

SAK EVALUATION REPORT

HEALTH SCIENCES EDUCATION PROGRAMS ACCREDITATION BOARD PROGRAM EVALUATION REPORT (2020)

The Association for Evaluation and Accreditation of Health Sciences Education Programs was registered by the Higher Education Quality Board in January 2018. As of this date, the announcement has been made through the Council of Deans and the website and accreditation applications have started to be received. Necessary initiatives have been initiated in order to maintain the accreditation processes on time and in accordance with the standards. Announcement was made to form evaluation teams, candidate identification surveys were created, and training programs were planned. Evaluator trainings were organized for eligible candidates, and reinforcement trainings were organized as the process progressed. Candidates who attended both training sessions took part in the evaluator teams. At the same time, trainings were organized for students to raise awareness and the training was completed with 30 students in 2018 and 20 students in 2019 from each discipline. Currently, there are 90 evaluators and 12 student evaluators who have completed their education.

As an association, we participate and share in congresses, symposiums and events organized by different disciplines in the field of health. We attended the meetings where education standards in the field of health were discussed, and knowledge and experience were gained. For the first time in 2019, the International Health Sciences Education Programs Accreditation Congress was held on 18-19 October 2019 in Ankara. It is thought that the congress, where European representatives of different disciplines are speakers, take part in the scientific committee, other registration institutions will contribute and where valuable faculty members who are experts in the field are invited speakers, are considered to be a congress that contributes to the dissemination and strengthening of the Association's activities in our country and in the international arena.

While our activities, our activities and the accreditation process continue, it was decided to extend the validity period of our Association's Quality Assessment Registration Certificate for five (5) years at the Board meeting of the Higher Education Quality Board dated 08/01/2020.

Accreditation of programs operating in the field of health sciences started in 2018 by the Association for Evaluation and Accreditation of Health Sciences Education Programs and was completed in 2019. In 2019, applications were received for 13 programs from 9 universities. The accreditation evaluation processes of the applicant programs were completed and 4 programs were accredited by giving 1 year monitoring, and the remaining 9 programs with different validity periods such as 5 years or 2 years. 5-year accreditation was given to 3 programs of 2 different types among the applied programs.

The list of accredited programs is given in Table 1.

Table 1. SABAK 2019 Accredited Program List

Program	SABAK Accreditation Validity Period
Gazi University Faculty of Health Sciences Nutrition and Dietetics Undergraduate Program	13.03.2020-30.09.2025
Gazi University Faculty of Health Sciences Physiotherapy and Rehabilitation Undergraduate Program	13.03.2020-30.09.2025
Hacettepe University Faculty of Health Sciences Nutrition and Dietetics Undergraduate Program	13.03.2020-30.09.2025
Hasan Kalyoncu University Faculty of Health Sciences Nutrition and Dietetics Undergraduate Program	13.03.2020-30.09.2022
Hasan Kalyoncu University Faculty of Health Sciences Physiotherapy and Rehabilitation Undergraduate Program	13.03.2020-30.09.2022
Marmara University Faculty of Health Sciences Health Management Undergraduate Program	13.03.2020-30.09.2022
Medipol University Faculty of Health Sciences Nutrition and Dietetics Undergraduate Program	13.03.2020-30.09.2022
Yedi Tepe University Faculty of Health Sciences Nutrition and Dietetics Undergraduate Program	13.03.2020-30.09.2022
Yedi Tepe University Faculty of Health Sciences Physiotherapy and Rehabilitation Undergraduate Program	13.03.2020-30.09.2022

During the process of the accreditation application, examination and evaluation of the program; Strengths and improvements in the programs and improvement suggestions regarding problematic areas are discussed in this report as a situation assessment.

STRENGTHS OF PROGRAMS:

1. The educational objectives of the programs are determined as career-oriented as defined by SABAK and by monitoring the graduate tracking system and proving that it has been achieved,
2. Using the alumni tracking system to show that the educational objectives can be achieved, monitoring the results and ensuring active alumni participation as a stakeholder,
3. Using different teaching methods in education programs
4. Sustainable, systematic assessment and evaluation methods are developed and controlled as an indicator that the outputs of the programs have been obtained
5. Program outputs cover SABAK outputs and support program educational objectives,
6. Implementation of defined education methods that guarantee the acquisition of knowledge, skills and behaviors to students in the programs,
7. In university hospitals, private institutions and organizations, sufficient variety of skills and behaviors are gained. Internships and professional practices in the curriculum can be carried out in hospitals and health institutions generally affiliated with the university, there is a variety in this regard
8. Having sufficient main practice experience, the ability to use the knowledge and skills acquired in previous courses, to have educational curricula that include standards and realistic constraints related to the field of health, and that can guarantee clinical decision-making experience,

9. Ensuring active student representation, being active of students in the processes , being able to measure and monitor student achievements with transparent, fair and consistent methods,
10. Developing and implementing the consultancy and monitoring methods of the programs, the existence of a regular and strong consultancy system and the strong communication opportunities between the head of the department and the lecturers are also confirmed by the students,
11. Establishing a qualified student-teaching staff relationship and the lecturers are willing to help and support students,
12. Evaluation and monitoring of student satisfaction with more than one method
13. High student affiliation,
14. Feedback is given to students,
15. Having at least 3 faculty members from the field specific to the program and the head of the department representing the field,
16. Caring and supporting the development of the vocational and educational qualifications of the lecturers,
17. Within the scope of the training program, the basic science courses are given by the experts of the relevant field and there are general trainings that are consistent with the goals of the institution and the program in a way that complements the professional training and the technical content and provides familiarity with the project management,
18. The existence and sustainability of a systematic appointment and promotion system in which career plans are made for academic staff in the programs,
19. The devotion and institutional loyalty of the academic staff working in the programs is being high,
20. High academic staff satisfaction and maintaining with traceable processes
21. Top management cares, supports and leads accreditation processes
22. In all processes of accreditation, the top management's support for program accreditation, encouragement and motivation are quite strong, and the awareness of the program owners is high,
23. Quick and easy communication opportunities with the managers in the programs,
24. Having a management scheme of the program, active activity of the board / committee / working groups, having student representatives,
25. Existence of applications that facilitate process management such as work flow charts, guides, handbooks, etc.
26. Having library facilities are rich enough to contribute to education and training processes
27. Physical environments are suitable for disabled access,
28. The integration of scientific research and social responsibility projects into the education programs has been identified as strengths in the programs.

ASPECTS OF PROGRAMS OPEN TO DEVELOPMENT:

1. The educational objectives of the program are determined independently of the mission and vision and far from being career oriented

2. Defining or systematically maintaining the monitoring processes to show that the educational objectives have been achieved,
3. In the processes of determining or updating the educational objectives and program outcomes; Although it has been determined that stakeholder opinions are received through meetings and surveys in order to determine stakeholder needs, defining systematic processes related to the issue,
4. Identifying stakeholder requirements and documenting the analysis results, reflecting them in training programs and updating them
5. Systematic processes that show how the results of satisfaction surveys of internal and external stakeholders are used and monitored in improving the quality are based on concrete evidence and the results obtained are reflected in the training program,
6. Although different teaching methods are used in the programs, these methods should be included in the course information packages,
7. Updating the course information packages in the programs, intermittent and restricted communication between these programs and the university information system regarding these updates, updating the web page,
8. Defining the processes regarding the review of the course information packages of the programs in terms of ECTS workload calculations, teaching and achievement evaluation methods and course contents,
9. Structuring the systematic setup of the knowledge, skills and behavior components required for the acquisition of program outcomes
10. Developing and managing systematic methods for monitoring program outcomes,
11. When the measurement and evaluation process used to determine and document the achievement of each of the program outputs is examined, having the planning and implementation stages within the PDCA cycle, and the realization of the Check and Take Action stages,
12. Within the scope of continuous improvement of training plans; although systematic evaluation and monitoring of improvements, changes are made in the training plan in line with the opinions of internal and external stakeholders,
13. In all processes such as education program, program outputs, development of student and teaching staff qualifications, financial resources and management structure, the results obtained from an established measurement and evaluation system are realized in the planning and implementation phase, and the realization of control and precaution steps
14. Using the Check and Take Action stages for continuous improvement of programs.
15. Current internship guidelines; evaluating the success, updating the internship manager in terms of making job descriptions etc and reviewing the consistency of implementation with the directive,
16. Providing wider representation to students in educational processes as stakeholders, providing representation only in the department board or in a single commission, reflecting them to all boards / committees and working groups, or ensuring active participation,

17. Although there are teaching environments such as classrooms and laboratories, improvements in information technologies have been identified as areas open to improvement.

IMPROVEMENT RECOMMENDATIONS FOR PROBLEM AREAS IN PROGRAMS

1. Accreditation is team work. The awareness, knowledge and solidarity of the team working in quality assurance and accreditation studies in accreditation and quality assurance processes are valuable.
2. Management support is very important. The ownership of the process by the senior management, the faculty management and the department management, the development of the decision-making processes within the standards, and the operation and sustainability make the program strong.
3. Graduate tracking is one of the gold standards. As an indicator of the achievement of educational objectives and the outputs achieved in quality processes, graduates should be monitored and should be included in the process as stakeholders.
4. Student representation is essential. It is the supporter and indicator of student-centered education and quality assurance in education.
5. Teaching staff qualifications, competence and satisfaction from the field ensure success in accreditation. The presence of academic staff from the field specific to the program is of great importance in gaining graduate qualifications.
6. It is important to have a board / committee commission and to work actively. The presence of the board / committee should be considered in order for the quality processes to be generalized, internalized and implemented by everyone.
7. Work flow charts, guides etc. applications provide convenience to administrative processes.
8. Regular stakeholder meetings and events ensure continuous improvement.
9. An effective, active, accessible and corporate registration system is the key to accreditation
10. It is valuable to strive to be an example of good practice in the program structure. For this, it is necessary to use PÜKO cycle in all processes and to provide criteria.
11. In administrative processes, the word "accreditation" is the gold standard for requests for educational activities specific to the program.

Regards

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