SELF-ASSESSMENT REPORT

**UNIVERSITY OF GÜMÜŞHANE**

**SPORT MANAGEMENT PR.**

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0. INTRODUCTION

0.1. PROGRAMME INFORMATION

The opening of the Sports Management Programme affiliated to Kelkit Aydın Doğan Vocational School was carried out with the decision of the Senate of Gümüşhane University dated 24.09.2018 and numbered 39089344-5783, and the approval of the Higher Education Executive Board dated 10.10.2018. Our department has started the education in the form of first education from the academic year 2020-2021.

1. STUDENTS

1.1. Students admitted to the programme must have the infrastructure to acquire the outcomes (knowledge, skills and behaviours) that the programme aims to provide within the prescribed period. The indicators used to admit students should be monitored and their development over the years should be evaluated. Students admitted to the programme shall have the infrastructure to acquire the outcomes (knowledge, skills and behaviours) that the programme aims to provide within the specified time period, and the indicators taken into account in the admission of students shall be monitored and their development over the years shall be evaluated.

1.2. Policies for the admission of students through horizontal and vertical transfer, double majors, double minors, student exchanges and the evaluation of courses taken and credits earned in other institutions and/or programmes should be defined and implemented in detail. Policies on the admission of students through horizontal and vertical transfer, double majors, minors and student exchanges, on courses taken in other institutions and/or programmes, and on the evaluation of credits earned shall be defined and implemented in detail.

1.3. The institution and/or programme should take steps to encourage and ensure student mobility through agreements and partnerships with other institutions. An environment that encourages and ensures student mobility will be created through agreements (placement cooperation) to be concluded by the institution and/or programme with other institutions.

1.4. Guidance and counselling services should be provided to assist students in planning their studies and careers. Guidance and counselling services will be made available to students to help them plan their studies and careers.

1.5. Student achievement in all courses and other activities within the programme should be measured and evaluated using transparent, fair and consistent methods. Student achievement in all courses and other activities within the scope of the programme shall be measured and evaluated by transparent, fair and consistent methods.

1.6. In order to decide on the graduation of students, reliable methods shall be developed and implemented to determine whether all conditions required by the programme have been met. In order to decide on the graduation of students, an assessment shall be made as to whether all the conditions required by the programme have been fulfilled.

**2. EDUCATIONAL OBJECTIVES OF THE PROGRAMME**

2.1. Programme educational objectives should be defined for each programme to be evaluated. To provide educational opportunities for the people of our country and our region To contribute to the scientific and cultural development of the region To develop and train the human resources needed by society.

2.2. These objectives must correspond to the definition of career goals and professional expectations that the graduates of the programme are expected to achieve in the near future. Kelkit Aydın Doğan Vocational School aims to be a leading vocational school that meets the needs of educated intermediate personnel by producing young people who can solve the problems of young people who graduate from Kelkit Aydın Doğan Vocational School with knowledge and skills.

2.3. It must be compatible with the main tasks of the institution, faculty and department. Young people who graduate from Kelkit Aydın Doğan Vocational School will have received basic training in sports management and will be able to assist qualified sports managers in the future.

2.4. It should be determined by involving various internal and external stakeholders of the programme. Determined by involving various internal and external stakeholders of the programme.

2.5. It should be published in an easily accessible way. The programme is published in an easily accessible manner.

2.6. The programme should be updated at appropriate intervals in accordance with the requirements of internal and external stakeholders. The internal and external stakeholder requirements for the programme are regularly updated and improved.

**3. PROGRAMME OUTCOMES**

3.1. Programme outcomes shall cover all the knowledge, skills and behavioural components required to achieve the educational objectives of the programme and shall be defined in such a way as to include the relevant (e.g. MÜDEK, FEDEK, SABAK, EPDAD etc.) assessment outcomes. Programmes may define their own additional programme outcomes provided that they are consistent with the educational objectives of the programme. Students who will graduate from the programme may define the programme objectives and competences.

3.2. An assessment and evaluation process shall be established and operated to periodically determine and document the degree of achievement of programme outcomes. Programme outcomes shall be periodically assessed through mid-term and final examinations and programme results shall be reported.

3.3. Programmes must ensure that their students who have reached the graduation stage have achieved the programme outcomes. must demonstrate this. Graduates will be awarded an Associate Degree in Sport Management, a Diploma in Sport Management and a Certificate in Sport Management.

**4. CONTINUOUS IMPROVEMENT**

4.1. Evidence shall be provided that the results of the established assessment and evaluation systems are used for continuous improvement of the programme. The results of measurement and evaluation are recorded retrospectively.

4.2. These improvement efforts should be based on systematically collected, concrete data on all areas of the programme that are open to improvement, in particular those related to criteria 2 and 3. Data will be systematically collected for the development of the programme, both on and off site.

**5. TRAINING PLAN**

5.1. Each programme shall have a curriculum that supports the programme's educational objectives and outcomes. The curriculum should include the common and discipline-specific components specified in this criterion. The 4-semester curriculum of the programme has been prepared and may be integrated with other related departments.

5.2. The training methods to be used in the implementation of the training plan should be capable of ensuring that students acquire the desired knowledge, skills and behaviours. The training methods to be used in the implementation of the training plan shall be capable of ensuring the acquisition of the knowledge, skills and behaviours.

5.3. A training management system should be in place to ensure that the training plan is implemented as planned and that it is continually developed. As the programme is new, new methods are needed to ensure development according to the results.

5.4. The training plan should include at least one year or at least 32 credits or at least 60 ECTS credits of basic scientific training. The training plan shall include at least one year or at least 32 credits or at least 60 ECTS credits of basic scientific training.

5.5. At least one and a half years or at least 48 credits or at least 90 ECTS credits of basic scientific (engineering, natural sciences, health, etc.) and vocational training appropriate to the discipline concerned. It should include The training is organised in 4 semesters with corresponding credits and ECTS credits.

5.6. General education, complementary to the technical content of the training programme and in line with the objectives of the programme, should be complementary to the technical content of the training programme and appropriate to the general education in line with the objectives of the programme, programmed in such a way that students use the knowledge and skills they have acquired in previous courses.

5.7. Students should be prepared to apply the knowledge and skills acquired in previous courses through a major application/design experience that includes relevant standards and realistic constraints and conditions. Students should be prepared to apply the knowledge and skills acquired in previous courses through a major application/design experience that incorporates relevant standards and realistic constraints and conditions. gain practice through a placement in an organisation that incorporates constraints and conditions.

**6. TEACHERS**

6.1. There shall be a sufficient number of staff, each at an appropriate level, to ensure the maintenance of staff-student relations, student guidance, service to the University, professional development, maintenance of relations with industry, professional bodies and employers, and to cover all areas of the programme. There shall be a sufficient number of teaching staff, each at an appropriate level, to ensure the maintenance of staff-student relations, student guidance, service to the University, professional development, relations with industry, professional bodies and employers, and to cover all areas of the programme.

6.2. The teaching staff should be appropriately qualified and ensure that the programme is effectively maintained, evaluated and developed. The teaching staff shall be appropriately qualified and capable of ensuring the effective maintenance, evaluation and development of the programme.

6.3. Criteria for the appointment and promotion of teaching staff should be established and applied to ensure and enhance the above. Faculty appointments and promotions are made in such a way as to support the future development of the programme.

**7. INFRASTRUCTURE**

7.1. Classrooms, laboratories and other facilities should contribute to the creation of an atmosphere conducive to learning and appropriate to the achievement of the educational objectives and programme outcomes. The classrooms, laboratories and other equipment are adequate to contribute to the creation of an atmosphere conducive to learning and sufficient to achieve the educational objectives and programme outcomes.

7.2. There should be appropriate infrastructure to enable students to engage in extra-curricular activities, to meet their social and cultural needs, to support their professional development by providing an environment for professional activities, and to stimulate student-faculty relationships. There is adequate infrastructure to enable students to engage in extra-curricular activities, to meet their social and cultural needs (outdoor volleyball and basketball court and indoor sports hall), to create an environment for professional activities (amateur and professional sports clubs of the city), to support their professional development and to stimulate student-faculty relations.

7.3. Programmes should provide opportunities for students to learn how to use modern engineering tools. The computing and information technology infrastructure should be adequate for the scientific and educational studies of students and faculty members in line with the educational objectives of the programme. Our programme provides opportunities for students to learn how to use modern engineering tools. The computing and information infrastructure shall be adequate for the scientific and pedagogical studies of students and staff in line with the educational objectives of the programme.

7.4. The library facilities offered to students should be sufficient to achieve the educational objectives and outcomes of the programme. The library facilities offered to students are sufficient to achieve the educational objectives and programme outcomes.

7.5. Necessary safety measures shall be taken in the teaching environment and in student laboratories. The infrastructure must be adapted to the needs of the disabled. Necessary safety measures have been taken in the teaching environment and student laboratories and will be taken immediately, and infrastructure arrangements have been made for the disabled.

**8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES**

8.1. The administrative support, constructive leadership, financial resources and delivery strategies of the university should be at a level that ensures the quality and sustainability of the programme. The administrative support, constructive leadership, financial resources and delivery strategies of the university shall be sufficient to ensure the quality and sustainability of the programme.

8.2. Resources should be sufficient to attract and retain a qualified teaching staff and to enable them to continue their professional development. The resources of our institution are sufficient to attract, retain and provide for the professional development of a qualified teaching staff.

8.3. There should be sufficient resources to provide, maintain and operate the infrastructure required for the programme. Sufficient resources are available to maintain and operate the infrastructure required for the programme.

8.4. Support staff and institutional services should be provided to meet the needs of the programme. Technical and administrative staff should be sufficient in number and quality to support the achievement of programme outcomes. Support staff and institutional services will be provided to meet programme requirements. The number and quality of technical and administrative staff is sufficient to support the delivery of programme results.

**9. ORGANISATION AND DECISION-MAKING**

9.1. The organisation of the higher education institution and all decision-making processes within and between the rectorate, faculties, departments and other subunits, if any, should be organised in such a way as to support the achievement of programme outcomes and educational objectives. The organisation of our higher education institution and all decision-making processes within and between the rectorate, faculties, departments and other subunits, if any, are organised in such a way as to support the realisation of programme outcomes and the achievement of educational objectives.

**10. PROGRAMME-SPECIFIC CRITERIA**

10.1. Programme-specific criteria should be provided.

The specific criteria of our programme have been met and it is in continuous development to provide quality education.

**CONCLUSION**

As a result, there is a shortage of trained middle managers at various levels of institutions and positions related to sports management (such as marketing, finance, public relations, knowledge of field equipment, sports facility management). The provision of quality education will ensure that these needs are met.