

HEALTH SCIENCES EDUCATION PROGRAMS EVALUATION CRITERIA - R4

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INTRODUCTION AND DEFINITIONS

These criteria aim to ensure the quality assurance of health sciences education programs at the undergraduate level consisting of at least 8 semesters or equivalent (240 AKTS credits) based on secondary education (previous education) and to support the continuous improvement of these programs in order to meet the expectations of the stakeholders in a dynamic and competitive environment. The higher education institution applying for the evaluation of a health sciences education program at the undergraduate level is obliged to prove that the program in question fulfills the criteria in this document.

Definitions

In evaluations using SABAK criteria, the following basic terminology and definitions should be used consistently:

- i. Program Educational Objectives: General statements that define the career goals and professional expectations that graduates of the program are expected to achieve.
- ii. Program Outcomes: Statements defining the knowledge, skills and behaviors that students must acquire until they graduate from the program.
- iii. Assessment: The process of defining, collecting and organizing data and evidence conducted using various methods to determine program educational objectives and program outcomes (access levels).
- iv. Evaluation: The interpretation of the data and evidence obtained as a result of the measurement process by using various methods. The evaluation process should give the level of access to the program educational objectives and program outcomes, and should be used in decisions and practices to improve the program.
- v. Credit: One credit is equivalent to the training load of one hour (50 minutes) of theoretical lecture given regularly each week during the semester or two or three hours of practical, laboratory or clinical studies.
- vi. ECTS Credit: It is the credit defined in the European Credit Transfer System.

GENERAL CRITERIA

CRITERIA 1. EDUCATION PROGRAM

- 1.1. As in the definition of SABAK, the educational objectives of the program should be determined by focusing on the career goals and professional expectations that program graduates are expected to achieve. These purposes;
 - 1.1.1 It should be in line with the mission and vision of the institution, faculty or department.
 - 1.1.2 It should be determined by taking into account the needs of the internal and external stakeholders of the program, and with the contribution and participation of these stakeholders.
 - 1.1.3 It should be published in a way that can be easily accessed by all stakeholders.
 - 1.1.4 The needs of the program's internal and external stakeholders should be updated at appropriate intervals in line with the globally changing living conditions and education system.
- 1.2. The program should have an assessment and evaluation process to determine and document the achievement of educational objectives. For this purpose, the measurement and evaluation process used such as the graduate monitoring system and stakeholder surveys should be systematic and based on concrete data. In the distance education process, the methods (online meetings, etc.) that guarantee the achievement of the educational objectives and distance assessment and evaluation systems should be defined.
- 1.3. Programs are autonomous in organizing and implementing their own training programs in line with the basic objectives they set, provided that they ensure legal processes.
- 1.4. Each program should have a training plan that supports the program educational objectives and program outcomes. It should be demonstrated with concrete data that the training plan is compatible with the National Core Education Program as well as the common components given in this criterion and includes the components in the Discipline Specific Criteria.
- 1.5. Structuring in education programs, vertical (for four years) (first years basic sciences, clinical and applied courses in 3rd and 4th grades etc.) and horizontal (in the same year) (such as X course I and second semester X course II or prerequisite courses etc.), should be in a harmonious integrity that will ensure the achievement of the program objectives.
- 1.6. The training plan should include the following components;
 - 1.6.1. Basic education appropriate to the relevant field of science (1 year)
 - 1.6.2. Education appropriate to the relevant field of science (at least 1.5 years),
 - 1.6.3. The existence of elective courses that support the educational objectives of the program and are compatible with the decisions taken by the National Core Education Program and the University to which it is affiliated.
 - 1.6.4. Distance and formal education ratio (for theoretical, applied courses and internships)
- 1.7. Graduation credits for four-year undergraduate programs;
 - 1.7.1. Based on ECTS credits, it should consist of at least 240 ECTS.

1.7.2. Based on the National Credit system, it should consist of at least 120 credits.

1.8. The training program should have given experience in clinical decision making. It should prepare students for practice, taking into account the knowledge and skills acquired in previous courses, competencies of the relevant field and realistic conditions / constraints (such as ethics, health, safety, sustainability, productivity, innovation, environmental problems, socioeconomic and political problems). It should be stated which training method and actions in which decision making experience was gained within the scope of distance education process.

1.9. All training methods, including distance learning, which will be used in the implementation of the training plan, should be explained separately and should be able to ensure that students gain the desired knowledge, skills and behaviors.

1.10. There should be a management system that will ensure the implementation of the training plan as foreseen and ensure its continuous development. The processes and organizational structuring required for the distance education system to function and progress integrated with formal processes should be defined.

MEASUREMENT 2. PROGRAM OUTCOMES

1.1. The program outcomes, which define the knowledge, skills and behaviors that students must acquire by the time they graduate from the program, should include all of the knowledge, skills and behaviors required to achieve the educational objectives of the program.

1.2. There should be a method for determining program outcomes (curriculum / education commission, departmental boards, internal and external stakeholder views, etc.).

1.3. Program outcomes should cover all competencies in the relevant field. Competencies as defined in Turkish Higher Education Qualifications Framework was taken into consideration should be demonstrated by concrete data.

1.4. Programs should have developed assessment, evaluation and monitoring methods to prove that they deliver program outcomes; The distance education method systems used should also be explained. It should be shown by which actions the qualifications of the program can be acquired (qualification-course-teaching method matrices) and with which type of education (face-to-face, mixed, etc.) these actions are possible.

1.5. The level of achievement of the program outcomes for each semester should be determined and documented.

1.6. Program outputs should be defined in a way to include SABAK outputs listed in Table 1. Programs may define their own additional outcomes, provided they are consistent with their educational objectives.

1.6.1. The program must prove that it guarantees students achieve SABAK outputs.

Table 1 SABAK Outputs

I	The ability to use theoretical and practical knowledge in their own fields with sufficient knowledge in the field of primary health care and related profession
II	Ability to identify, define, interpret, formulate and solve problems in their field; the ability to select and apply appropriate analysis and intervention approaches for

	this purpose
III	Ability to understand and interpret a process, event, case, equipment or product, and solve related problems with a holistic perspective and contemporary methods
IV	The ability to work effectively individually and in teams
V	Having taken at least two non-field courses in education programs
VI	Ability to develop, select and use up-to-date and functional tools required for field applications, as well as the ability to use information technologies effectively
VII	Ability to communicate effectively in Turkish, oral and written, knowledge of at least one foreign language
VIII	Lifelong learning awareness, access to information, the ability to follow developments in science and technology and to constantly renew his/herself
IX	Ability to design, experiment, field work, collect data, analyze results, archive, decode and / or interpret texts according to their fields.
X	Awareness of the universal and social effects and legal consequences of field practices
XI	Professional ethics and responsibility awareness

CRITERIA 3. STUDENTS

- 3.1. Students who are admitted to the program must have the infrastructure to obtain the outcomes (knowledge, skills and behaviors) that the program aims to bring in in the prescribed time. The indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.
- 3.2. The rules for horizontal and vertical transfer, double major, minor and student exchange applications, and the evaluation of courses taken and credits earned in other institutions and / or programs should be defined and applied in detail.
- 3.3. Student mobility should be ensured and encouraged through national / international agreements and partnerships to be established with other higher education institutions.
- 3.4. Regular consultancy services to guide students on course and career planning should be provided, including the distance education process.
- 3.5. Students' success in all courses and other activities offered within the scope of the program, including the distance education process, should be measured, evaluated and shared with students using transparent, fair and consistent methods.
- 3.6. In order to decide on the graduation of the students, reliable methods should be developed and applied to determine the fulfillment of all the conditions (ECTS, exams, projects, etc.) required by the program.
- 3.7. In all processes related to education, including distance education, student representation should be ensured as an important stakeholder of education. For this purpose, in boards / commissions / committees, students' contribution and participation should be provided and documented.
- 3.8. Social, cultural, artistic and sportive opportunities should be provided to the students. Students should be encouraged to benefit from these opportunities, and the way and rate of usage should be monitored, including distance education.
- 3.9. Student satisfaction should be evaluated regularly, including distance education, the results should be monitored at various management stages, feedback should be provided to those concerned and reflected in the training program.

MEASUREMENT 4. TEACHING STAFF

4.1. The teaching staff should have a sufficient academic level in the professional field in which the program is taught and should be in numbers that cover all areas of the program.

4.1.1. Teaching staff should ensure that the program is effectively maintained, evaluated and developed.

4.1.2. Teaching staff should be in communication and cooperation with relevant professional organizations, industry, non-governmental organizations and employers.

4.2. In addition to the execution of educational programs, academic staff should be active in scientific research, teaching staff-student communication, student counseling, service to the university and fulfilling professional development services.

4.3. Teaching staff should have knowledge and experience to cover all areas of the program. Must have knowledge, skills and experience in effective teaching, distance education skills, communication, program development and research.

4.4. The systematic criteria set by the university and academic merit should be taken into account in the selection, appointment and academic promotion of academic staff.

4.5. The program should make a realistic strategic planning for staff development. It should formulate strategies to improve education, research and service quality, these strategies should be transformed into measurable targets and implementation results should be continuously monitored according to performance indicators.

4.6. Educational performances of lecturers should be monitored, evaluated and rewarded.

4.6.1. There should be training programs for trainers to improve the educational qualifications of academic staff.

4.6.2. Participation in vocational and educational development programs should be encouraged, financial and administrative support should be provided, and the impact and effectiveness of the relevant program should be evaluated.

4.7. There should be a method determined by the program regarding the qualifications to be sought in academic staff who will be appointed from outside in support of teaching services and it should be applied.

CRITERIA 5. INFRASTRUCTURE

5.1. Classrooms, laboratories, clinical areas and other necessary equipment / equipment should be sufficient to achieve educational objectives and program outcomes.

5.2. The program should have an appropriate infrastructure that allows students to engage in course or extra-field activities, meet their social and cultural needs, support their professional development by creating an environment for activities in the field, and keep student-faculty communication dynamic and increase.

5.3. Programs should provide students with opportunities to learn to use professional equipment/hardware used by professionals in the field. Computer and informatics infrastructures should be designed in line with the educational objectives of the program and should be at a sufficient level for the scientific and educational work of students and teaching staff.

5.4. Library facilities offered to students should be sufficient to achieve educational objectives and program outcomes.

5.5. Necessary security measures should be taken in the learning and living environments of the students.

5.6. Adaptations should be made regarding infrastructure, access to educational materials and exams for individuals with special needs.

5.7. The infrastructure opportunities offered by the university in distance education should be explained, explain the effectiveness and utilization status of the program in continuing the education as foreseen.

CRITERIA 6. MANAGEMENT STRUCTURE

6.1. Establishment and management structure; Decision-making and execution processes at the rectorate, faculty, department and other sub-units should be organized in a way that supports the realization of program outputs and achievement of educational objectives.

6.2. All strategies, programs and methods needed to evaluate training results should be documented. These documents belonging to the management system should be communicated to the relevant individuals, accessible and applicable.

6.3. The strategic plan, purpose, goals, etc. specific to the program. Guidelines, instructions, directions and work flow charts developed for this purpose should be defined, accessible and implemented.

6.4. The program must have its own up-to-date and accessible archive.

6.5. Management should have established its own internal control mechanism that will supervise and question, maintain and correct the internal functioning.

MEASURE 7. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

7.1. Management should be fair and consistent in the allocation of financial resources to ensure the quality of strategy and program is maintained.

7.2. Management's support should be sufficient to attract and retain a qualified teaching staff and to pursue professional development.

7.3. Sufficient financial resources should be provided to provide, maintain and operate the infrastructure required for the program.

7.4. Support personnel and institutional services should be provided to meet the program requirements in program processes (including distance education). Technical and administrative staff should be in number and quality to support the provision of program outputs.

CRITERIA 8. CONTINUOUS RENEWAL AND DEVELOPMENT

8.1. Evidence that the results obtained from the measurement and evaluation systems established for all criteria that are used for the continuous improvement of the program should be presented.

8.2. Improvement studies should show developments in all areas of the program, based on systematic and concrete data. Plan Apply-Check-Take Action (PACTA) cycle should be run.

CRITERIA 9. DISCIPLINE SPECIFIC MEASURES

9.1. Each program should have specific criteria. These criteria should be compatible with the relevant discipline, education and core training program.