

# **PIONEER PRACTICE PRINCIPLES OF STUDENT EVALUATOR PARTICIPATION IN SABAK EVALUATIONS**

## **ARTICLE 1**

### **Basis, Purpose and Scope**

The European standards brought for quality assurance agencies by the "European Standards and Guidelines for Quality Assurance" (ESG - The European Standards and Guidelines for Quality Assurance) document, which was accepted at the Bologna process ministerial summit in Bergen in 2005, makes it mandatory to include student members in quality assessment teams. ESG criteria will be used in the evaluation of SABAK's application to the "European Quality Assurance Register for Higher Education" (EQAR) institution, which it aims to become a member of.

With this document, which covers the principles of the pilot study to be conducted with the participation of student evaluators in the SABAK evaluation process, it is aimed to organize this application that will provide data for a permanent solution.

## **ARTICLE 2**

### **Commencement of Implementation**

It is aimed to start the practice of using student evaluators in the SABAK evaluation process as a pioneering practice in one or two evaluation teams in the 2018-2019 evaluation period, by obtaining the approval of the institutions that these teams will visit.

## **ARTICLE 3**

### **Selection and Training of Student Evaluators**

- (a) Student evaluator candidates are determined by the SABAK Nomination Committee (SNC), preferably through contacts with national and international non-governmental platforms in which undergraduate students are actively involved.
- (b) Selected student evaluator candidates must be enrolled in an undergraduate or graduate program in Health sciences at the time of their selection.
- (c) The selected student evaluator candidates must not have received any disciplinary action.
- (d) Selected student evaluator candidates must prepare for the duty by attending SABAK student evaluator training.

## **ARTICLE 4**

### **Student Evaluator Participation in the Process**

- (a) The student evaluator, like other evaluators, must not have a conflict of interest and/or conflict of interest with the institution, and a written statement is obtained

from the student evaluator. Approval is obtained from the dean of the relevant institution for the determined student to participate in the evaluation process.

- (b) The student evaluator in the team works with the team president and co-chairman.
- (c) Before the visit, the team leader asks the dean's office to determine the students that the evaluator in the team will interview. 2 students are selected from each program to be evaluated, as well as one student to introduce the general facilities of the campus. If possible, these students should be chosen from the last year and those who are closely related to education. Selected faculty and department student representatives, club presidents, etc., who fit this definition. should be preferred. In case the number of programs to be evaluated in the institution is small, the number of students per program can be increased by the team leader before the visit.
- (d) The student evaluator can participate in all team activities except contacts and meetings with faculty and administrators at the institution visited; In this context, the student evaluator may be assigned by the team leader. It will be sufficient for the student evaluator to hold a meeting with the student group selected by the dean's office in a place to be provided in the dean's office, to listen to the students' opinions and to report the results of this to the team in the team meeting.
- (e) Student evaluator attends all in-team meetings.
- (f) In the first meeting held on the 0th day of the visit, the student in the team meets the students selected by the evaluator and holds a conversation meeting about the problems that concern the university in general. At the end of the meeting, he makes a campus tour accompanied by the student selected by the dean's office to get to know the campus and its facilities. Other representative students can also participate in this activity. The student evaluator reports to the team leader at the end of the day. At the evening team meeting, he presents this report to the team, answers questions, and notes down the issues that the section evaluators want him to review.
- (g) After the dean's presentation on the 1st day of the visit, the student evaluator meets with the student representative group of each program that has applied to SABAK separately, in a venue provided by the dean's office, according to the program, and prepares a grade for the relevant program evaluator on the basis of criteria. In the evening team meeting, he presents these notes to the team, answers the questions, and notes the issues that the program evaluators want him to review.
- (h) For the 2nd day, a program is prepared according to the request of the team leader.

## ARTICLE 5

### Criteria for Student Evaluators to Concern

Some of these criteria may concern the institution as a whole, the program only, or both. Issues related to the institution in general will be discussed in the meeting to be held on the first day, while the others will be discussed in the program evaluation meetings.

Criterion	Faculty General	Program
(Criterion 3.3) Measures should be taken to encourage and ensure student mobility through agreements and partnerships with other institutions by the institution and/or program.		X
(Criterion 3.4) Counseling should be provided to guide students on course and career planning.		X
(Criterion 3.5) Students' success in all courses and other activities within the scope of the program should be measured and evaluated with transparent, fair and consistent methods.		X
(Criterion 5.1) Classrooms, laboratories, and other equipment should help create an atmosphere of adequate and learning-oriented learning to achieve educational objectives and program outcomes.	X	X
(Criterion 5.2) There should be a suitable infrastructure that allows students to do extracurricular activities, meets their social and cultural needs, supports their professional development by creating an environment for professional activities, and revitalizes student-faculty member relations.	X	X
(Criterion 5.3) Programs should provide students opportunities to learn to use modern Health science tools. Computer and informatics infrastructures should be at a sufficient level for the scientific and educational work of students and faculty members in line with the educational aims of the program.	X	X
(Criterion 5.4) Library facilities offered to students should be sufficient to achieve educational objectives and program outcomes.	X	X
(Criterion 5.5) Necessary security measures must be taken in the teaching environment and student laboratories.	X	X
The organization of the higher education institution and all decision-making processes within and between the rectorate, faculties, departments and, if any, other sub-units should be arranged in such a way as to support the realization of the program outputs and the achievement of educational goals, and attention should be paid to student representation.	X	X