



Annual Report

Association for Evaluation and Accreditation of Nursing Education Programs

1. INTRODUCTION

This report presents the activities of the Association for Evaluation and Accreditation of Nursing Education Programs (HEPDAK) in 2022. The report is based on the principles and criteria in the Turkish Higher Education Quality Council's "Guidelines for the Authorization, Recognition and Monitoring of External Evaluation and Accreditation Bodies-2020" (version 2.1).

Preparatory work for the accreditation of nursing education was initiated in 2011 within the Nursing Education Association. HEPDAK completed its establishment in 2013, was recognized as an institution accrediting nursing undergraduate programs by YÖK on December 25, 2014, and was approved to receive a Registration Certificate with a validity period of 2 years. Later, the Registration Certificate was extended for 2 years until 25.12.2018, and finally, in the evaluation made by YÖKAK, it was decided to extend the registration period for 5 years until 2023 (<https://yokak.gov.tr/akreditasyon-kuruluslari/tescil-suresi-devam-edenler>).

Our association accredits undergraduate nursing programs approved by the Council of Higher Education in Turkey and the Turkish Republic of Northern Cyprus. As of the academic year 2021-2022, when the activities presented in this report took place, the number of existing undergraduate nursing programs is 176 and the number of programs graduating in this period is 147. It would be appropriate to make a brief explanation about the conditions of readiness of nursing undergraduate programs for accreditation in order to affect the application status for accreditation. In approximately 1/3 of the nursing undergraduate programs, the minimum conditions determined by the Council of Higher Education (YÖK) for the continuation of nursing education cannot be met. In a significant number of nursing undergraduate programs, there are significant deficiencies in terms of educational standards, especially the lack of faculty members. Therefore, the number of programs that have applied for accreditation and been accredited since 2015 has not yet reached the desired level. However, the inclusion of "the number of accredited programs" in YÖK's criteria for evaluating universities, the indication of accredited programs in the ÖSYM guide, the quality improvement activities carried out by YÖKAK in universities and the informative activities of HEPDAK increase the interest of nursing programs in the subject.

Since 2020, there has been a significant increase in the number of programs applying for accreditation. In the 2021-2022 period, 11 nursing programs were accredited (7 for general evaluation, 3 for interim evaluation, 1 for re-general evaluation). In the 2022-2023 period, accreditation applications of 18 programs were accepted and 14 programs were visited with the decision of HEAK after the preliminary examination.

2. INSTITUTIONAL INFORMATION

a. Mission, Vision and Quality Policy

The mission of HEPDAK is to be the assurance of quality and innovation in the development of nursing science, education, care and public health by evaluating and monitoring undergraduate and graduate nursing education programs in line with continuously developed standards.

HEPDAK's vision In Turkey Nursing education The strategic plan for the 2020-2024 period, which includes HEPDAK's performance indicators, was published on its website (https://www.hepdak.org.tr/doc/hepdak_stratejik_plan.pdf).

The strategic goals and objectives of HEPDAK in line with its mission and vision are as follows:

Strategic Objectives

1. Continuous Improvement of Nursing Education

To disseminate the quality assurance system in nursing education institutions and support the continuous improvement of nursing education

Target 1.1. To increase the number of accredited programs

Target 1.2. To ensure continuous improvement of education programs

2. Continuous Improvement of Accreditation Processes

Objective 2: To be a reliable institution in the accreditation and evaluation of nursing education programs

Target 2.1. To improve HEPDAK evaluation processes

Objective 2.2. Ensure a safe assessment process

Objective 2.3. Meeting the learning needs of educational institutions

Objective 2.4. Meeting the learning needs of evaluators

3. Collaboration with Stakeholders

Objective 3: To continue efforts to improve nursing education and assessment processes in collaboration with stakeholders

Target 3.1. To be a supportive stakeholder of nursing education institutions

Target 3.2. To cooperate with professional associations

Target 3.3. To cooperate with international organizations related to accreditation

4. HEPDAK's recognition

Objective 4: To provide opportunities for collaboration with national and international quality agencies and to increase HEPDAK's recognition

Target 4.1. To work for international recognition

Target 4.2. To work with national accreditation organizations (organizing meetings, participating, being a speaker)

The tables below show the achievement of HEPDAK's strategic goals and objectives. The red letters in the table indicate the targets that could not be achieved. Detailed explanations about the achievement of the objectives are included in the report.

Objective 1-Continuous Improvement of Nursing Education

Targets	HEPDAK Strategic Objectives and PG: 1.1, 1.2	2020-21 target value achieved (PG/GD)	2021-22 target achieved value (PG/GD)
Accredited program to increase the number of	1.1.1. New applicant organization Number of	7/11	10/ 14
	1.1.2. Newly accredited number of programs	5/0 Only accredited programs visited due to pandemic	8/ 7
	1.1.3. Accredited program ratio (total)	7%/7.9% (11 prog)	%9/ %12.2 (18 prog)
	1.1.4. Institution promotion number of programs participating in trainings	20/40	30/63
	1.1.5. Institutional trainings number of participating faculty members	40/130	55/152
Training prog. continuous to ensure that they improve	1.2.1. Number of good practices	3/3	4/4
	1.2.2. General average number of weaknesses reported after assessments	18/15.40	16/13.25
	1.2.3. Evaluators Satisfaction rate with HEMESIS	4.2/ 4.5	4.4/ 4.6

Objective 2- Continuous Improvement of Accreditation Processes

	HEPDAK Strategic Goals and PG: 2.1.; 2.2	2020-21 target value achieved (PG/GD)	2021-22 target value achieved (PG/GD)
HEPDAK evaluation improve processes	2.1.1.1. number of updates	0/0 Because it's new no update available	2/1
	2.1.2. Institutions Satisfaction with HEMISIS score (1-5)	4.1/4.63	4.2/ 4.6
	2.1.3. Evaluation for processes from evaluators average recommendation	9/8.8	9/8
	2.1.4. Evaluation from their institutions for the processes average incoming suggestion	11/11	11/10
	2.1.5. According to D4 recommendations made in the process number of updates	1/1	1/1
	2.1.6. According to D4 recommendations number of standard updates	1/1	1/1
Ensure a safe assessment process	2.2.1. Team leaders performance score (1-4)	3.7/4.0	3.7/3.9
	2.2.2. Intra-team for program evaluators in evaluations performance score (1-4)	3.6/3.8	3.6/3.7
	2.2.3. Organizations, team satisfaction with members (1-4)	3.6/3.6	3.6/3.9
	2.2.4. Value of institutions. satisfaction with the process (1-4)	3.7/3.7	3.7/3.8
	2.2.5. Consistency and HEAK number of changed decisions	18/21	15/16

	HEPDAK Strategic Goals and PG 2.3; 2.4	2020-21 target value achieved (PG/GD)	2021-22 target value achieved (PG/GD)
Education institutions learning requirements meet	2.3.1. Participants' organization introductory training satisfaction (1-5)	4.4/4.6	4.5/4.6
	2.3.2. Educational institutions counseling service satisfaction (1-5)	4.3/4.7	4.4/4.7
	2.3.3.3. Number of Counseling sessions	4/3.5	4/5
Evaluators learning requirements meet	2.4.1. Number of academics participating in evaluator training	30/28	40/40
	2.4.2. Update training for	1/1	1/1

	former evaluators		
	2.4.3. Number of student evaluator training participants	15/24	20/31
	2.4.4. Update training for students	1/1	1/1
	2.4.5. Evaluators satisfaction with trainings (1-5)	4.3/ 4.7	4.4/4.7

Objective 3- Cooperation with stakeholders

HEPDAK Strategic Goals and PG: 3.1		2020-21 target value achieved (PG/GD)	2021-22 target value achieved (PG/GD)
To be a supportive stakeholder of nursing education institutions	3.1.1. Number of stakeholder meetings held with applicant institutions	1/1	1/1
	3.1.2. Number of meetings with evaluators	1/1	1/1
	3.1.3. Number of meetings held with student evaluators	1/1	1/1
	3.1.4. Number of meetings held with institutions visited	1/1	1/1

HEPDAK Strategic Objectives and PG: 3.2.; 3.3		2020-21 target value achieved (PG/GD)	2020-21 target value achieved (PG/GD)
Cooperation with professional associations	3.2.1. Number of attendance at professional association meetings	6/3	7/3
Cooperation with national and international organizations related to accreditation	3.3.1. Number of HEPDAK evaluators working as evaluators in international agencies	1/1	1/1
	3.3.2. International agencies where HEPDAK evaluators work	1/2	1/2

Objective 4-Recognition of HEPDAK

HEPDAK Strategic Goals and PI: 4.1; 4.2; 4.3		2020-21 target value reached (PG/GD)	2021-22 target value reached (PG/GD)
	4.1.1. International number of memberships to accreditation organizations	1/2	2/2
International recognition to carry out studies for	4.1.2. International participation in meetings of accreditation bodies	4/5	6/9

	4.1.3. International Number of exchange programs with accreditation bodies	1/1	1/0
National accreditation working together with organizations (organizing meetings, participating, being a speaker)	4.2.1. YÖKAK and relevant national Number of participants in meetings of accreditation agencies	4/9	4/5

Quality Policy of HEPDAK

HEPDAK, own Quality assurance system defining and below listed in quality policy is available at (<https://www.hepdak.org.tr/kalite-politikasi>).

I. Aiming to improve the quality of nursing education in Turkey, HEPDAK has adopted the principle of continuous improvement of nursing education by fulfilling the requirements of continuous improvement and quality philosophy in its work. HEPDAK has a quality policy to keep the quality of its services at the highest level and to ensure its continuity.

II. The core values of accreditation are learning, community, responsibility, integrity and continuous improvement. In line with these core values, HEPDAK provides services that will contribute to and improve all stakeholders. It uses feedback mechanisms to develop and monitor the values. HEPDAK focuses on ensuring that all services it provides benefit the institution and then the society, conducting its services with a holistic perspective, and continuous improvement with the feedback it receives.

III. All members participating in the accreditation process establish relationships based on respect and trust with all institutions and their employees with whom they communicate and cooperate during the service they provide.

IV. HEPDAK ensures continuous improvement by operating internal and external feedback mechanisms. It creates learning opportunities within itself or in similar organizations for the continuous learning of all members participating in the process and encourages them to participate. It ensures that members are aware of their own potential and provides support for their learning needs.

V. In order to achieve the highest level of service, it is important to develop cooperation in order to achieve success. Therefore, HEPDAK seeks and develops cooperation opportunities with national and international organizations. The sustainability of the cooperation depends on its compatibility with the goals of the respective organizations, their expertise, mutual information sharing, collaboration, and mutual respect, cooperation and openness.

VI. Those involved at every stage of the accreditation process are accountable to stakeholders. All members are experts in their fields and conduct their work according to a high level of ethical principles that are open and accountable. Therefore, they demonstrate professional behavior by avoiding conflicts of interest within the framework of the HEPDAK Code of Ethics. HEPDAK is responsible for information and accountability for all its activities, especially accreditation activities.

b. Organization Structure

HEPDAK Executive Board, consists of 5 members of the Board of Directors and 3 members of the Audit Board. The 4th Ordinary General Assembly of HEPDAK was held on October 20, 2022. Members of the Board of Directors and Audit Board are available at (<https://www.hepdak.org.tr/kurul-ve-komisyenlar>). HEPDAK General Assembly consists of the members of the association. According to HEPDAK Bylaws (Article 3), the conditions for membership are as follows:

- a) Real persons who have the capacity to act,
 - b) Being a member of HEPDAK Nursing Education Programs Accreditation Board or commissions or
 - c) To have taken part in the evaluation team at least twice in HEPDAK and similar national or international organizations that evaluate nursing programs
 - d) Provided that they have taken part in HEPDAK Commissions,
2. Public and private legal entities that will support the objectives of HEPDAK through their purposes and activities
3. Nursing undergraduate/graduate students who are members of the commissions or who have received evaluator training can become HEPDAK members with the decision of the Executive Board.

In addition, public and private legal entities that will support HEPDAK's objectives and activities may become members of the association (https://www.hepdak.org.tr/doc/a1_v3.pdf).

The number of active members of HEPDAK is 50 (<https://www.hepdak.org.tr/uye-listesi>).

In order to fulfill its responsibilities in accordance with its mission and objectives, HEPDAK continues its work with a rich stakeholder participation in boards and commissions. In 2022

Some changes were made in the organizational structure of HEPDAK with the dissolved and newly established commissions. A Continuous Improvement Commission was established to monitor and improve HEPDAK's activities in line with its strategic plan and goals. In the meantime, the duties and responsibilities of the Program Evaluation and Monitoring Commission, the Education Commission and the Continuous Improvement Commission were reviewed. With the decision taken by the Board of Directors on 28.11.2022, the Program Evaluation and Monitoring Commission was dissolved due to conflicts in duties, powers and responsibilities, and the duties, powers and responsibilities it carried out in the past were transferred to the Continuous Improvement Commission and the Education Commission. In the future, it is planned that the HEPDAK Executive Board will hold regular meetings with the Continuous Improvement Commission, the Standards Setting and Monitoring Commission, the Education Commission and the International Relations Commission. The first of the semi-annual meetings of the HEPDAK Executive Board with all commissions was held on 02.12.2022. At the meeting, it was decided that each commission will share with the other commissions what they have done in the past six months and what they have planned for the next six months. With the semi-annual information meetings to be held with the commissions, it will be possible to monitor the unachieved performance indicators of all commissions more closely and to make new plans for unachieved targets.

In addition, with the decision of the Board of Directors dated 08.12.2022, the Advisory Committee was appointed to advise the HEPDAK Executive Board. Board has been established. You can access the current lists of HEPDAK boards and commissions (<https://www.hepdak.org.tr/kurul-ve-komisyonlar>) and

HEPDAK

The Organization Chart is available on the web page (https://www.hepdak.org.tr/doc/hepdak_org_sema.pdf).

The decisions required in the evaluation processes of nursing education programs are taken by the Nursing Education Programs Accreditation Board (HEAK), the independent body of the association. A total of 13 members of HEAK consist of representatives from different institutions and sectors: These representatives are seven (7) faculty members from different higher education institutions and different departments, two (2) executive nurses (one each from the University, Ministry of Health and Private Hospitals), one (1) nurse working in health institutions, one (1) student from faculties/schools, one (1) representative from Turkish Nurses Association and Nursing Education Association and one (1) community representative (<https://www.hepdak.org.tr/kurul-ve-komisyonlar>).

Care is taken to ensure that all relevant stakeholders and sectors are represented in the formation of HEPDAK's boards and commissions. In addition to educators from different universities, sectors and professional organizations, employers, students and graduates are represented at different levels in HEPDAK boards and commissions. The number of members serving in boards and commissions is 69. The proportion of members (7/69), including 3 student representatives other than nurse academicians, is 10.1% in our boards and commissions (<https://www.hepdak.org.tr/kurul-ve-komisyonlar>).

HEPDAK Economic Enterprise was established in 2017 to carry out the financial affairs of the Association. Since then, all financial transactions of the Association are carried out by this enterprise under the Board of Directors. HEPDAK Economic Enterprise is managed by a business manager appointed by the Board of Directors. After the 4th General Assembly of HEPDAK, Assoc. Prof. Dr. Gülsüm Nihal Çürük, who is the Treasurer of the Association, is also the Business Manager of HEPDAK Commercial Enterprise.

HEPDAK's total income from the activities of the Association and the Economic Enterprise in 2022 was 610,625.85 TL, taxed gross interest income was 6,067.53 TL, and total expenses were 394,633.30 TL. The income-expenditure difference of HEPDAK Economic Enterprise in 2022 was 221,971.88 TL.

3. ACTIVITIES

a. Accredited Program Information

Eighteen programs applied to HEPDAK to be accredited in 2021-2022. The application of one of these programs was rejected due to insufficient number of faculty members, and one of them was rejected after preliminary examination. In the 2021-2022 evaluation period, the number of programs that entered the evaluation process was 16. Thus, the highest number of applications and acceptances has been reached since HEPDAK started accreditation. Of the 18 programs that applied for accreditation in the 2021-2022 period, one was a re-general evaluation, three were interim evaluation applications and were previously visited programs. The number of programs applying for accreditation for the first time is 14. The accreditation process of 5 of the programs that applied in the 2021-2022 period was postponed to the 2022-2023 period due to pandemic conditions. Therefore, the total number of programs evaluated in the 2021-2022 period was 11, which is the highest number of programs evaluated by HEPDAK since it started accreditation.

In addition, a two-day complementary on-site visit was carried out between 9-13 May 2022 to 4 programs that were remotely evaluated due to the pandemic in the 2020-2021 period. Before the complementary visit, institutions submitted their progress reports to HEPDAK until January 1, 2022.

Since the accreditation of 4 of the 11 programs evaluated continues from previous years, the number of newly accredited programs in 2021-2022 is 7. In the HEPDAK Strategic Plan, the performance indicators for this period are 10 for "number of institutions newly applying for accreditation in 2021-2022", 8 for "number of newly accredited programs", and 8 for "total accredited program ratio". for 2022 is set at 9%. The number of new applicant institutions (14) and the total number of accredited programs (12.2%) are above the 2022 target values and the YÖKAK accreditation rate. In the number of newly accredited programs, although the target set in the 2022 indicator (8) was very close, the target was not reached (https://www.hepdak.org.tr/doc/hepdak_stratejik_plan.pdf).

One of the programs whose accreditation application was not accepted after the preliminary review appealed the decision. The program's appeal application was discussed at the HEPDAK Executive Board, then a three-person appeal committee was established and approval was obtained from the program director regarding the conflict of interest/conflict of interest regarding the appeal committee. After the approval, the Appeals Committee reviewed the report of the preliminary review committee, the HEAK report, the program's responses to the appeal, and the program's PDR. After the review, the Appeal Commission informed HEPDAK of its decision not to visit the program in line with the HEAK decision. HEPDAK Executive Board reviewed the decision of the Appeal Committee and the decision was notified to the program by HEPDAK and the appeal process was completed.

HEPDAK's accreditation information between 2015 and 2022 is given in the table below.

ACCREDITATION INFORMATION BY YEAR

Year	Number of programs applied	Number of new applicant (NAP) programs	Number of new accredited programs	Total number of accredited programs
2015-2016	3	3	3	3
2016-2017	1	1	1	4
2017-2018	5	3	2	6
2018-2019	5	4	3	8
2019-2020	6	4	3	11
2020- 2021	16	11 New applications were not evaluated due to the pandemic	-	11
2021-2022	18	14 7 were accepted, 5 were postponed to the following year. 2 were not evaluated.	7	18
2022-2023	18	15 All new applications have been accepted.	The process is ongoing.	

b. Evaluator Trainings

HEPDAK program evaluators must have completed the evaluator training program provided by HEPDAK in order to take part in the visit processes. To this end, between 2015 and 2022, HEPDAK organized 13 "Program Evaluator Training Workshops" for the training of program evaluators, including five student evaluator trainings (<https://www.hepdak.org.tr/degerlendirici-egitimi-calistayi>, <https://www.hepdak.org.tr/ogrenci-degerlendirici-egitimi-calistayi>). In these trainings, a total of 225 participants, 121 academics and 94 students, were trained. As of 2022, the total number of active evaluators of HEPDAK is 151 (96 faculty members and 64 student evaluators). In 2022, two evaluator trainings were organized, one for students (31) and one for faculty members (40).

In 2022, 71 evaluators were recruited to the HEPDAK evaluator pool through two trainings. In 2022, there was a 52.98% increase in the number of evaluators.

Faculty Member Evaluator Training Workshop: June 1; June 23-24, 2022, Online Training

The aim of the workshop is to provide HEPDAK assessors with the knowledge, attitudes and behaviors to make reliable, consistent and appropriate decisions in the accreditation process. Based on the feedback received from the previous year's evaluator trainings and the experiences gained from the training process, the expected competencies and objectives of the training were updated before the training. The content and teaching methods of the evaluator training program were re-planned according to these updates. (https://www.hepdak.org.tr/doc/degerlendirici_egitim_8/program.pdf)

The "Faculty Member Evaluator Training Workshop" was organized in three phases in 2022. The training was scenario-based with a draft Self-Assessment Report (SRA) designed within the framework of the standards.

The first phase was held on June 1, 2022 as a half-day program with presentations on "HEPDAK standards, evaluation processes, behavioral dimensions and ethical principles, evaluation team responsibilities and report writing".

The second phase; the preliminary preparation process between June 2-16, 2022, was designed as a simulation of the evaluation processes, asynchronously, with pre-reading and studying the standards with team chairs. In this process, the participants were divided into eight groups of five people each, and senior evaluator faculty members who had previously served as team chairs were appointed as team chairs for each team.

The third phase was conducted interactively on June 23-24, 2022 with scenario-based activities based on pre, during and post-visit processes, group work and presentations with benchmarking/consistency activities. The training was organized in a format where the participants experienced each step of the evaluation process, from the pre-inspection to the exit notification after the on-site visit. Prof. Medine Yılmaz was in charge of the training program. A total of 49 evaluator candidates from 29 different programs participated in the workshop. 9 of the participants were evaluators who had previously worked as evaluators and participated in the workshop to conduct interactive group work, moderating and updating their own training. Participants of the workshop 40 new evaluator candidate teaching member

(https://www.hepdak.org.tr/doc/degerlendirici_egitim_8/katilim-listesi.pdf). The target set in the HEPDAK Strategic Plan for participation in academic evaluator training for 2022 is 40. The indicator target for 2022 has been achieved (actual 40). The satisfaction rate of the faculty evaluators who participated in the training is 4.71.

Student Evaluator Training: February 5-6, 2022, Online Training

HEPDAK organized an online "Student Evaluator Training Workshop" on February 5-6, 2022 (https://www.hepdak.org.tr/doc/ogrenci_egitim_5/program.pdf). Training

A total of 31 students from 16 nursing programs participated. Student evaluators are selected through accredited nursing programs considering the criteria determined by HEPDAK. In the student evaluator training, it was aimed to familiarize the candidates with HEPDAK and the evaluation process, to improve their evaluation process skills and behaviors, and to improve their report writing skills. On the first day of the two half-day training, presentations on HEPDAK standards and evaluation processes were made. On the second day, students conducted group work and then made group presentations in online sessions. Participants were divided into 3 groups according to the standards for which the students were responsible, and each group was led by a mentor student who had been an evaluator before. At the same time, an educator faculty member participated in the groups as an observer and gave feedback to the group during the presentation of the group work. The responsibility of the training program was carried out by Prof. Medine Yılmaz.

In the HEPDAK Strategic Plan, the number of student evaluator candidates targeted to participate in the student evaluator training for 2022 is 30. As a result of the training, the indicator target was achieved (actual 31). The satisfaction rate of the student evaluators who participated in the training is 4.72.

The targets set in terms of indicators for expanding the pool of both student and faculty evaluators have been realized.

The evaluator trainings conducted by HEPDAK in 2022 are given in the table below.

HEPDAK 2022 Evaluator Training Workshops (conducted online)

Education Student	Date	Number of Participants
Evaluator Training Workshop	February 5-6	31
Faculty Member Evaluator Training Workshop	June 1-23-24 June	40

c. Information Trainings

Education Workshop for Institutions

The administrators and instructors of nursing education programs planning to apply to HEPDAK for accreditation are provided with informative trainings on HEPDAK standards and program evaluation process. For this purpose, a total of 10 training workshops were held for institutions between 2015 and 2022 (<https://www.hepdak.org.tr/kurumlar-icin-egitim-calistayi>).

The following topics are addressed in HEPDAK's training workshop meetings for institutions;

*Introduction of HEPDAK and information about accreditation of nursing undergraduate programs

*Basic concepts in HEPDAK accreditation

*HEPDAK evaluation standards and descriptions

*Implementation of the output-oriented continuous improvement approach in standards to nursing undergraduate programs

*Evaluation process, accreditation preparations of faculties and departments

*Preparation of self-assessment reports

*Institutional visits by evaluation teams

HEPDAK's 2022 training workshop for institutions was held online on October 15, 2022 (https://www.hepdak.org.tr/doc/kurumlar_egitim_10/program.pdf).

A total of 152 people from 63 institutions participated in the training for institutions. Compared to previous years, there was an increase in the number of institutions and individuals participating in the training workshop for institutions. In the HEPDAK Strategic Plan for 2022, the performance indicator "number of institutions participating in introductory training" is 40 and the performance indicator "number of people participating in training" is 40. indicator 55 person as

(https://www.hepdak.org.tr/doc/hepdak_stratejik_plan.pdf). The strategic targets set for both indicators were exceeded. Both the participation from different institutions and the fact that the number of participants exceeded the targeted values indicate an increase in the interest and desire of nursing programs in the accreditation process. This situation, which is pleasing, is also considered as a positive development in terms of the recognition of HEPDAK. The satisfaction rate of the institutions participating in the training was 4.66. The strategic plan target for 2022 is 4.5. Thus, the target for 2022 was realized.

Counseling Practice

HEPDAK has started consultancy support the preparation processes of programs applying for accreditation since 2021. In the 2021-2022 period, consultancy services were provided to 11 programs whose accreditation applications were accepted every two weeks between March and July 2022. given Consultant pool HEPDAK's Team presidents/experience which is senior evaluators. Faculty members who advised a program were not assigned to the evaluation team of the program they advised during the evaluation process. The consultancy meetings were conducted online on the appropriate day and time for both parties, with an average of one-hour meetings. The chair of the accreditation commission and the appropriate faculty members from the programs attended these meetings. The institution sends the topics/questions that it wants to be discussed in the meetings to the advisor before the meeting. In this process, a "Consultants WhatsApp Group" was established to ensure harmony among the consultants in terms of the information provided, and some questions and answers from the programs were shared through this group. After the visits were completed, the satisfaction of the programs with the consultancy service was assessed. The survey results showed that the satisfaction of the programs with the consultancy service was quite high (4.72 on a 1-5 scale). According to this result, the target of "satisfaction rate of educational institutions with the consultancy service (2022 target - 4.4) in the HEPDAK Strategic Plan was achieved. In addition, the average number of consultancy sessions provided by consultants to educational institutions in 2021-2022 is 5.5. In this value, HEPDAK strategic

(4), which is above the "Average number of counseling sessions provided to educational institutions" in the plan. In 2022-2023, HEPDAK provided consultancy services to 18 programs whose applications were accepted.

Information Trainings on HEPDAK Activities

HEPDAK Executive Board members Prof. Dr. Dilek Özmen, Prof. Dr. Ayla Bayık Temel, Assoc. Dr. Fatma Orgun and HEPDAK member and Standards Setting and Development Commission Member Assoc. Dr. Sergül Duygulu made presentations on HEPDAK activities and education and training processes in nursing undergraduate programs (https://www.hepdak.org.tr/doc/egitim_etkinlikleri/faaliyet-2022.pdf).

Other activities attended on behalf of HEPDAK are listed below:

- I. Prof. Dr. Gülseren Kocaman and Prof. Dr. Dilek Özmen, representing HEPDAK, attended the Accreditation Bodies Meeting held by Prof. Dr. Muzaffer Elmas, President of YÖKAK on January 17, 2022.
- II. Prof. Dr. Gülseren Kocaman and Prof. Dr. Dilek Özmen participated in the online meeting themed "Higher Education in a Transforming World" held on 17.01.2022 with the participation of national accreditation bodies, where experiences were shared about institution-specific practices on change management.
- III. Prof. Dr. Gülseren Kocaman, Prof. Dr. Ayla Bayık Temel and Prof. Dr. Dilek Özmen attended the "Quality and Accreditation Seminar in Higher Education" meeting held online on 22 February 2022 by Prof. Dr. Muzaffer ELMAS, Rector of Kocaeli Health and Technology University.
- IV. Prof. Dr. Ayla Bayık and Assoc. Prof. Dr. Gülsüm Nihal Çürük attended the conference titled "Career Options in the Pharmaceutical and Biomedical Industry" organized online on 27 May 2022 by the International Activities Development Working Group of the Association for Evaluation and Accreditation of Pharmacy Education Programs (ECZAKDER).
- V. Prof. Dr. Gülseren Kocaman and Prof. Dr. Dilek Özmen participated in the online meeting titled "Use of Future Scenarios in Change Management" presented by Prof. Dr. Elif Çepni on 12.09.2022 as the second series of Quality Meetings organized by YÖKAK (<https://yokak.gov.tr/yokak-kalite-bulusmalarinda-ikinci-etkinlik-degisim-yonetiminde-gelecek-scenariosinin-kullanimi-b-363>).
- VI. HEPDAK took part as one of the five collaborating organizations in the 7th International 18th National Nursing Congress hosted by Necmettin Erbakan University Faculty of Nursing between 23-25 September 2022 (<https://hemsirelikkongresi.org/kurul.php>). The main theme of the congress was "**Managing Change in Nursing: New World, New Challenges, New Pathways**". Prof. Dr. Gülseren Kocaman and Prof. Dr. Dilek Özmen took part in the congress.
- VII. HEPDAK participated in the Turkish Qualifications Framework International Conference The two-day Turkish Qualifications Framework International Conference was held in Istanbul on 26-27 October 2022 within the scope of the TUYEP project, which aims to implement the Turkish Qualifications Framework and provide the labor market with a qualified workforce. Upon the invitation of the TUYEP project, HEPDAK Board Member Assoc. Prof. Dr. Fatma Orgun attended the meeting on behalf of HEPDAK.

WEBINAR Events

1. "**Good Practice Examples in Nursing Education: Assesment and evaluation**" webinar was held on March 15, 2022. In the meeting moderated by Prof. Dr. Gülseren Kocaman, Prof. Dr. Ebru Akgün Çıtak, faculty member of Başkent University Faculty of Health Sciences, Department of Nursing, and Assoc. Prof. Dr. Serpil İnce, faculty member of Akdeniz University Faculty of Nursing, presented the practices in measurement and evaluation processes in their institutions. The meeting was attended by 402 faculty members from different universities in Turkey. The webinar was viewed 208 times on the HEPDAK youtube page (<https://www.youtube.com/watch?v=SxLWLhF6fTE>).
2. "**Accreditation Journey in Nursing Education Programs: Challenges-Achievements**" webinar was organized to share different experiences related to accreditation processes.

The meeting was held on March 23, 2022 with the participation of administrators from institutions. In the meeting moderated by Prof. Dr. Dilek Özmen, Prof. Dr. Ayşegül Dönmez, Dean of Ege University Faculty of Nursing, Prof. Dr. Azize Karahan, Head of Nursing Department of Başkent University Faculty of Health Sciences, and Assoc. Dr. Tülin Yıldız, Director of Tekirdağ Namık Kemal University School of Health, shared their presentations on the difficulties faced by their institutions in the accreditation process and the contributions of the accreditation process to the institution, students, faculty and the institution. The meeting was attended by 341 academic staff from different universities in Turkey. The webinar was viewed 192 times on HEPDAK youtube page (https://www.youtube.com/watch?v=6gJUMWW9N_Y&t=150s).

3. "Why Should Nursing Programs Monitor Their Graduates?" Webinar was held on April 21, 2022 to draw attention to the educational program objectives from HEPDAK standards. In the meeting moderated by Prof. Dr. Ayla Bayık Temel, Ondokuz Mayıs University Faculty of Health Sciences Faculty Member and HEPDAK evaluator Prof. Dr. Özen Kulakaç and graduate student Fatih Dilek shared their views on graduate follow-up. The meeting was attended by 155 people via the zoom platform. The meeting was viewed 145 times on the HEPDAK youtube page (<https://www.youtube.com/watch?v=1gM75nsUgp0&t=6s>).

4. "Program Evaluation in Nursing Education" webinar aimed to inform nursing programs about program evaluation from HEPDAK standards. The webinar was held on November 10, 2022. Moderated by Assoc. Prof. Dr. Fatma Orgun, the webinar was attended by Assoc. Prof. Dr. Ayşe Hilal Batı, Faculty Member of Ege University Faculty of Medicine, Department of Medical Education, "Program Evaluation Process, Approaches and Models" and Ege University Faculty of Nursing, Department of Teaching in Nursing, Assoc. Assist. Gülsüm Çonoğlu participated with her speeches titled "A Roadmap for Program Evaluation in Nursing Education". The meeting was attended by 273 faculty members via Zoom platform and was viewed 85 times on the HEPDAK youtube page (<https://www.youtube.com/watch?v=p4dcGYS3umI>).

d. International Activities

I-HEPDAK's Membership in International Accreditation Organizations (CEENQA and INQAAHE):

Since 2018, HEPDAK has been an observer in the Central and Eastern European Network of Quality Assurance Agencies (CEENQA) and has been a full member since May 18, 2020.

In addition, HEPDAK's membership application to The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was accepted in 2021. Since 2021, HEPDAK has been a member of two International Accreditation Organizations.

In 2022, HEPDAK participated in the general assemblies or meetings of CEENQA and INQAAHE (<https://www.hepdak.org.tr/uluslararasi-meetings>). These activities are summarized below:

II- CEENQA Activities HEPDAK Participated in 2022

In 2022, HEPDAK participated in CEENQA's annual general assembly and workshop and four sharing meetings.

Participation in CEENQA General Assembly and Workshop (September 23-24, 2022)

HEPDAK was represented by Assoc. Prof. Dr. Fatoş Korkmaz, Head of the International Relations Commission, at the CEENQA Annual General Assembly and Workshop hosted by the Association for Evaluation and Accreditation of Teacher Education Programs in Turkey (EPDAD) in Istanbul on 23-24 September 2022.

CEENQA Sharing Meeting - 9 (March 16, 2022)

Prof. Dr. Ayla Bayık Temel, Assoc. Prof. Dr. Fatoş Korkmaz and Assoc. Prof. Dr. Merlinda Aluş attended the meeting on behalf of HEPDAK.

CEENQA Sharing Meeting - 10 (May 18, 2022)

Prof. Dr. Ayla Bayık Temel, former Chair of the International Relations Commission, attended the meeting on behalf of HEPDAK.

CEENQA Sharing Meeting - 11 (July 20, 2022)

Prof. Dr. Ayla Bayık Temel, former Chair of the International Relations Commission, attended the meeting on behalf of HEPDAK.

CEENQA Sharing Meeting - 12 (November 16, 2022)

Prof. Dr. Ayla Bayık Temel and Assoc. Prof. Dr. Fatoş Korkmaz, members of the International Relations Commission, attended the meeting on behalf of HEPDAK.

III- INQAAHE Activities HEPDAK Participated in 2022

HEPDAK participated in two webinars and the annual General Assembly organized by INQAAHE in 2022, and also contributed to the INQAAHE 2022 newsletter.

Contribution to INQAAHE 2022 Bulletin: In the 3rd Bulletin of 2022 published by INQAAHE, of which HEPDAK is a member, explanations about the webinar program held by HEPDAK on April 21, 2022 on "Why Should Nursing Programs Monitor Their Graduates? Alumni and Faculty Member Opinions" webinar program held by HEPDAK on April 21, 2022 (<https://mailchi.mp/inqaah.org/inqaah-newsletter-q2-9178197>).

INQAAHE Webinar 2022 - 2 (May 24, 2022)

The second webinar of 2022, organized by INQAAHE in collaboration with the National Accreditation Council of Colombia (CNA) and Red Iberoamericana para el Aseguramiento de la Calidad en la Educación Superior (RIACES), was held on 24 May 2022. Prof. Dr. Ayla Bayık Temel and Assoc. Prof. Dr. Sergül Duygulu attended this meeting representing HEPDAK.

INQAAHE 2022 General Assembly Meeting (May 25, 2022)

Prof. Dr. Ayla Bayık Temel, Assoc. Prof. Dr. Fatoş Korkmaz, Assoc. Prof. Dr. Imatullah Akyar attended the INQAAHE General Assembly meeting on 25 May 2022 with full member status.

INQAAHE Conversations Webinar Meeting (November 16, 2022)

Prof. Dr. Ayla Bayık Temel and Assoc. Prof. Dr. Fatoş Korkmaz participated in the webinar on Quality Assurance of Distance and Blended Education in Higher Education - South African Experience organized in cooperation with the Southern African Quality Assurance Network (SAQAN) and INQAAHE.

In addition, our International Relations Commission Chair Assoc. Prof. Dr. Fatoş Korkmaz submitted a letter of proposal to INQAAHE for the INQAAHE Conference 2025 to be organized by HEPDAK in Turkey.

HEPDAK will take part in the Organizing Committee of the 5th Asian Congress in Nursing Education (5th ACINE). The fifth congress will be held in Turkey in November 2023. A speech will be delivered on behalf of HEPDAK at the 5th Asian Congress in Nursing Education, whose main theme is "Cultivating Quality in Nursing Education for Global Health".

IV- Other International Activities

NAQA "Higher Education Quality Assurance in Wartime" Meeting (May 24, 2022)

In order to review the effects of the war situation affecting the world and especially Ukraine on education and accreditation, Assoc. Prof. Merlinda Aluş, representing HEPDAK, attended the meeting held online on 24 May 2022 under the leadership of the Ukrainian Association for Higher Education Accreditation (NAQA). Many accreditation associations such as ENQA (The European Association for Quality Assurance in Higher Education), EQAR (The European Quality Assurance Register for Higher Education), CEENQA (Central and Eastern European Network of Quality Assurance Agencies), OSCE project coordinator attended the meeting.

HEPDAK's two strategic goals related to international relations are international cooperation and international recognition. In this context

1. In 2022, HEPDAK became a member of INHQAEE in addition to its existing CEENQA membership in terms of international recognition. By becoming a member of two international accreditation associations, HEPDAK achieved the performance indicator (2) in terms of "number of memberships to relevant international accreditation organizations".

2. In terms of performance indicators for Objective 4.1 related to international cooperation, strategic objectives 4.1.2(International Accreditation organizations participation in meetings) to reached (realized 9, targeted 6) (https://www.hepdak.org.tr/doc/hepdak_stratejik_plan.pdf).

International HEPDAK Evaluators

HEPDAK evaluators Assoc. Prof. Dr. Sergül Duygulu, Assoc. Prof. Dr. Fatoş Korkmaz and Assoc. Prof. Dr. Imatullah Akyar were selected as International Evaluators by ARACIS - Romanian Agency for Quality Assurance in Higher Education and Latvian AIKA/AIC. In the 2020-2021 period, Assoc. Prof. Dr. Sergül Duygulu participated in the evaluations of Romania ARACIS as an international expert. The evaluations of Romania ARACIS have 5

As it is once a year, Assoc. Prof. Dr. Sergül Duygulu did not have any international assignments in 2021-2022.

e. Improvement Activities

A. HEPDAK's Internal Quality Assurance Processes

HEPDAK's internal quality assurance system is geared towards improving its assessment processes and activities. The collection of information and sources of information that will shed light on improving HEPDAK's assessment processes are listed below:

Feedback from Stakeholders: Sources of feedback include multifaceted and comprehensive evaluation forms and questionnaires, meetings and interviews with team chairs, evaluators and institutions. In accordance with Article D of the HEPDAK Evaluation Manual, which defines "Process Evaluation and Improvement", the parties involved in the process evaluate the activities in all three phases of the process (pre-visit, institutional visit and post-visit) and make recommendations to HEPDAK.

Information Sources: Information sources included in HEPDAK processes to improve assessment processes are as follows:

- I. D1 and D2 evaluation forms and feedback from team leader, academic evaluator and student evaluators.
- II. Feedback received for the members of the evaluation team from the head of the institution being evaluated with the D3 evaluation form.
- III. D4 evaluation form with open-ended questions on each stage of the evaluation process and feedback from organizations and team members.
- IV. At the end of the evaluation process, the HEPDAK Executive Board reviews the feedback received through the D4 form at the annual meeting with the team chairs and receives their suggestions.
- V. Feedback and recommendations from the annual meeting of the HEPDAK Executive Board with the evaluators at the end of the evaluation process.
- VI. Feedback and recommendations from the annual meeting of the HEPDAK Executive Board with student evaluators at the end of the evaluation process.
- VII. HEPDAK Board Chair and Vice Chair to meet with the representatives of the visited institutions to review the feedback received through the D4 form and new suggestions received from the representatives of the institutions.
- VIII. HEPDAK Board members, team chairs and standards committee members review the feedback received from stakeholders on the standards and identify new improvements.
- IX. Feedback and recommendations from the annual meeting of the HEPDAK Executive Board with the institutions applying for accreditation.

B. HEPDAK 2022 Improvement Works

HEPDAK's efforts in 2022 to ensure the quality of its services, based on its quality policies and internal quality assurance system structure, are summarized under two headings. The improvements described in the first section are related to the areas for improvement included in the YÖKAK 2021 monitoring report. The improvements in the second group are related to the processes in HEPDAK's own internal quality assurance system.

HEPDAK's 2022 Activities for the Feedback on the Aspects for Improvement in the 2021 Monitoring Report:

1. Accredited Program Ratio: In HEPDAK's 2021 monitoring report, the program accreditation rate of 8% was evaluated as a direction still open for improvement. As a result of HEPDAK's visits in 2022, 7 more programs were accredited, bringing the total number of accredited programs from 11 to 18. Thus, when the number of nursing programs (147) graduating in 2022 is compared to the number of accredited programs, the ratio is 12.24%. This ratio is higher than the ratio of accredited undergraduate programs to all graduating undergraduate programs in Turkey as determined by YÖKAK.

2. Accreditation Periods: In HEPDAK's 2021 monitoring report, it is stated that "the number of accredited programs granted full accreditation for 5 years is low, training and information in this field

It reveals that there is room for improvement". Two of the 18 programs evaluated and accredited by HEPDAK have been awarded full accreditation for 5 years. These programs are Ege University Faculty of Nursing, which was re-evaluated in 2021, and Bařkent University Faculty of Health Sciences Department of Nursing, which was evaluated for the first time in 2022. Since some of the standards in HEPDAK standards such as "graduate monitoring, program evaluation, continuous improvement, etc." have come to the agenda with accreditation, it takes time for programs to reach a sufficient level of maturity in terms of these standards. The number of fully accredited programs is increasing due to the fact that previously accredited programs are undergoing a re-evaluation process at the end of five years and HEPDAK raises the awareness of programs by drawing attention to the issues that they have difficulty in reaching sufficient maturity in the trainings, webinars and symposiums held by HEPDAK.

3. Number of Evaluators: In the HEPDAK 2021 monitoring report, it was stated that the development of the existing evaluator pool and increasing the number of student evaluators as a result of the decrease in the evaluator pool due to the increasing number of accreditation applications and the managerial duties taken by experienced evaluators is an area for improvement. HEPDAK trained 40 new academic evaluators and 31 new student evaluators with the trainings provided in 2022. Thus, the number of evaluators in the pool reached 151. In addition, faculty members whose administrative duties have ended and who wish to become HEPDAK evaluators again are included in the teams as a result of refresher trainings. In 2022, two former evaluators were added to the pool in this way.

4. International Evaluators: In the HEPDAK 2021 monitoring report, it was stated that "Although the organization's internationalization initiatives are gradually strengthening, the addition of foreign evaluators with experience in the field to the pool of evaluator was also observed as a direction open for improvement". In addition to increasing the number of memberships to international accreditation organizations/networks, HEPDAK is particularly interested in

continues to expand its bilateral cooperation with nursing accreditation associations.

As mentioned in the section on international relations, HEPDAK evaluators Assoc. Prof. Dr. Sergül Duygulu and Assoc. Prof. Dr. Fatoř Korkmaz contribute to HEPDAK processes with their international evaluation experience in the European region. The fees to be paid to international evaluators pose a serious problem for HEPDAK as well as all accreditation associations due to the economic problems in our country. Therefore, rapid progress cannot be made on this issue.

5. English Web Page: In HEPDAK's 2021 monitoring report, efforts to develop the organization's web page in English in line with internationalization were identified as an area for improvement. The English translation of the prioritized pages of the HEPDAK website was commissioned and the page started to serve in English. The translation of other pages is planned to be completed within the next year due to the economic problems in Turkey (hepdak.org.tr/en).

IMPROVEMENT WORKS CARRIED OUT WITHIN THE INTERNAL QUALITY ASSURANCE SYSTEM OF HEPDAK: 2022

1. Updates to documents:

As part of the improvement efforts within HEPDAK's internal quality assurance system, updates were made to the documents presented in Table 2.

Table 2. Updates to HEPDAK Documents in 2022

<i>Documents updated in 2022</i>
HEPDAK - Working Regulations (Version: 2.0 - 10.10.2022) (https://www.hepdak.org.tr/doc/a2_v2.pdf)
HEPDAK Continuous Improvement Commission Directive (Version 1.0-16.05.2022) (https://www.hepdak.org.tr/doc/a6_v1.pdf)
HEPDAK - Archiving Directive (Version: 2.1 - 03.11.2022) (https://www.hepdak.org.tr/doc/a8_v2_1.pdf)
HEPDAK Accreditation Process Flowchart (Version 1.2 - 05.12.2022)

(https://www.hepdak.org.tr/doc/d1_v1_2.pdf)

HEPDAK Evaluation and Accreditation Process Application Form
(Version: 1.1- 15.11.2022)

(https://www.hepdak.org.tr/doc/b2_v1_1.pdf)

HEPDAK - Issues to Consider When Preparing a Self-Assessment Report
(Version: 3.0 - 23.02.2022) (https://www.hepdak.org.tr/doc/b9_v3.pdf)

HEPDAK-Organization Chart
(https://www.hepdak.org.tr/doc/hepdak_org_sema.pdf)

2. Performance of team members: Although the evaluations made by the officials of the institutions are quite positive, some problems are shared with the team members and improvements are made. With the Program Evaluator Evaluation Forms, the visited institutions evaluate the evaluators and the evaluators evaluate each other. In intra-team evaluations, the performance score for program evaluators is 3.86 (on a scale of 1-4). Team leaders rated the performance level of evaluators as 3.76 on average. The evaluators gave an average score of 3.99 to the team leaders. Organizations rated the performance level of team members 3.94. According to these values, the targets set in the strategic plan in terms of indicators for the performance levels of 2022 team members have been achieved.

In this regard, a session restructured by our experienced evaluator Prof. Dr. Kadriye Buldukoğlu, who is a member of HEAK with a specialty in Psychiatric Nursing, who is also the Chairperson of the Standards Setting and Development Commission and Team Chairperson, will be added to the Institution Introduction Trainings, Evaluator Trainings and Student Evaluator Trainings to address the problems arising from the limited number of relationship-communication management.

3. Improving HEMISIS, the HEPDAK Digital Platform: The Self-Assessment Report and additional evidence have been uploaded to HEMISIS by the programs for two years. Each program designated a HEMISIS responsible person and that person logged into the system with a password. Programs are informed before uploading their SLRs to HEMISIS, a WhatsApp group is established, and Prof. Dr. Dilek Özmen and system software developer Süleyman Yaşacan intervene in case of problems. Both programs and evaluators expressed high satisfaction with the system, which has been in use for two years.

The program evaluator reports of the teams for 2022 were uploaded to HEMISIS by Ümran Yalçın, Secretary of HEPDAK, after they were converted into final reports. HEMISIS satisfaction is evaluated every year through a survey form. The satisfaction rate of the programs with HEMISIS for this year is 4.63 out of 5. This rate is higher than the target rate in the strategic plan (4.3). In addition, the satisfaction of the evaluators with HEMISIS was evaluated through a survey after the evaluation process was completed and the reports were uploaded to the system. In 2022, the satisfaction rate of academic evaluators working in the evaluation teams with HEMISIS is 4.64 (the expected target value in the strategic plan is 4.5) and the target in the strategic plan has been achieved.

4. Announcing improvements in processes: The legislation and documents related to HEPDAK's accreditation processes were updated in 2022 according to the feedback received from stakeholders and published on the website. In addition, stakeholder opinions for 2022 were also published on the website (https://www.hepdak.org.tr/doc/paydas_gorus_2022.pdf).

All feedback received is incorporated into training processes during evaluator and organizational trainings and stakeholder meetings.

5. Facilitating definitions for HEPDAK evaluation processes: Considering the difficulties experienced by institutions and evaluation teams in the evaluation processes, flowcharts and checklists for the processes are prepared and announced on the web page. As a result of the preparations and updates made in previous years, only the "HEPDAK Accreditation Process Flowchart" needed to be updated in 2022 (https://www.hepdak.org.tr/doc/d1_v1_2.pdf).

6. Meeting with the Heads of Nursing Departments of the Nursing Undergraduate Programs of the Faculties of Health Sciences and Schools of Health: Since nursing undergraduate programs are established under different names and structures such as "Faculty of Nursing, Faculty of Health Sciences and School of Health", there is no organization that gathers all nursing program directors under one roof. For this reason, the exchange of information with Nursing Undergraduate Program Directors, who are an important stakeholder of HEPDAK, is limited to programs applying for accreditation. Board of Directors this lack of

go away about
Nursing License Programs managers (Dean/Director/Department Head) once or twice a year depending on the need. The first of these meetings was held online on February 24, 2022 and the meeting 168 program 123 of them manager Participation with

(<https://www.hepdak.org.tr/paydas-toplantilari>). The second meeting was held on October 13, 2022 with the participation of 93 managers (<https://www.hepdak.org.tr/haberler/13-10-2022-haber>). In 2023 second Meeting If it is 24.02.2023 in the history of will be realized (https://www.hepdak.org.tr/doc/paydas_toplantilari/belge_4.pdf). In the second meeting with the representatives of the institutions HEPDAK Thematic Analysis Results with Related Information (<https://www.hepdak.org.tr/tematik-analiz-raporu>).

Continuous Improvement Commission: The continuous improvement commission, consisting of five members, started its work as of March 2022. The Commission completed the Continuous Improvement Commission Directive and published it on the HEPDAK page on 16.05.2022 (https://www.hepdak.org.tr/doc/a6_v1.pdf). In line with its purpose, the Commission works together with the HEPDAK Executive Board, the Standards Setting and Monitoring Commission, the Education Commission and the International Relations Commission. By holding meetings, the Commission works to improve the internal and external quality assurance system regarding the goals and priorities, performance indicators, methods to be followed to achieve these, and the development of quality studies in line with HEPDAK's strategic plan and objectives. In addition, all Commissions review their directives under the guidance of the HEPDAK Executive Board and the Continuous Improvement Commission and continue their efforts to work in coordination.

Advisory Board: An advisory board consisting of national and international experts in their fields, from whom HEPDAK can receive opinions and suggestions regarding the accreditation processes, was established with the decision of the HEPDAK Executive Board on 08.12.2022. Its coordinator is Prof. Dr. Gülseren Kocaman, who was the Chairman of the Board of Directors of HEPDAK for two terms in the past. The other members of the Advisory Board are Prof. Dr. Ayla Bayık Temel (Past Chairperson and Board Member of HEPDAK); Prof. Dr. Ayişe Karadağ (Dean of Koç University Faculty of Nursing); Prof. Dr. Şeyda Seren Intepeler (Dean of Dokuz Eylül University Faculty of Nursing and President of the Council of Deans of Nursing Faculties); Assoc. Dr. Memnun Seven (Assistant Professor University of Massachusetts Amherst, USA); Dr. Oya Gümüşkaya, Lecture (The University of Newcastle, Australia). The Advisory Board held its first meeting on January 26, 2023, between 13.00-14.00 hours to discuss the following agenda items.

1. HEPDAK's expectations from the board -Prof. Dr. Dilek Özmen
2. Discussing the advisory board work plan
3. Discussion of the suggestions of the board members to improve the strategic plan goals and objectives gathered under 4 headings in the HEPDAK strategic plan.

7. Encouraging academic evaluators to take part in teams: Faculty members may not be willing to be evaluators from time to time due to reasons such as insufficient number of faculty members in nursing programs, too high workloads, and lack of academic benefits of studies such as quality/accreditation. However, with the acceleration of the accreditation of nursing programs, there is an increase in the number of faculty members who want to be evaluators from the programs. The motivation of HEPDAK evaluators is supported by inviting evaluators as speakers to events such as symposiums, webinars, etc. organized by HEPDAK and by giving certificates of appreciation to evaluators at symposiums. In addition, the face-to-face visit process is charged on a per diem basis in order to reduce the economic loss experienced by faculty members due to course fees during the visit process. It is thought that this remuneration support will support the functioning of the evaluation system in the long term and support the participation of evaluators in evaluation teams.

4. ASSESSMENT OF CORPORATE COMPETENCIES AND ACTIVITIES

a. Areas Open for Improvement

Areas for improvement that are on the agenda of the HEPDAK Executive Board are:

1. English Web Page: The prioritized pages of the HEPDAK web page were translated into English and the page started to serve in English. Translations of other pages are planned to be completed in 2023.

2. Rubric Evaluation of the Self Assessment Report:

The rubric assessment system aims to simplify the standards and provide a more objective assessment. For this purpose, the work of reviewing, simplifying and transforming the SLR into rubric assessment is carried out by the Standards Setting and Development Commission. Between August 2022 and January 2023, the Commission completed the simplification and conversion of the first three standards to rubric assessment. The Commission continues to work on other standards. After the work of the Commission is completed, the standards will be submitted to stakeholder opinion, necessary arrangements will be made as a result of the feedback received, and the writing will be updated for the HEMSIS program. It is planned by HEPDAK to carry out the evaluation in rubric form starting from the 2024-2025 semester.

In meetings with institutions and HEPDAK assessors, rubric assessment preparations are explained by Prof. Dr. Kadriye Buldukoğlu, Chair of the Standards Setting and Development Commission (https://www.hepdak.org.tr/doc/paydas_toplantilari/belge_7_2.pdf).

b. Strengths

HEPDAK's strengths are:

1. Continuous improvement of assessment processes
2. Accredited programs prepare a progress report
3. Ensuring the reliability of evaluation processes
4. Rapid increase in the number of programs applying for accreditation
5. Ensuring high participation in a wide range of stakeholder information meetings
6. Having a large pool of evaluators
7. Sound financial structure
8. Cooperation with YÖKAK and other accreditation organizations
9. Having memberships in international networks
10. Having an automation system (HEMSIS)
11. Having a strategic plan and achieving most of the targets specified in the strategic plan
12. Providing consultancy services at the program level to programs applying for accreditation
13. Publication of accreditation reports on the HEPDAK website
14. Presence of students in boards, commissions and evaluation teams
15. HEPDAK web page is available in English
16. Consistency Control Committee and processes are in place
17. The existence of a broad grievance and appeal mechanism
18. Having a full-time HEPDAK secretary

c. Performance Measures

Performance Measures		
Criteria	Answers	Description
Total accreditation period	439	The time between the accreditation application date and the decision date should be considered in days . A numerical value that will be used to calculate the Average Completion Time of the Accreditation Process should be written.
Total accreditation services provided number of programs	18	Please indicate the total number of programs for which accreditation services are provided in numbers . This is information that will be used to calculate the Average Completion Time of the Accreditation Process.
Total number of Evaluators	151	The total number of Evaluators should be indicated by a number. This information will be used to calculate the Average Number of Evaluators.
Total number of active programs	147	The total number of active programs should be indicated with a number . Used to calculate the Average Number of Evaluators.
Number of Information Meetings	6	Number of Information Meetings should be written in numbers
Number of Evaluator Trainings	2	Number of Evaluator Trainings should be indicated with a number .

Performance Ratios		
Rate Name	Rate Value	Definition
Average Completion Time of Accreditation Process	24.39	<ul style="list-style-type: none"> • Total accreditation period / Total number of programs offered accreditation services • The period between the accreditation application date and the decision date should be considered in days.
Average Number of Evaluators	1.03	Total number of Assessors / Total number of active programs

Accreditation Rates			
Program Name	Number of Accredited Programs	Total Number of Active Programs	Rate Value
NURSING	18		0.12
There is a total of 1 Accreditation Rate record.			

University Departments			
University Name	Faculty Name	Section Name	Start Date
UNIVERSITY OF SAKARYA	FACULTY OF HEALTH SCIENCES	NURSING PR.	04/04/2022
MEDITERRANEAN UNIVERSITY	FACULTY OF NURSING	NURSING PR.	04/04/2022
MARMARA UNIVERSITY	FACULTY OF HEALTH SCIENCES	NURSING PR.	04/04/2022
ONDOKUZ MAYIS UNIVERSITY	FACULTY OF HEALTH SCIENCES	NURSING PR.	04/04/2022
ATATURK UNIVERSITY	FACULTY OF NURSING	NURSING PR.	04/04/2022
CAPITAL CITY UNIVERSITY	FACULTY OF HEALTH SCIENCES	NURSING PR. (FULL SCHOLARSHIP)	04/04/2022
ISTANBUL UNIVERSITY - CERRAHPASA	FLORENCE NIGHTINGALE FACULTY OF NURSING	NURSING PR.	04/04/2022
VETERAN UNIVERSITY	FACULTY OF HEALTH SCIENCES	NURSING PR.	04/04/2022
MALTEPE UNIVERSITY	SCHOOL OF NURSING	NURSING PR. (FULL SCHOLARSHIP)	04/04/2022
TEKİRDAĞ NAMIK KEMAL UNIVERSITY	SCHOOL OF HEALTH	NURSING PR.	04/04/2022
BEZM-İ ÂLEM FOUNDATION UNIVERSITY	FACULTY OF HEALTH SCIENCES	NURSING PR. (FULL SCHOLARSHIP)	04/04/2022

There are 11 university departments in total.

d. Evaluation

Evaluation and Improvement Activities

In the period 2022, a total of 11 programs were evaluated, including 7 general evaluations, 3 interim evaluations and 1 re-general evaluation.

As a result of the 2022 assessment, areas of strength and areas for improvement for HEPDAK standards and sub-standards are summarized below:

Areas of Strength According to 2022 Assessment Results:

Standard 1-Program Objectives: The objectives of the undergraduate nursing education program are defined and published.

Standard 2- Program Outcomes: Program outcomes must include HEPDAK outcomes and be published in a manner accessible to all stakeholders.

Standard 3-Training Program: The content of the training program supports the objectives and program outcomes of the nursing undergraduate program, is compatible with the Nursing National Core Education Program, the teaching methods are capable of enabling students to gain program outcomes, and the practices that could not be done during the pandemic period or that were done online were compensated.

Standard 4-Students: Detailed definition and implementation of policies for the admission of students with horizontal and vertical transfer, double major and student exchange practices, courses taken at other institutions and/or programs and the evaluation of credits earned; the existence of an academic and career counseling system and psychological counseling and guidance services for students; implementation of orientation programs for first-year students.

Standard 5- Instructors: Instructors have the competencies to effectively plan, implement and evaluate the courses related to their field of specialization.

Standard 6- Education Management: Management of academic and administrative departments under the senior management by people who are competent in their fields; participatory management in the development and management of the program

adoption of the understanding.

Standard 7-Physical Infrastructure: Sufficient library facilities.

Areas for Improvement According to 2022 Assessment Results

Although there have been improvements in some of the standards and sub-standards given below, there is still a need for improvements in these areas in the programs evaluated.

Standard 1. Program Objectives: Establishing and systematically updating the objectives of the education program by taking into account the needs of internal and external stakeholders; defining achievement indicators and determining the level of achievement of the objectives.

Standard 2-Program Outcomes: A strong assessment and evaluation process is in place to assess the level of achievement of program outcomes, and students who have reached the graduation stage demonstrate with evidence that program outcomes have been achieved.

Standard 3-Training Program: Using student-centered active learning methods; defining lifelong learning activities; monitoring developments in the field by using a foreign language; including subjects that will provide university graduate qualifications in the program; adequacy of skills laboratories and practice areas; communication skills; using a valid, reliable and useful measurement and evaluation system; having a program evaluation system that focuses on improvements made in the training program; revising course content in line with evidence-based knowledge and practices.

Standard 4-Students: Exchange programs; ensuring student participation in decisions; peer mentoring system; establishing mechanisms to ensure continuous and regular communication with alumni.

Standard 5 - Teaching Staff: Number of lecturers; excessive course loads and number of students; financial support for lecturers for scientific activities; train-the-trainer programs; lecturer orientation programs; establishment of a lecturer performance evaluation system and operation of a feedback mechanism.

Standard 6-Education Management: A formal contract with the implementing organizations; registration system; risk assessment and risk management strategies for implementation areas; institution-specific job descriptions, appointment criteria and performance evaluation criteria for teaching staff.

Standard 7-Physical Infrastructure: Receiving feedback on the physical infrastructure of the educational environment and making improvements.

Standard 8-Continuous Improvement: Establishing a continuous improvement system and recording it with evidence; making quantitative evaluations, ensuring that continuous improvement efforts cover all areas open to improvement and sharing the results with relevant persons and institutions.

5. CONCLUSION

The total number of programs that HEPDAK has evaluated in six periods since 2015 reached 35 in 2022. The number of programs accredited in the evaluations made in this process is 18. It was decided not to visit two programs and accreditation was not granted to two programs. Information meetings contribute to raising the awareness of administrators and trainers of nursing undergraduate programs about accreditation. As a result, the number of programs applying for accreditation increases every year. Despite this increase, due to the continuation of a rapid schooling process that is not compatible with the educator potential in undergraduate nursing education, the number of institutions that are ready and applying for accreditation has been increasing slowly in the 7-year period we have been operating. We consider the increase in the number of applications every year as a decisive contribution to the improvement of nursing education, which is the main purpose of our association. With the increase in the number of programs applying for evaluation as well as the expansion of the evaluator pool, the evaluation applications of all 18 applicant institutions were accepted in the 2022-2023 period. After the preliminary review of these institutions, HEAK decided to visit 14 institutions.

Since the beginning of our assessment process, significant improvements have been made in the assessment processes based on feedback received from a wide range of stakeholders. These arrangements, which simplify and facilitate the evaluation process, are considered as factors that contribute to the dissemination of promotional meetings and consultancy meetings, and to the increase in the number of institutions applying for accreditation. The consultancy process is considered to be a practice that encourages institutions to apply for accreditation.