Self Evaluation 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 Senate decision 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 education in the form of first education as of 2020-2021 academic year.

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 consideration in the admission of students should be monitored and their development over the years should be evaluated.

Students admitted to the programme will have the infrastructure to acquire the outputs (knowledge, skills and behaviours) that the programme aims to provide within the stipulated period and the indicators taken into consideration in the admission of the students will be monitored and their development over the years will be evaluated.

1.2. Policies applied in the admission of students through 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 should be defined and implemented in detail.

Policies for the admission of students with horizontal and vertical transfer, double major, minor and student exchange applications, courses taken in other institutions and/or programmes and the evaluation of credits earned must be defined and implemented in detail.

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1.3. Measures should be taken by the institution and/or programme to encourage and ensure student mobility through agreements and partnerships with other institutions.

An environment that will encourage and ensure student mobility will be created through agreements (internship cooperation) to be made by the institution and/or programme with other institutions.

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

Guidance and counselling services will be provided to students on course and career planning.

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1.5. Students' achievements in all courses and other activities within the scope of the programme should be measured and evaluated by transparent, fair and consistent methods.

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1.6. In order to decide on the graduation of students, reliable methods to determine that all the conditions required by the programme have been fulfilled must be developed and implemented.

In order to decide on the graduation of students, it is concluded by evaluating whether all the conditions required by the programme have been fulfilled.

2. PROGRAMME EDUCATION OBJECTIVES

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

To provide educational opportunities to those in our country and in our region To apply for the scientific and cultural development of the region To develop and develop the manpower needed by the society.

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

To be a leading vocational school that meets the need for trained intermediate staff by creating young people who can solve the problems faced by young people graduating from Kelkit Aydın Doğan Vocational School with knowledge and skills.

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2.3. It must be compatible with the core missions 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.

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

2.6. The programme should be updated at appropriate intervals in line with the requirements of internal and external stakeholders.

The requirements of the internal and external stakeholders of the programme are periodically updated and improved.

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 (e.g. MÜDEK, FEDEK, SABAK, EPDAD etc.) Assessment Outcomes. Programmes may define their own additional programme outcomes, provided that they are consistent with the programme educational objectives.

Students who will graduate from the programme can define the programme objectives and competencies.

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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.

Programme outcomes are evaluated periodically by mid-term and final exams and programme outcomes are provided.

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

Graduated students are awarded an associate degree diploma in Sport Management.

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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 results obtained as a result of the 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, particularly those related to Criterion 2 and Criterion 3.

In-field and out-of-field data are collected systematically for the development of the programme.

5. EDUCATION 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.

The 4-semester curriculum of the programme has been prepared and can be integrated with other related departments.

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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.

The training methods to be used in the implementation of the training plan are able to guarantee the teaching of knowledge, skills and behaviours.

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

As the programme is newly established, new methods will be sought to ensure improvement according to the outcome results.

5.4. The education plan should include at least one year or at least 32 credits or at least 60 ECTS credits of basic science education.

The training plan is planned to include at least one year or at least 32 credits or at least 60 ECTS credits of basic science education.

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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 training appropriate to the relevant discipline. It must include.

The education is organised in accordance with the credits and ECTS credits to include 4 semesters

5.6. There should be general education complementing the technical content of the training programme and in line with the programme objectives.

It is programmed in accordance with general education that complements the technical content of the training programme and in line with the programme objectives.

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.

Students will gain practice by doing an internship in an organisation where they will use the knowledge and skills acquired in previous courses, which will include relevant standards and realistic constraints and conditions.

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6. TEACHING STAFF

6.1. The teaching staff must be sufficient in number, each at an adequate level, to ensure the continuation of the faculty-student relationship, student counselling, service to the university, professional development, relationship with industry, professional institutions and employers, and to cover all areas of the programme.

The teaching staff must be sufficient in number, each at an adequate level, to ensure the continuation of faculty-student relationship, student counselling, service to the university, professional development, relationship with industry, professional institutions and employers, and to cover all areas of the programme.

6.2. The teaching staff should have adequate qualifications and ensure that the programme is effectively maintained, evaluated and developed.

The teaching staff has adequate qualifications and is able to ensure the effective maintenance, evaluation and development of the programme.

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

Faculty member appointments and promotions will be made in a way to support the future development of the programme.

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yükselme ve atama.p

7. INFRASTRUCTURE

7.1. Classrooms, laboratories and other equipment should help to provide an atmosphere conducive to learning and sufficient to achieve the educational objectives and programme outcomes.

Classrooms, laboratories and other equipment should be adequate to help create an atmosphere conducive to learning and sufficient to achieve the educational objectives and programme outcomes.

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.

There is a suitable infrastructure that allows students to do extracurricular activities, meets their social and cultural needs (outdoor volleyball and basketball court and indoor sports hall), (on-campus social areas) creates an environment for professional activities, (amateur and professional sports clubs of the city) supports their professional development and stimulates student-faculty relations.

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7.3. Programmes should provide opportunities for students to learn how to use modern engineering tools. Computer and informatics infrastructures should be sufficient for the scientific and educational studies of students and faculty members in a direction that supports the educational objectives of the programme.

Our programme provides opportunities for students to learn how to use modern engineering tools. The computer and informatics infrastructures are adequate for the scientific and educational studies of students and faculty members in line with the educational objectives of the programme.

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

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

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

Necessary security measures have been taken in the teaching environment and student laboratories and instant measures will be taken and infrastructure arrangements have been made for the disabled.

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The University's administrative support, constructive leadership, financial resources and delivery strategies should be at a level that ensures the quality and sustainability of the programme.

The University's administrative support, constructive leadership, financial resources and delivery strategies are sufficient to ensure the quality and sustainability of the programme.

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

The resources of our university are sufficient to attract and retain a qualified teaching staff and to ensure that they continue their professional development.

8.3. There should be sufficient funds to provide, maintain and operate the infrastructure required for the programme.

Sufficient funds are provided for the maintenance and operation of the infrastructure required for the programme.

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.

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

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.

All decision-making processes within and between the organisation of our university and the rectorate, faculties, departments and other sub-units, if any, are arranged in a way that supports the realisation of programme outcomes and the achievement of educational objectives.

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10. PROGRAMME SPECIFIC CRITERIA

10.1. Programme Specific Criteria must be provided.

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

OUTCOME

As a result, the lack of trained intermediate staff in different levels of facilities and positions related to sports management (such as marketing, finance, public relations, field material knowledge, sports facility management) is met by providing quality education.