HEPDAK

PROGRAM EVALUATION SCHEDULE

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| **Institution:**  |
| **ODR Version:** |
| **Program:** | **Program Evaluator:** |
| **Team Leader:** | **Date of visit:** |

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| In the relevant lines, use “D/1” for Deficiency, “W/2” for Weakness, “C/3” for Concern, and "√/4" if there is no deficiency or observation. | **Previous Evaluation** | **Forecast** | **Day 0** | **Exit Notification** | **Day 60**  | **Consistency** | **HEAK** |
| **1. AIMS OF THE PROGRAM** |  |  |  |  |  |  |  |
| **TS.1.**The education program should have objectives that describe the career goals, fields of study and roles that the graduates are expected to achieve in the near future, and define their professional expectations. |  |  |  |  |  |  |  |
| **T.S.1.2(a).** The aims of the program should be established by considering the needs of the internal and external stakeholders of the program. |  |  |  |  |  |  |  |
| **T.S.1.2(b).**The aims of the program should be updated by considering the needs of the internal and external stakeholders of the program. |  |  |  |  |  |  |  |
| **T.S.1.2(c).** The aims of the program should be published in a way that is easily accessible by all stakeholders. |  |  |  |  |  |  |  |
| **TS.1.3(a).** Assessment and evaluation processes based on data received from internal and external stakeholders should be designated to ensure that the objectives of the education program are achieved and the achievement indicators are met. |  |  |  |  |  |  |  |
| **TS.1.3(b).** Assessment and evaluation processes based on data received from internal and external stakeholders should be operated to ensure that the objectives of the education program are achieved and the achievement indicators are met. |  |  |  |  |  |  |  |
| **TS.1.3(c).** It should be proved that the targets of the education are achieved. |  |  |  |  |  |  |  |
| **2. PROGRAM OUTPUTS** |  |  |  |  |  |  |  |
| **TS.2.1.** The education program should have program outputs that define the knowledge, skills and behavioral components that students should acquire until they graduate from the program. |  |  |  |  |  |  |  |
| 1.Has basic knowledge, attitudes and skills related to professional roles and functions. |  |  |  |  |  |  |  |
| 2. Accesses and uses scientific and current information related to nursing. |  |  |  |  |  |  |  |
| 3.Applies nursing care based on evidence in accordance with the nursing process. |  |  |  |  |  |  |  |

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| 4.Performs nursing practices in accordance with the ethical principles and legal regulations. |  |  |  |  |  |  |  |
| 5.Uses information and care technologies in nursing practice. |  |  |  |  |  |  |  |
| 6.Communicates effectively and works in cooperation with the individual/family/community and health care team members. |  |  |  |  |  |  |  |
| 7. Takes on responsibility in scientific researches, projects, and activities related to the field of nursing. |  |  |  |  |  |  |  |
| 8.Uses problem solving and critical thinking skills in nursing practices. |  |  |  |  |  |  |  |
| 9.Follows the developments in his/her field and shares them with his/her colleagues using at least one foreign language. |  |  |  |  |  |  |  |
| 10.Maintains continuous professional and individual development by adopting lifelong learning. |  |  |  |  |  |  |  |
| **T.S.2.2(a).** An assessment and evaluation system should be established to evaluate the program outputs. |  |  |  |  |  |  |  |
| **T.S.2.2(b).** An assessment and evaluation system should be operated to evaluate the program outputs. |  |  |  |  |  |  |  |
| **T.S. 2.3.** It should be proved that the students at the graduation stage have achieved all the program outputs. |  |  |  |  |  |  |  |
| **3. THE EDUCATION PROGRAM** |  |  |  |  |  |  |  |
| **TS. 3.1(a).** The content of the education program should support the mission of the nursing undergraduate program. |  |  |  |  |  |  |  |
| **TS. 3.1(b).** The content of the education program should support the objectives of the nursing undergraduate program. |  |  |  |  |  |  |  |
| **TS. 3.1(c).** The content of the education program should support the program outputs of the nursing undergraduate program. |  |  |  |  |  |  |  |
| **T.S.3.2.** The education program should be based on evidence-based nursing practices. |  |  |  |  |  |  |  |
| **T.S.3.3(a).** The credit definitions of the education program specified in the National and European Credit Transfer System (ECTS) must be made. |  |  |  |  |  |  |  |
| **T.S.3.3(b).** The credit definitions of the education program specified in the National and European Credit Transfer System (ECTS) must be published. |  |  |  |  |  |  |  |
| **T.S.3.4.** The education program model used should be designated. |  |  |  |  |  |  |  |
| **T.S.3.5.**The methods, tools, and materials used in the education and training process should be capable of enabling students to gain the program outputs (knowledge, skills, and competencies). |  |  |  |  |  |  |  |
| **T.S.3.6.**Student-centered active learning methods should be used in the implementation of the education program. |  |  |  |  |  |  |  |
| **T.S.3.7**.Lifelong learning activities should be designated in the education program. |  |  |  |  |  |  |  |
| **T.S.3.8.** The content of the education program should include the prioritized health problems and the needs of the society. |  |  |  |  |  |  |  |
| **T.S.3.9.** The content of the education program should include the subjects that will bring the qualifications of a university graduate. |  |  |  |  |  |  |  |
| **T.S.3.10.** The education program must be compatible with the Nursing National Core Education Program (HUÇEP-current version). |  |  |  |  |  |  |  |

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| **T.S.3.11.**Nursing laboratory practices should be capable of preparing the student to provide safe care. |  |  |  |  |  |  |  |
| **T.S.3.12.** Practices should be carried out at primary, secondary, and tertiary health care institutions, including clinics, community health centers and different units, where students can put their knowledge into practice and provide safe care. |  |  |  |  |  |  |  |
| **T.S.3.13(a).** Assessment and evaluation departments should be established at the educational institution. |  |  |  |  |  |  |  |
| **T.S.3.13(b).** Assessment and evaluation departments should be operated at the educational institution. |  |  |  |  |  |  |  |
| **TS 3.14.**Learning activities of the students during the courses and at the laboratories and practical areas should be assessed and evaluated by valid and reliable methods. |  |  |  |  |  |  |  |
| **TS 3.15.** The institution should have a program evaluation system that focuses on educational processes, program outputs, and changes/improvements made in the education program. |  |  |  |  |  |  |  |
| **G.S.3.1.** There should be the designated processes for the recognition of learning of students outside the program. |  |  |  |  |  |  |  |
| **4. STUDENTS** |  |  |  |  |  |  |  |
| **TS.4.1.** The program must have documents showing the number of students. |  |  |  |  |  |  |  |
| **TS.4.2 (a).** Policies followed in exchange programs should be designated and implemented in detail. |  |  |  |  |  |  |  |
| **TS.4.2(b).** Measures should be taken by the institution and/or program to encourage and ensure mobility by the agreements and partnerships to be concluded with other institutions. |  |  |  |  |  |  |  |
| **TS.4.3(a).** An academic and career counseling system should be established for students. |  |  |  |  |  |  |  |
| **TS.4.3(b).** An academic and career counseling system should be operated for students. |  |  |  |  |  |  |  |
| **TS.4.3(c).** An academic and career counseling system for students should be regularly reported and its results should be evaluated. |  |  |  |  |  |  |  |
| **TS.4.4.** Students should benefit from psychological counseling and guidance services provided by the relevant department of the university/institution. |  |  |  |  |  |  |  |
| **TS.4.5.** Students, who are important stakeholders of education, should be involved in the planning, implementation and evaluation processes of the education program. |  |  |  |  |  |  |  |
| **TS.4.6.** There should be an orientation program for first-year students. |  |  |  |  |  |  |  |
| **T.S.4.7.** All kinds of support should be provided continuously and regularly for students to have them participate in scientific, social, sportive, and cultural activities. |  |  |  |  |  |  |  |
| **G.S.4.1.** A peer mentoring system should be established for the students. |  |  |  |  |  |  |  |

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| **5. INSTRUCTORS** |  |  |  |  |  |  |  |
| **TS.5.1(a).**There should be a teaching staff appropriate to the qualifications of the education program. |  |  |  |  |  |  |  |
| **TS.5.1(b).** A policy for staff development appropriate to the qualifications of the education program should be designated. |  |  |  |  |  |  |  |
| **TS.5.1(c).**A policy for staff development of the education program should be published. |  |  |  |  |  |  |  |
| **TS.5.2.** An orientation program should be organized for the newly appointed or newly assigned instructors at the department. |  |  |  |  |  |  |  |
| **TS.5.3 (a).** National and/or international scientific activities for the professional development of instructors should be supported administratively. |  |  |  |  |  |  |  |
| **TS.5.3(b).** National and/or international scientific activities for the professional development of instructors should be supported economically. |  |  |  |  |  |  |  |
| **TS.5.4(a).**An instructor performance evaluation system should be established. |  |  |  |  |  |  |  |
| **TS.5.4(b).**An instructor performance evaluation system should be operated. |  |  |  |  |  |  |  |
| **TS.5.5.** Instructors should participate in train-the-trainer programs at regular intervals to improve their teaching skills. |  |  |  |  |  |  |  |
| **6. EDUCATION MANAGEMENT** |  |  |  |  |  |  |  |
| **T.S.6.1.** The structure of the management and administrative units of the educational institution, their location within the university, the relations between teaching activities and support services should be shown and described on the organizational chart.  |  |  |  |  |  |  |  |
| **TS.6.2(a).** The top executive of the education program should be a nursing faculty member who has management and leadership skills and a bachelor's degree in nursing and at least a doctoral degree. |  |  |  |  |  |  |  |
| **TS.6.2(b).** Academic and administrative departments should be managed by assistant executives who are competent in their fields. |  |  |  |  |  |  |  |
| **TS.6.3(a).** The top executive of the education program should realistically plan the financial resources that will ensure the realization of the objectives and outputs of the education program. |  |  |  |  |  |  |  |
| **TS.6.3(b).** The top executive of the education program should effectively and efficiently manage the financial resources that will ensure the realization of the objectives and outputs of the education program. |  |  |  |  |  |  |  |
| **TS.6.4.** There should be an official cooperation protocol between the education program and the organizations where the practice is carried out. |  |  |  |  |  |  |  |
| **TS.6.5.**The educational institution/program should have a documentation and/or information management system in order to meet the informational needs of the managers, employees, students, and other relevant people. |  |  |  |  |  |  |  |
| **TS.6.6(a).**A risk management program should be developed by the education program management. |  |  |  |  |  |  |  |

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| **TS.6.6(b).** A risk management program should be implemented by the education program management. |  |  |  |  |  |  |  |
| **GS.6.1.** Program management should create a system to support instructors to improve their teaching skills and students to improve their learning skills. |  |  |  |  |  |  |  |
| **7. PHYSICAL INFRASTRUCTURE** |  |  |  |  |  |  |  |
| **TS.7.1.** The architectural structure of the educational environment/building where the education program is carried out must be suitable for education, and its physical spaces (classrooms, laboratories, offices, library, etc.) must be of a quality that will achieve the aims and outputs of the program. |  |  |  |  |  |  |  |
| **TS.7.2 (a).** The tools and equipment in the educational environment should be of a number and quality that will achieve the program objectives and outputs. |  |  |  |  |  |  |  |
| **TS.7.2 (b).** The tools and equipment in the educational environment should be controlled and updated by making necessary arrangements. |  |  |  |  |  |  |  |
| **TS.7.3 (a).** The university to which the education program is affiliated should have a library that can be used by all the students and faculty members and can be accessed electronically. |  |  |  |  |  |  |  |
| **TS.7.3 (b).** The library of the university to which the education program is affiliated should be updated with new sources of information. |  |  |  |  |  |  |  |
| **TS.7.4.** The healthcare institutions (hospital, family health center, etc.) where students carry out practices should have the infrastructure to achieve the program objectives and outputs. |  |  |  |  |  |  |  |
| **GS.7.1.**In the university where the unit is affiliated, there should be places (gymnasium, swimming pool, fitness center, canteens and cafeterias, etc.) that improve the socialization of academic and administrative staff and students. |  |  |  |  |  |  |  |
| **8. CONTINUOUS IMPROVEMENT** |  |  |  |  |  |  |  |
| **TS.8.1.** A systematic evaluation and continuous improvement system covering all standards and all processes of the education program should be established. |  |  |  |  |  |  |  |
| **TS.8.2(a).** Improvement activities should be carried out and monitored as planned and the results should be evaluated. |  |  |  |  |  |  |  |
| **TS.8.2(b).** Improvement activities should be shared with relevant people and organizations. |  |  |  |  |  |  |  |