



Hemşirelik Eğitim Programları
Değerlendirme ve Akreditasyon Derneği

Association for Evaluation and Accreditation of
Nursing Education Programs

HEPDAK

***Association for Evaluation and Accreditation
of Nursing Education Programs***

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**HEPDAK - AIC Staff Exchange Program
27-28 April 2021**

OUTLINE

- History
- Mission, Vision, Goals and Values
- Quality Policy
- HEPDAK Organizational Structure
- Finance
- Program Evaluation Teams
- Evaluation Process
- Standards
- HEPDAK's Strengths
- HEPDAK's Future Plans

REASONS OF ACCREDITATION IN NURSING EDUCATION

- Eliminating the differences between nursing schools (infrastructure, educators, etc.)
- Education standardization
- Increasing the quality of education, continuous improvement
- Raising graduates who give safe care
- Student exchange programs
- ...

HEPDAK HISTORY

- HEMED (Association of Nursing Education)
 - April 2011-July 2013
- Nursing Education Programs Evaluation and Accreditation Association- HEPDAK
 - July 2013 -...
- CoHE Application
 - October 22, 2013
- CoHE approval
 - 25.12.2014-25.12.2016
- THEQC approval 2 years
 - 25.12. 2016- 25.12.2018
- THEQC approval
 - 5 years, 25.12.2018-25.12.2023



INTERNATIONAL MEMBERSHIP

A member of "Central and Eastern European Network of Quality Assurance Agencies - CEENQA", which is a respected Quality Assurance Organization in higher education in Europe.
(May 2018-



**CENTRAL AND EASTERN EUROPEAN NETWORK
OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION**



HEPDAK CHARACTERISTICS

- HEPDAK - an independent association, on a voluntary basis

Activities

- Undergraduate programs accreditation
- Developing and updating nursing education standards
- Introductory training for institutions
- Evaluator selection and training

MISSION AND VISION

- **Mission of HEPDAK;** 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 constantly developed standards.
- **HEPDAK's vision;** contribute to nurses to promote of health and transform the health care services by improving the quality of nursing education in Turkey.

HEPDAK GOAL

...is to contribute to the;

- **improvement of the quality of nursing education** in Turkey by accrediting, assessing and providing information.
- **delivery of safe and effective care and promotion of health** by better educated and more qualified nurses.

HEPDAK VALUES



- Student participation
- Sufficient feedback
- Correct assessment of students
- Counseling students
- Contemporary curriculum
- Student-centered, evidence-based education
- Trainer training
- Adequacy of practices and practice environments
- Monitoring graduates

HEPDAK QUALITY POLICY

- Main values of accreditation are learning, community, responsibility and continuous improvement.
- The evaluation process is based on a relationship of respect and trust.
- Evaluation focuses first on the benefit to the organization and then to the community.
- Accreditation activities are conducted according to high-level ethical principles that are open and ready to be accountable.

HEPDAK's QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

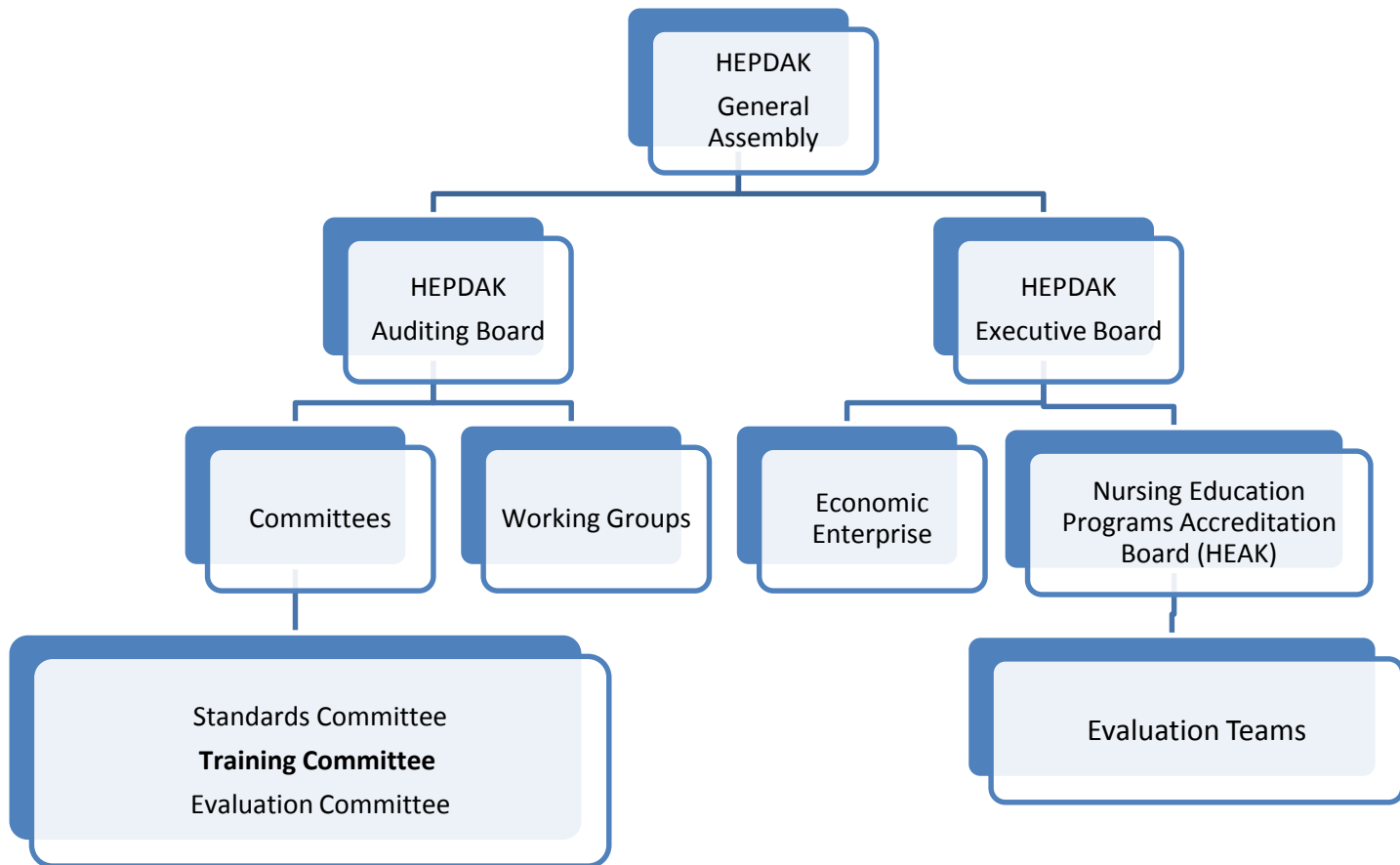
- **HEPDAK's quality policies are defined by HEPDAK's Executive Board.** HEPDAK's Quality Policy document is available on web page .
- **All accreditation processes are controlled, evaluated and reported** by internal auditors and external quality agency (THEQC).
- **Feedbacks** from institutions, evaluators, observers, student evaluators are given continuously.
- **Reactive and proactive approach** is adopted in **continuous improvement**.
- **Stakeholder participation** is essential in improving processes.
- The reports of **activities and continuous improvement works are shared with the stakeholders via web page, meetings etc.**

FEEDBACK METHODS AND SOURCES OF INFORMATION

- Evaluation forms
- Feedback from institutions and team members
- Reviewing feedbacks and receiving new suggestions at the team chairs meetings
- Stakeholder feedback for standard setting and updates

HEPDAK

«ORGANIZATIONAL STRUCTURE»



BOARD AND COMMITTEE MEMBERS

- Nurse educators
- Nurse managers
- Nurses
- Nursing students
- Representative of Turkish Nurses Association
- Institute of Turkey Quality and Accreditation in Health (TUSKA)

Membership:

participating in training/s on being an evaluator and
involving in evaluation teams.

HEPDAK EXECUTIVE BOARD

- **Chair**
- **Vice-Chair**
- **Secretary**
- **Treasurer**
- **Members**

THE NURSING EDUCATION PROGRAMS ACCREDITATION BOARD-HEAK

Duties and Responsibilities

- **organize and implement a detailed program for the accreditation** of nursing undergraduate and graduate programs of higher education institutions in Turkey and the Turkish Republic of Northern Cyprus on behalf of HEPDAK,
- **make accreditation decisions,**
- **determine the program evaluation teams**
- **determine program evaluator candidates,**
- **submit the amendment proposals** regarding current accreditation processes and evaluation criteria to the Executive Board

FINANCE

HEPDAK's INCOME SOURCES

- **Entrance fee and annual membership fee** are collected from the members.
- **Donations** (aids to be made in the form of goods and money for the realization of HEPDAK objectives),
- Deposit interest, repo, treasury bills and similar securities income,
- Rent, etc. income to be obtained from movable and immovable assets,
- **Course, seminar, training, program evaluation, program accreditation, publication etc. revenues** from events and other HEPDAK activities,
- Income from the economic, commercial and industrial **enterprises** that HEPDAK has established, operated and partnered with in order to obtain the income to achieve its objectives.
- *The Executive Board is authorized for activities to be carried out to generate income for HEPDAK.*
- *The financial processes of the association are operated in accordance with the principles specified in the Associations Law.*

PROGRAM EVALUATION TEAMS

- Program evaluations teams are **formed by HEAK**.
- **A separate evaluation team is formed for each institution** whose programs are to be evaluated.
- **Program evaluation teams consist of a team chair, program evaluators and student evaluators.** If necessary, an observers can also be included in the team.
- **The team chair are appointed** from among those members who are currently serving or have previously served on HEAK or, if required, from among experienced program evaluators who have served as HEPDAK evaluators for a minimum of two (2) terms.
- Evaluators who have a relationship or interest relationship with the institution to be evaluated cannot be evaluators for that institution.
- The rules to be observed in forming the program evaluation teams are determined by the Directive on Policies and Procedures for Evaluation and Accreditation, as approved and published by the Executive Board.

PROGRAM EVALUATION TEAMS

Program Evaluator:

- experience in nursing education.
- complete the training program provided by HEPDAK before participating in the visit.
- experience in the assessment, continuous improvement, and preparations for the accreditation of nursing education programs accredited domestically and/or abroad.
- **Program managers (dean/vice dean/department chair etc can not be an evaluator while in managerial positions .**

PROGRAM EVALUATION TEAMS

Student Evaluators

- Nursing students.
- Nominated student evaluators should not have received any disciplinary penalty.
- Student evaluator nominees shall be prepared for the duty they will be undertaking by participating in a HEPDAK student evaluator training program.

PROGRAM EVALUATION TEAMS

Observers

- Each program evaluator is expected to complete the training program provided by HEPDAK before participating in the visit.
- Academic members are expected to have experience in the assessment, continuous improvement, and preparations for the accreditation of nursing education programs accredited domestically and/or abroad.

EVALUATION PROCESS

THE CHARACTERISTICS OF HEPDAK ACCREDITATION

- HEPDAK evaluates nursing undergraduate programs
- Evaluation is done according to HEPDAK standards.
- Accreditation applications are voluntary
- There is an application fee

Belgeler

Tüzük,Yönetmelik ve Yönergeler

- 1 HEPDAK Tüzüğü **Sürüm 1.0** | **Sürüm 2.0** | **Sürüm 3.0**
- 2 HEPDAK Çalışma Yönetmeliği **Sürüm 1.0**
- 3 HEPDAK Değerlendirme ve Akreditasyon Uygulama Esasları Yönergesi **Sürüm 1.0** | **Sürüm 2.0** | **Sürüm 3.0**
- 4 Standartları Belirleme ve Geliştirme Komisyonu Çalışma Yönergesi **Sürüm 1.0**
- 5 Danışmanlık ve Eğitim Komisyonu Çalışma Yönergesi **Sürüm 1.0** | **Sürüm 2.0**
- 6 Program Değerlendirme ve İzleme Komisyonu Çalışma Yönergesi **Sürüm 1.0**
- 7 HEPDAK Arşivleme Yönergesi **Sürüm 1.0** | **Sürüm 2.0**

Kurumlar ve Değerlendiriciler için Belgeler

- 1 HEPDAK 2020-2021 Dönemi Program Değerlendirme Başvuru Formu PDF | Word
- 2 HEPDAK Değerlendirme ve Akreditasyon Süreci Şeması PDF
- 3 Hemşirelik Lisans Eğitim Programı Standartları **Sürüm 1.0** | **Sürüm 2.0** | **Sürüm 3.0** | **Sürüm 4.0**

HEPDAK EVALUTION and ACCREDITATION

- The accreditation **period is 5 years.**
- Higher education institutions have the right to appeal accreditation process and final decisions.

HEPDAK EVALUATION PROCESS

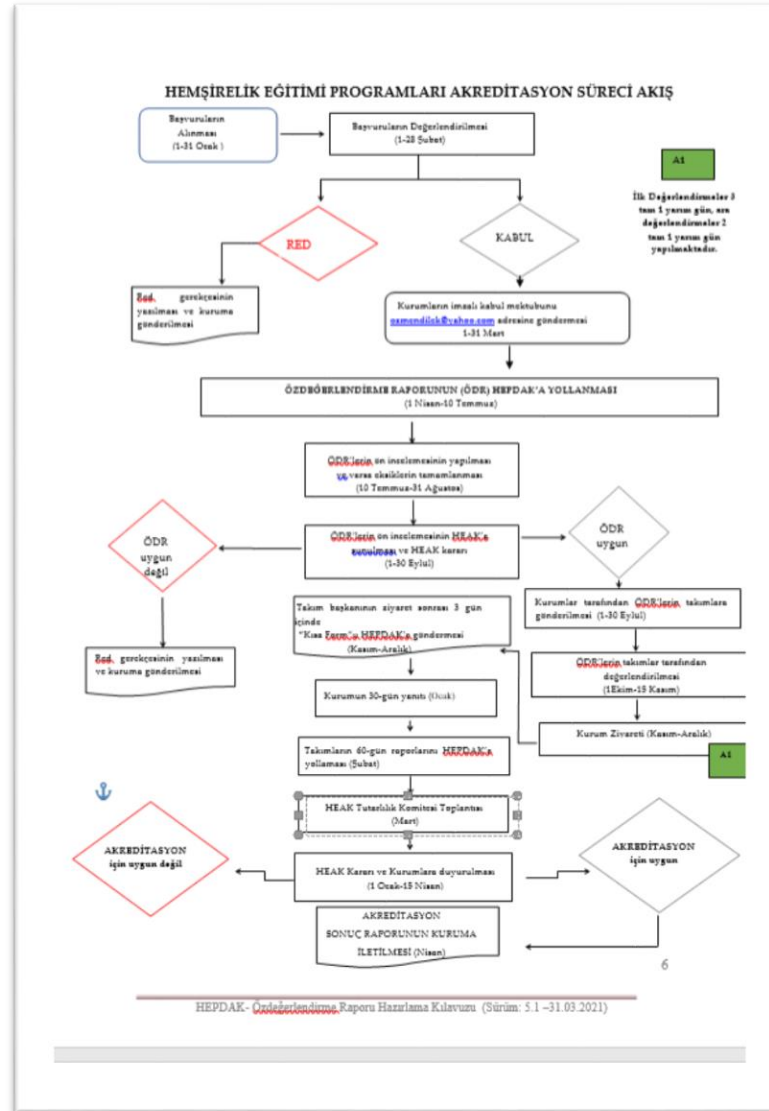
(Between the period of July-April)



- Institution applications
- Application evaluation by HEPDAK
- Notification of the application evaluation results to the institutions by HEPDAK
- Institutions' ÖDRs submission to the HEPDAK
- Sending ÖDRs to the teams and ODRs' preliminary reviews by the evaluation teams
- HEAK meeting
- Completing the ÖDR deficiencies by the institutions
- Examination of ÖDRs by the evaluation teams
- Virtual/site visits of programs and preparing draft evaluation/statement reports of the programs
- Sending the 30th day responses of the institutions to the HEPDAK
- Sending the TEAMS' 60th day reports to the HEPDAK
- Holding a consistency meeting
- Final statement reports
- HEAK decision meeting
- Notification of accreditation decisions to institutions

HEPDAK EVALUATION PROCESS

(Between the period of July-April)



PROGRAM EVALUATOR REPORT




includes;

- Curriculum Analysis
- Transcript Analysis
- Program Evaluator Worksheet
- Program Evaluation Report-*Explanation of Shortcomings and Observations.*
(It is provided the institution with a copy of this form at the exit interview)
- Summary of Shortcomings
- Program Exit Statement (it is read at the exit interview by team chair – not to be given to the institution)
- Program Accreditation Decisions Short Form

EVALUATION RESULTS

- **Strengths**
- **Inadequacies:**
 - **Deficiency:** It is a notification that a standard is not fulfilled. The institution must take urgent measures.
 - **Weakness:** Indicates that a standard is hardly / partially fulfilled, but there is no guarantee that the quality of the program will not deteriorate until the next general evaluation. institution must take corrective measures.
 - **Concern:** Indicates that a standard is still met, but this situation has the potential to change in the near future and may not be achieved in the future. Institution needs to make a positive initiative.

EVALUATION RESULT - ACCREDITATION DECISION

Deficiency	In the first evaluation -No accreditation
No deficiency, no weakness	5-year accreditation
No deficiency but there is weakness	2-year accreditation + Interim evaluation <div style="text-align: center;">  </div> INTERIM EVALUATION: Continuing weakness: no accreditation No continuing weaknesses: 3-year accreditation

PROGRESS REPORT

(after accreditation decision)

If the program is accredited for 5 years: Twice

If accredited for 3 years after 2 years for a 3-year period: Once

The progress reports are examined by the evaluation team of the relevant institutions/programs and evaluation team reports to the HEAK whether the compliance of the institution with the standards is satisfactory.



AKREDİTE EĞİTİM PROGRAMLARI İÇİN GELİŞİM RAPORU HAZIRLAMA REHBERİ

12.04.2021, Version 2.1

AFTER EVALUATION

360 degree evaluation

- evaluation of the program evaluation team members' performance
- improvement the accreditation processes.

Feedbacks from;

- Institutions
- Student
- Program Team Chair
- Program Evaluator
- Observer...

HEPDAK PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 1. Program Goals (3 basic standards)

Standard 2. Program Outcomes (3 basic standards)

Standard 3. Educational Program (15 basic standards, 1 developmental standard)

Standard 4. Students (7 basic standards, 1 developmental standard)

Standard 5. Faculty Members (5 basic standards)

Standard 6. Education Management (6 basic standards, 1 developmental standard)

Standard 7. Physical infrastructure (4 basic standards, 1 developmental standard)

Standard 8. Continuous Improvement (2 basic standards)

45 basic standards

4 developmental standards

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 1. Program Goals

- 1.1. Educational program goals
- 1.2. Creating, updating and announcing program objectives
- 1.3. Measuring, evaluating and achieving program goals

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 2. Program Outcomes

2.1. Program outcomes

2.2. Measuring and evaluating program outcomes

2.3. Accessing program outcomes

HEPDAK PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 3. Educational Program

- 3.1. Content of the education program
- 3.2. Basing the training program on evidence-based knowledge and practices
- 3.3. Crediting the education program
- 3.4. Defining the education program model
- 3.5. Defining education-teaching methods
- 3.6. Using student-centered active learning methods in the education program
- 3.7. Defining lifelong learning in the education program
- 3.8. Including priority health problems of the society in the education program
- 3.9. Including university graduate qualifications in the education program
- 3.10. The subjects that must be included in the training program and the program's compliance with HUÇEP
- 3.11. Nursing skills labs and other labs
- 3.12. Practice environment
- 3.13. Establishment and operation of the measurement-evaluation system
- 3.14. Measuring and evaluating students' learning activities
- 3.15. Program evaluation
- DS.31. Defined processes for the recognition of students' learning outside the program

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 4. Students

4.1. Number of students

4.2. Exchange programs

4.3. Academic and career counseling system

4.4. Psychological counseling and guidance services

4.5. Participation of students in the management of the education program

4.6. Student orientation program

4.7. Supporting the development of the students

DS.4.1. Peer mentoring system

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 5. Faculty Members

- 5.1. Teaching staff policy
- 5.2. Teaching staff orientation program
- 5.3. Teaching staff development
- 5.4. Teaching staff performance evaluation
- 5.5. Teaching staff-trainer training program

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 6. Education Management

6.1. Management system

6.2. Management staff (Executive and assistant managers)

6.3. Management of financial resources

6.4. Cooperation with practice organizations

6.5. Documentation and / or information management system

6.6. Risk management

DS.6.1. Learning and teaching support system

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 7. Physical infrastructure

7.1. Physical structure

7.2. Equipment

7.3. Library

7.4. Clinical and laboratory application areas

DS.7.1. Recreation-social activity areas

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PROGRAM EVALUATION STANDARDS

(version 4.1. 04.04.2021)

Standard 8. Continuous Improvement

8.1. Evaluation and continuous improvement studies

8.2. Conducting the continuous improvement program and announcing the results

Accredited Nursing Education Programs

by HEPDAK

Total: **12** (as of 04.04.2021)

Fakülte/Yüksekokul	Akreditasyon Tarihi	Akreditasyon Bitiş Tarihi
Atatürk Üniversitesi Hemşirelik Fakültesi	01.05.2016	30.09.2018
Ege Üniversitesi Hemşirelik Fakültesi	01.05.2016 01.05.2018 02.04.2021	30.09.2018 30.09.2021 30.09.2026
Erciyes Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü	01.05.2016 01.05.2018 02.04.2021	30.09.2018 30.09.2021 30.09.2023
Sakarya Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Ara Değerlendirme Kesin Raporu İçin	06.04.2017 04.04.2019	01.04.2019 30.09.2022
Hacettepe Üniversitesi Hemşirelik Fakültesi Ara Değerlendirme Kesin Raporu İçin	01.04.2018 04.04.2020	30.09.2020 30.09.2023
İstanbul Medipol Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Ara Değerlendirme Kesin Raporu İçin	01.04.2018 04.04.2020	30.09.2020 30.09.2023
Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Genel Değerlendirme Kesin Raporu İçin	04.04.2019 01.04.2021	30.09.2021 30.09.2024
Acıbadem Mehmet Ali Aydınlar Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Genel Değerlendirme Kesin Raporu İçin	04.04.2019 01.04.2021	30.09.2021 30.09.2024
Trakya Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Genel Değerlendirme Kesin Raporu İçin	04.04.2019 01.04.2021	30.09.2021 30.09.2024
Marmara Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Genel Değerlendirme Kesin Raporu İçin	04.04.2020	30.09.2022
Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Bölümü Genel Değerlendirme Kesin Raporu İçin	04.04.2020	30.09.2022
Akdeniz Üniversitesi Hemşirelik Fakültesi Genel Değerlendirme Kesin Raporu İçin	04.04.2020	30.09.2022

EVALUATION ACTIVITIES

- Since 2015, the number of evaluations of HEPDAK has reached 19 in 2020.
- Number of accredited programs: 12
- The decision “not to visit”: 1
- Decision “not to award accreditation”: 2
- In the 2020 period, a total of 5 programs were evaluated:
 - 2 interim evaluation
 - 3 general evaluation

2020-2021 Evaluation Plan

- Number of programs: 15
- Remote evaluation for 5 pre-accredited programs
 - Interim evaluation-3
 - Re-evaluation-2
- 10 programs whose application is delayed

HEPDAK's STRENGTHS-I

- Continuous improvement of evaluation processes
- Monitoring the progress of accredited programs
- Ensuring the credibility of evaluation processes by:
 - Evaluating the self-evaluation reports
 - Exit interview (exit statements)
 - Institution's 30th day response
 - Team's 60th day report
 - Consistency check
 - Discussing the detailed report submitted to HEAK which is a multi-stakeholder board, and making the final decision.

HEPDAK's STRENGTHS-II

- Increase in the number of applications for accreditation
- High participation in promotional meetings
- Having competent evaluators
- Presence of students in the board, commissions and evaluation teams
- Sound financial structure
- Participation
- Cooperation with THEQC and other accreditation organizations

HEPDAK's FUTURE PLANS

- Developing accreditation awareness
- Strengthening the institutional infrastructure
- Developing information technology infrastructure (Eg. Electronic preparation of Self Evaluation Reports)
- Increasing public information activities
- Development of appeal processes
- Improving the consistency check process (in-team, interteams and inter-annual)
- Meeting institutions and evaluators' need for continuous learning (Symposiums, webinars, etc.)
- Involving CEENQA meetings, extending exchange programs
- Improvement of international relations and starting international accreditation
- Graduate education accreditation

HEPDAK PERFORMANCE CRITERIA

- Number of institutions applying for accreditation:
 - 2019: 7
 - 2020: 15
 - 2021: 18
- Number of new evaluators:
 - 2020: 29 (19 + 10 --- including students)
- Evaluator performances: Scores obtained from HEPDAK evaluation forms 1-4 (1-very poor 4-very good)
 - 2019: 3.9
 - 2020: 3.9

<http://www.hepdak.org.tr/>

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**Questions
&
Comments**