HEPDAK
PROGRAM EVALUATOR
REPORT

Prepared for use with Nursing Undergraduate Education Program Standards Version 6.0.

HEPDAK

PROGRAM EVALUATOR REPORT REMARKS

A **Programme Evaluator Report (PER)** must be prepared for each programme evaluated. An electronic copy of this report must be completed by the program evaluator and emailed to the team leader prior to the online meetings and remote and on-site visit processes.

For **general evaluation visits,** all forms listed below should be completed. **In the interim evaluation visit**, the report is expected to be prepared only for standards with a maturity level of three or below and improvements made.

Please review the attached "**HEPDAK PROGRAM EVALUATION REPORT WRITING RULES**" before writing the report.

Each Program Evaluator Report (PER) is prepared by the team leader and sent to the HEPDAK Executive Board of Directors. The forms used in the report are as follows;

- **Training Plan Analysis (Form 1): This is** a form to be completed before the distance and on-site visits. During the visit, the form is finalized to include comments and an analysis of the course content.

- **Program Evaluation Schedule (Form 2)**: This is a confidential document to be used by the team members and HEPDAK. It is not sent/shown to programme officials. The "Previous Evaluation" and "Preliminary Estimate" columns of the form, the additional information and documents to be requested from the program, and the list of questions to be asked during the visit should be filled in by the program evaluator before the remote and on-site visit. In the **"Day 0" and "Exit Notification"** columns of the form, the program evaluator and team members make changes deemed necessary during the institutional visit.

- **Explanation of Maturity Levels (Form 3):** This form includes explanations/evaluations of each sub-standard according to maturity levels. It is prepared to be given to the organization and a copy is left to the organization after the exit interview.

- **Summary of Maturity Levels (Form 4):** Graded assessments of the seven standards by the assessment team are indicated. The grades are indicated as Maturity Levels 1-2-3-4-5. All maturity levels in each standard should be written in order, with a comma between them. It was prepared to be provided to the institution. A copy is left to the institution after the exit interview or sent by e-mail to the program manager.

- **Notice of Exit for the Program (Form 5):** Prepared to be read at the exit interview in a way that emphasizes the maturity levels of the program's standards, and written in spoken language.

- **Proposed Accreditation Decision (Form 6):** Completed by the Team Leader and submitted to HEPDAK within 3 days after the on-site visit.

HEPDAK	
PROGRAM EVALUATOR REPORT	
Institution	*(Name of the Evaluated Institution)*
Program	*(Name of the Program Evaluated)*
Visit Dates	
Evaluation Version Information	*Conducted according to HEPDAK General Standards.*
Team President	*(Name and Surname)*
Contact **Address/Information/Institution**	*(Cell Phone)* *(email)* *(Institution)*
Evaluator -1	*(Name and Surname)*
Contact **Address/Information/Institution**	*(Cell Phone)* *(email)* *(Institution)*
Evaluator -2	*(Name and Surname)*
Contact **Address/Information/Institution**	*(Cell Phone)* *(email)* *(Institution)*
Evaluator -3	*(Name and Surname)*
Contact **Address/Information/Institution**	*(Cell Phone)* *(email)* *(Institution)*
Student Evaluator	*(Name and Surname)*
Contact **Address/Information/Institution**	*(Cell Phone)* *(email)* *(Institution)*
INTERVIEWEES	*(You can add as many rows as needed)*
NAME SURNAME	**DUTY**

<table>
<tr><th colspan="3" align="center">HEPDAK
FORM 1- TRAINING PLAN ANALYSIS</th></tr>
<tr><td>Institution</td><td colspan="2"></td></tr>
<tr><td>Program</td><td colspan="2"></td></tr>
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HEPDAK Training Plan Categories	Self-assessment Table 3.2.7 Write the total hours and rates of each group of courses.	Evaluator Opinion Evaluate the total hours and rates of each group lesson and practice.[1]
Basic Science Courses		
Vocational Field Courses		
Other Courses		
Total theoretical hours		
Total laboratory hours[2]		
Total hours of practice[3]		

[1]*Nursing education covers 4600 hours of theoretical and clinical education. The duration of theoretical education is at least one-third of the total duration, and the duration of clinical education is half of the total education.*
[2]*As laboratories, nursing principles courses, basic sciences courses (if any), first-aid and communication course laboratories, etc. can be shown.*
[3]*Practices of vocational courses should be conducted in real environments (in the field) and should be included under the title of practice.*

Are the training plan requirements met in each of the following areas?	Yes	No.
The training program is designed to provide the competencies / competencies that a new graduate nurse should have.		
It was shown through a skills report card/portfolio/graduation exam that the training program provides graduates with the knowledge/attitude/skills that a nurse should have.		
This skills report card/portfolio/graduation exam prepared according to the characteristics of the graduate nurse is based on the knowledge and skills gained in the courses in the education program.		
Graduates are shown to have achieved the "program outcomes" specified in the education program.		

If "no" is checked in any of the above categories, please describe the Maturity Level in "Explanation of Maturity Levels - Form 3."

HEPDAK FORM 2-PROGRAM EVALUATION CHART							
SAR Version:							

Please write the maturity level in the relevant lines.	Previous Evaluation	Preliminary Foreca	Day 0	Exit Notification	Day 42	Consistency	HEAK
1. PROGRAM OBJECTIVES							
B.S.1.1. Program objectives should be identified, updated and published.							
B.S.1.2. It should be proven that program objectives have been achieved.							
2. PROGRAM OUTCOMES							
BS.2.1. The program should have program outcomes, which should be updated and published.							
OUTCOMES OF NURSING UNDERGRADUATE PROGRAM ***Graduating student in this program:***							
1.Has basic knowledge, attitudes and skills related to professional roles and functions.							
2. Accesses and uses scientific and up-to-date information about nursing.							
3.Applies nursing care in accordance with the nursing process based on evidence.							
4.Performs nursing practices in accordance with ethical principles and legal regulations.							
5.Uses information and care technologies in nursing practices.							
6. Communicates effectively with the individual/family/community and health care team members and works in cooperation.							
7. Takes responsibility in scientific research, projects and activities related to the field of nursing.							
8.Uses problem solving and critical thinking skills in nursing practice.							
9. Follows the developments in the field and shares them with colleagues using at least one foreign language.							
10. Continuously maintains professional and individual development by adopting lifelong learning.							
B.S.2.2. It should be proven that program outcomes have been achieved.							
STANDARD 3. TRAINING PROGRAM							
B.S.3.1. The training program model is defined and the program is structured according to the defined model.							
B.S.3.2. The content of the education program is structured to support the mission, objectives and program outcomes of the undergraduate nursing program.							
B.S.3.3. The credit definitions of the education program, based on student workload, specified in the National and European Credit Transfer System (ECTS) have been made.							
B.S.3.4. Laboratory practices should provide students with the knowledge, attitudes and skills expected of them.							
B.S.3.5. Clinical and field practices should provide the student with the knowledge, attitudes and skills expected from the student.							
B.S.3.6. Learning activities should be measured and evaluated with student-centered methods.							

B.S.3.7. There should be a program evaluation system that covers the structure, process and outcome components of the program.						
B.S.3.8. Students' extra-curricular learning should be recognized.						
STANDARD 4. STUDENTS						
B.S.4.1. Information on the number of students, admissions and students enrolled in the program should be monitored.						
B.S.4.2. Policies for student exchange programs should be defined and implemented in detail.						
B.S.4.3. An academic advising system for students should be established and operated.						
B.S.4.4.A career counseling system for students should be established and operated.						
B.S. 4.5. The institution/education program should include psychological counseling and guidance services for students.						
B.S.4.6. Students should be involved in the management of the education program.						
B.S.4.7. There should be an orientation program for students.						
B.S.4.8. Students' scientific, social, cultural and sportive activities should be supported.						
B.S.4.9. There should be a peer mentoring system for students.						
5. TEACHING STAFF						
B.S.5.1. The program should have a policy for staff development and a faculty staff appropriate to the nature of the education program.						
B.S.5.2. An orientation program should be organized for newly appointed and reassigned faculty members.						
B.S.5.3. The participation of academic staff in national and international scientific activities for their professional development should be supported.						
B.S.5.4. Faculty members should participate in training programs to improve their competence as educators.						
B.S.5.5. Teaching staff's teaching-learning performance should be evaluated regularly.						
6. PHYSICAL INFRASTRUCTURE						
B.S.6.1. The physical infrastructure and facilities of the educational environment in which the program is carried out should be of a quality that will achieve the program objectives and outcomes.						
B.S.6.2. Practice areas (laboratory, clinical and field practice areas) should have the infrastructure to provide students with the required knowledge, skills, attitudes and competencies.						
B.S.6.3. Recreational and social activity areas at the university where the program is affiliated should meet the needs of students, academic and administrative staff.						
7. EDUCATION MANAGEMENT						
B.S.7.1. The structure and functioning processes of the management and administrative units of the program are defined.						
B.S.7.2. The program should be managed by competent and leading managers.						
B.S. 7.3. The financial resources of the program should be planned and managed to ensure that the objectives and outcomes of the training program are realized.						
B.S. 7.4. The training institution should have an integrated information management and certification system.						

B.S. 7.5. The program should have a risk management system.						
B.S.7.6. There should be cooperation agreements between the educational institution and the institutions and organizations where the practice is carried out and the practices should be carried out within this scope.						
B.S. 7.7.The educational institution should have a system to support teaching and learning.						

HEPDAK
FORM 3- DESCRIPTION OF MATURITY LEVELS
(Send a copy of the exit meeting to the program manager or by e-mail).

Institution	*Write the name of the institution.*
Program	*Write the name of the program.*
Evaluator	*Write the name of the evaluator.*
Visit Dates	*Write the dates of the visit.*

NURSING DEGREE PROGRAM STANDARDS

1. Program Objectives

General Evaluation:
Write the text

Maturity level:
Write the maturity level

Program day 21 response
Write the text

Maturity level:
Write the maturity level

Standard 1. Program Objectives	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

2. Program Outcomes

General Evaluation:

Write the text

Maturity level:

Write the maturity level

Program day 21 response

Write the text

Maturity level:

Write the maturity level

Standard 2. Program Outcomes	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

3. Training Program

General Evaluation:

Write the text

Maturity level:

Write the maturity level

Program day 21 response

Write the text

Maturity level:

Write the maturity level

Standard 3. Training Program	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

4. Students

General Evaluation:
Write the text

Maturity level:
Write the maturity level

Program day 21 response
Write the text

Maturity level:
Write the maturity level

Standard 4. Students	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

5.Teaching Staff

General Evaluation:
Write the text

Maturity level:
Write the maturity level

Program day 21 response
Write the text

Maturity level:
Write the maturity level

Standard 5.Teaching Staff	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

6. Physical Infrastructure

General Evaluation:
Write the text

Maturity level:
Write the maturity level

Program day 21 response
Write the text

Maturity level:
Write the maturity level

Standard 6. Physical Infrastructure	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

7.Education Management

General Evaluation:
Write the text

Maturity level:
Write the maturity level

Program day 21 response
Write the text

Maturity level:
Write the maturity level

Standard 7. Education Management	
SUFFICIENT AREAS	**AREAS FOR IMPROVEMENT**

HEPDAK
FORM 4- SUMMARY OF MATURITY LEVELS

(Give a copy to the program manager or send it by e-mail at the exit meeting).

Institution	*Write the name of the institution.*
Program	*Write the name of the program.*

BACHELOR OF NURSING PROGRAM STANDARDS	**Write the maturity level in the relevant lines.[1]**				
	Previous Evaluation	Exit Notification	+42 Day Result	Consistency Result	HEAK Decision
1. Program objectives					
2. Program outcomes					
3. Education program					
4. Students					
5. Teaching staff					
6. Physical infrastructure					
7. Education management					

[1]*Definition of terms*

Maturity Level 1: No planning, defined process or mechanisms / practices / system.

Maturity Level 2: Planning (defined processes) / System in place, but no or partial implementation.

Maturity Level 3: There are practices covering the whole organization, and some results have been obtained from these practices. However, these results are either not monitored or are only partially monitored.

Maturity Level 4: The results of practices covering the entire organization are monitored and improved with the participation of relevant stakeholders.

Maturity Level 5: Internalized, systematic, sustainable, and exemplary practices.

In the Program Exit Notification to be read at the exit interview, first the identified Sufficient Areas and then the areas open for improvement should be indicated separately for all standards[1] (e.g., Standard 1: Sufficient Areas, areas open for improvement; Standard 2: Sufficient Areas, areas open for improvement).

The *maturity level 1,2,3,4,5* assessments for the standards should be read from the spoken text, with brief justification, at the time of notification of the standard number.

In particular, when describing *maturity levels*, the HEPDAK Assessment Standards should be referenced whenever possible, and the language of the standards should be used.

EXIT NOTIFICATION FOR THE PROGRAM

1. PROGRAM OBJECTIVES
  Sufficient Areas:
  Areas for Improvement:

2. PROGRAM OUTCOMES
  Sufficient Areas:

  Areas for Improvement:

3. TRAINING PROGRAM
  Sufficient Areas:

  Areas for Improvement:

4. STUDENTS
  Sufficient Areas:

  Areas for Improvement:

5. TEACHING STAFF
  Sufficient Areas:

  Areas for Improvement:

6. PHYSICAL INFRASTRUCTURE
Sufficient Areas:

Areas for Improvement:

7. EDUCATION MANAGEMENT
Sufficient Areas:

Areas for Improvement:

<table>
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FORM 6- PROGRAM ACCREDITATION DECISIONS - SHORT FORM
(To be filled in by the Team President)</td></tr>
</table>

Name of Institution			
Program Name	**End of Visit Suggestion[1]**	**Day 21 of the team Recommendation[2]**	**HEAK Decision[3]**
Score According to HEPDAK Standards-Based Grading (SBG) Tool			

[1]*Program evaluators will record the accreditation score for the program they evaluated in the "End of Visit Recommendation" column.*

[2]*Team Heads will fill in the "End of Visit Recommendation" and "+42nd Day Recommendation" columns on a single form for all evaluated programs, and submit this form to the HEAK Chair together with the "Draft Report."*

[3]*The "HEAK Decision" column will be used for HEAK decisions to be prepared by the HEAK Chair.*

EXPLANATION OF ACCREDITATION DECISIONS

The maturity level of each substandard is determined by the assessment team during the assessment process. During the assessment, a maturity level of "5" corresponds to a full score and a maturity level of "1" corresponds to the lowest score. In the accreditation process, the maturity level assessment to be obtained as a result of the evaluation of each substandard is made according to the scoring in Table 1.

Table 1. HEPDAK Standards-Based Grading Tool Scores

STANDARD	SCORE
Standard 1. Program Objectives	120 Points
Standard 2. Program Outcomes	150 Points
Standard 3. Training Program	340 Points
Standard 4. Students	100 Points
Standard 5. Teaching Staff	120 Points
Standard 6. Physical Infrastructure	80 Points
Standard 7. Education Management	90 points
TOTAL SCORE	1000

FULL ACCREDITATION-FA **(5 Years)**	It is awarded for 5 years if **800 points and above are obtained** according to the scoring in Table 1. Programs must receive at least 450 points out of 610 points from the "*Program Objectives, Program Outcomes and Training Program"* standards. Programs that do not receive 450 points in total standards cannot receive full accreditation even if their total score is 800 and above, and these programs are given conditional accreditation. from these
Conditional Accreditation-CA **(2 years)**	**(Interim Visit)** - This is the decision made for programs **that score between 651-799 points** according to the scoring in Table 1. Programs must score at least 450 points out of 610 points in "*Program Objectives, Program Outcomes and Training Program"* standards. Programs that receive conditional accreditation must have made improvements in standards with a maturity level of 3 or below after the interim evaluation in order to receive full accreditation.
Non-Accreditation - NA	A decision is made when a program **receives a score of 650 or below** according to the scoring in Table 1. This decision can be made after the first general evaluation of a program without accreditation or after a conditional accreditation evaluation of a program. This decision indicates that a program undergoing a first-time summative assessment lacks maturity in meeting the standards. If issued after a conditional accreditation evaluation, this decision indicates that a program with accreditation continues to have deficiencies in the maturity level identified. A program with less than 650 points and a decision not to accredit may apply for accreditation at the end of the second year following this decision.
For programs evaluated for the first time, please indicate the start year of the decision.	.../..../......

HEPDAK-EXPLANATIONS FOR THE POST-VISIT

The post-processing phase starts immediately after the evaluation team's visit to the institution. The postprocess is an important part of the program evaluation process and consists of the following stages.

- **Programs' 21st day Response:** If there are material errors in the exit notification provided to the institution for the evaluated programs, or if some improvements to the program have been implemented within the 21-day period following the institutional visit, the institution evaluating the programs may respond to the team leader within 21 days of the visit to correct these errors or indicate the improvements that have been implemented. The response should be provided electronically. If there is no response on the 21st day, it should be communicated electronically by the institution to the team leader.

- **Draft Report:** After each institutional visit, a draft evaluation report containing the primary findings and accreditation recommendations is prepared by the visiting teams and emailed to the HEPDAK Board Chair within 21 days of the institution's 21st day response. In the event of a 21st day response to the exit notification by the visited institution, corrections to the draft reports are made by the team leader, taking into account the opinions and suggestions of the relevant program evaluators to eliminate errors in the information collected during the institutional visit or provided by the institution at the beginning of the evaluation process.

- **Final Report: The** draft reports sent to the HEPDAK Board of Directors are submitted for HEAK approval after consistency and spelling checks. These approved reports become the final reports and are sent to institutions in May.

Keep the notes you took and the forms you completed during your work before and during the visit for a reasonable period after the visit. This will help you check the information in case the Head of Team or HEAK asks for your views again within a year after the visit.

HEPDAK
PROGRAM EVALUATION REPORT WRITING RULES

1. First, reports should use clear, understandable languages, <u>avoid long and complex sentences, and</u> prefer simple and short statements as much as possible.

2. Reports should be written in Times New Roman, 1.5 line spacing, justifying the text on both sides, leaving 2.5 cm margins, 12 point font size.

3. Reports should focus on Turkish grammar rules.

4. Care should be taken when using the words "campus" and " settlement" on the websites of the relevant institutions.

5. The name of the faculty should be written as it appears in the program's self-evaluation report and on its website. For example, this name may be written as "Faculty of Nursing," "Faculty of Health Sciences" and "School of Health." It should be ensured that the faculty name is written in the same way as it appears in the text.

6. Course names should be given in capital letters (such as HEM 202 Internal Medicine Nursing I) <u>as they are given in the course program.</u>

7. Possessive suffixes to non-private names and the suffixes following these suffixes (e.g., Our Advisory Board, Our Department) should not be separated by an apostrophe.

8. The first letter of the language names should be capitalized, but suffixes should not be separated by an apostrophe. For example, "The language of instruction in the department is English" should be written.

9. Capital letters should be used in board or commission names (e.g., Quality Commission).

10. The following examples should be considered when explaining these standards.

 EXAMPLE:

BS.1.1. Identifying, Updating and Publishing Program Objectives (BOLD and ITALIC)

BS.1.1. Program objectives should be defined, updated and published (ITALIC)

GENERAL EVALUATION FORMAT:

General Evaluation:

Text should be written in bold and without italics.

Maturity level: *(bold and italicized)*

Program day 21 response

Text should be written in bold and without italics.

Maturity level: *(bold and italicized)*

INTERIM EVALUATION FORMAT:

Interim Evaluation:

Text should be written in bold and without italics.

Maturity level: *(bold and italicized)*

Program day 21 response

The text should be written in bold without italics.

Maturity level: *(bold and italicized)*

HEPDAK Program Evaluator Report (Version 6.0-24.01.2024)