



BALIKESİR VOCATIONAL SCHOOL



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 balikesirmyo.balikesir.edu.tr

ABOUT US

- Balıkesir Vocational School is an associate degree institution affiliated with Balıkesir University, providing profession-oriented, practice-based, and formal education within the framework of Technical, Social, and Health Programs. Balıkesir Vocational School places great emphasis on University–Industry relations, industry-based education, practical training, foreign language proficiency, computer literacy, and the use of modern technology.



OUR MISSION

- To be an educational institution that creates value by training qualified and specialized graduates who use knowledge and technology with high-quality standards in the light of positive science, and by collaborating with the business world to meet the qualified workforce needs of the future.
- Our mission is to educate individuals who are equipped with universal values, continuously self-renewing, committed to lifelong learning, capable of analysis and synthesis, creative, entrepreneurial, inquisitive, and internalized ethical values, with strong teamwork skills. Within the framework of the opportunities provided by the Council of Higher Education (YÖK) and our university, we aim to train the qualified workforce required by the business world in the light of Atatürk's Principles and Reforms.



OUR VISION

- To train a highly qualified workforce with superior competencies that meet national and international occupational standards, contributing to the development of our region, our country, and the business world through the education and training we provide.
- Our vision is to sustain our mission as a respected, recognized, and leading vocational school at both national and international levels by continuing innovative and entrepreneurial practices that enhance cooperation among the university, industry, and society.



HISTORY

- Balıkesir Vocational School is a well-established educational institution that has been serving for many years to meet the vocational and technical education needs of Balıkesir and its surrounding region.
- As one of the key foundations of Balıkesir University, the history of the vocational school has been shaped through various administrative changes and stages of development.



HISTORY

- Balıkesir Vocational School began its educational activities in the 1976–1977 academic year under the Directorate of Formal Higher Education of the Ministry of National Education (YAY-KUR). In 1982, it was affiliated with Uludağ University, Faculty of Engineering in Balıkesir.
- Since that date, the school has operated in the building located within the premises of Necatibey Faculty of Education. In 1988, it was included in the Industrial Training Project conducted jointly by the Council of Higher Education (YÖK) and the World Bank.
- This project marked a significant milestone in the modernization of the school's physical infrastructure and educational programs. Workshops and laboratories were renewed in accordance with contemporary technology, and academic staff were given the opportunity to enhance their knowledge and experience through overseas training programs.



HISTORY

- With the establishment of Balıkesir University under Law No. 3837, dated July 11, 1992, Balıkesir Vocational School became one of the core and significant units of the newly founded university.
- During this period, the school moved to the Çağış Campus and continued its educational activities there. In 2018, it relocated to its current building, attaining its present identity as one of the cornerstone institutions of our university.
- As of 2025, Balıkesir Vocational School continues its educational activities in a modern and well-equipped building located on the central Çağış Campus of Balıkesir University.

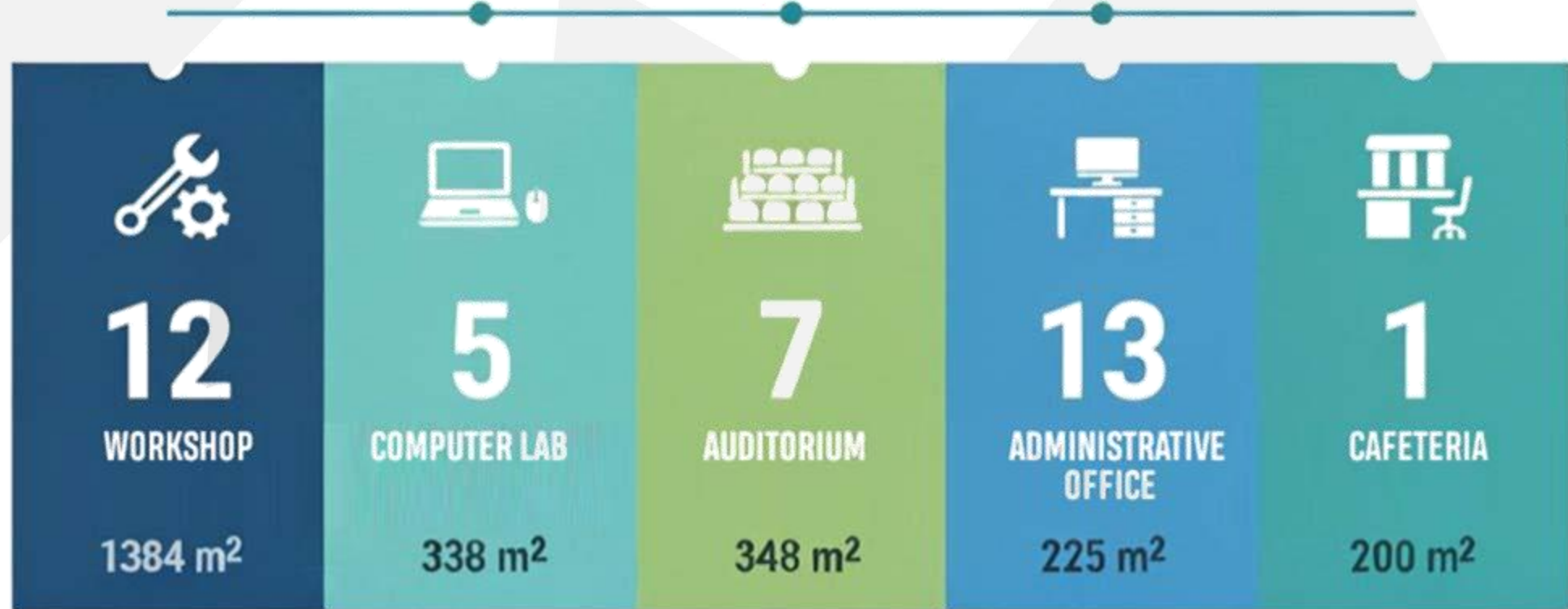


ACADEMIC STAFF

- The greatest strength of our vocational school lies in its highly qualified academic personnel, consisting of 5 Professors, 3 Associate Professors, 12 Assistant Professors (Ph.D.), and 42 Lecturers — a total of 62 academic staff members.
- This strong academic team made a significant contribution to Balıkesir University's achievement of ranking 4th among the vocational schools of 108 public universities in Turkey in the 2018 Academic Incentive Score rankings.



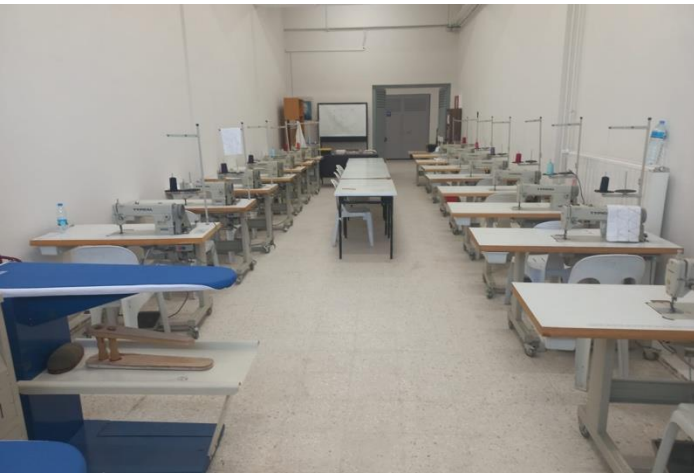
PHYSICAL INFRASTRUCTURE





PHYSICAL INFRASTRUCTURE

- Balıkesir Vocational School offers students high-quality learning environments through its strong, innovative, and modern physical infrastructure.
- In parallel with the increasing number of students and program diversity, new classrooms and laboratories have been put into service.
- The Air Conditioning and Refrigeration Laboratory and the Artificial Intelligence Laboratory enhance students' opportunities for practical training and strengthen interdisciplinary learning possibilities.
- In this way, Balıkesir Vocational School possesses a robust infrastructure that combines both theoretical and practical education.



DEPARTMENTS

DEPARTMENT OF COMPUTER
TECHNOLOGIES

OFFICE SERVICES AND SECRETARIAT
DEPARTMENT

CHILD CARE AND YOUTH SERVICES
DEPARTMENT

DEPARTMENT OF ELECTRICITY AND
ENERGY

ELECTRONICS AND AUTOMATION
DEPARTMENT

HANDICRAFT DEPARTMENT

CONSTRUCTION DEPARTMENT

MINING AND EXTRACTION DEPARTMENT

DEPARTMENT OF MACHINERY AND
METAL TECHNOLOGIES

ACCOUNTING AND TAX DEPARTMENT

DEPARTMENT OF MOTOR VEHICLES
AND TRANSPORTATION TECHNOLOGIES

PROPERTY PROTECTION AND SECURITY
DEPARTMENT

DEPARTMENT OF MARKETING AND
ADVERTISING

TEXTILES, CLOTHING, SHOES AND
LEATHER DEPARTMENT

DESIGN DEPARTMENT

HOTEL, RESTAURANT AND CATERING
SERVICES DEPARTMENT

DEPARTMENT OF MANAGEMENT AND
ORGANIZATION

MANAGEMENT



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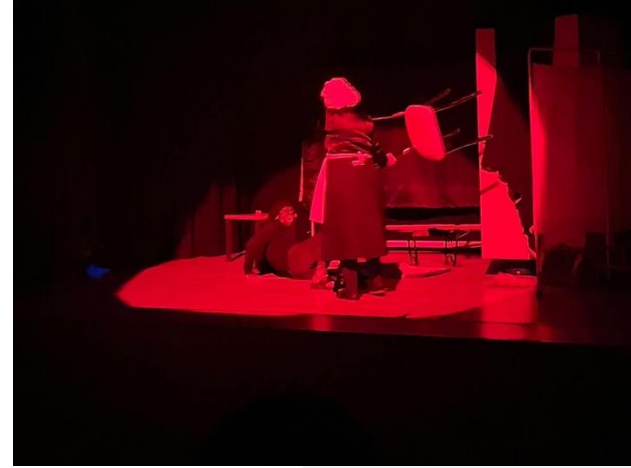
CORPORATE COLLABORATIONS

- Balıkesir Vocational School actively engages in collaborations with universities, industries, and public institutions within the scope of the 3+1 Workplace Vocational Training Model and Research & Development activities.
- Within this framework, visits have been conducted with relevant institutions and sectors, and agreements have been established for joint projects and practical training opportunities.
- Through these initiatives, our school has created a strong collaboration network that enables students to gain professional experience, establish close contact with the industry, and participate in R&D-focused practical studies.



SOCIAL AND CULTURAL ACTIVITIES

- Our vocational school organizes numerous activities throughout the year to support students' social development and cultural exchange.
- Through trips, theater performances, talks, picnics, workshops, art events, and exhibitions, students gain diverse experiences and enrich their cultural knowledge
- These activities help students express themselves, build new friendships, develop teamwork and communication skills, and make their university life more enjoyable and productive.





TECHNICAL VISITS

- The technical visits organized by our school aim to reinforce students' professional knowledge and skills.
- Through these activities, students have the opportunity to observe theoretical knowledge acquired in classes firsthand and witness practical applications directly.
- Additionally, by meeting with industry representatives, students gain insights into business processes, keep up with current technologies, and prepare for their professional careers in a more informed manner.
- Technical visits significantly contribute to students establishing industry connections, expanding their professional horizons, and enhancing their learning processes in a comprehensive way.

CAREER-ORIENTED ACTIVITIES

- Our institution organizes career-oriented activities to help students define their professional goals and prepare for the workforce more effectively.
- Within this scope, career days, talks on career planning and job search skills, meetings in collaboration with İŞKUR, and industry-student interactions contribute to shaping students' future career paths.
- Moreover, participation in career fairs and booth activities involving various organizations and companies allows students to engage directly with the business world and explore job and internship opportunities.
- These activities not only support students' professional development but also provide a solid foundation for starting their careers confidently after graduation.

MAKİNE VE METAL TEKNOLOJİLERİ BÖLÜMÜ

KARİYER PLANLAMA VE İŞ ARAMA BECERİLERİ

EĞİTİM İÇERİĞİ

- ✓ KARİYER PLANLAMANIN ÖNEMİ
- ✓ İŞ ARAMA SÜRECİNDE DİKKAT EDİLMESİ GEREKENLER
- ✓ MESLEKİ YÖNELİM TEST BATARYASI
- ✓ CV HAZIRLAMA İPUÇLARI
- ✓ MÜLAKAT TEKNİKLERİ

Balikesir İŞKUR
İş ve Meslek Danışmanları
SümeYYe GÖK
Nuray KARAMANLI

BALIKESİR MESLEK YÜKSEKOKULU
06 MAYIS 2025-SALİ-B201
07 MAYIS 2025-ÇARŞAMBA-B101
SAAT: 14.00-15.00

2. KARİYER GÜNLERİ

29 NİSAN 2025
SAAT: 13:30

Özgür Özgüç
MTA Bölge Müdürü

Fatma Tabanlı
(OBİDEV YKB)

Ertuğrul Savaş
(Savaşlar Soğutma YKÜ)

Mert Kurşun
(Bagiad YKB)

Baun Atatürk Kongre Ve Kültür Merkezi
Malazgirt Konferans Salonu



3+1 WORKPLACE VOCATIONAL TRAINING MODEL

- Through the 3+1 Workplace Vocational Training Model implemented at our school, students have the opportunity to apply the theoretical knowledge acquired over three semesters in a practical work environment for one semester.
- This model enables students to gain real work experience before graduation and facilitates a smoother transition into their professional careers.
- At our school, the 3+1 Workplace Vocational Training Model is applied in 7 Associate Degree Programs.

Construction Technology

Machine

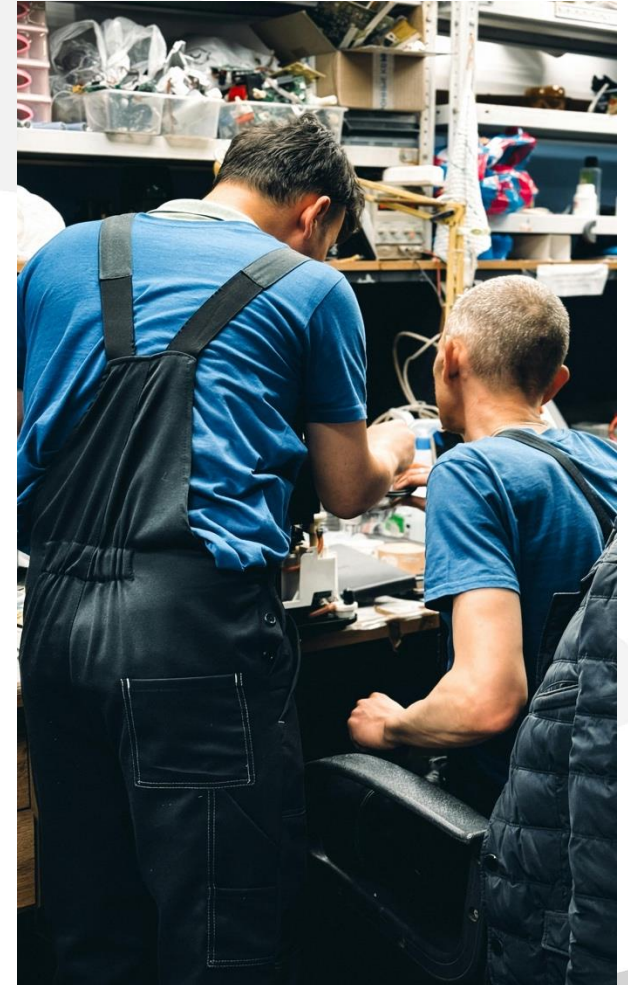
Child Development

Business Management

Graphic Design

Tourism and Hotel Management

Artificial Intelligence Operations



QUALITY AND ACCREDITATION PROCESS



Educational activities have been restructured in accordance with MEDEK and KAP accreditation criteria, and all processes are continuously updated to comply with these standards.



Learning outcomes have been defined for all programs, and a student-centered education model has been established by linking these outcomes to courses, assessment-evaluation methods, and program outcomes.



Regular internal control reports and self-assessment studies are conducted for academic and administrative units, and these reports are periodically reviewed through quality committees.



The institution's vision and mission have been aligned with its quality policies, creating a roadmap that considers the expectations of all stakeholders.



Documentation, reports, and evidence required during the accreditation process are prepared and regularly updated, thereby strengthening both transparency and accountability.

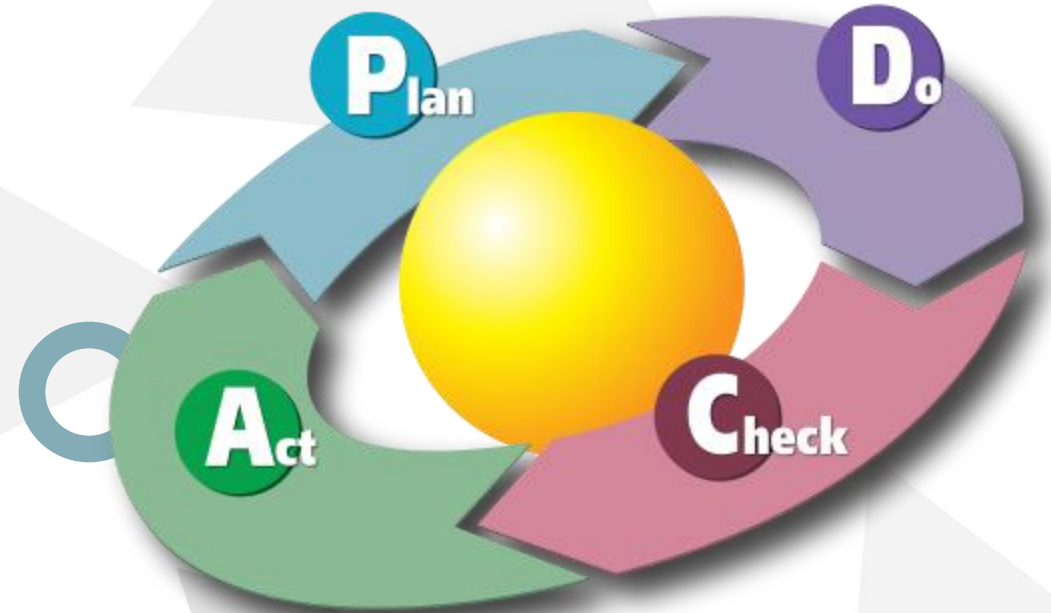


Continuous improvement activities are systematically carried out by taking into account feedback from students, alumni, and employers.



CONTINUOUS IMPROVEMENT APPROACH

- The PDCA Cycle (Plan–Do–Check–Act) has been implemented across all processes, and the quality management system is continuously updated within this framework.
- Program outcomes are monitored and analyzed through regular assessment and evaluation reports, and the obtained data are incorporated into quality reports.
- Regular feedback is collected from students, alumni, and industry representatives; this feedback is analyzed by quality committees to make concrete improvement decisions.
- Based on the collected data, curriculum updates are carried out, course content is renewed, and teaching methods are modernized.



STUDENT-CENTERED INITIATIVES

- Regular surveys, meetings, and interviews have been conducted—and continue to be conducted—to gather students' opinions. Student satisfaction rates are regularly analyzed, reported, and used in quality processes.
- To increase students' participation in decision-making, student representatives have been elected and actively involved in quality committees.
- Meetings between the director and students are organized to allow students to directly share their concerns with the administration.
- During quality improvement meetings, the opinions expressed by students through their representatives are taken into account, and the resulting decisions are integrated into ongoing processes.



STUDENT-CENTERED INITIATIVES

- Academic advising processes have been strengthened to address students' academic and social concerns.
- To support their career development, seminars, certification programs, and internship collaborations have been organized and are continuously expanded each year.
- In order to promote students' holistic development, social, cultural, and sports activities are organized, with student clubs actively supported throughout these initiatives.



STAKEHOLDER ENGAGEMENT AND TRANSPARENCY

- A Consultative Board has been established within Balıkesir Vocational School, and stakeholder opinions are regularly gathered through scheduled meetings.
- Additionally, departmental advisory boards have been set up for each program; through these boards, industry representatives, alumni, and academics come together to evaluate the educational and training activities.



STAKEHOLDER ENGAGEMENT AND TRANSPARENCY

- Continuous communication is maintained with external stakeholders, including students, alumni, employers and industry representatives, and their feedback is collected in organized meetings.
- Regular meetings are held and continue to be held with internal stakeholders, including academic and administrative staff; the opinions and suggestions gathered at these meetings are integrated into quality processes.



STAKEHOLDER ENGAGEMENT AND TRANSPARENCY

- To ensure institutional transparency, strategic planning and quality processes are shared with the public through the institution's website and regular reports.
- Quality committee activities have been made accessible to all stakeholders, thereby enhancing the transparency and accountability of the processes.
- Protocols have been signed with the business sector, joint projects have been developed, and areas of collaboration are expanding each year, directly linking students' professional skills to industry needs.





THANKS

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