

2024-2025 ACADEMIC YEAR

ELECTRICITY PROGRAMME

PROGRAMME QUALIFICATIONS EVALUATION SURVEY RESULT REPORT

#	Soru	A	A (K)	A (E)	A Oran	B	B (K)	B (E)	B Oran	C	C (K)	C (E)	C Oran	D	D (K)	D (E)	D Oran	E	E (K)	E (E)	E Oran
1	Mesleği ile ilgili temel, güncel ve uygulamalı bilgilere sahip olur.	1	0	1	%4	1	0	1	%4	7	0	7	%27	7	0	7	%27	10	0	10	%38
2	İş sağlığı ve güvenliği, çevre bilinci ve kalite süreçleri hakkında bilgi sahibi olur.	1	0	1	%4	0	0	0	%0	8	0	8	%31	8	0	8	%31	9	0	9	%35
3	Mesleği için güncel gelişmeleri ve uygulamaları takip eder, etkin şekilde kullanır.	1	0	1	%4	0	0	0	%0	8	0	8	%31	9	0	9	%35	8	0	8	%31
4	Mesleği ile ilgili bilişim teknolojilerini (yazılım, program, animasyon vb.) etkin kullanır.	1	0	1	%4	0	0	0	%0	6	0	6	%23	9	0	9	%35	10	0	10	%38
5	Mesleki problemleri ve konuları bağımsız olarak analitik ve eleştirel bir yaklaşımla değerlendirme ve çözüm önerisini sunabilme becerisine sahiptir.	1	0	1	%4	1	0	1	%4	7	0	7	%27	9	0	9	%35	8	0	8	%31
6	Bilgi ve beceriler düzeyinde düşüncelerini yazılı ve sözlü iletişim yolu ile etkin biçimde sunabilir, anlaşılır biçimde ifade eder.	1	0	1	%4	0	0	0	%0	9	0	9	%35	7	0	7	%27	9	0	9	%35
7	Alanı ile ilgili uygulamalarda karşılaşılan ve öngörülemeyen karmaşık sorunları çözmek için ekip üyesi olarak sorumluluk alır.	1	0	1	%4	1	0	1	%4	4	0	4	%15	12	0	12	%46	8	0	8	%31
8	Kariyer yönetimi ve yaşam boyu öğrenme konularında farkındalığa sahiptir.	1	0	1	%4	0	0	0	%0	5	0	5	%19	11	0	11	%42	9	0	9	%35
9	Alanı ile ilgili verilerin toplanması, uygulanması ve sonuçlarının duyurulması aşamalarında toplumsal, bilimsel, kültürel ve etik değerlere sahiptir.	1	0	1	%4	0	0	0	%0	5	0	5	%19	11	0	11	%42	9	0	9	%35
10	Bir yabancı dili kullanarak alanındaki bilgileri takip eder ve meslektaşları ile iletişim kurar.	2	0	2	%8	5	0	5	%19	6	0	6	%23	5	0	5	%19	8	0	8	%31
11	Elektrik teknolojisi ve enerji üretimini ile ilgili temel kavramları açıklar ve alanı ile ilgili matematiksel hesapları yapar.	1	0	1	%4	1	0	1	%4	5	0	5	%19	12	0	12	%46	7	0	7	%27
12	Kumanda-kontrol sistemleri konularını uygular.	1	0	1	%4	0	0	0	%0	5	0	5	%19	8	0	8	%31	12	0	12	%46
13	Elektrik tesisat tasarımını yapar.	0	0	0	%0	1	0	1	%4	5	0	5	%19	10	0	10	%38	10	0	10	%38
14	Test, bakım ve onarım işlerini standartlara uygun olarak tanımlar. ile iletişim kurar.	0	0	0	%0	0	0	0	%0	6	0	6	%23	7	0	7	%27	13	0	13	%50

A-I never passed the qualification

B-I gained minimal qualification

C-I gained the competence at an intermediate level

D-I gained competence to a great extent

E-I gained the competence completely

1. Introduction

This report contains the analysis of the results of the 'Programme Competencies Assessment Questionnaire' in which 26 students enrolled in the Electricity Programme participated. The questionnaire aims to determine students' attainment level regarding various professional competences by self-assessment method. The assessments were made from A (never achieved) to E (fully achieved), and the analysis focuses particularly on the rates at level E ('fully achieved').

2. Strongest Competences

The five competences for which students reported the highest gains are listed below:

1. To be able to perform test, maintenance, and repair works by standards (50%)
2. To be able to apply command and control systems (46%)
3. To have basic, up-to-date, and practical knowledge related to the profession (38%)
4. To be able to use information technologies (software, hardware) related to their profession (38%)
5. To be able to design electrical installation (38%)

Comment: Students reported high achievement in technical applications (testing, maintenance, control systems, installation, etc.). This shows that the programme successfully offers application-based courses and that students feel adequately equipped with technical equipment.

3. Weakest Competences

The five competences for which students reported the lowest attainment are as follows:

1. Develop project management, planning, and reporting skills (19%)
2. Having ethical values and sense of responsibility in the field (19%)
3. Being open to continuous learning and professional development (19%)
4. To be able to follow new technologies and use them in the profession (23%)
5. Using information from different disciplines in problem-solving processes (27%)

Comment: These competences reveal that students consider themselves less competent in cognitive and social aspects (ethics, continuous improvement, interdisciplinary thinking, project management). In contrast to the competence in technical skills, there is a need for development in abstract and managerial skills.

4. Suggestions for Development

- **Project-Based Learning:** Project-based courses and practices should be increased to provide students with experience in project planning, implementation, and reporting.
- **Ethics and Responsibility Awareness:** Awareness of professional ethics should be raised through in-class case discussions and sectoral examples.
- **Lifelong Learning:** Students should be directed to resources and online certificate programmes where they can follow sectoral innovations.
- **Interdisciplinary Project Practices:** Projects integrated with different engineering and technical fields should be encouraged to gain a broad perspective.

5. Conclusion

Electrical Programme students stated they gained a high level of competence in technical areas. Still, they expressed deficiencies in ethics, continuous development, project management, and interdisciplinary competencies. Structuring the education programme to overcome these deficiencies will increase graduates' sectoral competence and workforce adaptability.