - 29 arasında ise	:Çalışmaya devam eder. Ancak performansını etkileyen kriterlere göre eğitim veya bilgilendirme yapılır. Bir sonraki yılda personelin performansı izlenir.
19 den küçük ise	:Personel değerlendirilmesi zayıf olarak belirtilir. YGG toplantısında alınan karar ile personel hizmet içi eğitim yolu ile desteklenir. Personel 30 – 40 arası puan alana kadar performans değerlendirilmesi izlenir.

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ONAY : KOORDİNATÖR

INTERNATIONAL STANDARD

ISO/IEC 17024

Conformity assessment — General requirements for bodies operating certification of persons

Évaluation de la conformité — Exigences générales pour les organismes de certification procédant à la certification de personnes

Contents   Page

Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work. In the field of conformity assessment, the ISO Committee on conformity assessment (CASCO) is responsible for the development of International Standards and Guides.

International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

Draft International Standards are circulated to the national bodies for voting. Publication as an International Standard requires approval by at least 75 % of the national bodies casting a vote.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights.

ISO/IEC 17024, was prepared by the *ISO Committee on conformity assessment (CASCO)*.

It was circulated for voting to the national bodies of both ISO and IEC, and was approved by both organizations.

This second edition cancels and replaces the first edition (ISO/IEC 17024:2003), which has been technically revised.

Introduction

This International Standard has been developed with the objective of achieving and promoting a globally accepted benchmark for organizations operating certification of persons. Certification for persons is one means of providing assurance that the certified person meets the requirements of the certification scheme. Confidence in the respective certification schemes for persons is achieved by means of a globally accepted process of assessment and periodic re-assessments of the competence of certified persons.

However, it is necessary to distinguish between situations where certification schemes for persons are justified and situations where other forms of qualification are more appropriate. The development of certification schemes for persons, in response to the ever increasing velocity of technological innovation and growing specialization of personnel, can compensate for variations in education and training and thus facilitate the global job market. Alternatives to certification can still be necessary in positions where public services, official or governmental operations are concerned.

In contrast to other types of conformity assessment bodies, such as management system certification bodies, one of the characteristic functions of the certification body for persons is to conduct an examination, which uses objective criteria to measure competence and scoring. While it is recognized that such an examination, if well planned and structured by the certification body for persons, can substantially serve to ensure impartiality of operations and reduce the risk of a conflict of interest, additional requirements have been included in this International Standard.

In either case, this International Standard can serve as the basis for the recognition of the certification bodies for persons and the certification schemes under which persons are certified, in order to facilitate their acceptance at the national and international levels. Only the harmonization of the system for developing and maintaining certification schemes for persons can establish the environment for mutual recognition and the global exchange of personnel.

This International Standard specifies requirements which ensure that certification bodies for persons operating certification schemes for persons operate in a consistent, comparable and reliable manner. The requirements in this International Standard are considered to be general requirements for bodies providing certification of persons. Certification of persons can only occur when there is a certification scheme. The certification scheme is designed to supplement the requirements included in this International Standard and include those requirements that the market needs or desires, or that are required by governments.

This International Standard can be used as a criteria document for accreditation or peer evaluation or designation by governmental authorities, scheme owners and others.

In this International Standard, the following verbal forms are used:

— "shall" indicates a requirement;

— "should" indicates a recommendation;

— "may" indicates a permission;

— "can" indicates a possibility or a capability.

Further details can be found in the ISO/IEC Directives, Part 2.

3.5
certificate
document issued by a certification body under the provisions of this International Standard, indicating that the named person has fulfilled the **certification requirements** (3.3)

NOTE   See 9.4.7.

3.6
competence
ability to apply knowledge and skills to achieve intended results

3.7
qualification
demonstrated education, training and work experience, where applicable

3.8
assessment
process that evaluates a person's fulfilment of the requirements of the **certification scheme** (3.2)

3.9
examination
mechanism that is part of the **assessment** (3.8) which measures a **candidate's** (3.14) **competence** (3.6) by one or more means, such as written, oral, practical and observational, as defined in the **certification scheme** (3.2)

3.10
examiner
person competent to conduct and score an **examination** (3.9), where the examination requires professional judgement

3.11
invigilator
person authorized by the certification body who administers or supervises an **examination** (3.9), but does not evaluate the **competence** (3.6) of the **candidate** (3.14)

NOTE   Other terms for invigilator are proctor, test administrator, supervisor.

3.12
personnel
individuals, internal or external, of the certification body carrying out activities for the certification body

NOTE   These include committee members and volunteers.

3.13
applicant
person who has submitted an application to be admitted into the **certification process** (3.1)

3.14
candidate
applicant (3.13) who has fulfilled specified prerequisites and has been admitted to the **certification process** (3.1)

3.15
impartiality
presence of objectivity

NOTE 1   Objectivity means that conflicts of interest do not exist, or are resolved, so as not to adversely influence subsequent activities of the certification body.

NOTE 2   Other terms that are useful in conveying the element of impartiality are: independence, freedom from conflict of interests, freedom from bias, lack of prejudice, neutrality, fairness, open-mindedness, even-handedness, detachment, balance.

3.16
fairness
equal opportunity for success provided to each **candidate** (3.14) in the **certification process** (3.1)

3.17
validity
evidence that the **assessment** (3.8) measures what it is intended to measure, as defined by the **certification scheme** (3.2)

NOTE   In this international Standard, validity is also used in its adjective form "valid".

3.18
reliability
indicator of the extent to which **examination** (3.9) scores are consistent across different examination times and locations, different examination forms and different **examiners** (3.10)

3.19
appeal
request by **applicant** (3.13), **candidate** (3.14) or certified person for reconsideration of any decision made by the certification body related to her/his desired certification status

3.20
complaint
expression of dissatisfaction, other than **appeal** (3.19), by any individual or organization to a certification body, relating to the activities of that body or a certified person, where a response is expected

NOTE   Adapted from ISO/IEC 17000:2004, definition 6.5.

3.21
interested party
individual, group or organization affected by the performance of a certified person or the certification body

EXAMPLES   Certified person; user of the services of the certified person; employer of the certified person; consumer; governmental authority.

3.22
surveillance
periodic monitoring, during the periods of certification, of a certified person's performance to ensure continued compliance with the certification scheme

4   General requirements

4.1   Legal matters

The certification body shall be a legal entity, or a defined part of a legal entity, such that it can be held legally responsible for its certification activities. A governmental certification body is deemed to be a legal entity on the basis of its governmental status.

4.2   Responsibility for decision on certification

The certification body shall be responsible for, shall retain authority for, and shall not delegate, its decisions relating to certification, including the granting, maintaining, recertifying, expanding and reducing the scope of the certification, and suspending or withdrawing the certification.

4.3 Management of impartiality

4.3.1 The certification body shall document its structure, policies and procedures to manage impartiality and to ensure that the certification activities are undertaken impartially. The certification body shall have top management commitment to impartiality in certification activities. The certification body shall have a statement publicly accessible without request that it understands the importance of impartiality in carrying out its certification activities, manages conflict of interest and ensures the objectivity of its certification activities.

4.3.2 The certification body shall act impartially in relation to its applicants, candidates and certified persons.

4.3.3 Policies and procedures for certification of persons shall be fair among all applicants, candidates and certified persons.

4.3.4 Certification shall not be restricted on the grounds of undue financial or other limiting conditions, such as membership of an association or group. The certification body shall not use procedures to unfairly impede or inhibit access by applicants and candidates.

4.3.5 The certification body shall be responsible for the impartiality of its certification activities and shall not allow commercial, financial or other pressures to compromise impartiality.

4.3.6 The certification body shall identify threats to its impartiality on an ongoing basis. This shall include those threats that arise from its activities, from its related bodies, from its relationships, or from the relationships of its personnel. However, such relationships do not necessarily present a body with a threat to impartiality.

NOTE 1 A relationship that threatens the impartiality of the body can be based on ownership, governance, management, personnel, shared resources, finances, contracts, marketing (including branding) and payment of a sales commission or other inducement for the referral of new applicants, etc.

NOTE 2 Threats to impartiality can be either actual or perceived.

NOTE 3 A related body is one which is linked to the certification body by common ownership, in whole or part, and has common members of the board of directors, contractual arrangements, common names, common staff, informal understanding or other means, such that the related body has a vested interest in any certification decision or has a potential ability to influence the process.

4.3.7 The certification body shall analyse, document and eliminate or minimize the potential conflict of interests arising from its certification activities. The certification body shall document and be able to demonstrate how it eliminates, minimizes or manages such threats. All potential sources of conflict of interest that are identified, whether they arise from within the certification body, such as assigning responsibilities to personnel, or from the activities of other persons, bodies or organizations, shall be covered.

4.3.8 Certification activities shall be structured and managed so as to safeguard impartiality. This shall include balanced involvement of interested parties (see definition 3.21).

4.4 Finance and liability

The certification body shall have the financial resources necessary for the operation of a certification process and have adequate arrangements (e.g. insurance or reserves) to cover associated liabilities.

5 Structural requirements

5.1 Management and organization structure

5.1.1 The certification body activities shall be structured and managed so as to safeguard impartiality.

5.1.2 The certification body shall document its organizational structure, describing the duties, responsibilities and authorities of management, certification personnel and any committee. When the

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certification body is a defined part of a legal entity, documentation of the organizational structure shall include the line of authority and the relationship to other parts within the same legal entity.

The party/parties or individuals responsible for the following shall be identified:

a) policies and procedures relating to the operation of the certification body;

b) implementation of the policies and procedures;

c) finances of the certification body;

d) resources for certification activities;

e) development and maintenance of the certification schemes;

f) assessment activities;

g) decisions on certification, including the granting, maintaining, recertifying, expanding, reducing, suspending or withdrawing of the certification;

h) contractual arrangements.

5.2 Structure of the certification body in relation to training

5.2.1 Completion of training may be a specified requirement of a certification scheme (see 8.3). The recognition/approval of training by the certification body shall not compromise impartiality or reduce the assessment and certification requirements.

5.2.2 The certification body shall provide information regarding education and training if they are used as pre-requisites for being eligible for certification. However, the certification body shall not state or imply that certification would be simpler, easier or less expensive if any specified education/training services are used.

5.2.3 Offering training and certification for persons within the same legal entity constitutes a threat to impartiality. A certification body that is part of a legal entity offering training shall:

a) identify and document the associated threats to its impartiality on an ongoing basis: the body shall have a documented process to demonstrate how it eliminates or minimizes those threats;

b) demonstrate that all processes performed by the certification body are independent of training to ensure that confidentiality, information security and impartiality are not compromised;

c) not give the impression that the use of both services would provide any advantage to the applicant;

d) not require the candidates to complete the certification body's own education or training as an exclusive prerequisite when alternative education or training with an equivalent outcome exists;

e) ensure that personnel do not serve as an examiner of a specific candidate they have trained for a period of two years from the date of the conclusion of the training activities: this interval may be shortened if the certification body demonstrates it does not compromise impartiality.

6 Resource requirements

6.1 General personnel requirements

6.1.1 The certification body shall manage and be responsible for the performance of all personnel involved in the certification process.

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6.1.2 The certification body shall have sufficient personnel available with the necessary competence to perform certification functions relating to the type, range and volume of work performed.

6.1.3 The certification body shall define the competence requirements for personnel involved in the certification process. Personnel shall have competence for their specific tasks and responsibilities.

6.1.4 The certification body shall provide its personnel with documented instructions describing their duties and responsibilities. These instructions shall be kept up-to-date.

6.1.5 The certification body shall maintain up-to-date personnel records, including relevant information, e.g. qualifications, training, experience, professional affiliations, professional status, competence and known conflicts of interest.

6.1.6 Personnel acting on the certification body's behalf shall keep confidential all information obtained or created during the performance of the body's certification activities, except as required by law or where authorized by the applicant, candidate or certified person.

6.1.7 The certification body shall require its personnel to sign a document by which they commit themselves to comply with the rules defined by the certification body, including those relating to confidentiality, impartiality and conflict of interests.

NOTE   Where permitted by law, other methods, including electronic signature, are acceptable.

6.1.8 When a certification body certifies a person it employs, the certification body shall adopt procedures to maintain impartiality.

6.2 Personnel involved in the certification activities

6.2.1 General

The certification body shall require its personnel to declare any potential conflict of interest in any candidate.

6.2.2 Requirements for examiners

6.2.2.1 Examiners shall meet the requirements of the certification body. The selection and approval processes shall ensure that examiners:

a)   understand the relevant certification scheme;

b)   are able to apply the examination procedures and documents;

c)   have competence in the field to be examined;

d)   are fluent, both in writing and orally, in the language of examination; in circumstances where an interpreter or a translator is used, the certification body shall have procedures in place to ensure that it does not affect the validity of the examination;

e)   have identified any known conflicts of interest to ensure impartial judgements are made.

6.2.2.2 The certification body shall monitor the performance of the examiners and the reliability of the examiners' judgements. Where deficiencies are found, corrective actions shall be taken.

NOTE   Monitoring procedures for examiners can include, for example, on-site observation, review of examiners' reports, feedback from candidates.

6.2.2.3 If an examiner has a potential conflict of interest in the examination of a candidate, the certification body shall undertake measures to ensure that the confidentiality and impartiality of the examination are not compromised. These measures shall be recorded.

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6.2.3 Requirements for other personnel involved in the assessment

6.2.3.1   The certification body shall have a documented description of the responsibilities and qualifications of other personnel involved in the assessment process (e.g. invigilators).

6.2.3.2   If other personnel involved in the assessment have a potential conflict of interest in the examination of a candidate, the certification body shall undertake measures to ensure that confidentiality and impartiality of the examination is not compromised. These measures shall be recorded.

6.3 Outsourcing

6.3.1   The certification body shall have a legally enforceable agreement covering the arrangements, including confidentiality and conflict of interests, with each body that provides outsourced work related to the certification process.

NOTE   For the purposes of this International Standard, the terms "outsourcing" and "subcontracting" are considered to be synonyms.

6.3.2   When a certification body outsources work related to certification, the certification body shall:

a)   take full responsibility for all outsourced work;

b)   ensure that the body conducting outsourced work is competent and complies with the applicable provisions of this International Standard;

c)   assess and monitor the performance of the bodies conducting outsourced work in accordance with its documented procedures;

d)   have records to demonstrate that the bodies conducting outsourced work meet all requirements relevant to the outsourced work;

e)   maintain a list of the bodies conducting outsourced work.

6.4 Other resources

The certification body shall use adequate premises, including examination sites, equipment and resources for carrying out its certification activities.

7 Records and information requirements

7.1 Records of applicants, candidates and certified persons

7.1.1   The certification body shall maintain records. The records shall include a means to confirm the status of a certified person. The records shall demonstrate that the certification or recertification process has been effectively fulfilled, particularly with respect to application forms, assessment reports (which include examination records) and other documents relating to granting, maintaining, recertifying, expanding and reducing the scope, and suspending or withdrawing certification.

7.1.2   The records shall be identified, managed and disposed of in such a way as to ensure the integrity of the process and the confidentiality of the information. The records shall be kept for an appropriate period of time, for a minimum of one full certification cycle, or as required by recognition arrangements, contractual, legal or other obligations.

7.1.3   The certification body shall have enforceable arrangements to require that the certified person informs the certification body, without delay, of matters that can affect the capability of the certified person to continue to fulfil the certification requirements.

7.2 Public information

7.2.1 The certification body shall verify and provide information, upon request, as to whether an individual holds a current, valid certification and the scope of that certification, except where the law requires such information not to be disclosed.

7.2.2 The certification body shall make publicly available without request information regarding the scope of the certification scheme and a general description of the certification process.

7.2.3 All pre-requisites of the certification scheme shall be listed and the list shall be made publicly available without request.

7.2.4 Information provided by the certification body, including advertising, shall be accurate and not misleading.

7.3 Confidentiality

7.3.1 The certification body shall establish documented policies and procedures for the maintenance and release of information.

7.3.2 The certification body shall, through legally enforceable agreements, keep confidential all information obtained during the certification process. These agreements shall cover all personnel.

7.3.3 The certification body shall ensure that information obtained during the certification process, or from sources other than the applicant, candidate or certified person, is not disclosed to an unauthorized party without the written consent of the individual (applicant, candidate or certified person), except where the law requires such information to be disclosed.

7.3.4 When the certification body is required by law to release confidential information, the person concerned shall, unless prohibited by law, be notified as to what information will be provided.

7.3.5 The certification body shall ensure that the activities of related bodies do not compromise confidentiality.

7.4 Security

7.4.1 The certification body shall develop and document policies and procedures necessary to ensure security throughout the entire certification process and shall have measures in place to take corrective actions when security breaches occur.

7.4.2 Security policies and procedures shall include provisions to ensure the security of examination materials, taking into account the following:

a) the locations of the materials (e.g. transportation, electronic delivery, disposal, storage, examination centre);

b) the nature of the materials (e.g. electronic, paper, test equipment);

c) the steps in the examination process (e.g. development, administration, results reporting);

d) the threats arising from repeated use of examination materials.

7.4.3 Certification bodies shall prevent fraudulent examination practices by:

a) requiring candidates to sign a non-disclosure agreement or other agreement indicating their commitment not to release confidential examination materials or participate in fraudulent test-taking practices;

b) requiring an invigilator or examiner to be present;

c) confirming the identity of the candidate;

d) implementing procedures to prevent any unauthorized aids from being brought into the examination area;

e) preventing candidates from gaining access to unauthorized aids during the examination;

f) monitoring examination results for indications of cheating.

8 Certification schemes

8.1 There shall be a certification scheme for each category of certification.

8.2 A certification scheme shall contain the following elements:

a) scope of certification;

b) job and task description;

c) required competence;

d) abilities (when applicable);

e) prerequisites (when applicable);

f) code of conduct (when applicable).

NOTE 1   Abilities can include physical capabilities such as vision, hearing and mobility.

NOTE 2   A code of conduct describes the ethical or personal behaviour required by the scheme.

8.3 A certification scheme shall include the following certification process requirements:

a) criteria for initial certification and recertification;

b) assessment methods for initial certification and recertification;

c) surveillance methods and criteria (if applicable);

d) criteria for suspending and withdrawing certification;

e) criteria for changing the scope or level of certification (if applicable).

8.4 The certification body shall have documents to demonstrate that, in the development and review of the certification scheme, the following are included:

a) the involvement of appropriate experts;

b) the use of an appropriate structure that fairly represents the interests of all parties significantly concerned, without any interest predominating;

c) the identification and alignment of prerequisites, if applicable, with the competence requirements;

d) the identification and alignment of the assessment mechanisms with the competence requirements;

e) a job or practice analysis that is conducted and updated to:

—— identify the tasks for successful performance;

— identify the required competence for each task;

— identify prerequisites (if applicable);

— confirm the assessment mechanisms and examination content;

— identify the recertification requirements and interval.

NOTE   Where the certification scheme has been developed by an entity other than the certification body, the job or practice analysis might already be available as part of that work. In this case, the certification body can obtain details from the scheme documentation for verification.

8.5   The certification body shall ensure that the certification scheme is reviewed and validated on an on-going, systematic basis.

8.6   When the certification body is not the scheme owner of a certification scheme it implements, the certification body shall ensure that the requirements contained in this clause (Clause 8) are met.

9   Certification process requirements

9.1   Application process

9.1.1   Upon application, the certification body shall make available an overview of the certification process in accordance with the certification scheme. As a minimum, the overview shall include the requirements for certification and its scope, a description of the assessment process, the applicant's rights, the duties of a certified person and the fees.

9.1.2   The certification body shall require the completion of an application, signed by the applicant seeking certification, which includes as a minimum the following:

a)   information required to identify the applicant, such as name, address and other information required by the certification scheme;

b)   the scope of the desired certification;

c)   a statement that the applicant agrees to comply with the certification requirements and to supply any information needed for the assessment;

d)   any supporting information to demonstrate objectively compliance with the scheme prerequisites;

e)   notice to the applicant of his/her opportunity to declare, within reason, a request for accommodation of special needs (see 9.2.5).

NOTE   Where permitted by law, other methods, including electronic signature, are acceptable.

9.1.3   The certification body shall review the application to confirm that the applicant complies with the application requirements of the certification scheme.

9.2   Assessment process

9.2.1   The certification body shall implement the specific assessment methods and mechanisms as defined in the certification scheme.

9.2.2   When there is a change in the certification scheme which requires additional assessment, the certification body shall document and make publicly accessible without request the specific methods and mechanisms required to verify that certified persons comply with changed requirements.

NOTE   Recertification can be used to achieve this verification.

9.2.3   The assessment shall be planned and structured in a manner which ensures that the scheme requirements are objectively and systematically verified with documented evidence to confirm the competence of the candidate.

9.2.4   The certification body shall verify the methods for assessing candidates. This verification shall ensure that each assessment is fair and valid.

9.2.5   The certification body shall verify and accommodate special needs, within reason and where the integrity of the assessment is not violated, taking into account national regulation [see 9.1.2 e)].

9.2.6   Where the certification body takes into account work performed by another body, it shall have appropriate reports, data and records to demonstrate that the results are equivalent to, and conform with, the requirements established by the certification scheme.

9.3   Examination process

9.3.1   Examinations shall be designed to assess competence based on, and consistent with, the scheme, by written, oral, practical, observational or other reliable and objective means. The design of examination requirements shall ensure the comparability of results of each single examination, both in content and difficulty, including the validity of fail/pass decisions.

9.3.2   The certification body shall have procedures to ensure a consistent examination administration.

9.3.3   Criteria for conditions for administering examinations shall be established, documented and monitored.

NOTE   Conditions can include lighting, temperature, separation of candidates, noise, candidate safety, etc.

9.3.4   When technical equipment is used in the examination process, the equipment shall be verified or calibrated where appropriate.

9.3.5   Appropriate methodology and procedures (e.g. collecting and maintaining statistical data) shall be documented and implemented in order to reaffirm, at justified defined intervals, the fairness, validity, reliability and general performance of each examination, and that all identified deficiencies are corrected.

9.4   Decision on certification

9.4.1   The information gathered during the certification process shall be sufficient:

a)   for the certification body to make a decision on certification;

b)   for traceability in the event, for example, of an appeal or a complaint.

9.4.2   Decisions for granting, maintaining, recertifying, extending, reducing, suspending or withdrawing certification shall not be outsourced.

9.4.3   The certification body shall confine its decision on certification to those matters specifically related to the requirements of the certification scheme.

9.4.4   The decision on certification of a candidate shall be made solely by the certification body on the basis of the information gathered during the certification process. Personnel who make the decision on certification shall not have participated in the examination or training of the candidate.

9.4.5   The personnel who make certification decisions shall have sufficient knowledge of and experience with the certification process to determine if the certification requirements have been met.

9.4.6   Certification shall not be granted until all certification requirements are fulfilled.

9.4.7 The certification body shall provide a certificate to all certified persons. The certification body shall maintain sole ownership of the certificates. The certificate shall take the form of a letter, card or other medium, signed or authorized by a responsible member of the personnel of the certification body.

9.4.8 The certificates shall contain, as a minimum, the following information:

a) the name of the certified person;

b) a unique identification;

c) the name of the certification body;

d) a reference to the certification scheme, standard or other relevant documents, including issue date, if relevant;

e) the scope of the certification including, if applicable, validity conditions and limitations;

f) the effective date of certification and date of expiry.

9.4.9 The certificate shall be designed to reduce the risks of counterfeiting.

9.5 Suspending, withdrawing or reducing the scope of certification

9.5.1 The certification body shall have a policy and (a) documented procedure(s) for suspension or withdrawal of the certification, or reduction of the scope of certification, which shall specify the subsequent actions by the certification body.

9.5.2 Failure to resolve the issues that have resulted in the suspension, in a time established by the certification body, shall result in withdrawal of the certification or reduction of the scope of certification.

9.5.3 The certification body shall have enforceable arrangements with the certified person to ensure that, in the event of suspension of certification, the certified person refrains from further promotion of the certification while it is suspended.

9.5.4 The certification body shall have enforceable arrangements with the certified person to ensure that, in the event of withdrawal of certification, the certified person refrains from use of all references to a certified status.

9.6 Recertification process

9.6.1 The certification body shall have (a) documented procedure(s) for implementation of the recertification process, in accordance with the certification scheme requirements.

9.6.2 The certification body shall ensure during the recertification process that it confirms continued competence of the certified person and ongoing compliance with current scheme requirements by the certified person.

9.6.3 The recertification period shall be based upon the scheme requirements. The rationale for the recertification period shall take into account, where relevant, the following:

a) regulatory requirements;

b) changes to normative documents;

c) changes in the relevant scheme requirements;

d) the nature and maturity of the industry or field in which the certified person is working;

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e) the risks resulting from an incompetent person;

f) ongoing changes in technology, and requirements for certified persons;

g) requirements of interested parties;

h) the frequency and content of surveillance activities, if required by the scheme.

9.6.4 The selected recertification activity/activities shall be adequate to ensure that there is impartial assessment to confirm the continuing competence of the certified person.

9.6.5 In accordance with the certification scheme, recertification by the certification body shall consider at least the following:

a) on-site assessment;

b) professional development;

c) structured interviews;

d) confirmation of continuing satisfactory work and work experience records;

e) examination;

f) checks on physical capability in relation to the competence concerned.

NOTE "Physical capability" can require an evaluation by a health professional, or by a professional qualified to evaluate physical skills such as dexterity, strength and endurance, as well as the technical performance skills required for the certification.

9.7 Use of certificates, logos and marks

9.7.1 A certification body that provides a certification mark or logo shall document the conditions for use and shall appropriately manage the rights for usage and representation.

NOTE ISO/IEC 17030 provides requirements for use of third-party marks.

9.7.2 The certification body shall require that a certified person signs an agreement for the following reasons:

a) to comply with the relevant provisions of the certification scheme;

b) to make claims regarding certification only with respect to the scope for which certification has been granted;

c) not to use the certification in such a manner as to bring the certification body into disrepute, and not to make any statement regarding the certification which the certification body considers misleading or unauthorized;

d) to discontinue the use of all claims to certification that contain any reference to the certification body or certification upon suspension or withdrawal of certification, and to return any certificates issued by the certification body;

e) not to use the certificate in a misleading manner.

NOTE Where permitted by law, other methods, including electronic signature, are acceptable.

9.7.3 A certification body shall address, by means of corrective measures, any misuse of its certification mark or logo.

9.8 Appeals against decisions on certification

9.8.1 The certification body shall have a documented process to receive, evaluate and make decisions on appeals. The appeals-handling process shall include at least the following elements and methods:

a) the process for receiving, validating and investigating the appeal, and for deciding what actions are to be taken in response to it, taking into account the results of previous similar appeals;

b) tracking and recording appeals, including actions undertaken to resolve them;

c) ensuring that, if applicable, appropriate corrections and corrective actions are taken.

9.8.2 The policies and procedures shall ensure that all appeals are dealt with in a constructive, impartial and timely manner.

9.8.3 A description of the appeals-handling process shall be publicly accessible without request.

9.8.4 The certification body shall be responsible for all decisions at all levels of the appeals-handling process. The certification body shall ensure that the decision-making personnel engaged in the appeals-handling process are different from those who were involved in the decision being appealed.

9.8.5 Submission, investigation and decision on appeals shall not result in any discriminatory actions against the appellant.

9.8.6 The certification body shall acknowledge receipt of the appeal and shall provide the appellant with progress reports and the outcome.

9.8.7 The certification body shall give formal notice to the appellant of the end of the appeals-handling process.

9.9 Complaints

9.9.1 The certification body shall have a documented process to receive, evaluate and make decisions on complaints.

9.9.2 A description of the complaints-handling process shall be accessible without request. The procedures shall treat all parties fairly and equitably.

9.9.3 The policies and procedures shall ensure that all complaints are handled and processed in a constructive, impartial and timely manner. The complaints-handling process shall include at least the following elements and methods:

a) an outline of the process for receiving, validating, investigating the complaint and deciding what actions are to be taken in response to it;

b) tracking and recording complaints, including actions undertaken in response to them;

c) ensuring that, if applicable, appropriate corrections and corrective actions are taken.

9.9.4 Upon receipt of a complaint, the certification body shall confirm whether the complaint relates to certification activities for which it is responsible and, if so, shall respond accordingly.

9.9.5 Whenever possible, the certification body shall acknowledge receipt of the complaint and shall provide the complainant with progress reports and the outcome.

9.9.6 The certification body receiving the complaint shall be responsible for gathering and verifying all necessary information to validate the complaint.

9.9.7 Whenever possible, the certification body shall give formal notice of the end of the complaints-handling process to the complainant.

9.9.8 Any substantiated complaint about a certified person shall also be referred by the certification body to the certified person in question at an appropriate time.

9.9.9 The complaints-handling process shall be subject to requirements for confidentiality, as it relates to the complainant and to the subject of the complaint.

9.9.10 The decision to be communicated to the complainant shall be made by, or reviewed and approved by, personnel not previously involved in the subject of the complaint.

10 Management system requirements

10.1 General

The certification body shall establish, document, implement and maintain a management system that is capable of supporting and demonstrating the consistent achievement of the requirements of this International Standard. In addition to meeting the requirements of Clauses 4 to 9, the certification body shall implement a management system in accordance with either option A or option B, as follows:

— option A: a general management system which fulfils the requirements of 10.2; or

— option B: a body that has established and maintains a management system, in accordance with the requirements of ISO 9001, and that is capable of supporting and demonstrating the consistent fulfilment of the requirements of this International Standard (ISO/IEC 17024), fulfils the management system requirements of 10.2.

10.2 General management system requirements

10.2.1 General

The certification body shall establish, document, implement and maintain a management system that is capable of supporting and demonstrating the consistent achievement of the requirements of this International Standard.

The certification body's top management shall establish and document policies and objectives for its activities.

The top management shall provide evidence of its commitment to the development and implementation of the management system in accordance with the requirements of this International Standard. The top management shall ensure that the policies are understood, implemented and maintained at all levels of the certification body's organization.

The certification body's top management shall appoint a member of management who, irrespective of other responsibilities, shall have responsibility and authority that include:

a) ensuring that processes and procedures needed for the management system are established, implemented and maintained;

b) reporting to top management on the performance of the management system and any need for improvement.

10.2.2 Management system documentation

Applicable requirements of this International Standard shall be documented. The certification body shall ensure that the management system documentation is provided to all relevant personnel.

10.2.3 Control of documents

The certification body shall establish procedures to control the documents (internal and external) that relate to the fulfilment of this International Standard. The procedures shall define the controls needed to:

a) approve documents for adequacy prior to issue;

b) review and update as necessary and re-approve documents;

c) ensure that changes and the current revision status of documents are identified;

d) ensure that relevant versions of applicable documents are provided at points of use;

e) ensure that documents remain legible and readily identifiable;

f) ensure that documents of external origin are identified and their distribution controlled;

g) prevent the unintended use of obsolete documents and apply suitable identification if they are retained for any purpose.

NOTE   Documentation can be in any form or type of medium.

10.2.4 Control of records

The certification body shall establish procedures to define the controls needed for the identification, storage, protection, retrieval, retention time and disposition of its records related to the fulfilment of this International Standard.

The certification body shall establish procedures for retaining records for a period consistent with its contractual and legal obligations. Access to these records shall be consistent with the confidentiality arrangements.

NOTE   For requirements for records on applicants, candidates and certified persons, see also 7.1.

10.2.5 Management review

10.2.5.1 General

The certification body's top management shall establish procedures to review its management system at planned intervals, in order to ensure its continuing suitability, adequacy and effectiveness, including the stated policies and objectives related to the fulfilment of this International Standard. These reviews shall be conducted at least once every 12 months and shall be documented.

10.2.5.2 Review input

The input to the management review shall include information related to the following:

a) results of internal and external audits (e.g. accreditation body assessment);

b) feedback from applicants, candidates, certified persons and interested parties related to the fulfilment of this International Standard;

c) safeguarding impartiality;

d) the status of preventive and corrective actions;

e) follow-up actions from previous management reviews;

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f) the fulfilment of objectives;

g) changes that could affect the management system;

h) appeals and complaints.

10.2.5.3 Review output

The output from the management review shall include as a minimum decisions and actions related to the following:

a) improvement of the effectiveness of the management system and its processes;

b) improvement of the certification services related to the fulfilment of this International Standard;

c) resource needs.

10.2.6 Internal audits

10.2.6.1 The certification body shall establish procedures for internal audits to verify that it fulfils the requirements of this International Standard and that the management system is effectively implemented and maintained.

NOTE   ISO 19011 provides guidelines for conducting internal audits.

10.2.6.2 An audit programme shall be planned, taking into consideration the importance of the processes and areas to be audited, as well as the results of previous audits.

10.2.6.3 Internal audits shall be performed at least once every 12 months. The frequency of internal audits may be reduced if the certification body demonstrates that its management system continues to be effectively implemented in accordance with this International Standard and has proven stability.

10.2.6.4 The certification·body shall ensure that:

a) internal audits are conducted by competent personnel, knowledgeable in the certification process, auditing and the requirements of this International Standard;

b) auditors do not audit their own work;

c) personnel responsible for the area audited are informed of the outcome of the audit;

d) any actions resulting from internal audits are taken in a timely and appropriate manner;

e) any opportunities for improvement are identified.

10.2.7 Corrective actions

The certification body shall establish (a) procedure(s) for identification and management of nonconformities in its operations. The certification body shall also, where necessary, take actions to eliminate the causes of nonconformities in order to prevent recurrence. Corrective actions shall be appropriate to the impact of the problems encountered. The procedures shall define requirements for the following:

a) identifying nonconformities;

b) determining the causes of nonconformity;

c) correcting nonconformities;

d) evaluating the need for actions to ensure that nonconformities do not recur;

e) determining and implementing the actions needed in a timely manner;

f) recording the results of actions taken;

g) reviewing the effectiveness of corrective actions.

10.2.8 Preventive actions

The certification body shall establish (a) procedure(s) for taking preventive actions to eliminate the causes of potential nonconformities. Preventive actions taken shall be appropriate to the probable impact of the potential problems. The procedures for preventive actions shall define requirements for the following:

a) identifying potential nonconformities and their causes;

b) evaluating the need for action to prevent the occurrence of nonconformities;

c) determining and implementing the action needed;

d) recording the results of actions taken;

e) reviewing the effectiveness of the preventive actions taken.

NOTE   The procedures for corrective and preventive actions do not necessarily have to be separate.

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Annex A
(informative)

Principles for certification bodies for persons and their certification activities

A.1 General

A.1.1 This International Standard does not give specific requirements for all situations that can occur. These principles should be applied as guidance for the decisions that may need to be taken for unanticipated situations. Principles are not requirements.

A.1.2 The overall purpose of certification of persons is to recognize an individual's competence to perform a task or job.

A.1.3 The certification body has a responsibility to ensure that only those persons who demonstrate competence are awarded certification.

A.1.4 Certification of persons provides value through public confidence and trust. Public confidence relies on a valid assessment of competence, by a third party, reconfirmed at defined intervals.

A.1.5 The certification body should act in a responsible manner so as to provide confidence to interested parties in its competence, impartiality and integrity.

A.2 Impartiality

A.2.1 Certification of a person should be based on objective evidence obtained by the certification body through a fair, valid and reliable assessment, and not influenced by other interests or by other parties.

A.2.2 It is necessary for certification bodies and their personnel to be and to be perceived to be impartial in order to give confidence in their activities and their outcomes.

A.2.3 Threats to impartiality include, but are not limited to, the following:

a) self-interest threats: threats that arise from a person or body acting in its own interest to benefit itself;

b) subjectivity threats: threats that arise when personal bias overrules objective evidence;

c) familiarity threats: threats that arise from a person being familiar with or trusting of another person, e.g. an examiner or certification body personnel developing a relationship with a candidate that affects the ability to reach an objective judgement;

d) intimidation threats: threats that prevent a certification body or its personnel from acting objectively due to fear of a candidate or other interested party;

e) financial threats: the source of revenue for a certification body can be a threat to impartiality.

A.3 Competence

Competence of the personnel of the certification body is necessary to deliver certification that provides confidence.

A.4 Confidentiality and openness

Managing the balance between confidentiality and openness affects stakeholders' trust and their perception of value in the certification activities.

A.5 Responsiveness to complaints and appeals

The effective resolution of complaints and appeals is an important means of protection for the certification body and interested parties against errors, omissions or unreasonable behaviour.

A.6 Responsibility

The certification body has the responsibility to obtain sufficient objective evidence upon which to base a certification decision.

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Bibliography

[1]   ISO 9001, *Quality management systems — Requirements*

[2]   ISO 19011, *Guidelines for auditing management systems*

[3]   ISO/IEC 17030, *Conformity assessment — General requirements for third-party marks of conformity*

ISO/IEC 17024:2012(E)

ICS 03.120.20

Price based on 21 pages

LAW ON THE VOCATIONAL QUALIFICATIONS AUTHORITY

Law No: 5544
Date of Adoption: 21/9/2006

PART ONE

Objective, Scope and Definitions

Objective and scope

ARTICLE 1 – (1) The objective of this Law is to establish the Vocational Qualifications Authority for the purpose of determining the principles for national qualifications in the technical and vocational fields based on national and international occupational standards, establishing and operating the national qualifications system required for conducting activities related to auditing, assessment and evaluation, certification; to identify the Authority's procedures and principles of operation; and to regulate issues related to the national qualifications framework.

(2) This Law excludes the professions of medical doctors, dentists, nurses, mid-wives, pharmacists, veterinaries, engineers and architects as well as any other professions requiring bachelor's degree as a minimum qualification and for which conditions for inception of respective professions are regulated by law.

Definitions

ARTICLE 2 – (1) For the purpose of implementation of this Law, the following terms shall express the meanings assigned to them below:

a) Ministry: Ministry of Labor and Social Security

b) Minister: Minister of Labor and Social Security

c) Authority: Vocational Qualifications Authority

ç) National Vocational Qualification System: Rules and activities related to the development and implementation of technical and vocational education standards, and qualifications on the basis of these standards as well as authorization, auditing, assessment and evaluation, and certification associated therewith.

d) (Amended by Decree Law No. 665/31 of 11/10/2011) National Qualifications Framework: Principles of qualification designed in compliance with the European Qualifications Framework; and gained through vocational, general and academic education and training programs including primary, secondary and higher education as well as other learning channels.

e) National Occupational Standards: Minimum norms adopted by the Authority, which prescribe the possession of necessary knowledge, skills, attitudes and behaviors required for the successful performance of a profession.

f) Authorized Body: Personnel certification bodies and institutions accredited by the Turkish Accreditation Agency or the accreditation institutions which have concluded multilateral recognition agreements with the European Union.

g) Education and Training Institutions: Including general secondary and higher education, all technical and vocational schools as well as all formal and non-formal education institutions, also all institutions offering various programs and teaching vocational qualifications by permission.

ğ) (Added by Decree Law No. 665/31 of 11/10/2011) European Qualifications Framework: The reference framework adopted by the European Union, which facilitates the understanding of qualifications issued by different countries and systems by enabling the comparability across national qualification systems.

h) (Added by Decree Law No. 665/31 of 11/10/2011) Qualification: The knowledge, skill and competence possessed by an individual and recognized by the competent authority.

ı) **(Added by Decree Law No. 665/31 of 11/10/2011)** Vocational Qualification Certificate: The certificates approved by the Vocational Qualifications Authority and expressing the knowledge, skill and competence of an individual.

i) **(Added by Decree Law No. 665/31 of 11/10/2011)** Education Accreditation Institution: Institutions and bodies authorized by the Vocational Qualifications Authority to accredit education and training institutions in the field of national vocational qualifications.

PART TWO

Vocational Qualifications Authority, Duties and Powers and Organs of the Authority

Vocational Qualifications Authority

ARTICLE 3 – (1) The Vocational Qualifications Authority, which has a status as a legal entity, administrative and financial autonomy and a private budget, has been established to carry out the duties entrusted to it by law and shall be governed by the provisions of private law for any considerations other than those stipulated by law. The abbreviated name of the Authority shall be VQA.

(2) The Authority shall be an affiliated body of the Ministry.

Duties and powers of the authority

ARTICLE 4 – (1) The Authority shall have the following duties and powers:

a) To prepare, develop, implement or cause to be implemented and audit annual development plans in connection with the National Vocational Qualifications System and carry out any arrangements associated therewith.

b) To identify any occupations for which standards are to be established and nominate any institutions and bodies, which will prepare such standards.

c) To cooperate with the Higher Education Council so that higher education institutions offering technical and vocational education subject to Law No. 2547 on Higher Education can provide education and training as per national occupational standards as well as with the Ministry of National Education so that education institutions offering technical and vocational education at the secondary education level can provide education and training as per national occupational standards.

ç) To determine the principles for national qualifications in the technical and vocational fields, based on the national occupational standards.

d) To identify the institutions which will accredit the education and training institutions and programs in the field of National Vocational Qualifications.

e) To identify the authorized bodies, which will certify qualifications and ensure that individuals succeeding in the testing are provided with certificates under the system of testing and certification.

f) To verify the vocational qualification certificates held by foreigners intending to work in Turkey.

g) To develop the national vocational qualification standards in line with developments in the world and in technology, enhance the qualification standards and ensure their recognition at the international level.

ğ) To ensure the identification of qualifications required for horizontal and vertical transfers between the vocational fields and sectors.

h) To cooperate with similar institutions and bodies in other countries, procure services, develop and implement projects and engage in activities involving training, research, conferences, seminars and publication.

ı) To support and promote life-long learning.

i) To carry out any other similar tasks falling under the scope of its operating field.

Organs of the Authority

ARTICLE 5 – (1) The Authority shall comprise a General Assembly, an Executive Board and service departments.

General Assembly

ARTICLE 6 – (Amended by Decree Law No. 665/32 of 11/10/2011) (1) The General Assembly shall be the highest decision making organ of the Authority and consist of the members indicated below:

a) Two members from the Ministry of Labor and Social Security.

b) Three members from the Ministry of National Education.

c) One member from the Ministry for European Union Affairs.

ç) One member from the Ministry of Science, Industry and Technology.

d) One member from the Ministry of Environment and Urbanization.

e) One member from the Ministry of Energy and Natural Resources.

f) One member from the Ministry of Food, Agriculture and Livestock.

g) One member from the Ministry of Customs and Trade.

ğ) One member from the Ministry of Development.

h) One member from the Ministry of Culture and Tourism.

ı) One member from the Ministry of Finance.

i) One member from the Ministry of Health.

j) One member from the Ministry of Transportation, Maritime and Communication.

k) Three faculty members to be identified by the Higher Education Council from the disciplines of labor economics, business administration and vocational education related fields.

l) One member from the Turkish Employment Agency.

m) One member from the Small and Medium Enterprises Development Organization.

n) One member from Turkish Standards Institution.

o) Four members from the Union of Chambers and Commodity Exchanges of Turkey.

ö) Four members from The Confederation of Turkish Tradesmen and Craftsmen.

p) Two members from the Union of Turkish Chambers of Agriculture.

r) One member from the Association of Turkish Travel Agencies.

s) One member from Turkish Assembly of Exporters.

ş) A minimum of one member from each of the three labor unions having the highest number of members, amounting to a total of seven members from the three labor unions proportionate to their number of members.

t) Three members from the confederation of employers' unions having the highest number of members.

(2) With respect to the members of the General Assembly, the representatives of any public institutions and bodies other than the Higher Education Council shall be assigned by the Ministers responsible for such institutions and bodies, whereas faculty members shall be assigned by the Higher Education Council; and the representatives of those vocational organizations having a status as a public body shall be assigned by their respective organs. The term of office of the members of the General Assembly shall be three years. Any member whose term of office expires may be re-appointed. Appointment shall be made for any posts of

membership falling vacant for any reasons whatsoever to complete the remaining time period, within a maximum of one month, and subject to the same procedure.

(3) The General Assembly shall meet ordinarily in October every year. The General Assembly may be invited to an extraordinary meeting upon a request by one fifth of its members or upon a request by the Executive Board. The quorum for any ordinary and extraordinary General Assembly meeting shall be the absolute majority of the total number of members. Where there is no such majority in the first meeting, such a majority shall not be sought in the second meeting. The quorum for resolutions of the General Assembly shall be the absolute majority of the members attending the respective meeting.

(4) The General Assembly shall be administered by a Chairmanship Board comprising a Chairman and two clerks elected from among the members.

Duties of the General Assembly

ARTICLE 7 – (1) The General Assembly shall have the following duties:

a) To elect the members of the Executive Board.

b) To adopt or amend the budget prepared by the Executive Board.

c) To consider and adopt decisions on annual reports of previous years, operating programs for the following year and financial reports, as prepared and submitted by the Executive Board.

ç) To release the Executive Board of its obligations when appropriate.

d) To approve any staff planning proposed by the Executive Board.

e) To authorize the Executive Board for the leasing or procurement of any immovable properties needed by the Authority.

f) To authorize the Executive Board to become members to international organizations and ensure representation of the Authority in international organizations where necessary.

g) To determine the amount of membership dues payable by the members.

ğ) To carry out any other duties assigned by law.

Executive Board

ARTICLE 8 – (1) The Executive Board shall be the executive organ of the Authority. The Executive Board shall comprise a total of six primary members and six alternate members, who are elected by the General Assembly as follows: one primary member and one alternate member are selected from the representatives nominated by the Ministry of Labor and Social Security, one primary member and one alternate member from the representatives nominated by the Ministry of National Education, one primary member and one alternate member from the representatives nominated by the Higher Education Council, one primary member and one alternate member from the representatives nominated by the vocational organizations having a status as a public body, one primary member and one alternate member from the representatives nominated by the Confederation of Trade Unions, and one primary member and one alternate member from the representatives nominated by the Confederation of Employers' Unions.

(2) The term in office of the members of the Executive Board shall be three years and any members whose term in office expires may be re-elected. The Executive Board shall elect one Chairman and one Deputy Chairman among its members by absolute majority.

(3) For eligibility for election as a member of the Executive Board, candidates must meet the conditions stipulated by sub-paragraphs (1), (4), (6) and (7) of paragraph (A) of Article 48 of Law No. 657 on Civil Servants and have adequate knowledge of and at least ten years' experience in the subjects falling under the scope of the operating field of the Authority.

(4) The members of the Executive Board may not be dismissed on any grounds before the expiry of their term in office. However, the memberships of any members shall automatically expire without any further action if such members are convicted of any crimes committed in

connection with the duties assigned to them by law or they are unable to carry out their duties due to sickness, accident or any other reason for a period of more than six months or they prove their inability to serve during the rest of their term in office by submitting a medical report issued by the medical board of a full-fledged hospital, in which case there is no need to wait for the expiry of the six month period.

(5) Any members of the Executive Board shall be deemed to have resigned from their positions as members if they fail to attend a total of three meetings without any acceptable excuses within the course of a calendar year, to sign the resolutions of the Executive Board within the prescribed time limit although they attended a meeting and did not cast votes against them or to provide a written justification for their votes against resolutions again within the required deadlines. Such a situation shall be established by a resolution of the Executive Board.

(6) In the event that any of the membership positions falls vacant, the alternate member for the vacant membership position shall take up that position, completing the remaining part of the term in office of the member replaced.

(7) The Executive Board shall meet a minimum of once a week on dates to be determined by the Chairman as well as any time upon invitation of the Chairman or a written request of one third of the members of the Executive Board. Where the Chairman is absent, the respective meetings shall then be chaired by the Deputy Chairman.

(8) The Executive Board shall meet with the absolute majority of the total number of members and shall adopt its resolutions with the absolute majority of the members attending the respective meeting. In case of a tie vote, the Chairman's vote shall be decisive.

(9) The members of the Executive Board may cast votes in all General Assembly meetings with the exception of those where the Executive Board is released of its obligations.

Duties of the Executive Board

ARTICLE 9 – (1) The Executive Board shall have the following duties:

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a) To analyze and conclude the applications of bodies applying to develop occupational standards and engage in testing and certification activities.

b) To identify any occupations for which standard is to be developed and testing and certification is to be conducted.

c) To approve the Vocational Qualifications Authority Qualification Certificates issued to persons who are successful in the testing to be held.

ç) To review regulation drafts prepared by the Authority and forward them to the relevant authorities for publication.

d) To prepare and submit to the General Assembly for approval the Authority's annual report for the previous year, operating program for the following year, financial report and staff planning as well as its budget.

e) To agree on the establishment of service departments.

f) To agree on employment, dismissal, promotion and rewarding of Authority staff and other similar dispositions; and determine and submit to the General Assembly for approval the principles related to the wages, travel expenses and financial and social benefits of the Authority staff subject to the relevant legislation.

g) To ensure that all occupational standards and testing and certification practices comply with the international norms.

ğ) To agree on opening offices or representational units outside Ankara where deemed necessary or grant authorization to relevant bodies and organizations for any subjects falling under the scope of the operating field of the Authority.

h) To award contracts to local and foreign national persons and legal entities for jobs such as research, technical investigations, studies and designs on any subjects needed in connection with the duties of the Authority as well as the provision of any kind of goods and services associated therewith and agree on the procurement of goods and services in connection with such subjects.

ı) To set forth principles and procedures applicable for handling complaints and objections.

i) To carry out any other duties as may be assigned by the General Assembly.

Service departments

ARTICLE 10 – (1) The service departments of the Authority shall consist of the main service departments and consultancy and auxiliary service departments.

Main service departments

ARTICLE 11 – (1) The main service departments of the Authority shall be the following:

a) Occupational Standards Department

b) Testing and Certification Department

c) (Added by Decree Law No. 665/33 of 11/10/2011) International Relations and European Union Department

Occupational Standards Department

ARTICLE 12 – (1) The Occupational Standards Department shall have the following duties:

a) To determine the methods to be followed for the development of occupational standards.

b) To develop and update standards, review applications to the Authority for the development of standards and report on the results of such reviews.

c) To monitor and report whether the activities of the bodies authorized for developing occupational standards meet the established criteria or not.

ç) To conduct research on the development of Occupational Standards, prepare publications and identify any changes required in the system in line with the data obtained as a result of implementation.

d) To carry out any other duties assigned by the President as well as any other similar duties envisaged by the legislation.

Testing and Certification Department

ARTICLE 13 – (1) Testing and Certification Department shall have the following duties:

a) (Amended by Decree Law No. 665/34 of 11/10/2011) To carry out activities related to the National Qualifications Framework.

b) (Amended by Decree Law No. 665/34 of 11/10/2011) To carry out activities related to the accreditation of education and training institutions in the field of national vocational qualifications; assessment, evaluation and certification of individuals; and verification of vocational qualification certificates possessed by foreign nationals.

c) (Amended by Decree Law No. 665/34 of 11/10/2011) To monitor and report on the institutions and bodies authorized for assessment, evaluation, certification and education accreditation.

ç) To conduct research on its field of activity, prepare publications and identify any changes required in the system in line with the data obtained as a result of implementation.

d) To carry out any other duties assigned by the President as well as any other similar duties envisaged by the legislation.

International Relations and European Union Department

ARTICLE 13/A – **(Added by Decree Law No. 665/35 of 11/10/2011)**

(1) The International Relations and European Union Department shall have the following duties:

a) To maintain relations with the European Union, other countries and international organizations related to subjects within the Authority's

field of duty, authority, responsibility and operation, and ensure coordination therewith.

b) To carry out activities related to the European Union legislation and recommendations on subjects within the Authority's field of duty and operation.

c) To ensure the preparation, implementation and monitoring of projects and programs realized with the European Union as well as other countries and international organizations relevant to subjects within the operating field of the Authority.

ç) To conduct and report research and investigations, and prepare publications relevant to its field of duty.

d) To carry out any other duties assigned by the President as well as any other similar duties envisaged by the legislation.

Consultancy and auxiliary service departments

ARTICLE 14 – (1) The consultancy and auxiliary service departments of the Authority shall be the following:

a) Legal Consultancy

b) Administrative and Financial Affairs Department

Legal Consultancy

ARTICLE 15 – (1) The Legal Consultancy shall have the following duties:

a) To provide opinion on any legal issues raised by the Office of the President and other units as well as on any operations likely to have legal, financial, administrative and penal implications.

b) To take legal measures on a timely basis, to protect the interests of the Authority and prevent any potential disagreement, and extend assistance over the preparation and execution of agreements and contracts in accordance with these principles.

c) To review in legal terms and provide opinion on any draft laws, by-laws and regulations for which the opinion of the Authority is requested or which are prepared by the Authority.

ç) To represent the Authority as part of any judicial and administrative actions and executive proceedings before any courts, arbitrators and execution offices as well as any other authorities involved with legal actions and executive operations.

d) To carry out any other similar duties assigned by the President as well as any other similar duties envisaged by legislation.

Administrative and Financial Affairs Department

ARTICLE 16 – (1) Administrative and Financial Affairs Department shall have the following duties:

a) To carry out the activities of the Authority related to information, data processing, accounting, documentation and any other similar activities.

b) To carry out any other duties assigned by the President as well as any other similar duties envisaged by legislation.

(2) The departments shall operate under the President.

Representational powers

ARTICLE 17 – (1) The Authority shall be represented by the Chairman of the Executive Board or by the Deputy Chairman where the Chairman is absent.

President

ARTICLE 18 – (1) The Chairman of the Executive Board shall also serve as the President of the Authority.

(2) The President shall be responsible for carrying out the services of the Authority and ensuring coordination between all departments of the Authority.

(3) The President shall meet the conditions stipulated by sub-paragraphs (1), (4), (6) and (7) of paragraph (A) of Article 48 of Law No. 657 on Civil Servants, have at least a bachelor's degree and adequate knowledge of and at least ten years' experience in the subjects falling under the scope of the operating field of the Authority.

Duties and powers of the President

ARTICLE 19 – (1) The President shall have the following duties and powers:

a) To prepare and communicate to the members of the Executive Board the agenda of Executive Board meetings.

b) To ensure the publication or notification of Executive Board resolutions as applicable, ensure that such resolutions are fulfilled and monitor their implementation.

c) To finalize and submit to the Executive Board any proposals forwarded by the service departments.

ç) To prepare the annual budget and financial statements of the Authority in accordance with its strategies, objectives and targets.

d) To ensure that the service departments operate in a harmonious, efficient, disciplined and systematical manner.

e) To prepare annual operating reports, to assess or ensure the assessment of operations based on the objectives, targets and performance criteria and submit them to the Executive Board.

f) To make studies and assessment of strategies, policies and relevant legislation in the operating fields of the Authority, as well as of the performance criteria of the Authority and its staff.

g) To maintain relations of the Authority with other bodies.

ğ) To appoint Authority staff other than those envisaged by the Executive Board.

h) To determine the duties and powers of those members of staff authorized to sign on behalf of the President.

ı) To perform any other administrative duties.

(2) The President may delegate some of his / her duties and powers which are not related to the Executive Board to his / her subordinates in writing, clearly specifying any limitations thereof.

PART THREE
Sector Committees, Standards, Education, Testing and Certification

Sector committees

ARTICLE 20 – (1) Sector committees shall be set up to make the necessary review and submit for approval to the Executive Board the occupational standards and qualifications prepared by the bodies and organizations assigned by the Authority, so that the occupational standards may be adopted as national occupational standards and the qualifications as national qualifications.[1]

(2) The sector committees shall comprise one representative from each of the following: Ministry of National Education, Ministry of Labor and Social Security, Higher Education Council, other ministries relevant to occupations, labor and employers' organizations, vocational organizations and the Authority. In addition, academicians from the relevant departments of universities may be invited to participate as consultants.

(3) The procedures and principles governing the formation and operation of the sector committees shall be established by regulation.

Service procurement and temporary employment

ARTICLE 20/A – (Added by Decree Law No. 665/37 of 11/10/2011)

(1) The Authority may procure services or temporarily employ competent individuals within its main operating fields such as the preparation, development and updating of national occupational standards

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[1] *The expression "and the qualifications as national qualifications" has been added to follow the expression "national occupational standards" in this paragraph by Article 36 of the Decree Law No. 665 of 11/10/2011.*

and qualifications; operation of sector committees; assessment, evaluation, certification, and the auditing associated therewith.

(2) Principles and procedures governing the qualification criteria for these individuals as well as the amount of wage to be paid and the method of payment shall be determined by the Executive Board resolution based on the opinion of the Ministry of Finance.

(3) Term of employment of individuals employed in this manner shall not exceed sixty days in one calendar year.

Preparation and entry into force of the national occupational standards and national qualifications[2]

ARTICLE 21 – (1) **(Amended by Decree Law No. 665/38 of 11/10/2011)** Occupational standards and qualifications shall be prepared by the institutions and bodies assigned by or selling services to the Authority or the working groups established by the Authority. Respective levels of the occupational standards and qualifications shall be prepared in compliance with the levels in the National Qualifications Framework. Such standards and qualifications shall be reviewed by the sector committees and those considered appropriate shall be submitted to the approval of the Executive Board and the qualifications approved by the Executive Board shall be enforced as national qualifications.

(2) The occupational standards approved by the Executive Board shall become national occupational standards upon publication in the Official Gazette.

(3) Occupational standards in force shall be re-evaluated every five years at the latest. Where deemed necessary, occupational standards shall be renewed according to the standard preparation procedure. Adoption and publication of any changes shall be subject to the procedure laid down in the second paragraph.

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[2] *The title of this article, which was "preparation and entry into force of the national occupational standards", has been amended as reflected in the text by Article 38 of Decree Law No. 665 of 11/10/2011.*

Testing, assessment, evaluation and certification[3]

ARTICLE 22 – (Amended by Decree Law No. 665/39 of 11/10/2011) (1) Testing, assessment and evaluation for determining the vocational qualifications of individuals shall be performed by authorized bodies, whose application has been approved by the Authority.

(2) Vocational Qualification Certificate shall be issued to individuals succeeding in the testing, assessment and evaluation held according to the national vocational qualifications.

(3) The principles and procedures related to testing, assessment, evaluation and the Vocational Qualification Certificates shall be governed by a regulation to be issued by the Authority.

Accreditation of education and training institutions[4]

ARTICLE 23 – (Amended by Decree Law No. 665/40 of 11/10/2011)

(1) The accreditation of education and training institutions and programs in the field of national vocational qualifications shall be carried out by education accreditation institutions.

(2) The graduates of accredited education and training institutions shall be issued Vocational Qualification Certificates suitable for the vocational qualifications achieved.

(3) Principles and procedures related to the accreditation of education and training institutions and the designation of the education accreditation institutions in the field of national vocational qualifications as well as the issuing of certificates to the graduates of accredited education institutions shall be governed by a regulation to be issued by the Authority.

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[3] *The title of this article, which was "Testing", has been amended as reflected in the text by Article 39 of the Decree Law No. 665 of 11/10/2011.*
[4] *The title of this article, which was "Certification", has been amended as reflected in the text by Article 40 of Decree Law No. 665 of 11/10/2011.*

National Qualifications Framework

ARTICLE 23/A – (Added by Decree Law No. 665/41 of 11/10/2011)

(1) Works related to the preparation, development and updating of the National Qualifications Framework shall be carried out by the Authority.

(2) All quality assured qualifications shall be incorporated into the National Qualifications Framework. Quality assurance of the vocational and technical qualifications to be included in the National Qualifications Framework shall be ensured by the Authority. Principles and procedures related to the quality assurance criteria of the qualifications to be included in the National Qualifications Framework; designation of institutions and bodies responsible for ensuring the quality assurance of qualifications other than vocational and technical qualifications; horizontal and vertical transfers between different qualifications as well as the implementation of the National Qualifications Framework shall be governed by a regulation to be enforced upon the Cabinet decree.

PART FOUR

Appointment Conditions, Status and Financial Benefits of Staff

Appointment conditions and status of staff

ARTICLE 24 – (1) The services of the Authority shall be carried out by assistant experts, experts and other staff employed as per the provisions of the labor legislation.

(2) The schedule attached hereto indicates the position titles and numbers of the staff to be employed by the Authority. The Executive Board shall be entitled to make an allocation of the titles in question to the units where proposed by the President. The Council of Ministers shall agree on any changes to the titles and numbers of the staff as per a resolution of the Executive Board upon a proposal by the relevant Minister, provided that such changes do not exceed half of the number of the current positions.

(3) Foreign experts may be employed subject to the principles of the regulation to be put into force upon the approval of the Executive Board.

(4) The staff of the Authority shall meet the conditions stipulated by sub-paragraphs (1), (4), (6) and (7) of paragraph (A) of Article 48 of Law No. 657 on Civil Servants as well as any qualifications required by the objectives of the Authority.

(5) In addition to the conditions indicated above, subject to the approval of the Executive Board executive staff shall be appointed upon a proposal by the President from candidates holding a minimum 4-year higher education degree from faculties of law, political sciences, economics and administrative sciences, architecture and engineering, faculties of education within the country or from faculties or schools of higher education abroad, which are recognized as equivalent by the Higher Education Council, and possessing adequate knowledge and experience vocationally and a minimum of five years' experience in their respective professions. Other staff shall be appointed by the President.[5]

(6) Any experts and assistant experts to be employed by the Authority shall meet the educational requirements indicated by the fifth paragraph hereof. Rules related to competition and qualification testing, attributes, work procedures and principles of experts and assistant experts and any other relevant considerations shall be determined by a regulation to be issued by the Authority.

(7) The staff of the Authority shall be subject to the Social Insurance Law No. 506 and dated 17/7/1964 regarding of retirement and social security.

(8) The person elected as the Chairman of the Executive Board shall discontinue his / her relationship with his / her former public employer while holding public office. He / she shall be appointed to a title or position fitting his / her status in the body of his / her previous employment within a maximum of one month when his / her assignment in the Authority comes to an end, excluding those barred from resumption of any previous public positions. The services of the President, who has resumed a position in the body of his / her previous employment as per this paragraph, shall be treated

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5 The expression "from vocational technical education faculties" in this paragraph has been amended to read as "from faculties of education" by Article 42 of Decree Law No. 665 of 11/10/2011.

as part of the benefits, monthly degrees and levels he / she is already entitled to. The provisions to qualify for any academic titles shall be reserved.

(9) The staff employed by the Authority may not be assigned to other public institutions and bodies.

Financial benefits

ARTICLE 25 – (1) Wages, remuneration and financial and social benefits of the President, executive staff and other staff shall be determined subject to approval of the General Assembly upon a resolution of the Executive Board on the condition that they do not exceed the payments made to a general director in the Ministry.

(2) Attendance fee shall be paid to the Chairman and members of the Executive Board for each meeting, the total number of which would not be higher than four times a month, at a sum to be calculated by multiplying the indicator number (2000) for those who still retain any public positions and the indicator number (3000) for those not retaining any public positions by the civil servant monthly co-efficient.

(3) **(Added by Decree Law No. 665/43 of 11/10/2011)** Attendance fee at a sum to be calculated by multiplying the indicator number (2000) by the civil servant monthly co-efficient and not higher than six times a year shall be paid for each meeting to the Chairman and members of the sector committees not retaining any public positions.

PART FIVE
Revenues, Expenses, Budget and Audit

Revenues

ARTICLE 26 – **(Amended by Decree Law No. 665/44 of 11/10/2011)** (1) The revenues of the Authority shall be the following:

a) Membership dues determined by the General Assembly, which shall not exceed twenty times of the monthly gross minimum wage applicable on the date of the ordinary General Assembly for each member of professional organizations having status as a public body, labor and employers' confederations and other organizations identified by the first paragraph of Article 6 represented in the General Assembly.

b) Membership dues determined equally for each Ministry and each public institution and body identified by the first paragraph of Article 6 and calculated over the amount remaining after the deduction of fees determined as per paragraph (a) of this article from the budget of the Authority presented to the General Assembly.

c) Provisions to be collected by the Authority from applicants for testing and certification works.

ç) (Amended by Law No. 6270/18 of 17/01/2012) Revenues to be earned from services to be provided to natural persons and legal entities at the national and international level.

d) Annual dues and charges for application, examining, auditing and costs not exceeding fifty folds of the highest civil servant salary (including any additional indicator thereof) and determined by the Executive Board to be collected from institutions and bodies intending to provide services to the Authority in the fields of testing, assessment, evaluation, certification and accreditation.

e) Fees to be collected from publications, copyright, brand names and licences.

f) Revenues generated from the channeling of Authority revenues.

g) Other revenues and earnings and donations.

Expenses

ARTICLE 27 – (1) The expenses of the Authority shall be the following:

a) Staff costs.

b) Investment costs such as those of information bank, software, hardware and communication, which shall be agreed by the Executive Board.

c) Fees paid to the organizations, which provide services to the Authority in the field of occupational standards, testing and certification.

ç) Procurement and leasing of movable and immovable property and administrative costs such as transport, electricity, water, telephone and fuel.

d) Costs of consulting services to be procured.

e) Costs of printing, publication and advertising.

f) Costs of local and overseas meetings, conferences, seminars and study visits.

g) Local and overseas membership fees on behalf of the Authority in connection with the activities of the Authority.

ğ) Costs of training, education and scholarships.

h) Other costs related to conducting the activities of the Authority.

Budget

ARTICLE 28 – (1) It is essential that the revenues of the Authority cover its expenses. The revenues of the Authority shall be held in an account to be opened with a bank. Any sums of these revenues, which are not spent by the end of the accounting year, shall be transferred to the revenue account of the Authority for the next year after notification to the Ministry of Finance, and the membership dues shall be calculated by considering any such revenue surplus in the next General Assembly.

(2) Revenues, operations and immovable property of the Authority shall be exempt from any taxes, duties and charges.

Audit

ARTICLE 29 – (1) The Authority shall be subject to Law No.832 on the Court of Accounts in terms of auditing.

Regulations

ARTICLE 30 – (1) The regulations envisaged by this law shall be put into force within six months.

Law No. 5544 on Vocational | **23**
Qualifications Authority

PART SIX

Amended, Provisional and Final Provisions

ARTICLE 31 – (1)

The following phrase is hereby supplemented to Part (B) of Schedule No 2 attached to Public Financial Management and Control Law No 5018 of 10/12/2003:

"30. Vocational Qualifications Authority"

PROVISIONAL ARTICLE 1 – (1) The Ministry shall set up a working group in order to carry out any activities, which must be conducted until the initial General Assembly of the Authority, within a period of fifteen days from the entry into force of this Law. The Working Group shall make necessary preparations for the General Assembly within a maximum of three months and make a submittal to the Ministry in this respect.

PROVISIONAL ARTICLE 2 – (1) Any certificates acquired as per Law No. 3308 on Vocational Education prior to the coming into force of this Law shall be replaced by equivalent documents and certificates to be determined under this Law upon an application by the holders of such certificates within three years.

PROVISIONAL ARTICLE 3 – (Added by Law No. 6270/19 of 17/01/2012)

(1) Membership dues of institutions indicated in sub-paragraph (a) of the first paragraph of Article 26 at an amount equal to twenty times of the monthly gross minimum wage applicable on the enforcement date of this article shall be payable for each representative of the institution on the General Assembly and separately for the years 2007, 2008, 2009, 2010, 2011 and 2012. Institutions shall not be entitled to make any claims for the portion of dues paid for the respective years exceeding the amount of dues re-determined under the new arrangement.

(2) No late fees or default interests shall apply provided that the institutions indicated in the first paragraph pay to the Authority the total amount of owed dues determined according to the principles of the same paragraph and dues for the year 2012 until 31/12/2012.

Entry into force

ARTICLE 32 – (1) This Law shall come into force on the date of publication.

Enforcement

ARTICLE 33 – (1) The Council of Ministers shall enforce the provisions of this Law.

SCHEDULE OF ALLOCATED POSITIONS

(Amended by Decree Law No. 665/45 of 11/10/2011)

POSITION TITLE	NO
– Authority President	1
– Vice President	1
– Occupational Standards Department Head	1
– Testing and Certification Department Head	1
– International Relations and European Union Department Head	1
– Legal Consultant	1
– Administrative and Financial Affairs Department Head	1
– Strategy Development Director	1
– Experts	23
– Assistant experts	25
– Experts (foreign nationality)	1
– Translator / interpreter	1
– Statisticians	7
– Computer programmers	3
– Analysts	3
– Financial services expert	1
– Accountant	1
– Computer operators	2
– Secretaries	5
– Office attendants	10
TOTAL	**90**

İSTANBUL MESLEKİ SINAV MERKEZİ

İSTANBUL MESLEKİ SINAV MERKEZİ EL KİTABI

Yayın Tarihi : 10.10.2015   **Revizyon Tarihi :**

HAZIRLAYAN	ONAYLAYAN

İstanbul Mesleki Sınav Merkezi	PERSONEL BELGELENDİRME VE MESLEKİ SINAV MERKEZİ

İçindekiler

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

	PERSONEL BELGELENDİRME VE MESLEKİ SINAV MERKEZİ

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

| İstanbul Mesleki Sınav Merkezi | PERSONEL BELGELENDİRME VE MESLEKİ SINAV MERKEZİ |

Revizyon Takip Tablosu

Revizyon Sayısı	Revizyon Tarihi	Sayfa No	Bölüm Adı	Açıklama

İletişim Bilgileri

Adres   :

Telefon Numarası :

Faks Numarası   :
Web Sayfası   :
E-posta Adresi   :

| HAZIRLAYAN | ONAY | İLK YAYIN TARİHİ : 10.10.2015 |

0. GİRİŞ

0.1. Önsöz

Günümüzde, küreselleşme nedeniyle uluslar ve kurumlar yoğun bir rekabet içindedir. Kurumları rekabetçi olma konumuna getirecek ve kaliteli üretim/hizmet hedefine ulaştıracak en etkili yol, birçok ülkede uygulanmakta olan Yönetim Sistemi konusundaki standartlardır. Her geçen gün kuruluşlar, istihdam sağlamanın ön koşulu olarak, personelden yeterlilik ve yetkinliğine ilişkin kanıt olarak uzmanlık belgesini istemektedir. Kalite, çevre, gıda güvenliği, iş güvenliği gibi yönetim sistemi belgeleri, ticaret yapılan müşteriler için olduğu kadar, kişilerin kendileri için de önem taşımaktadır. Çünkü bu belgeler, personelin kendini geliştirdiğinin kanıtı olmaktadır. Ayrıca, bu belgeler kişilere uluslararası ülkelerde çalışma imkânı sağlarken, kuruluşlara da kalitede sürekliliği sağlamak için verilen sözü temsil etmektedirler. Herhangi bir konuda alınan belgenin güvenilirliği için, belgelendirme kuruluşunun saygın bir kurum olması gerekir. Başvuru sahiplerine kaliteli hizmet sunumunu temel ilke olarak kabul etmiş İMSM, bunu gerçekleştirebilmek ve başvuran adayların yeterlilik ve yetkinliğini belgelendirilmek üzere, bu Sınav Merkezi El Kitabını hazırlamış ve yayınlamıştır.

0.2. AMAÇ

İstanbul Mesleki Sınav Merkezi (İMSM), TS EN ISO / IEC 17024 standardına uygun bir yönetim sistemi kurmuştur. Bu personel belgelendirme el kitabı TS EN ISO / IEC 17024 standardında belirtilen kalite yönetim sistemine uygun olarak UMS ve bunlara bağlı olarak hazırlanan UY' ler ile Mesleki Yeterlilik, Sınav ve Belgelendirme Yönetmeliği doğrultusunda hazırlanmıştır.

Bu personel belgelendirme el kitabının amacı;

İMSM' nin personel belgelendirme sürecindeki kalite yönetim sistemini açıklamak,

Sistemin uygulanmasından sorumlu personelin yetki ve sorumluluklarını tanımlamak

Kalite sistemini oluşturan tüm faaliyetler için prosedürler sağlamaktır.

Personel belgelendirme el kitabı, adaylar ile ilgili her türlü düzenlemelerin esaslarını ve bu düzenlemeler için oluşturulan organizasyon yapısını ve işleyişi kapsar.

0.3. Personel Yeterlilik Belgeleri

Müracaat eden aday; yapılan sınav (ölçme ve değerlendirme) sonucu İMSM tarafından, belgelendirme şartlarına uygun olduğunun belirlenmesi ile belge almaya hak kazanır. Türk Akreditasyon Kurumu tarafından TS EN ISO/IEC 17024 standardına göre akredite edilmiş alanlarda, belgelendirme kurulunun kararından sonra MYK'a belge almaya hak kazananların listesi elektronik posta veya portala yüklenerek iletilir.

Belgelendirmelerin gerekli bütün süreçleri, MYK Mesleki Yeterlilik, Sınav ve Belgelendirme Yönetmeliği hükümlerine uygun olarak yürütülür MYK'dan gelen belgeler İMSM Koordinatörü tarafından imzalandıktan sonra, planlama sorumlusu tarafından adaya teslim edilir. Belgelerin geçerlilik süresi, ilgili Ulusal Yeterliliklere, şartnamelere ve mevzuata göre belirlenir.

0.4 Dokümantasyon Kapsamı

İMSM faaliyetleri kapsamında Personel Belgelendirme ve Sınav Merkezi El Kitabı ve el kitabıyla bağlantılı diğer sistem dokümanları, İMSM Personel Belgelendirme Hizmetleri ile ilgili olarak adaylar ile ilgili her türlü düzenlemelerin esaslarını ve bu düzenlemeler için oluşturulan organizasyon yapısını ve işleyişi kapsar. Bu esaslar aşağıdaki konulardan oluşur:

- Belgelendirme Programının Oluşturulması,
- Başvuruların Alınması,
- Başvuruların Değerlendirilmesi,
- Sınav Programının Oluşturulması ve Duyurulması,
- Sınavın Gerçekleştirilmesi,
- Adayın Değerlendirilmesi,
- Belgelendirme Kararının Verilmesi,
- Belgenin Verilmesi,
- Belgenin Kullanımı,
- Belge Geçerliliği ve Yeniden Belgelendirme,
- Tarafların Mali Yükümlülükleri,
- Takip ve Gözetim Değerlendirmeleri,
- Belgenin İptali,
- Şikâyetlerin ve İtirazların Değerlendirilmesi.

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İstanbul Mesleki Sınav Merkezi

1.PERSONEL BELGELENDİRME KAPSAMI

İMSM, Türk Akreditasyon Kurumu tarafından akredite edildiği ve Mesleki Yeterlilik Kurumu tarafından yetkilendirildiği Ulusal Yeterlilikler kapsamında personel belgelendirme hizmeti sunacak olup, bunun dışındaki Ulusal Yeterliliklerle ilgili personel belgelendirme faaliyeti yürütmeyecektir. Bu amaçla ilk başvurulan Ulusal Yeterlilikler aşağıda verilmiştir.

MESLEK DALI	SEVİYE	UMS REFERANS KODU	UY REFERANS KODU
AHŞAP KALIPÇI	3	10UMS0081-3	11UY0011-3
ALÇI LEVHA UYGULAYICISI	3	11UMS0130-3	12UY0054-3
ALÇI SIVA UYGULAYICISI	3	11UMS0156-3	12UY0055-3
BETONARME DEMİRCİSİ	3	10UMS0082-3	11UY0012-3
İNŞAAT BOYACISI	3	10UMS0058-3	11UY0023-3
SIVACI	3	11UMS0135-3	11UY0024-3
DUVARCI	3	11UMS0157-3	12UY0048-3
BETONCU	3	12UMS0186-3	12UY0049-3
PANEL KALIPÇI	3	11UMS0176-3	12UY0050-3
SERAMİK KARO KAPLAMACISI	3	11UMS0177-3	12UY0051-3
İSKELE KURULUM ELEMANI	3	11UMS0158-3	12UY0056-3

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2. ATIF YAPILAN DOKÜMANLAR

Personel belgelendirme el kitabının hazırlanmasında yararlanılan ve atıf yapılan standartlar ve dokümanlar aşağıdaki gibidir:

- TS EN ISO 9001: 2008 Kalite Yönetim Sistemleri - Şartlar

- TS EN ISO / IEC 17024 Uygunluk değerlendirmesi - Personel belgelendirmesi yapan kuruluşlar için genel şartlar

- Belgelendirme Hizmeti Sunulan alanlarla ilgili MYK Ulusal Meslek Standartları

- Belgelendirme Hizmeti Sunulan alanlarla ilgili MYK Ulusal Yeterlilikler

- R10.06-"TÜRKAK Akreditasyon Markasının Türkak Tarafından Akredite Edilmiş Kuruluşlarca Kullanılmasına İlişkin Şartlar

- Mesleki Yeterlilik, Sınav ve Belgelendirme Yönetmeliği

- MYK Kanunu

- Uygunluk değerlendirme kuruluşlarının akreditasyonu hakkında yönetmelik (TÜRKAK)

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3. TERİMLER VE TARİFLER

Terimler ve tariflerin oluşturulmasında TS EN ISO / IEC 17024 standardı ve Mesleki Yeterlilik, Sınav ve Belgelendirme Yönetmeliğinden yararlanılmıştır.

Ulusal Yeterlilik

Belgelendirme programında belirlenmiş ve doğrulanmış ilgili kişisel özellikler ile bilginin ve/veya becerilerin uygulaması için gerekli olan, varlığı doğrulanmış yetenek.

Belgelendirme prosesi

İMSM Personel Belgelendirme Koordinatörlüğü tarafından yürütülen faaliyetleri; başvurunun alınması, değerlendirilmesi, belgelendirme kararının verilmesi, gözetim ve yeniden belgelendirme, belgenin ve logonun/markanın kullanımı dâhil olmak üzere ve adayın belirlenen yeterlilik şartlarını karşıladığını ifade eden faaliyetleri kapsar.

Belgelendirme programı

Belirli standartlar ve şartlar ile aynı prosedürlerin ve/veya proseslerin uygulandığı, belirli bir aday kategorisi ile ilgili özel belgelendirme koşulları.

Belgelendirme sistemi

Belgelendirme programının şartlarına uygun, yeterlilik ve yetkinlik belgesinin verilmesi ve devam ettirilmesine yönelik olarak belgelendirme prosesinin gerçekleştirilebilmesi için oluşturulan sistematik altyapı.

Soru Hazırlayıcılar

İlgili meslek standartlarına ve yeterliliğine uygun olarak kendisine bildirilen alanda ve istenilen sayıda yazılı ve/veya uygulamalı soru hazırlamak üzere görev yapan uzmanlar.

Gözetmenler

Teorik sınavlarda sınav gözetmenliği yapan, uygulamalı sınavlarda ise sınavın belgelendirme sistemi kurallarına uygun olarak gerçekleştirilmesi için sınav yapıcılara lojistik destek veren ve yardımcı olan personel.

Sınav Yapıcılar

Konuyla ilgili teknik ve kişisel yeterliliğe sahip, uygulamalı sınavı yapacak ve sonucu ile ilgili kanaatini sunan uzmanlar.

Personel Belgelendirme Planlama Sorumlusu

Belgelendirme sürecinin bütün aşamalarında adaylarla, Mesleki Yeterlilik kurumu ile yazılı iletişimi sağlayan ve belgelendirme ile ilgili bütün kayıtların tutulmasından ve muhafazasından sorumlu personel.

Aday

Daha önceden belirlenmiş olan ön yeterlilikleri karşılayan ve İMSM personel belgelendirme prosesine katılmasına izin verilen başvuru sahibi.

Sınav

Adayın yeterliğinin yazılı, sözlü, pratik, uygulamalı veya gözleme dayalı bir veya daha fazla araçla ölçülmesi sistemi.

Değerlendirme

Belgelendirme kararının verilmesi için, bir adayın programın şartlarını yerine getirip getirmediğinin incelenerek karar verilmesi.

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İtiraz

Başvuran adayın veya belgelendirilmiş kişinin, İMSM tarafından belgelendirme statüsü ile ilgili olarak alınan olumsuz kararın yeniden değerlendirilmesine yönelik isteği.

Şikâyet

Herhangi bir tüzel kişi ve/veya şahıs tarafından belgelendirme kuruluşuna yapılan, o kuruluşun faaliyetleri ile ilgili düzeltici faaliyetler için yapılan başvurunun dışındaki uygunsuzluk bildirimi.

Tarafsızlık Komitesi

Belgelendirme sürecinin işleyişinin tarafsızlığını garanti altına almak ve belgelendirme sürecine ilişkin idari yönden değerlendirmeler yapan, sektöre hizmet veren farklı kurum ve kuruluşlardan temsilcilerin görev aldığı komitedir.

Program Komiteleri

Belgelendirme sisteminin teknik işleyişine ilişkin görüş sunan, soru bankasına eklenecek olan soruların yeterliliğini değerlendiren alanında uzman kişilerden oluşan komitelerdir.

Personel Belgelendirme Kurulu

Sınav sistemi ve belgelendirme prosesi ile ilgili tüm verileri inceleyerek, belgelendirmeyle ilişkili her türlü kararı veren kuruldur.

Şikâyet ve İtiraz Değerlendirme Komitesi

Personel Belgelendirme faaliyetlerine yönelik, adayların, belgelendirilmiş kişilerin ve üçüncü kişilerin itiraz ve şikâyetlerinin olması halinde, bunları değerlendirerek yapılacak uygulamaya karar veren kuruldur.

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4. İMSM PERSONEL BELGELENDİRME SİSTEMİNİN GENEL ŞARTLARI

4.1 YASAL HUSUSLAR

İMSM tüzel bir kişiliğe sahip olup gerçekleştirdiği tüm belgelendirme faaliyetlerinden yasal olarak sorumludur.

İMSM, alınan karar neticesinde iş dünyasına destek olmak amacıyla bireylerin kanıtlanmış bilgi, beceri ve yetkinliklerini başta Avrupa Birliğinde olmak üzere uluslararası seviyede kıyaslanabilir ve geçerli belgelere dönüştüren UMS' nin parçası olmak için ulusal yeterlilikler doğrultusunda; Ölçme ve değerlendirme, belgelendirme, belge yenileme, belgelendirilmiş bireylerin performanslarını izleme, işverenler ve çalışanlar için uluslararası arenada belgelerin kalite güvencesini sağlamayı hedefleyen akredite edilmiş ve yetkilendirilmiş personel belgelendirme kuruluşu olmak amacıyla çalışmalarına başlamıştır.

Çünkü bu belgeler, personelin kendini geliştirdiğinin kanıtı olmaktadır. Ayrıca, bu belgeler kişilere uluslararası ülkelerde çalışma imkânı sağlarken, kuruluşlara da kalitede sürekliliği sağlamak için verilen sözü temsil etmektedirler. Herhangi bir konuda alınan belgenin güvenilirliği için, belgelendirme kuruluşunun saygın bir kurum olması gerekir. Başvuru sahiplerine kaliteli hizmet sunumunu temel ilke olarak kabul etmiş Mesleki Sınav Merkezi, bunu gerçekleştirebilmek ve başvuran adayların yeterlilik ve yetkinliğini belgelendirilmek üzere kurulmuştur.

4.2 Belgelendirme Kararına ilişkin İMSM' nin Sorumluluğu

İMSM Belgelendirme yapılması, Belgenin sürdürülmesi, Yeniden belgelendirme, Belgelendirme kapsamını genişletme veya daraltma, Belgeyi askıya alma ya da geri çekme kararlarından sorumludur ve bununla ilgili uygulamaları "**Personel Belgelendirme Prosedüründe**" tanımlamıştır.

Belgelendirme ile ilgili belgenin verilmesi, geçerliliğinin sürdürülmesi, yenilenmesi, kapsamının genişletilmesine veya kapsamının daraltılmasına, askıya alınmasına ve iptal edilmesine ilişkin kararlar sadece İMSM tarafından alınır. Başka kişi veya kurumlara devredilemez.

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4.3 Tarafsızlığın Yönetimi

İMSM, Personel Belgelendirme sistemini işletirken, bütün işlemlerde tarafsızlığını sağlayacak şekilde oluşturulmuş Kalite Yönetim Sistemini uygulamaktadır. Belgelendirmeye başvuru yapan adaylarına hizmet sunarken, ilgili bütün taraflarının herhangi bir kesimin daha baskın olmasına izin vermeden katılımını sağlamayı ve kalite sisteminin sürekli iyileştirilmesini amaçlamaktadır.

İMSM üst yönetiminin belgelendirme faaliyetlerinin tarafsızlığını sağlamak üzere taahhüdü bulunmaktadır ve bu **Üst Yönetim Taahhüdü** www.istanbulmsm.com sayfasında kamuya açık bir şekilde duyurmuştur.

Bir birliğe, derneğe, vâkıfa üye olmamak gibi nedenlerle adayların başvurularının engellenmesi ve adaylar ve belgelendirilmiş kişilere adil davranılmasını İMSM' nin **İSTANBUL Mesleki Sınav Merkezi Politikası** ile sağlamaktadır. Politika www.istanbulmsm.com sayfasında kamuya açık bir şekilde yayınlanmıştır.

İMSM çıkar çatışmalarının yönetimi için **Çıkar Çelişkisi Analizi Talimatı** oluşturmuş ve belgelendirme faaliyetlerinde objektifliği kanıtlamıştır.

İMSM adaylara ve belgelendirilmiş kişilere tarafsız davranmak için www.istanbulmsm.com sayfasında sınav ücretlerini yayınlamıştır.

İMSM, uygulamasına karar verilen her belgelendirme alanı için belgelendirme programının oluşturması ve bu programın geliştirilmesinin sürdürülebilmesi için komisyonların ve komitelerin görev, yetki ve sorumlulukları tanımlamış ve ilgili atamaları gerçekleştirilmiştir. Sınav Merkezinde görev alan tüm kişiler Ulusal Yeterlilik ölçütlerine uygun olarak görevlendirilmiştir.

İMSM, etkin işletilmesini sağlayacak yeterli sayıda personeli istihdam etmektedir. Kalite sistemi, TS EN ISO/IEC 17024 standardı, TÜRKAK akreditasyon kuralları ve MYK Sınav ve Belgelendirme Yönetmeliği'ne uygun şekilde oluşturulmuştur. Bütün personelin görevleri açık bir şekilde tanımlanmıştır. Her personel tarafsızlık, eşitlik, bağımsızlık ve gizlilik ilkelerine uyacaklarını imzaladıkları taahhütname ile teyit eder.

4.4 İMSM' nin Finansmanı ve Yükümlülüğü

İMSM, belgelendirme sisteminin işletilmesi ve bununla ilgili sorumlulukların karşılanması için gereken mali kaynaklara sahiptir. Mesleki sorumluluk sigortası da ilgili yükümlülükleri karşılamak için yapılmıştır.

5. Yapısal Şartlar

5.1 Yönetim ve organizasyon yapısı

5.1.1 İMSM, belgelendirilecek adaylara karşı tarafsızlık ilkelerine uygunluk konusunda sınav ve belgelendirme sürecinde yer alan tüm personeline **"Gizlilik ve Tarafsızlık Taahhütnamesi"** imzalatarak ve personel ile yapılan **sözleşmeler** ile gerekli önlemleri almıştır. Ayrıca, bu personellerin ilgili sınavın eğitimi, değerlendirmesi, materyal temin edilmesi gibi herhangi bir faaliyetin pazarlanması veya tedariki ile ilgili olmadığını **sözleşme** şartlarıyla ile taahhüt eder.

5.1.2 Personel Belgelendirme faaliyetleri aşağıda verilen İMSM organizasyon şemasında yer alan kişiler tarafından yürütülmekte olup, bütün görevler için görev tanımları yapılmıştır.

İMSM; evrensel değerler ile oluşturulmuş kalite politikasını benimser. Belgelendirme sürecinde hizmetler Koordinatör aracılığıyla sürekli iyileştirilir.

Belgelendirme süreçlerinde tüm ölçümler bağımsız, tarafsız ve etik olarak olabildiğince elektronik ortamda takip edilir. Belgelendirme süreçlerinde görevlendirilecek kişilerden taahhütname imzalanması istenir.

Tüm itiraz ve şikâyetler için İtiraz ve Şikayet Komitesi kurulmuştur. İtiraz ve şikayetler dokümante edilerek görüş ve değerlendirilme sürecine tabi tutulur. Tüm süreçlerde gizlilik, güvenilirlik ve tarafsızlık sağlanmıştır.

İMSM, görev talimatlarında belirtilen Program Komitesi görüşleri doğrultusunda belgelendirme kapsamının genişletilmesine veya daraltılmasına karar verir. Tarafsızlık ve güvenilirlik iç ve dış tetkik ile sağlanır. İç tetkik İç Tetkik Prosedürü baz alınarak yapılır. İç tetkiklerin etkin yapılabilmesi, azami faydanın elde edilebilmesi amacıyla iç tetkikçilerin İMSM personeli dışından seçilmesi tercih edilir. Dış tetkik Mesleki Yeterlilik Kurumu ve TÜRKAK tarafından yapılmaktadır. Teorik sınavlar Gözetmenler tarafından yapılır. Performansa dayalı sınavın değerlendirmesi Ulusal Yeterliliklerde

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belirtilen Değerlendirici Ölçütlerini sağlayan Değerlendiriciler tarafından yürütülür. Sınav yapıcıların gerçekleştirdiği sınavların sonuçlarını Karar Vericiler onaylayarak belge verme süreci başlar.

Belgenin geçerlilik süresi ve yenilenmesi kuralları ilgili Ulusal yeterlilikte belirtilen şartlara göre yapılır. Belgelendirme ve Kalite Yönetim Sistemi'nin uygunluğunun, yeterliliğinin ve etkinliğinin sürekliliğini sağlamak amacıyla YGGT ilgili kişilerin katılımıyla yapılmaktadır. Bu toplantılarda kalite politikaları, kalite hedefleri, belgelendirme süreçleri, itiraz ve şikâyetler, hizmetlere ilişkin performans göstergeleri, iç tetkik raporları ve yıllık eğitim planları gözden geçirilir

Belgelendirme programının oluşturması ve bu programın geliştirilmesi için sektör ve akademik kesimden oluşan Program Komitesi kurulmuştur. Program Komiteleri üyeleri herhangi bir tereddüde mahal vermemek adına taahhütname imzalamışlardır. Komite görevlileri, belgelendirme programı ile ilgili bütün tarafların menfaatlerini, herhangi bir tarafa ayrıcalık tanımadan, kurallara uygun ve adil bir biçimde temsil edecektir. Program Komitesi; başvurunun alınması ve değerlendirilmesi, belgelendirme kararının verilmesi, gözetim ve yeniden belgelendirme kapsamının genişletilmesi ve daraltılması süreçlerinden, belgenin ve logonun kullanımından 1. derece de sorumludur. Program Komitesi üyelerinin görev, yetki ve sorumlulukları ilgili görev talimatlarında tanımlamış ve İMSM tarafından atamaları gerçekleştirilmiştir. İMSM 'nin idari yönden denetimini yapmak üzere sektör temsilcileri ve akademisyenlerden oluşan Tarafsızlık Komitesi kurulmuştur. Tarafsızlık Komitesi tamamıyla akademik ve/veya alan çalışmaları konusunda yetkinliği kanıtlamış meslek mensuplarından oluşur. Herhangi bir tarafa olan yakınlık Tarafsızlık Komitesi'nin doğasına aykırıdır. Bunun yanında Tarafsızlık Komitesi üyeleri herhangi bir tereddüde mahal vermemek adına taahhütname imzalamışlardır. Tarafsızlık Komitesi üyelerinin görev, yetki ve sorumlulukları ilgili görev talimatlarında tanımlamış ve atamaları gerçekleştirilmiştir.

İMSM, Kalite Yönetim Sisteminin oluşturulmasında; başvuru yapmak isteyen aday, başvuru sahibi ve belgelendirilmiş kişi şartlarının belirlenmesi, karşılanması ve buna bağlı olarak işvereninde memnuniyetinin sağlanması ilkesini temel almış ve uygulamaları planlanmıştır. Planlamalarda, mevzuat ve kalite politikaları çerçevesinde belirlenen ilgili talimatlara göre taleplerin karşılanması hizmeti yürütülmektedir. Memnuniyetlerin sağlanabilmesi için öncelikle itirazların ve şikâyetlerin sağlıklı olarak ulaşması gerektiği bilincindedir.

Sürecin adil ve tarafsızlığı temel alınarak itiraz ve şikayetlerin tarafsız bir biçimde çözülebilmesi için İtiraz ve Şikayet Komitesi kurulmuştur. İtiraz ve Şikayet

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Komitesi üyelerinin nitelikleri ve komitenin çalışma esasları görev talimatlarında yer almaktadır. Ayrıca itirazlar ve şikayetler ilgili süreçlerin nasıl işleyeceği İtiraz ve Şikâyetlerin Değerlendirilmesi Prosedüründe belirtilmiştir.

İMSM' nin organizasyon şemasında yer alan komite ve birimlerin görev, yetki ve sorumlulukları ilgili görev talimatlarında belirtilmiştir. Gerek değerlendiriciler gerekse karar vericiler meslek alanlarına ait Ulusal Yeterliliklerin birimleri baz alınarak belirlenmiştir. Belgelendirme sürecinde istihdam edilen kişiler, gerçekleştirilecek belgelendirme fonksiyonlarının tipi, kapsamı ve yapılan iş ile ilgili alanlarda gerekli eğitimi ve öğrenimi görmüş, teknik bilgiye ve tecrübeye sahip olup yeterli sayıdadır.

İMSM faaliyetleri, tarafsızlığı koruyacak şekilde yapılandırılmış ve yönetilmektedir. İMSM, organizasyon şemasında bulunan her bir pozisyon için görev, sorumluluk ve yetkilerini içeren görev tanımlarını oluşturmuştur.

İMSM; belgelendirme faaliyetlerinin yürütülmesine ilişkin politika ve prosedürlerden ve bu politika ve prosedürlerin uygulanmasından; mali durumundan; belgelendirme faaliyetleri için gerekli kaynaklardan; belgelendirme programlarının sürdürülmesinden; değerlendirme faaliyetlerinden; belgenin verilmesi, sürdürülmesi, yenilenmesi, kapsamının genişletilmesi ve daraltılması, askıya alınması veya geri çekilmesi dahil belgelendirme kararlarından ve sözleşmeye bağlanmış düzenlemelerden sorumlu olup, İMSM Organizasyon Şeması (EK.1)nda belirlemiştir.

5.2 Personel Belgelendirme ve Mesleki Sınav Uygulama ve Araştırma Merkezi'nin Eğitimle İlgili Yapısı

5.2.1 İMSM, belgelendirme süreçlerinde ve programlarında, adaylara karşı herhangi bir ayırım yapmaz. Belgelendirme süreçlerinde ve Ulusal Yeterliliklerde, bir eğitimin tamamlanması gerekliliği ve eğitimin belgelendirme için ön koşul olarak talep edildiği bir durum yoktur.

5.2.2 İMSM, belirli eğitim hizmetlerinin alınması halinde, belgelendirmenin daha basit, kolay ya da daha ucuz olacağını ifade veya ima etmez.

5.2.3 İMSM, belgelendirilecek adaylara karşı tarafsızlık ilkelerine uygunluk konusunda sınav ve belgelendirme sürecinde yer alan tüm personeline "Gizlilik ve Tarafsızlık Taahhütnamesi" imzalatarak ve personel ile yapılan sözleşmeler ile gerekli önlemleri almıştır. Ayrıca, bu personellerin ilgili sınavın eğitimi, değerlendirmesi, materyal temin edilmesi gibi herhangi bir faaliyetin pazarlanması veya tedariki ile ilgili olmadığını sözleşme şartlarıyla ile taahhüt eder.

İMSM çıkar çatışmalarının yönetimi için **Çıkar Çelişkisi Analizi Talimatı** oluşturmuş ve belgelendirme faaliyetlerinde objektifliği kanıtlamıştır.

Sınav ölçme ve değerlendirme faaliyetleri, eğitim veren ekipten bağımsız personel tarafından gerçekleştirilir. Sınav Ölçme ve Değerlendirme faaliyetleri Eğitim yapılan mekânlardan farklı bölümde uygulanmaktadır. İMSM, son iki yıl içinde, bir adayın eğitim faaliyetinde bulunmuş personelini belgelendirme süreçlerinin hiçbir aşamasında (değerlendirme dâhil) görevlendirmez. İMSM tarafsızlık ilkesi ile çelişeceği sebebi ile kendi çalışanlarını belgelendirmez.

İMSM, belgelendirme süreçlerinde ve programlarında, adaylara karşı herhangi bir ayırım yapmaz. Ancak, sınavlarda engelli veya özel durumu olan adayların ihtiyaçlarının karşılanması için gerekli tedbirleri alır.

6 Kaynak Şartları

6.1 Genel Personel Şartları

İMSM, belgelendirme prosesinde görev alan tüm personelin performansını **Performans Değerlendirme Prosedürü** ile kontrol altına alır ve bu performansların sonucuna göre personeli değerlendirir. İMSM, kendisine ait personelin yönetimini yapar ve tüm personelin performansından sorumlu bir pozisyondadır. Görevlendirdiği bütün personelinin uygunluğunu kontrol etmek amacıyla kayıtlar tutmakta ve değerlendirmektedir.

Belgelendirmede ki mevcut kapsam veya eklenecek yeni belgelendirme faaliyetlerinin tipi, kapsamı ve yapılan işin özelliği ile ilgili konularda gerekli öğrenim ve eğitim görmüş, teknik bilgi ve tecrübeye sahip yeterli sayıda personel İMSM tarafından sözleşmeli ya da kadrolu olarak istihdam edilir.

Organizasyon şemasında belirtilen tüm pozisyonların eğitim, öğrenin ve beceri ile ilgili kriterleri ile sorumluluklar ve yetkiler **Görev Tanımlarında** belirtilmiştir. Çalışan personelin belirlenen yeterliliklere uygunluğunun değerlendirilmesi **Personel Uygunluk Değerlendirme Formu** ile yapılmakta ve yeni personel alımında da benzer değerlendirmeler gerçekleştirilmektedir.

İMSM' nin Güncel dokümanları Dağıtım Listesine göre düzenlenmiş olup görev alan personellere elektronik posta yoluyla iletilir.

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İMSM, nitelikler, eğitim, deneyim, mesleki tecrübeler, mesleki durum, yeterlilik ve bilinen çıkar çatışmaları gibi ilgili bilgiler dahil olmak üzere, personel kayıtlarını **Personel Bilgi Formu** ile temkinli ve güncel olarak tutmaktadır.

İMSM, gizlilik, tarafsızlık ve çıkar çatışmalarına ilişkin kurallar dahil olmak üzere tüm personeline **Taahhütname** imzalatır.

6.2 Belgelendirme faaliyetlerinde yer alan personel

6.2.1 Genel

İMSM, personeline, herhangi bir adayla ilgili tüm potansiyel çıkar çatışmalarını tarafsızlığıyla beyan etmelerini **Taahhütname** ve **Sözleşmelerde** şart koşmaktadır.

6.2.2 Sınav yapıcılar için şartlar

Sınavda görev alan personellerin belgeleri ile İMSM şartlarını karşılamalıdırlar. Bu kriterler Ulusal Yeterlilikte değerlendirici ölçütlerinden yararlanarak **Personel Uygunluk Değerlendirme Formu ve Görev Tanımlarında** belirlenerek tüm personelin seçimi yapılmış, personel dosyası oluşturulmuştur.

İlgili belgelendirme programı hakkında tecrübeli olmak,
Sınav kurallarını ve belgelerini uygulayabilmek,
Sınava konu olan alanda yeterliliğe hakim olmak,
Sınav diline hem yazılı hem de sözlü olarak hakim olmak.

Sınav değerlendiricilerin tarafsız bir karar vermesi için, bilinen tüm çıkar çatışmasının tanımları **Çıkar Çelişkisi Analizi** talimatında açıklanmış ve sınav değerlendiricilerine bildirilmiştir.

İMSM sınavı değerlendiren kişilerin performansını, tecrübesini ve sonuçların güvenilirliğini **Performans Değerlendirme Prosedürüne** göre takip eder. Eksikliklerin bulunduğu durumlarda düzeltici faaliyetler başlatır.

Sınav yapıcıların, sınav öncesinde ve sırasında karşılaşacağı tüm çıkar çelişkileri belirlenmiş ve alınan tedbirlere yönelik uygulamalar kayıt altına alınmaktadır.

İMSM, değerlendirmede görev alan tüm personelin sorumluluklarının ve niteliklerini **Görev tanımlarında** açıklamıştır.

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6.3 Dış Kaynak Kullanımı

İMSM, ölçme, değerlendirme, sınavların yapılması ve belgenin verilmesi kararını kendi bünyesinde yapacak şekilde sistemini kurmuştur ve organize olmuştur. Belgelendirme Faaliyetlerinin gerçekleştirilmesinde teorik ve uygulama sınav yerleri olarak Dış Kaynak kullanabilir. İMSM Dış Kaynak kullanılması gerektiğinde, Dış Kaynağın şartları sağlayıp sağlamadığının değerlendirmesini her sınav öncesinde Sınav Yeri Kontrol Formu ile teknik yeterliliğe sahip bir personele yaptırır ve ilgili değerlendirmenin eğitim faaliyetlerine katılmamış kişileri seçerek tarafsızlığın ve gizliliğin tehlikeye düşmemesini sağlar. "**Dış Kaynak Listesi**" güncel tutulur.

Dış Kaynaklar ile tarafsızlığı ve gizliliği de kapsayan "**Dış Kaynak Gizlilik Sözleşmesi**" düzenlenir. Dış Kaynakta yapılan sınavlarda sorumluluk (anlaşılırlık, tarafsızlık, gizlilik) İMSM' e aittir.

Dış Kaynak kuruluşların performansı "**Dış Kaynak Değerlendirme Talimatına**" göre değerlendirilir.

6.4 İMSM, belgelendirme faaliyetlerini yerine getirmek için sınav alanları, ekipman ve kaynaklar dahil olmak üzere, yeterli imkanlara sahiptir.

Kısım 6 İle İlgili Dokümanlar
Dış Kaynak Gizlilik Sözleşmesi
Ölçme Ve Değerlendirmeye Yönelik Alan Kullanım Sözleşmesi
Dış Kaynak Değerlendirme Talimatı
Sınav Yeri Kontrol Formu
Dış Kaynak Sözleşmeleri
Dış Kaynak Listesi

7. Kayıtlar

7.1 Başvuru sahiplerinin, adayların ve belgelendirilmiş kişilerin kayıtları

İMSM belgelendirdiği personelle ilgili, başvuru kayıtları da dahil olmak üzere değerlendirme raporları, gözetim faaliyetleri, belgenin verilmesi, belgenin geçerliliğinin sürdürülmesi, yenilenmesi, kapsamının genişletilmesi veya daraltılması, belgenin iptal edilmesi açılarından belgelendirme prosedürü etkin bir biçimde uygulandığını kanıtlamak için kayıt sistemi oluşturmuştur.

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Kayıtlar;

- İstenildiğinde ulaşılabilecek şekilde tutulur.
- Hasar veya bozulmayı önleyecek şekilde saklanır, yedeklenir. Kayıtlar dosyalarda saklanacak ve süre sonunda bu dosyalar kalite yöneticisi tarafından arşive kaldırılır. Arşivlenecek yer; rutubet, sıcaklık, tozdan ve dış şartlardan etkilenmeyecek şekildedir. Sözleşmeler, yasalar, mevzuat doğrultusunda tanımlanan süreler içinde (en az, belgenin geçerli olduğu sürenin 2 katı) saklanır. Ayrıca, arşiv süresi biten doküman ve kayıtlar her yılın başında İMSM Kalite Yöneticisi tarafından imha edilir.
- Her bir kayıt diğeri ile karıştırılmayacak şekilde, kodlanarak tanımlanır.
- Kabul edilen başvurulara ilişkin kayıtlar İMSM tarafından muhafaza edilir. Başvuru listesi ve başvuranlara ilişkin bilgiler sınavdan önce elektronik ortamda MYK ya iletilir ve portala yüklenir. MYK ya iletilen listede bilgileri bulunmayan aday ilgili sınava kabul edilemez.
- Başvuran ya da belgelendirilen adayların kişisel bilgilerinde olan değişiklikler İMSM tarafından güncellenir ve değişiklikten itibaren 15 gün içinde MYK ya iletilir.
- Kayıtların kontrolü sağlamak için oluşturulan faaliyetler **"Kayıtların Kontrolü Prosedürü"** içerisinde detaylandırılmıştır.

7.2 Kamuya açık bilgiler

İMSM, kanunların bu tür bilgilerin ifşa edilmesini yasaklamadığı sürece, www.istanbulmsm.com adresinden bir adayın belgeye sahip olup olmadığına ve bu belgenin kapsamına ilişkin bilgileri erişime sunmaktadır.

İMSM, belgelendirme programının kapsamına ilişkin bilgileri ve belgelendirme prosesine ilişkin genel bir açıklamayı, kamu tarafından erişilebilir olması için www.istanbulmsm.com adresinde yayımlamaktadır. Belgelendirme programlarının tüm koşulları listelenmiş ve bu liste, talep olmaksızın kamunun erişimine açık tutulmaktadır.

Kısım 7 İle İlgili Dokümanlar
Kayıtların Kontrolü Prosedürü
Yedekleme Talimatı
Arşiv Talimatı
Elektronik Ortamdaki Verilerin Kontrolü Talimatı

7.3 Gizlilik

İMSM, yasal olarak uygulanabilir **Taahhütname** ve sözleşme şartları aracılığı ile faaliyetlerinin gereği proseslerle elde ettiği bütün bilgilerin gizliliğini korur. Bu sözleşmeler, komite üyeleri ve dış kişiler ve/veya kurumlar ve İMSM adına hareket eden kimseler ve personel de dâhil İMSM' de çalışan bütün elemanları kapsar. İMSM, kurumun veya bilgilerin temin edildiği adayın yazılı izni olmadan bu tür bilgileri TÜRKAK ve MYK hariç yetkisiz taraflara açıklamaz. Yasalar uyarınca İMSM, bu tür bilgileri açıklaması gerektiğinde, kuruma veya konuyla ilgili olan adaya hangi bilgilerin verileceğini önceden bildirir. Belgelendirme talebi yapan adaylarla yapılan sözleşmelerde şartlar ek olarak detaylandırılmıştır.

<u>Kısım 7.3 İle İlgili Dokümanlar</u>

Taahhütname
Sözleşme
Personel Belgelendirme Hizmet Sözleşmesi

7.4 Güvenlik

İMSM Koordinatörlüğü, bütün sınavlar ve bunlarla ilgili malzemeleri, bunların yararlı ömürleri süresince gizliliğini korumak için güvenli bir ortamda muhafaza eder. Özellikle soru bankasının güvenli biçimde saklanmasını ve elektronik verilerin korunmasını ilgili dokümanlarla sağlar. Sınav yazılımına erişim, İMSM tarafından yetkilendirilmiş ve taahhütname imzalamış çalışanlar tarafından gerçekleştirilir. Sınav yazılımının yedeklemesi yazılım firması ile yapılan Sınav Yazılımı Kullanma Protokolü kapsamında yapılır. Söz konusu sürecin tarafsızlığını ve güvenilirliğini sağlamak amacıyla yazılım firması yetkilisine taahhütname imzalatılır.

Performansa dayalı sınavlarda kullanılacak, araç, gereç ve ekipmanlar da; kullanım ömürleri baz alınarak uygun ortamlarda muhafaza edilmektedir. Performans sınavları sonucunda elde edilen parçaların kamera kayıtları disklerde muhafaza edilir.

<u>Kısım 7.4 İle İlgili Dokümanlar</u>
Arşiv Talimatı
Yazılım Programının Kullanılması Talimatı

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8 BELGELENDİRME PROGRAMLARI

8.1 İMSM, Ulusal yeterlilikleri kullanmaktadır.

8.2 İMSM, adayların sınav uygulama yöntemi ve kurallarını **Personel Belgelendirme Prosedürü, Sınav Prosedürü ve Sınav Şartnameleri** ile belirler.

8.3 İMSM Ulusal yeterliliklerde belirtilen, aşağıdaki belgelendirme prosesi şartlarını **Sınav Şartnameleri** ile takip etmektedir:

İlk belgelendirme ve yeniden belgelendirme kriterleri,

İlk belgelendirme ve yeniden belgelendirmede değerlendirme yöntemleri,

Gözetim yöntemleri ve kriterleri

Belgelendirmenin askıya alınması ve geri çekilmesine ilişkin kriterler,

Belgelendirme kapsamı veya seviyesinin değiştirilme kriterleri

8.4 Belgelendirme programların periyodik olarak gözden geçirilmesi, adayların sınava tabi tutulma metotlarının değerlendirilmesi, sınavların adil, geçerli ve güvenilir olduğunun kontrolü tutulan kayıtlarla ve yönetimin gözden geçirilmesi ve program komitesinin her yapacağı gözden geçirme toplantılarıyla sağlanır.

8.5 İMSM' de Tarafsızlık Komitesi kurulmuştur ve idari olarak tüm adaylara eşit davranılmasını Görev Tanımına uygun olarak yılda en az bir kez kontrol eder. Komite üyeleriyle sözleşme imzalanır. Her sınavın genel performansı **Veri Analizi ve Sürekli İyileştirme Prosedürü** ile sağlanır.

8.6 İMSM Ulusal yeterlilikleri uygulamaktadır, belgelendirme programının sahibi değildir. İMSM Madde 8 yer alan şartların yerine getirilmesini sağlamaktadır.

9 İMSM PERSONEL BELGELENDİRME PROSESİ ŞARTLARI

9.1 Başvuru Prosesi

9.1.1. İMSM bünyesi içerisinde faaliyetler için "Personel Belgelendirme Prosedürü" ile "Sınav Prosedürü" tanımlanmıştır ve aşamalar detaylı şekilde açıklanmıştır. İMSM içindeki personel belgelendirme faaliyetleri, bu prosedürlere göre uygulanır. Personel Belgelendirme Prosedürü talep edildiğinde ulaşılabilir niteliktedir. İMSM, Personel Belgelendirme Prosedürü ile MYK tarafından yayınlanmış ilgili yeterlilikte yer alan başvuru koşullarına göre talep edilen belgelendirme başvurularını inceleyip değerlendirir ve uygun olanları kabul eder. İMSM, adayların başvuru için ihtiyaç duyabileceği bilgileri ve sınav ücretlerini açıklar, basılı veya elektronik ortamda hazırlayıp duyurur ve adayların ulaşabilmesi için gerekli altyapıyı oluşturur. Ayrıca başvuran adayların hakları ile birlikte belgelendirilmiş personelin uyması gereken şartları yayınlar.

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9.1.2. İMSM, başvuru sahibinden aşağıda yazılı maddeleri içeren **Belgelendirme Hizmet Sözleşmesini** imzalamasını ve bu şekilde başvurunun tamamlanmasını talep eder:

- İstenilen belgenin kapsamı,
- Başvuru sahibinin belgelendirme şartlarına uymayı kabul ettiğine ve değerlendirme için gerekecek her türlü bilgiyi sağlayacağına ilişkin beyan,
- Kanıtlarla teyit edilen ve desteklenen ilgili niteliklerin ayrıntıları
- Başvuru sahibinin nüfus bilgileri ve gerektiğinde başvuru sahibine ulaşabilmek için iletişim bilgileri.

9.1.3 Başvuru formuna göre İMSM, başvurunun belgelendirme programında yer alan şartlara uygunluğunu **Belgelendirme Başvurusunu Değerlendirme Formu** ile kontrol etmektedir.

Kabul edilen başvurulara ilişkin kayıtlar İMSM Planlama Sorumlusu tarafından saklanır.

<u>Kısım 9.1 İle İlgili Dokümanlar</u>

Sınav Prosedürü

Belgelendirme Hizmet Sözleşmesi

9.2. Değerlendirme

İMSM, "**Sınav Prosedürü**" 'ne göre EN ISO/IEC 17024 Standardı, ilgili yönetmelikler, TÜRKAK ve MYK'nin şartlarına uygun olarak adayları, yazılı ve uygulamalı sınava oluşturduğu **Sınav Şartnamelerine** göre tabi tutar.

Belgelendirme programında, ilave bir değerlendirme gerektirecek bir değişiklik MYK tarafından yapıldığı takdirde, İMSM belgelendirilmiş kişilerin değişen şartlara uygunluğunu doğrulamak için **Personel Belgelendirme Prosedürü** oluşturmuş ve www.istanbulmsm.com adresinde tüm taraflarla paylaşmıştır. İMSM, uygulanabilir olduğunda, belgelendirme ilkelerinde yapılacak herhangi bir değişiklik söz konusu olduğunda program komitesinin de görüşlerini dikkate alır. Değişen ilkeler hakkında İMSM, tarafları bilgilendirir ve 1 ay içinde daha önceden belgelendirilmiş personelin değiştirilen şartlara uyum sağladığını doğrular.

Sınavlar, tarafsız ve sistematik olarak adayın yeterliliğini test edecek ve yeterli miktarda dokümanla kanıtlanacak şekilde planlanır ve programlanır.

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Sınav sonuçları, İMSM Koordinatörünün görevlendirdiği değerlendirici tarafından değerlendirme kriterlerine göre yapılır Sınav sonucunda adayların sınavın her bir bölümünden aldığı puan, puanın başarı şartlarını sağlayıp sağlamadığına ilişkin tespit ile sınava ilişkin diğer kayıtlar karar vericiye sunulur.

İMSM, gelen başvuruları "**Personel Belgelendirme Prosedürü 'ne**" gözden geçirir. Bu konuda, personel belgelendirme ile ilgili gelen talepleri ve makul sınırlar çerçevesinde ihtiyaçları İMSM' nin karşılayabilecek yetenekte olup olmadığı teyit edilir. Sınav sırasında makul ve yasalarla çelişmeyen kolaylıkların sağlanması (örneğin okumada yardım, sınav süresinin uzatılması, sınav sorularının büyük biçimde basılması gibi) ile ilgili durumlar sınav kurallarının içerisinde açıklanmıştır. Ayrıca İMSM, özel ihtiyaçları olan adayları (özürlüler vs.) da sınava alınacağı bildirmiştir.

Yazılı ve uygulamalı sınavlar, "**Sınav Prosedürüne**" göre, MYK ya bildirilen sınav programına uygun olarak gerçekleştirilir.

Kısım 9.2 İle İlgili Dokümanlar
Sınav Prosedürü
Sınav Şartnameleri

9.3 Sınav prosesi

İMSM, Personel Belgelendirme kapsamına aldığı Ulusal Yeterlilikler alanında Mesleki Yeterlilik Kurumunun hazırladığı programda tanımlanan meslek profili çerçevesinde "görevler", "işlemler", "başarım ölçütleri", "bilgi ve beceriler", "tutum ve davranışlar" kriterlerine göre adayları değerlendirir, ölçme ve belgelendirme konusunda Mesleki Yeterlilik, Sınav ve Belgelendirme Yönetmeliği esas alınır. Yazılı, sözlü, uygulamalı, gözlemsel, objektif diğer yöntemler vb. belgelendirme programına uygun olarak uygulanmaktadır.

Vidco digital bilgisayar yazılım programı ile istatistiksel olarak ve öğrenim çıktıları, başarım ölçütleri ve zorluk dereceleri takip edilmektedir.

İMSM, sınavın tutarlı bir şekilde uygulanmasına yönelik Sınavda Görevlilerinin Dikkat etmesi Gereken Kurallar Rehberine ve Sınav Prosedürüne sahiptir.

Sınavların uygulama şartlarına yönelik Ulusal Yeterliliğin belirttiği kriterler oluşturulmuş, Sınav şartnameleri ve sınav prosedürü izlenmektedir. Bu şartlar, aydınlatma, sıcaklık, adayların birbirinden ayrılması, gürültü, aday güvenliği vb. gibi konuları kapsar.

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Sınav prosesinde, kullanılan ölçü aleti bulunmamaktadır, bulunması durumunda kalibre edilmesi için yöntemler belirlenir.

Vidco digital bilgisayar yazılım programı ile istatistiksel olarak ve öğrenim çıktıları, başarım ölçütleri ve zorluk dereceleri takip edilmekte, (İstatistiki verilerin toplanması ve korunması v.b.) belirli zaman aralıklarında yeniden doğrulamayı, tarafsızlığı, uygunluğu, güvenilirliği ve her bir sınavdaki genel performansı sağlamak için kullanılmakta ve tespit edilen uygunsuzluklar düzeltici önleyici faaliyet raporu ile takip edilmektedir.

9.4 Personel Belgelendirme Konusunda Karar

İMSM belgelendirme konusunda yetkili birimi Karar Vericiler'dir. Karar Vericiler, sınav yapıcının raporunu ve diğer kayıtları inceleyerek belge almaya hak kazanan adayları belirler. Bir itiraz ya da şikâyet halinde, izlenebilirliğin sağlanması için ise itiraz ve şikâyet komitesi oluşturulmuştur.

Belgelendirme, belgeyi devam ettirme, yeniden belgelendirme, kapsamı genişletme veya daraltma, belgeyi askıya alma ya da geri çekme kararlarını İMSM kişi veya kuruluşlara devretmez.

İMSM, belgelendirme kararını sadece belgelendirme programının gereklilikleriyle sınırlı tutar.

Belgelendirme kararını veren İMSM Karar Vericileri, adayın sınavında veya eğitiminde görev almamış kişilerdir. Belge almaya hak kazananların listesi ile sınava ilişkin diğer bilgiler MYK ya portal veya elektronik ortamda iletilir.

Karar Vericiler ile sözleşme imzalanır. Karar Vericiler Görev tanımına ve sözleşme şartlarına uygun olarak çalışır.

Belgelendirmeye hak kazanan adaylar "**Belgenin Düzenlenmesi, Kullanımı, İptali Talimatına** göre belgelendirmesi yapılır. Belge almaya hak kazanan kişiler belgelendirilecek aday listesi ile MYK onayına elektronik posta, portal veya resmi yazı yoluyla iletilir. MYK tarafından onaylanıp hazırlanan belgeler geldikten sonra Planlama Sorumlusu tarafından adaylara teslim edilir.

Sertifika düzenlenmesi kararı verilen adaylara İMSM tarafından, aday listesinin MYK ya iletilmesinden itibaren en geç 30 gün içinde, MYK tarafından onaylanmış yeterlilik sertifikası düzenlenir.

Sertifikalar, en azından aşağıda belirtilen bilgileri en az içerir:

- Belgelendirilen kişinin adı ve soyadı,
- Belge numarası,
- İMSM, MYK ve TÜRK-AK markası

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- Yayın tarihleriyle beraber atıf yapılan Ulusal Yeterlilik Standardı ve ilgili diğer dokümanlar,
- Sertifika geçerlilik şartları,
- Sertifika kapsamı birimler
- Sertifikanın düzenleme ve geçerlilik tarihleri
- İMSM Koordinatörü onayı bulunur.
- İMSM bilgileri

Sertifikalara verilen benzersiz numaralarla güvenlik sağlanır. Verilecek sertifikalar, İMSM adına sertifikaları imzalama yetkisi olan kişi (İMSM Koordinatörü) tarafından imzalanır. Sertifikalar MYK tarafından gönderildikten sonra, hologram etiket kullanım esasları dikkate alınarak yapıştırılıp güvenlik sağlanır ve İMSM aracılığıyla ilgili kişilere ulaştırılır.

Kısım 9.4 İle İlgili Dokümanlar
Personel Belgelendirme Prosedürü
Belgenin Düzenlenmesi, Kullanımı, İptali Talimatına
Karar Vericiler Görev Tanımı
Sözleşme

9.5 Belgenin askıya alınması, iptal edilmesi veya kapsamının daraltılması

İMSM Belgelendirme yapılması, Belgenin sürdürülmesi, Yeniden belgelendirme, Belgelendirme kapsamını genişletme veya daraltma, Belgeyi askıya alma ya da geri çekme kararlarından sorumludur ve bununla ilgili uygulamaları **"Personel Belgelendirme Prosedüründe"** tanımlamıştır.

Belgelendirilen kişinin, belgeye uygun olmayan atıflarda bulunması, belgelerin ve markaların veya logoların yayınlarda, kataloglarda vb. yanıltıcı biçimde kullanılmasının tespiti halinde iptal edilir.

Sonrasında alınan karar internette yayınlanacaktır. 1(bir) hafta içinde MYK'ya bilgilendirme yapılır. Belgesi iptal edilen belge sahibinden belge geri istenir. Uygun olduğunda ilave yasal işlemler başlatılacaktır. Bu durum, adayla ile imzalanan sözleşmede de tekrar belirtilmiştir.

Belgelendirilmiş personelin gözetim değerlendirmeleri aşamasında çalıştığını ispat edememesi durumunda ulusal yeterliliklerin izin verdiği ölçüde değerlendirme kriteriyle ilişkili olan seçmeli birimlerle ilgili program komitesinin kararına göre belge kapsamında daraltma yapabilir.

9.6 Yeniden belgelendirme

Yeniden belgelendirmenin takibi İMSM bünyesinde yetkilendirilen ilgili birimler tarafından yönetilen sınav yazılımı aracılığıyla yapılmaktadır. Süresi biten belgelendirilmiş kişi, yeniden belge sahibi olmak istediğinde sistem içerisinde aynı süreçlere tabi tutulacaktır.

Söz konusu tanımlamalar ve uygulamalar Program Komitesi tarafından onaylanmıştır.

İMSM, aşağıdaki durumlarda yeniden belgelendirme sürecini başlatır.

- MYK'nın ilgili belgelendirme programında belirlediği belge geçerlilik süresi sonunda, kişiden talep gelirse,
- MYK'nın yeniden belgelendirmeyi gerektirecek şekilde ilgili programda değişiklik söz konusu olduğunda, ilk belgelendirme şartlarını oluşturarak yeniden belgelendirme faaliyetini yapar.
- Geçerlilik süresi içinde, belgelerin kaybedilmesi veya belgede yer alan kişisel bilgilerde değişiklik olması durumunda, belgeli kişi İMSM' ye başvurur. İMSM, kayıtlarında yer alan bilgileri esas alarak yeni belge düzenler. Bu işlem için kişiden sadece, belge masraf ücreti talep edilir.

Belgelendirme programının şartlarına uygun olarak, belgelendirilen kişinin yeterliliğini sürdürüp sürdürmediğini teyit etmek için, sıklığı ve şartları dâhil olmak üzere program komitesi tarafından onaylanan yeniden belgelendirme faaliyetleri yürütülür.

Kısım 9,6 İle İlgili Dokümanlar

Personel Belgelendirme Prosedürü
Gözetim ve Yeniden Belgelendirme Talimatı
Sınav Şartnameleri

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9.7 Belgelerin, Logoların / Markaların ve İşaretlerin Kullanımı

İMSM, belge ve logo/marka kullanım şartlarını ve temsil haklarını; adaylarla imzalanmış olan, karşılıklı şartların yazılı olduğu sözleşmelerde belirtir ve imzalı olarak kayıt altına alır. Bu konudaki tüm kurallar **"Belgenin Düzenlenmesi, Kullanımı ve İptali Talimatına"** belirtilmiştir. Belgelendirme için başvuran adaylarla yapılan Hizmet Sözleşmelerinde de sertifika sahiplerinin uyması gereken şartlar detaylandırılmıştır. R10.06-"TÜRKAK Akreditasyon Markasının TÜRKAK Tarafından Akredite Edilmiş Kuruluşlarca Kullanılmasına İlişkin Şartlar Rehberine uygun olarak şartlar tanımlanmıştır.

Sözleşmede yer alan maddeler:
Belgelendirme programının ilgili hükümlerine uymak,
Yalnızca belgelendirmenin kapsamında ki konuları bildirmek,
Belgeyi, İMSM' nin itibarını zedeleyecek bir şekilde kullanmamak ve belgelendirme hakkında, yanıltıcı veya yetkisiz olarak değerlendirdiği herhangi bir beyanda bulunmamak,
Belgenin askıya alınmasının veya geri çekilmesinin ardından, İMSM' nin veya belgelendirmeye herhangi bir atıf içeren tüm belgelendirme bildirimlerini sona erdirmek ve belgeyi iade etmek,
Belgeyi yanıltıcı bir şekilde kullanmamak.

İMSM, logosunun herhangi bir şekilde kötüye kullanımı olduğunda bu konu ile ilgili düzeltici ve önleyici faaliyetler başlatarak tedbirler alır.

<u>Kısım 9.7 İle İlgili Dokümanlar</u>

Belgelendirme Hizmet Sözleşmesi
Belgenin Düzenlenmesi, Kullanımı ve İptali Talimatı
R10.06-"TÜRKAK Akreditasyon Markası'nın TÜRKAK Tarafından Akredite Edilmiş Kuruluşlarca Kullanılmasına İlişkin Şartlar Rehberi

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9.8 Belgelendirme Kararlarına Karşı İtiraz

İMSM, başvuru sahiplerinden, adaylardan, belgelendirilmiş kişilerden ve onların işverenlerinden ve diğer kesimlerden belgelendirme prosesi ve kriterleri konusunda alınan itirazların çözümlenmesine ilişkin aşağıdaki maddeleri içeren "**Şikâyet ve İtirazları Değerlendirme Prosedürü**" dokümante etmiş ve uygulamaktadır.

- İtirazı alma, geçerli kılma, araştırma ve önceki benzer itiraz sonuçlarını göz önüne alarak itiraza karşı gerçekleştirilecek faaliyetlere ilişkin karar verilmesi için proses,
- Çözümlenmeleri için gerçekleştirilen faaliyetler dâhil itirazların takibi ve kayıt altına alınması
- Uygulanabilir olduğunda, uygun düzelme ve düzeltici faaliyet tedbirlerinin alınmasının sağlanması.

İtirazların çözümlenmesi prosesinde; itirazlar önce İMSM tarafından ele alınır ve çözülmemesi durumunda İtiraz ve Şikâyet Komitesi devreye girer. Çözüme kavuşmayan itirazlar için hukuki süreç tüm taraflara açıktır. Böylece itirazların bağımsız, tarafsız ve yansız bir biçimden çözümlenmesi sağlanır.

İtirazların ele alınması prosesi, talep olmaksızın herkesin erişimine açık bir şekilde web sitesinde duyurulmuştur.

İMSM, itirazları ele alma prosesinin her seviyesindeki tüm kararlardan sorumludur. Başvuru sahibinin/adayın belgelendirilmesinde veya söz konusu itiraza sebebiyet vermiş olan faaliyetlerde yer almış kişiler, itirazlarla ilgili kararın verilmesinde yer almazlar.

İMSM, itirazın yapılması, araştırılması ve itirazla ilgili karar verme aşamaları, itiraz edene karşı ayrımcı faaliyetlere sebep verecek sonuçlar oluşturmayacak şekilde uygulamaktadır.

İMSM, itiraz edeni itirazın alındığı konusunda bilgilendirmekte ve ilerleme raporlarını ve sonucu yazılı veya elektronik posta olarak kendisine bildirmektedir.

İMSM, itirazı ile ilgili değerlendirme sonuçlarını itiraz sahibine yazılı veya elektronik posta olarak bildirir.

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9.9 Şikâyet ve İtirazların Yönetimi

İMSM, adaylardan, belgelendirilmiş kişilerden ve onların işverenlerinden ve diğer kesimlerden belgelendirme süreci ve kriterleri konusunda alınan şikâyetleri ve itirazların çözümlenmesine ilişkin yönetim kurallarına **Şikâyet ve İtirazları Değerlendirme Prosedürü**, Düzeltici Önleyici Faaliyet Prosedüründe yer vermiştir. İMSM şikayet ve itiraz için bir komite oluşturmuştur. Ayrıca, belgelendirilmiş personelin performansının izlenme yöntemlerini de **Personel Belgelendirme Prosedüründe ve Sürekli İyileştirme ve Veri Analizi Prosedüründe** tanımlamıştır. İMSM, uygunsuzluk tespit ettiği durumlarda **"Belgenin Düzenlenmesi, Kullanımı, İptali Talimatına"** göre hareket edilir. Böylece İMSM şikâyetleri ve itirazları bağımsız ve yansız bir biçimde değerlendirmeye alır. Kullanılan formları ve tutulan kayıtları, Kayıtların Kontrolü Prosedürü kapsamında saklar, istatistiki veriler elde eder, verileri analiz ederek önlemeye yönelik tedbirler geliştirir.

10. Personel Belgelendirme Yönetim Sistemi

10.1 Genel

İMSM, dokümante edilmiş ve TS EN ISO/IEC 17024 standardının bütün şartlarını içeren ve bütün bu şartların etkin bir biçimde uygulanmasını sağlamak amacıyla bir yönetim sistemi belirlemiştir. Bu sistemin temeli aşağıda tanımlanmış olan ve üst yönetim tarafından beyan edilen kalite politikasıdır. Her yıl yönetimin gözden geçirme toplantısında Politika gözden geçirilir. İlişkili taraflara iletilmesi için web sayfasında yayınlanır. Üst yönetim, TS EN ISO/IEC 17024:2012 standardının şartlarına uygun şekilde yönetim sisteminin geliştirilmesi ve uygulanmasına olan bağlılığını ortaya koymak için taahhütte bulunmuş ve yönetim taahhütnamesini web sayfasında yayınlamıştır.

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10.2 Genel Yönetim Sistemi Şartları

İSTANBUL MESLEKİ SINAV MERKEZİ POLİTİKASI

İMSM Faaliyetlerini gerçekleştirirken aşağıdaki ilkeleri politika olarak kabul etmiştir:
Tarafsızlık (objektiflik), bağımsızlık, dürüstlük, tüm adaylar için adil ve eşitçilik,
gizlilik ve etik temel ilke olarak belirlenecektir.

Belgelendirilecek adaya ayırımcılık yapılmayacak ve aday belgelendirme işleri özellikle
yavaşlatılmayacak veya haksız yere hızlandırılmayacaktır.

Belgelendirme faaliyetinde temel olan teknik şartlar belirlenecek ve başvurmak isteyen
herkesin bu şartlara ulaşabilmesi sağlanacaktır.

Hiçbir kimsenin belgelendirme faaliyetine ulaşması herhangi bir şekilde
engellenmeyecek, bu konuda gereksiz, mali veya haksız rekabet oluşturulmayacaktır.

Belgelendirme faaliyetine ulaşma imkânı; adayın veya kuruluşun büyüklüğüne veya
şirket yapısına bağlı olmayacak, herkes belgelendirme faaliyetine eşit olarak
ulaşabilecektir.

Belgelendirme faaliyetinin sunumuna dair kurallar belirlenecek ve bu kurallar belge
sayısına bağlı olmayacaktır.

İMSM tarafından verilecek belgelendirme faaliyeti ile ilgili olarak dürüstlük ve hüküm
bağımsızlığını tehlikeye sokabilecek herhangi bir konu söz konusu olmayacaktır.

İMSM 'in belgelendirmesini yaptığı aday veya kuruluşlarla mali veya ticari bağlantısı
olmayacaktır.

İMSM belgelendirme faaliyetini ilgili yasal mevzuat şartları ve standartlarına uygun
olarak, yönetim sisteminin sürekli iyileştirilmesini sağlayarak gerçekleştirilecektir.

İMSM KOORDİNATÖRÜ

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

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İSTANBUL MESLEKİ SINAV MERKEZİ YÖNETİM TAAHHÜDÜMÜZ

İSTANBUL Mesleki Sınav Merkezi(İMSM)'nin Üst Yönetimi Olarak;
İMSM'nin gerçekleştirdiği belgelendirme faaliyetlerinin EN ISO IEC 17024 Standardına, ilgili yasal mevzuat ve yönetmelik şartlarına uygun olarak gerçekleştirilmesi için ihtiyaç duyulan tüm kaynakları sağlayacağımı,
İMSM' de görev ve sorumlulukları olan personelin Görev çelişkisi veya çıkar çatışması olması durumunda sınav programlarında görevlendirilmeyeceğimi
İMSM'nin dışındaki kişilerle hizmet sonuçlarını ve dürüstlüğü tehlikeye sokacak herhangi bir bağlantı içinde olmayacağımı,
Belgelendirme faaliyetlerinde görev alan personelin maaş ödemelerinin gerçekleşen sınavların sonuçlarıyla bağlı olmayacağımı,
Yönetim Sisteminde değişiklikler planlandığında ve uygulandığında, yönetim sisteminin bütünlüğünü ve işlerliğini için katkı sağlayacağımı,
İhtiyaç duyulan aşamalarda yönetim sistemi uygulamalarına aktif katılacağımı,
periyodik olarak düzenlenen yönetimin gözden geçirme toplantısına katılacağımı,
belirlenen hedeflere ulaşılması için gerekli olan kaynakları sağlayacağımı,
Yönetim sisteminin sürekli iyileştirilmesi ve Gizlilik, tarafsızlık ve dürüstlükle ilgili tüm üzerime düşün görevleri yerine getireceğimi taahhüt ve beyan ederim.
İMSM KOORDİNATÖRÜ

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

Dokümanların kontrolü

Personel belgelendirme El Kitabı, prosedür, talimat ve diğer kuruluş içi kalite sistem dokümanları ile belgelendirme sistemi içinde kullanılan dış kaynaklı dokümanlar, İMSM Koordinatörlüğü Kalite yöneticisinin kontrolünde sistematik olarak güncel tutulmaktadır. Bununla ilgili sistem "**Doküman Hazırlama, Revizyonu, Kontrolü ve Dağıtımı Prosedüründe**" detaylandırılmıştır.

"**Doküman Hazırlama, Revizyonu, Kontrolü ve Dağıtımı Prosedürü** dokümanların yeterliliğinin kullanım öncesinde onaylanması, gözden geçirilmesi, güncellenmesi ve gerektiği şekilde yeniden onaylanması, değişikliklerinin ve güncel revizyon durumunun tespit edilmesi, geçerli dokümanların revizyon durumlarının takip edilmesi ve kullanımının sağlanması, dokümanların okunaklı ve kolaylıkla anlaşılabilir halde tutulmasının sağlanması, dış kaynaklı dokümanların tespit edilmesinin ve dağıtımlarının kontrol edilmesinin sağlanması, hükümsüz dokümanların amaç dışında kullanımının önlenmesi ve herhangi bir nedenle bulundurulan hükümsüz dokümanlar için uygun bir tanımlamanın kullanılmasını içermektedir

Kayıtların kontrolü

Personel belgelendirme yönetim sistemi ile ilgili tüm kayıtlar, İMSM Kalite yöneticisinin sorumluluğunda, belgelendirme süreçleri ile ilgili tüm kayıtlar sistematik olarak muhafaza edilmektedir. İMSM sözleşmeye dayalı ve yasal zorunluluklara uygun bir süre saklamasına ilişkin kayıtları, "**Kayıtların Kontrolü Prosedüründe**" ve "**Arşiv Talimatında**" detaylandırılmıştır.

Bu kayıtlara erişim imkanı kuruluşun gizlilik düzenlemeleriyle tutarlıdır.

Eğitim

İMSM Koordinatörlüğü personelinin ve belgelendirme sürecinde görev alan diğer uzmanların, yetkinliklerinin sürekliliğinin sağlanması için İMSM Koordinatörlüğü Kalite yöneticisinin sorumluluğunda, bir eğitim sistemi uygulanmaktadır. Bu sistem "**Eğitim ve İnsan Kaynakları Prosedüründe**" detaylandırılmıştır.

İzleme, Ölçme, Analiz, İyileştirme

İMSM Koordinatörlüğü tarafından sunulan personel belgelendirme hizmetinin ilgili meslek standartlarına, ulusal yeterliliklere, kurumsal politikalara ve belirlenen şartlara uygunluğunu sağlamak için ve İMSM Koordinatörlüğü Kalite yöneticisinin sorumluluğunda, izlenmekte ve sürekli iyileştirmek için planlama ve değerlendirme yapılmaktadır. Bu sistem "**Sürekli İyileştirme ve Veri Analizi Prosedüründe**" detaylandırılmıştır.

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

Yönetimin Gözden Geçirilmesi

Yönetim Sisteminin ve belgelendirme prosesinin etkinliği sistematik ve planlı bir şekilde İMSM üst yönetimi tarafından yılda en az bir kez izlenmektedir. Buna yönelik sistem, İMSM Koordinatörlüğü Kalite yöneticisinin sorumluluğunda sürdürülmekte olup, **"Yönetimin Gözden Geçirmesi Prosedüründe"** detaylandırılmıştır.

İç Tetkik

Yönetim Sisteminin etkinliği sistematik ve planlı olarak gerçekleştirilen iç tetkikler ile yılda en az bir kere kontrol edilmektedir. Buna yönelik sistem, İMSM Koordinatörlüğü Kalite yöneticisinin sorumluluğunda sürdürülmekte olup, **"İç Tetkik Prosedüründe"** detaylandırılmıştır.

Düzeltici ve Önleyici Faaliyetler

İMSM Koordinatörlüğü Personel Belgelendirme hizmetlerinin tüm aşamalarındaki mevcut ve potansiyel uygunsuzlukların belirlenmesi, ortadan kaldırılması, tekrarının önlenmesi ve izlenmesi, sonuçlarının kayıt edilmesi için İMSM Kalite yöneticisinin sorumluluğunda sistematik ve planlı bir düzeltici ve önleyici faaliyet çalışmaları yürütülmektedir. Buna yönelik sistem, **"Düzeltici Önleyici Faaliyet Prosedüründe"** detaylandırılmıştır.

İlgili Dokümanlar

Doküman Kontrolü Prosedürü
Kayıtların Kontrolü Prosedürü
Eğitim ve İnsan Kaynakları Prosedürü
Sürekli İyileştirme ve Veri Analizi Prosedürü
İç Tetkik Prosedürü
Yönetimin Gözden Geçirmesi Prosedürü
Düzeltici Önleyici Faaliyet Prosedürü

HAZIRLAYAN	ONAY	İLK YAYIN TARİHİ : 10.10.2015

APPENDIX W.1: Table W.1: Descriptors defining levels in the European
Qualifications Framework (EQF)

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 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
Level 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 behaviour to circumstances in solving problems
Level 4	Factual and theoretical	A range of cognitive and practical skills	Exercise self-management within

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
	knowledge in broad contexts within a field of work or study	required to generate solutions to specific problems in a field of work or study	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
Level 5[1]	Comprehensive, specialised, 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
Level 6[2]	Advanced knowledge of a field of work or study, involving a	Advanced skills, demonstrating mastery and innovation, required to solve	Manage complex technical or professional activities or projects,

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
	critical understanding of theories and principles	complex and unpredictable problems in a specialised field of work or study	taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research

Critical awareness of knowledge issues in a field and at the interface between different fields | Specialised 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 |

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 8[4]	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised 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

APPENDIX X: Table X.1 : The Schedule of the Procedure

Schedule	Process	Rationale	Type of Research
July, 2012	The researcher took courses about accreditation process	The researcher consciousness raising	-
August, September, October, November, December, 2012	The researcher took courses about quality management system ISO 9001- ISO 14001- ISO 18000- ISO 22000-ISO 10002 and so on.	The researcher consciousness raising	-
January, February, March, April, May, June, 2013	The researcher researched about accreditation process, quality management system, Vocational Quality Authority, Turkish Accreditation Agency.	The researcher consciousness raising	-
July, August, September, October, November, December, 2013	The researcher read and researched articles, theses, books about In-service education and training, action research, research methods, constructivism, teaching methods, learning methods, development of programme, and development of schedule and so on.	The researcher would like to decide what he wrote about.	Literature Review
January, February, March, April, May, June, 2014	The researcher wrote literature review part. He took Professors' opinions orally about the subject.	The researcher would like to see what kind of problems he could encounter when he researched and	

		applied the study.	
July, 2014	The researcher gave information about the program to the participants.	Voluntary participants for the long-term application	-
August, 2014	Purposive homogenous sampling procedure	The appointment of the participants for the research	QUALITATIVE+ QUANTITATIVE
September, 2014	Data collection for the first analysis	Collecting data for the research findings	QUALITATIVE+ QUANTITATIVE
November, 2014	Designing Accreditation process and vocational education program for INSET · Creating the course modules	The participants training on accreditation process INSET	QUALITATIVE+ QUANTITATIVE
December,2014	Analysis of the questionnaire	Bottom up feedback for the research findings	
December, 2014	Interpretation of the data and preparing topics. Revising the course modules Draft program of the courses according to the	Elicitation of the participants cognition of accreditation process Tailoring INSET design	

	results of the qualitative analysis	according to need analysis	
January, February, 2015	INSET implementation on accreditation process: courses	INSET for participants as a complementary program to the central INSET	
March, April , 2015	INSET implementation on accreditation process: courses	INSET for participants as a complementary program to the central INSET	
May, June, 2015	INSET implementation on accreditation process: courses	INSET for participants as a complementary program to the central INSET	
July, August, 2015	INSET implementation on accreditation process: courses	INSET for participants as a complementary program to the central INSET	
September, October, 2015	INSET implementation on accreditation process: courses	INSET for participants as a	

		complementary program to the central INSET	
October, 2015	Data collection for quantitative and qualitative analysis (Appendix 3, Appendix 4, Appendix 5)	Elicitation of the data for triangulation	
December,2015	Performance evaluation		
January,2016	Qualitative and quantitative analysis of the data	Interpretation of the data for triangulation	
January, February, March, 2016	For control group; INSET implementation on accreditation process: courses	INSET for participants as a complementary program to the central INSET	
March, 2016	Performance evaluation for control group		
March, 2016	Writing the findings, discussion and the conclusion		
April,2016	Revision of the thesis	Thesis submission	

APPENDIX Y: Table Y.1 : Participants Educational Background – Based Assessment of Factors Being Important in INSET Needs

		n	Mean	ss	F	p
In recognition of From the Vocational Test Center-applied inter-elements relations of the Test procedure	Associate Degree Bachelor Degree	24	3.92	1.06	2.418	.094
	Master Degree	58	4.26	.66		
	Doctoral Degree	17	3.88	.78		
In knowing the job descriptions and responsibilities of the board to function from the Vocational Test Center	Associate Degree Bachelor Degree	24	3,92	.83	3.584	.032*
	Master Degree	58	4.36	.72		
	Doctoral Degree	17	4.00	.79		
In familiarity with the Vocational Test Center – applied Test procedure	Associate Degree Bachelor Degree	24	4.08	.93	2.911	.059
	Master Degree	58	4.41	.68		
	Doctoral Degree	17	4.00	.71		
In knowing ISO TS / EN 17024 Quality Management System	Associate Degree Bachelor Degree	24	4.00	1.10	2.863	.062
	Master Degree	58	4.43	.73		
	Doctoral Degree	17	4.06	.75		
In knowing how the Vocational Test Center – conducted performance Test shall be executed	Associate Degree Bachelor Degree	24	3.96	1.08	4.579	.013*
	Master Degree	58	4.45	.65		
	Doctoral Degree	17	3.94	.83		
In dominance to the topic of preparing ISO TS/EN 17024 documentation from the	Associate Degree Bachelor Degree	24	3.88	1.30	3.828	.025*
	Master Degree	58	4.48	.68		

Vocational Test Center	Doctoral Degree	17	4.29	.92		
Regarding the content National Occupational Standard includes	Associate Degree Bachelor Degree	24	4.17	.92	3.363	.039*
	Master Degree	58	4.41	.65		
	Doctoral Degree	17	3.88	.93		
In knowing the basic elements constituting the National Qualification Standard (overall objectives, concept, value, skill, achievement criteria and learning outcomes)	Associate Degree Bachelor Degree	24	4.13	.95	1.705	.187
	Master Degree	58	4.43	.70		
	Doctoral Degree	17	4.12	.99		
In using the methods and techniques proposed in implementation of Test schedule	Associate Degree Bachelor Degree	24	4.04	.69	1.233	.296
	Master Degree	58	4.29	.79		
	Doctoral Degree	17	4.06	.75		
In dominance to using the software program used by the Vocational Test Center in the process of Test	Associate Degree Bachelor Degree	24	4.13	.99	.309	.735
	Master Degree	58	4.26	.64		
	Doctoral Degree	17	4.29	.92		
In recognition of the importance of Work Health and Safety within the scope of ISO TS/EN 17024 applied in the Vocational Test Center – apllied Tests	Associate Degree Bachelor Degree	24	3.71	1.33	4.256	.017*
	Master Degree	58	4.34	.66		
	Doctoral Degree	17	4.12	.86		
In using objective – appropriate closed and open – ended questions in process of Test	Associate Degree Bachelor Degree	24	3,96	1.12	1.088	.341
	Master Degree	58	4.24	.78		
	Doctoral Degree	17	4.00	.87		
In familiarity with the	Associate Degree	24	4.04	.86	.710	.494

students - oriented interest, will and demands during Test	Bachelor Degree					
	Master Degree	58	4.24	.86		
	Doctoral Degree	17	4.00	1.06		
In knowing the Test program – contained concepts of the Vocational Test Center	Associate Degree Bachelor Degree	24	3.92	.97	4.355	.015*
	Master Degree	58	4.45	.71		
	Doctoral Degree	17	4.00	1.00		
In knowing the general objectives of the performance Test by the Vocational Test Center	Associate Degree Bachelor Degree	24	4.00	1.02	1.057	.351
	Master Degree	58	4.28	.74		
	Doctoral Degree	17	4.06	.97		
In using the time management – related strategies during the Tests	Associate Degree Bachelor Degree	24	4.21	.93	.223	.801
	Master Degree	58	4.31	.75		
	Doctoral Degree	17	4.18	1.07		
In achievement and skill – oriented performance drawing up in the performance Test Schedule of the Vocational Test Center	Associate Degree Bachelor Degree	24	3.96	.86	1.882	.158
	Master Degree	58	4.31	.75		
	Doctoral Degree	17	4.35	.86		
In selecting the Vocational Test Center purpose – fit measuring tool	Associate Degree Bachelor Degree	24	4.08	.88	.914	.404
	Master Degree	58	4.22	.73		
	Doctoral Degree	17	3.94	.90		
In preparing the Vocational Test Center purpose – fit measuring tool	Associate Degree Bachelor Degree	24	3.92	1.10	2.164	.120
	Master Degree	58	4.31	.78		
	Doctoral Degree	17	4.00	.71		
In implementing the	Associate Degree	24	4.17	1.01	.724	.487

measuring tool selected during Vocational Test Center – applied Tests	Bachelor Degree					
	Master Degree	58	4.28	.79		
	Doctoral Degree	17	4.00	.79		
In making analysis for the purpose of evaluating the measurement results of the Vocational Test Center – applied Tests	Associate Degree Bachelor Degree	24	4.04	.75		
	Master Degree	58	4.10	.64	.076	.927
	Doctoral Degree	17	4.06	.83		
In knowing the basic concepts in measuring and evaluating (measuring-validity-reliability-error, etc.) in assessment of Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	3.96	.81		
	Master Degree	58	4.12	.75	1.033	.360
	Doctoral Degree	17	3.82	.95		
In preparing pairing – type questions for the Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	4.04	1.04		
	Master Degree	58	3.91	.63	1.160	.318
	Doctoral Degree	17	3.65	1.06		
In preparing fill in the blank – type questions for the Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	3.88	.99		
	Master Degree	58	3.88	.65	.344	.710
	Doctoral Degree	17	3.71	.85		
In preparing multiple choice – type questions for the Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	3.75	.90		
	Master Degree	58	3.95	.76	1.071	.347
	Doctoral Degree	17	3.65	1.00		
In preparing open – ended questions for the Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	3.92	.83		
	Master Degree	58	4.02	.71	.677	.511
	Doctoral Degree	17	3.76	1.03		

In preparing checklist for the Vocational Test Center – conducted Tests	Associate Degree Bachelor Degree	24	3.92	.93		
	Master Degree	58	4.05	.71	.974	.381
	Doctoral Degree	17	3.76	.75		

*p < .05

RESUME

CURRICULUM VITAE

1. PERSONAL INFORMATION

     Name   **: Uğur Diler**

     Nationality   **: TR**

     Gender   **: Male**

     Marital Status   **: Single**

     Address   **: Batıköy Mahallesi, Emlakbank Konutları, A5-74 Blok Kat:6 Daire:28 Sinanoba- İstanbul**

     Tel.   **: 0542 6881980**

     E-mail   **: dilerugur@hotmail.com**

     Languages   **: English(advanced) Russian(pre-intermediate) French (beginner)**

2. EDUCATIONAL HISTORY

     2.1 İstanbul Aydın University- Social Sciences, PHD Student at English Language and Literature Dep. (Dissertation Term) (2012- 2016)

     2.2 İstanbul Aydın University- Social Sciences, MA ELL Dep. (2011- 2013)

2.3 Department of English Language Teaching, Near East University (2003-2007)

Nicosia, Cyprus

2.4 Adana Paksoy High School Foreign Language Department (1999-2002)

3. CAREER HISTORY

3.1 İstanbul Aydın University – **Florya / Istanbul -** Instructor & Director of Vocational Test Centre **- March 2013-……**

Instructor & Life Long Learning Centre Coordinator February 2012-2013

Job responsibilities**: Organizing training programs and Instructors, leading teacher employement, orientation and improvement processes and giving English lectures to Bachelor Art and Associate's Degree students.**

3.2 Linguisthanbul Foreing Languages Academy **- Beylikdüzü- IST English Teacher - Foreign Languages Training Manager / January 2011-January 2012**

Job responsibilities**: Organizing training programs and lecturers, leading teacher employement, orientation and improvement processes and giving English lectures to adults.**

3.3 Training Manager in HR Department **- Almaty/Kazakhstan - City Restaurant Chains / June 2008-December 2010**

Job responsibilities**: Analysing educational needs of the staff; Organizing sort and long term trainings such as service techniques & How to deal with customers & Communication skills and General & Sectoral English language training.**

3.4 Anafartalar High School **Kyrenia/Cyprus - Assistant lecturer in ELT Department / September 2007 – June 2008**

Job responsibilities**: Teaching grammar, reading, writing and speaking and teaching translation techniques.**

3.5 Comaks Computer and English Course **- Lecturer in ELT Department Kyrenia/Cyprus / June 2005 – September 2007**

Job responsibilities**: To prepare students for IELTS Exam in summer term. (Teaching grammar, reading, writing and speaking)**

4. COURSES & CERTIFICATES

4.1 Windows, Word, Excel, Powerpoint certificate – 1994-1995

4.2 Group Conciliation Methods for volunteers (Facilitative Leadership Training Institute)

4.3 IELTS Traning (London- UK) 2006

4.4 Foreign Languages Teaching Conference (Başkent Üniversitesi.) 2011

4.5 Türkiye Üniversiteler Arası 1. Havacılık Katılım Çalıştayı (Katılım Belgesi)

4.6 Türk Akreditasyon Kurumu TS EN ISO 17024 (Eğitim Sertifikası)

4.7 Zor İnsanlarla Başa Çıkma (Eğitim Katılım Belgesi)

4.8 Topluluk Önünde Konuşma ve Hitabet Sanatı(Eğitim Katılım Belgesi)

4.9 İnsan Tanıma Sanatı (Eğitim Katılım Belgesi)

4.10 Satış Pazarlama Müşteri İlişkiler (Eğitim Katılım Belgesi)

4.11 ISO 9001 Kalite Yönetim Sistemi (Katılım Sertifikası)

4.12 ISO 22000 Gıda Güvenliği (Katılım Sertifikası)

4.13 OHSAS 18001 İş Sağlığı ve İş Güvenliği Yönetim Sistemi (Katılım Sertifikası)

4.14 ISO 14001Çevre Yönetim Sistemi (Katılım Sertifikası)

4.15 Etkili ve Güzel Konuşma (Eğitim Sertifikası)

4.16 English Language Teaching Conference (Ankara Gazi Üniversitesi)

4.17 TS EN ISO 17024 Personel Belgelendirme Kapsamında kulanılan yazılım eğitimi

4.18 ISO 9001 Kuruluş içi Tetkikçi Eğitimi

4.19 TS EN ISO 17024 Personel Belgelendirme Görev Tanımları

4.20 Kurumsal İletişim Eğitimi

4.21 IRCA Onaylı Kuruluş İç Tetkikçi Eğitimi

4.22 TS EN ISO 17024 Personel Belgelendirme Standardında Hazırlanan Dökümantasyon Eğitimi

4.23 TS EN ISO 17024 Personel Belgelendirme Kapsamında İş Sağlığı ve Güvenliği Eğitimi   4.24 TS EN ISO 17024 Personel Belgelendirme Kalite Yönetim Sistemi

5. TEACHING SUBJECTS

The academic subjects I specialize on in the field of ELT are as follows:

- Language testing and programme evaluation (designing tests for academic, general and specific purposes; evaluation of language programmes based on teaching outcomes and tests).

- Translation and teaching translation techniques.

- Designing teaching materials for teaching and testing purposes, teaching how to design teaching and testing materials

- Teaching drama and poetry, teaching English literature, teaching techniques, research techniques and language testing and programme evaluation.

6. PRESENTATION AND PAPER

- *"The Hunger Games",* İstanbul Aydın Üniversitesi ABMYO Dergisi, Istanbul, 2014.
- *"Advantages and Disadvantages of Grammar-Translation Method",* İstanbul Aydın

   Üniversitesi, Istanbul, 2014,Multiculturalism International Conference.

- *"Mass Media as Means of Communication In Young Learners' Classes",* Muğla Sıtkı

   Koçman Üniversitesi, 2013 ELT Conference (IATEFL).

- *"Culture in Colonialism and Post Colonialism Period",* İstanbul Aydın Üniversitesi

   ABMYO Dergisi, İstanbul, 2013.

- *"How to teach English effectively"* (unpublished BA thesis), submitted to the Institute

   of Social Sciences, Near East University, Cyprus, 2007.

- *"Teaching Culture in the Target Language"* (project, and paper presented in the

Institute of Social Sciences, Near East University, Cyprus, 2006.

- **The programme of III International Open Scientific Conference, Kujawy and Pomorze**

    University Bydgoszcz, Poland, 2014.

- **Erasmus Teaching Mobility, Kujawy and Pomorze University Bydgoszcz, Poland,**

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