

Peer Review Report

UNIVERSITY OF GÜMÜŞHANE

ACCOUNTING AND TAX APPLICATIONS PR.

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18.03.2024-01.04.2024

0. INTRODUCTION

0.1. PROGRAMME INFORMATION

Necessary explanations have been made.

Meets

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 taken into account in the admission of students should be monitored and their development over the years should be evaluated.

Information is given sufficiently.

Meets

1.2. Policies applied in the admission of students with horizontal and vertical transfer, double major, minor and student exchange practices, and the evaluation of courses taken and credits earned in other institutions and/or programmes must be defined and implemented in detail. Double major, minor, horizontal and vertical transfer processes are successfully explained.

Meets

1.3. The institution and/or programme should take measures to encourage and ensure student mobility through agreements and partnerships with other institutions. Student mobility can be encouraged through agreements with other institutions. Students can be encouraged to participate in centrally coordinated programmes such as Erasmus and Farabi.

Meets

1.4. Counselling services should be provided to guide students on course and career planning. Counselling services are provided to guide students on course and career planning.

Meets

1.5. Students' achievements in all courses and other activities within the programme should be measured and evaluated by transparent, fair and consistent methods. An explanation and evidence has been given that transparent, fair and consistent methods are used for assessment.

Meets

1.6. In order to decide on the graduation of students, reliable methods should be developed and applied to determine that all the requirements of the programme have been fulfilled.

Necessary explanations have been made.

Meets

2. PROGRAMME EDUCATION OBJECTIVES

2.1. Programme educational objectives must be defined for each programme to be assessed. Programme educational objectives are defined.

2.2. These objectives should meet the definition of career goals and professional expectations that graduates of the programme are expected to achieve in the near future.

Necessary explanations have been made.

Meets

2.3. It should be compatible with the core tasks of the institution, faculty and department.

Necessary explanations have been made.

Meets

2.4. Identify and involve various internal and external stakeholders of the programme. Internal and external stakeholders are involved and evidence is provided.

Meets

2.5. It must be published in an easily accessible manner.

The necessary explanation has been provided.

Meets

2.6. The programme should be updated at appropriate intervals in line with the requirements of internal and external stakeholders. It is stated that arrangements are made in line with the requirements of the programme and the opinions of internal and external stakeholders.

Meets

3. PROGRAMME OUTCOMES

3.1. Programme outcomes must cover all the knowledge, skills and behaviour components required to achieve the programme educational objectives and must be defined in a way to include the relevant assessment outcomes (such as MÜDEK, FEDEK, SABAK, EPDAD etc.). Programmes may define their own additional programme outcomes, provided that they are consistent with the programme educational objectives. Programme outcomes are consistent with the objectives.

Adequate explanations have been made regarding this.

Meets

3.2. An assessment and evaluation process used to periodically determine and document the level of achievement of programme outcomes must be established and operated. Adequate explanations have been made regarding the assessment and evaluation process.

Meets

3.3. Programmes should prove that their students who have reached the graduation stage have achieved the programme outcomes.

Necessary explanation has been made.

4. CONTINUOUS IMPROVEMENT

4.1. Evidence should be provided that the results obtained from the established assessment and evaluation systems are used for continuous improvement of the programme. The improvement process can be supported by evaluation questionnaires to students.

Meets

4.2. These improvement efforts should be based on systematically collected, concrete data on all areas of the programme that are open to improvement, particularly those related to Criterion 2 and Criterion 3.

Necessary explanations have been made.

Meets

5. TRAINING PLAN

5.1. Each programme must have an education plan (curriculum) that supports the programme educational objectives and programme outcomes. The education plan should include common components and discipline-specific components given in this criterion.

Necessary explanations have been made.

Meets

5.2. The training methods to be used in the implementation of the training plan should be able to guarantee that students acquire the desired knowledge, skills and behaviours. Decisions taken to ensure that students acquire the desired knowledge, skills and behaviours can be presented as evidence.

Meets

5.3. There should be a training management system to ensure the implementation of the training plan as envisaged and to ensure its continuous development.

Necessary explanations have been made.

Meets

5.4. The Training Plan must include at least one year or at least 32 credits or at least 60 ECTS credits of basic science education. Necessary explanations have been made in the content of the training plan.

Meets

5.5. At least one and a half years or at least 48 credits or at least 90 ECTS credits of basic (engineering, science, health...etc.) sciences and vocational education appropriate to the relevant discipline. It must include.

Necessary explanations have been made.

Meets

5.6. General education should complement the technical content of the training programme and be in line with the programme objectives.

Explanations are made and evidence is given.

Meets

5.7. Students should be prepared to utilise the knowledge and skills acquired in previous courses through a major application/design experience that will include relevant standards and realistic constraints and conditions.

Necessary explanations have been made and relevant evidence can be given.

Meets

6. TEACHING STAFF

6.1. The teaching staff should be sufficient in number, each at an adequate level, to ensure the faculty-student relationship, student counselling, service to the university, professional development, maintaining relations with industry, professional organisations and employers, and covering all areas of the programme. Necessary explanations about the teaching staff have been made.

Meets

6.2. The teaching staff should have adequate qualifications and ensure that the programme is effectively maintained, evaluated and developed. Necessary explanations have been made regarding the qualifications of the teaching staff.

Meets

6.3. Criteria for the appointment and promotion of faculty members should be determined and implemented in order to ensure and improve the above-mentioned.

Necessary explanation has been made.

Meets

7. INFRASTRUCTURE

7.1. Classrooms, laboratories and other equipment should help to create an atmosphere conducive to learning and sufficient to achieve the educational objectives and programme outcomes. Necessary information about the vocational school is given.

Meets

7.2. There should be an appropriate infrastructure that allows students to engage in extracurricular activities, meets their social and cultural needs, supports their professional development by creating an environment for professional activities, and revitalises student-faculty relations.

Necessary explanation has been made.

Meets

7.3. Programmes should provide opportunities for students to learn how to use modern engineering tools. Computer and informatics infrastructures should be adequate for the scientific and educational activities of students and faculty members in line with the educational objectives of the programme.

Necessary explanation has been made.

Meets

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

Necessary explanation has been made.

Meets

7.5. Necessary security measures must be taken in the teaching environment and student laboratories. Infrastructure arrangements must be made for the disabled.

Necessary explanation has been made.

Meets

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The University's administrative support, constructive leadership and strategy for the allocation and distribution of financial resources should be such as to ensure the quality of the programme and its sustainability.

Necessary explanation is provided.

Meets

8.2. Resources should be sufficient to attract and retain a qualified teaching staff and enable them to continue their professional development.

Necessary explanation has been made.

Meets

8.3. Sufficient funds should be provided to procure, maintain and operate the infrastructure required for the programme.

Necessary explanation has been made.

Meets

8.4. Support staff and institutional services should be provided to meet programme requirements. Technical and administrative staff should be of sufficient number and quality to support the delivery of programme outcomes.

Necessary explanation has been made.

Meets

9. ORGANISATION AND DECISION-MAKING PROCESSES

9.1. The organisation of the higher education institution and all decision-making processes within and between the rectorate, faculties, departments and other sub-units, if any, should be organised in a way that supports the realisation of programme outcomes and the achievement of educational objectives.

Necessary explanation has been made.

Meets

10. PROGRAMME SPECIFIC CRITERIA

10.1. Programme Specific Criteria must be met.

The necessary explanation regarding the programme-specific criteria has been made.

Meets

CONCLUSION

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Necessary result explanations have been made.

Meets