

Peer Review Report

GÜMÜŞHANE UNIVERSITY

CIVIL AVIATION CABIN SERVICES PR.

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0. INTRODUCTION

0.1. PROGRAM INFORMATION

Program information has been provided in accordance with the Bologna Process

Meeting

1. STUDENTS

1.1. Students accepted to the program must have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the stipulated time. The indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.

Admission Conditions

To be successful in the ÖSYM exam held by the Student Selection and Placement Center (ÖSYM).

Meeting

1.2. Admission of students through horizontal and vertical transitions, policies regarding double majors, minors, and the recognition of courses taken in other institutions and/or programs, as well as the assessment of earned credits, should be clearly defined and implemented in accordance with detailed policies.

Detailed information about the programs that students who have successfully completed their associate's degree can continue to enroll in is provided on our website

Meeting

1.3. The institution and/or program should take measures to encourage and facilitate student mobility through agreements with other institutions and the establishment of partnerships.

Students who wish to participate in exchange programs can apply through the Foreign Relations Office for the Mevlana and Farabi programs. During the application and subsequent processes, department coordinators also provide the necessary support to students

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1.4. Students should be provided with counseling services to guide them in matters related to coursework and career planning.

As stated in the self-assessment report, the counseling academic advisors present in the programs share their knowledge and experiences with students regarding coursework and career planning

Meeting

1.5. The achievements of students in all courses and other activities within the program should be measured and evaluated using transparent, fair, and consistent methods.

As part of the Bologna Process, the curriculum has been designed in compliance with ECTS credits. Students who successfully complete all courses equivalent to 120 ECTS credits and have a minimum grade point average of 2.00 on a 4.00 scale are eligible for graduation.

Meeting

1.6. To make decisions regarding the graduation of students, reliable methods have been developed and implemented to determine that all the conditions required by the program have been met.

As part of the Bologna Process, the curriculum has been designed in compliance with ECTS credits. Students who successfully complete all courses equivalent to 120 ECTS credits and have a minimum grade point average of 2.00 on a 4.00 scale are eligible for graduation

Meeting

2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. Program educational objectives should be defined for each program to be evaluated. Program educational objectives for each program to be evaluated have been appropriately defined.

These educational objectives, as identified and stated in the self-assessment report, are also available on our university's website. These objectives, identified as the outcomes of education within the scope of the Bologna Process, are set to produce qualified personnel for the aviation industry.

Meeting

2.2. These objectives should align with the career goals and professional expectations of the program's graduates in the near future.

The defined objectives are structured to align with the career goals of the graduates. Students graduating from the cabin crew program can work in their profession in airlines as well as in other areas within the aviation sector, as stated in the Self-Assessment Report.

Meeting

2.3. They should be consistent with the core responsibilities of the institution, faculty, and department.

The educational objectives have been determined in line with the core responsibilities of the institution, faculty, and department, which are stated as "to train individuals who can think critically, be entrepreneurial, creative, competitive, continuously renew themselves personally and professionally, contribute to universal research, be sensitive to local, national, and global issues, and provide services contributing to the development of the city, region, and country."

Meeting

2.4. They should be determined by involving various internal and external stakeholders of the program.

The program's educational objectives were determined by taking into account the activities of public and private institutions operating in the aviation sector, considering the qualifications set by our civil aviation authority SHGM. It can be said that stakeholders were considered and involved in the process.

Meeting

2.5. They should be published in an easily accessible manner.

The educational objectives have been published on our website in an easily accessible manner.

Meeting

2.6. They should be updated at appropriate intervals based on the requirements of internal and external stakeholders of the program.

The curriculum is regularly updated in line with the requirements of internal stakeholders such as students and external stakeholders such as SHGM and institutions operating in the aviation sector.

Not Meeting

3. PROGRAM OUTCOMES

3.1. Program outcomes should cover all the knowledge, skills, and behavioral components required to achieve the program's educational objectives and should be defined in a manner that includes relevant Assessment Outputs (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.). Programs, consistent with program educational objectives, may define their unique program outcomes.

The program outcomes were created following the Bologna Compatibility Process and are published on the university's website and stated in the self-assessment report.

Meeting

3.2. A measurement and evaluation process used to determine and document the level of achievement of program outcomes should be established and operational for program outcomes.

The continuity and requirements of program outcomes can be tracked through the graduate portal.

Not Meeting

3.3. Programs should demonstrate that students who have reached the graduation stage have achieved the program outcomes.

Programs require students in the graduation stage to have a weighted GPA of at least 2.00 out of 4.00 and to complete a thesis. This is stated in the self-assessment report.

Meeting

4. CONTINUOUS IMPROVEMENT

4.1. Evidence should be provided that the results obtained from the established measurement and evaluation systems are used for continuous improvement of the program.

No improvements have been made due to the recent events (Earthquake).

Not Meeting

4.2. These improvement efforts, primarily in the areas of Criterion 2 and Criterion 3, should be systematically collected, based on concrete data, related to all areas open to improvement in the program.

No improvements have been made due to the recent events (Earthquake).

Not Meeting

5. EDUCATION PLAN

5.1. Every program should have an educational plan (curriculum) that supports the program's educational objectives and program outcomes. The educational plan should include common components and discipline-specific components provided in this criterion.

The curriculum courses, which are prepared within the scope of the Bologna Compatibility Process and also available on our university's website, are fully included in the self-assessment report.

Meeting

5.2. The educational methods used in implementing the educational plan should be able to guarantee the acquisition of the desired knowledge, skills, and behaviors by the students.

The implementation of the educational plan, which aims to ensure the acquisition of the desired knowledge, skills, and behaviors by the students, allows for periodic review and necessary updates and improvements to be made to the curriculum.

Not Meeting

5.3. There should be an educational management system that ensures the implementation of the education plan as foreseen and provides continuous improvement.

In parallel with the Turkey Qualifications Framework for Higher Education (TYYÇ) and the Bologna Compatibility Process, a management system is in place to guarantee the implementation of the education plan as envisaged and ensure its continuous improvement.

Meeting 4.4. The education plan should include at least one year's worth of basic science education (32 credits or at least 60 ECTS credits).

Our education plan includes 30 ECTS credits in one semester, totaling 120 ECTS credits. This information is provided on our university's website within the scope of the Bologna Information Package.

Meeting

5.4. It should include at least one and a half years of basic (engineering, science, health, etc.) sciences and relevant discipline-specific professional education (48 credits or at least 90 ECTS credits).

As stated in the Bologna Information Package, there is a total of 95 ECTS credits of professional courses in our program's curriculum.

Meeting

5.5. There should be general education in line with the program's technical content.

The self-assessment report states that the technical infrastructure of the education program is sufficiently developed, as well as meeting the program's objectives.

Not Meeting

5.6. Students should be prepared with a main practical/application/design experience that includes the use of the knowledge and skills they have gained in previous courses, includes relevant standards and realistic constraints and conditions.

Students are allowed to intern to reinforce and develop the knowledge and experience they have gained in theoretical courses. Detailed information about internships is provided on our university's website.

Meeting

6. TEACHING STAFF

6.1. The teaching staff should be numerically sufficient in a way that will allow the faculty-student relationship, student counseling, service to the university, professional development, relationship with industry, professional organizations, and employers to be sustained and should cover all areas of the program.

The teaching staff is sufficient to meet the needs of education and training.

Meeting

6.2. The teaching staff should be sufficiently qualified and should ensure the effective implementation, evaluation, and improvement of the program.

The teaching staff is employed in sufficient quantity and quality to ensure the effective implementation, evaluation, and improvement of the program.

Meeting

6.3. The criteria for the appointment and promotion of academic staff should be determined and applied in a way that aims to meet the criteria mentioned above and improve them.

The academic staff planning of the department is carried out in accordance with the "Regulation on Determining and Using Academic Staff Norm Kadros in State Higher Education Institutions" in our university regulation.

Meeting

7. INFRASTRUCTURE

7.1. Classrooms, laboratories, and other equipment should help create an adequate and learning-oriented atmosphere for the purpose of education and reaching program outcomes.

Classrooms, laboratories, and other equipment create an atmosphere that is sufficient and conducive to learning for the purpose of education and achieving program outcomes. Information about physical facilities (classrooms, conference halls, library, internet cafe, etc.) is provided in the self-assessment report.

Meeting

7.2. Infrastructure should support students in engaging in extracurricular activities, meeting their social and cultural needs, creating an environment for professional activities, and supporting their professional development while revitalizing student-faculty relationships.

The Health, Culture, and Sports Directorate's activities, detailed on our website, provide opportunities for students who wish to engage in extracurricular activities.

Meeting

7.3. Programs should provide students with the opportunity to learn to use modern engineering tools. Computer and informatics infrastructures should be at a level to support the scientific and educational work of students and faculty in line with the educational objectives of the program.

The program provides the necessary informatics infrastructure, including the library, computer laboratories, and computer courses, to enable students to use modern engineering tools.

Meeting

7.4. Library resources offered to students should be at a sufficient level to reach the educational objectives and program outcomes.

Library resources provided to students are diverse and at a sufficient level to reach educational objectives and program outcomes. Remote access is also available, and the university's website and self-assessment report provide information on library databases.

Meeting

7.5. Necessary safety measures should be taken in the educational environment and student laboratories. Infrastructure adjustments should be made for disabled students.

Necessary safety measures have been taken in the educational environment and student laboratories. Physical adjustments have been made for disabled students.

Meeting

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The university's administrative support, constructive leadership, financial resources, and the strategy followed in their distribution should be at a level that ensures the quality of the program and its sustainability.

The university's administrative support, constructive leadership, financial resources, and the strategy followed in their distribution are at a level that ensures the quality of the program and its sustainability.

Meeting

8.2. Resources should be of sufficient quality to attract, retain, and support a qualified teaching

staff and to enable them to continue their professional development.

Resources are of sufficient quality to attract, retain, and support a qualified teaching staff and enable them to continue their professional development.

Meeting

8.3. Adequate financial resources should be provided to supply, maintain, and operate the infrastructure required for the program.

Adequate financial resources are provided to supply, maintain, and operate the infrastructure required for the program.

Meeting

8.4. Support staff and institutional services that meet the requirements of the program should be provided. Technical and administrative staff should be in sufficient quantity and quality to support the program outcomes.

Technical and administrative staff are in sufficient quantity and quality to support the program outcomes. The responsibility for the competence, operation, and necessary adjustments of these staff members lies with the school secretary.

Meeting

9. ORGANIZATION AND DECISION-MAKING PROCESSES

9.1. All decision-making processes within the university's organization, as well as within the rectorate, faculties, departments, and other subordinate units, should be arranged in a way that supports the achievement of program outcomes and educational objectives.

Any decisions made within the department are communicated to the administration and are executed within the framework of the rules.

Meeting

10. PROGRAM-SPECIFIC CRITERIA

10.1. Program-specific criteria should be provided.

Program-specific criteria are guaranteed through the Bologna Process.

Not Meeting

CONCLUSION

The existence of our program is important for the development of our university, as the aviation

and airline industry, which requires highly qualified human resources, is evolving. As mentioned in the self-assessment report, it is anticipated that the occupancy rates will be high for both the first and second terms for a long time. Simultaneously, factors such as the opportunity for students to adapt themselves to the business world before graduation through programs such as the internship initiative, the library providing the necessary knowledge pool for students, are important in terms of training the workforce needed by the aviation sector. In addition, in order to meet the increasing demand on a sectoral basis, it is necessary to increase the number of quotas.

Not Meeting