

HEPDAK : Response to COVID-19 Pandemic
QUALITY ASSURANCE ACTIVITIES OF HEPDAK
FOR DISTANCE EVALUATION
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OUTLINE

- ❑ HEPDAK reasons for the virtual (remote) evaluation decision for accreditation,
- ❑ The preparations before the virtual site visits and evaluation (writing virtual standarts, policies directives, recommendations for the nursing programs)
- ❑ Conducting the remote evaluations and virtual site visits to the nursing programs for accreditation
- ❑ Taking the feed backs and suggestions of stakeholders

REASONS

Council of Turkish Higher Education Actions

- ❑ WHO declared Covid 19 as a pandemic on a global scale (by on March 11).
- ❑ Council Of Turkish Higher Education declared **A Road Map During Covid-19** and **a period of digital, remote teaching in higher education started** and it is still standing out.

Council of Turkish Higher Education sent

1 Precaution to be taken in Higher Education Institutions on Coronavirus (06.03.2020) to universities

2 The opportunities and capacities of universities for distance education were determined

3 Currently, in 123 universities has Distance Education Applied and Research Center

4

Higher education moved teaching in the digital environment in March.

5

1 April 2020: University students should be able to suspend their study in the spring semester, upon request.

NURSING PROGRAMS

- ❑ It was decided that students in nursing programs should be able to complete their internships by taking protective measures or to complete their internships by distance education according to higher education institution decisions. **(10 april 2020)**



- ❑ The final decision was up to the universities and the faculties

NURSING PROGRAMS-CONTINUE

- Free 6 gb "distance education support" quota for university students was supplied by the government.
29.4.2020
- Finally Fall term of 2020 and in the spring term of 2021 the distance education continued



The Higher Education Quality Council (THEQC) acts

- **Published Quality Assurance Criteria and Assessment Guide in Distance Education 2020.**



The purpose of this guide is to shed light on the evaluation of the quality assurance processes regarding Distance / Blended Education practices implemented by the universities.

HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



- As the nursing programs started to continue teaching via distance education HEPDAK not to interrupt the accreditation made a plan and prepared a statement to the respective programs as;



*The educational activities should be in compliance with the HEPDAK standards



*Prepare an action plan in order to reach the program outputs

HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



*Planning of teaching (theoretical/ clinical) and assessment-evaluation in line with the decisions taken by Higher Education Consulate and their own universities.



*Programs use distance education methods that will enable students to learn and reach the program outcomes.



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



*Theoretical and practical training on the COVID-19 issues should be integrated into the curriculum.

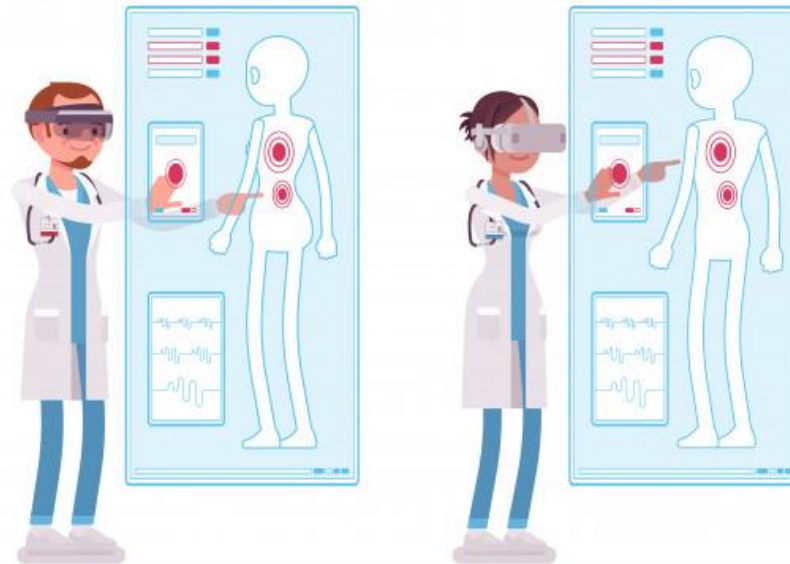


*Educators, and especially students at the graduation stage, must have the necessary competencies in COVID-19 epidemic and maintenance management, appropriate use of personal protective equipment, and transmission.

HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



For practice training, online resources for simulation, virtual reality, clinical care teaching should be used effectively.



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)




Programs that carry out 1st, 2nd and 3rd grade students with the distance education methods should be repeated with supported content in next academic year with practice in health institutions and face-to-face training




These clinical experiences should enable students to achieve program outcomes.



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



Gaining theoretical/clinical education skills and achieving program outcomes should be evaluated with appropriate assessment and evaluation methods.



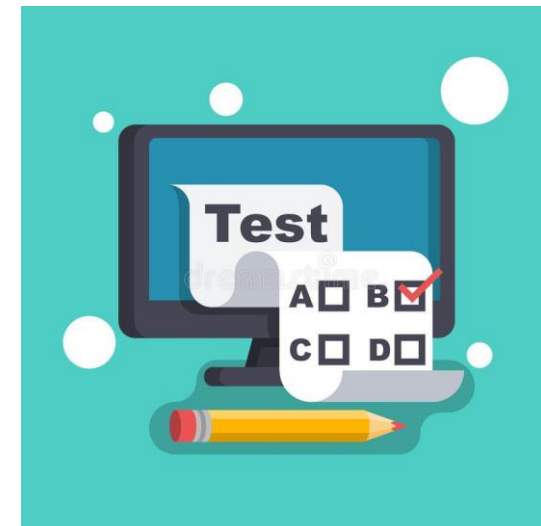
Evidence showing “**decision-making processes, how theoretical/clinical practice carried out, training of educators, assessment and evaluation and program outputs**” regarding the planning and implementation should be presented.

HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



EVALUATION OF DISTANCE PROGRAM

- Gaining theoretical/clinical education skills and achieving program outcomes should be evaluated with appropriate assessment and evaluation methods.



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



EVALUATION OF DISTANCE PROGRAM

- Distance education should be recorded and evidence should be presented. In the courses conducted with distance education, the criteria of "quality assurance in distance education" determined by THEQC should be taken into consideration



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



THE REASONS FOR THE DECISION OF DISTANCE EVALUATION FOR ACCREDITATION

- Uncertainties about pandemic
- Quality assurance in distance nursing education (theoretic/clinical / field practice)
- Programs' urgent guidance need



HEPDAK Plan for the Accreditation of Nursing Education Programs in the Covid Pandemic Process (04.05.2020)



THE REASONS FOR THE DEISION OF REMOTE EVALUATION FOR ACCREDITATION

- ❑ Limitations of student opportunities for distance education
- ❑ The high number of nursing students (around 60,000) who will be adversely affected by the new educational environment
- ❑ To support the continuity of the existing accreditation processes.



27-28 .04.2021

CEENQA ONLINE STAFF EXCHANGE PROGRAM (HEPDAK-AIC/AIKA)



Applicants for HEPDAK Accreditation

As of January 2020, the number of program applicants to HEPDAK for accreditation for the 2020-2021 period

was **15**

Two of these programs were accredited previously and 3 were interim applicants and 10 were the first time applicants

HEPDAK decided to evaluate the 5 programs that were previously visited in 2020 and the remaining 10 programs were postponed to the 2021-2022 period

Applicants for HEPDAK Accreditation

- Since that nursing programs conducted distance education this dramatic change prevented the preparatory work of the programs to apply for accreditation, some nursing programs withdrew their applications.

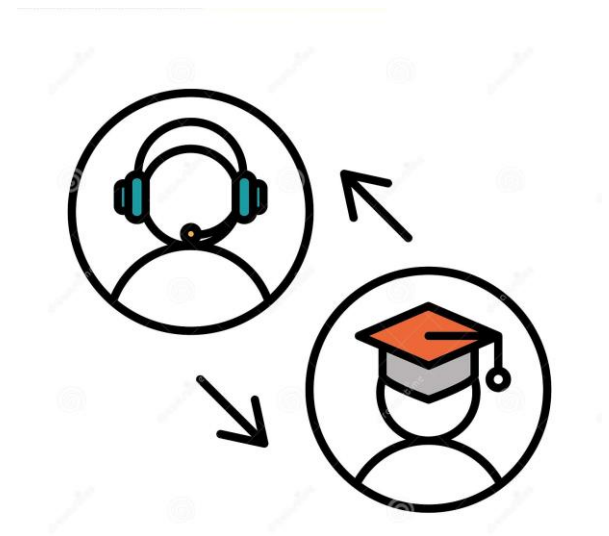


HEPDAK OTHER ACTIVITIES

- "HEPDAK prepared «**Education Program Evaluation Standards**» by taking the opinions of stakeholders, 19.6.2020
- "HEPDAK prepared «**Distance Education Program Evaluation and virtual Site Visit Directive (Manual)**» and announced to the related programs on 25.7.2020 and published on the website.

Distance Education Program Evaluation Standards

- Program outputs (1)
- Educational program-6
- Faculty members-1
- Education management-3
- Physical infrastructure-2
- Continuous improvement-1



THE FEATURES OF THE DISTANCE EDUCATION PROGRAM EVALUATION AND VIRTUAL SITE VISIT DIRECTIVE OF HEPDAK

❑ Virtual visit cycle and duration will remain same as on site and a face-to-face visit.

❑ The virtual site visit will be adapted to the virtual environment



❑ Virtual site visits will continue with real-time synchronous communication where groups-documents are visually visible.

- A **virtual document room** will be arranged by the institution.



- The **responsibility of arranging the technical infrastructure** for video conferences to be used in the virtual site visit will belong to the institutions.

- All **visual interviews will not be recorded** for confidentiality
- Protocol signed to secure for this issue.



VIRTUAL TRAINING PROGRAMS FOR EVALUATORS (10-12 AUGUST 2020)



- HEPDAK organized An Online Three Days Training Workshop for First time Evaluators and the current evaluators to prepare them for their role as virtual visitor and to orient them to the virtual site visit during accreditation processes.



VIRTUAL TRAINING PROGRAMS FOR EVALUATORS (10-12 AUGUST 2020)



In total, 32 evaluators participated

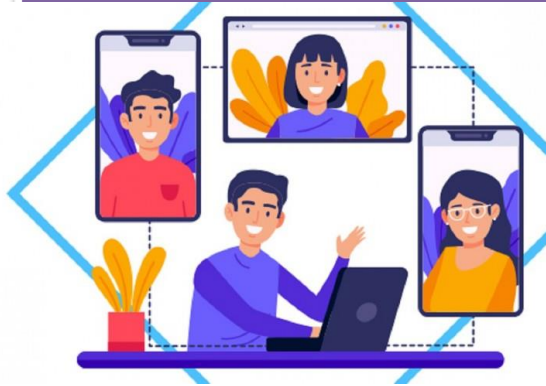


Topics of program:

- HEPDAK standards,
- Distance education Evaluation standards,
- Pre visit, virtual visit, and post visit activities,
- Inspection of documents,
- Interviewing,
- Writing evaluation report



VIRTUAL TRAINING PROGRAMS FOR EVALUATORS (10-12 AUGUST 2020)



The participants were divided into small groups and worked together on a scenario of a self-evaluation report of a nursing programme, discussed and presented their work on these subjects to whole group.



Online Workshop For Training The Evaluators To Prepare Them Virtual Site Visits (Role Play Simulation) 13 Nov. 2020.



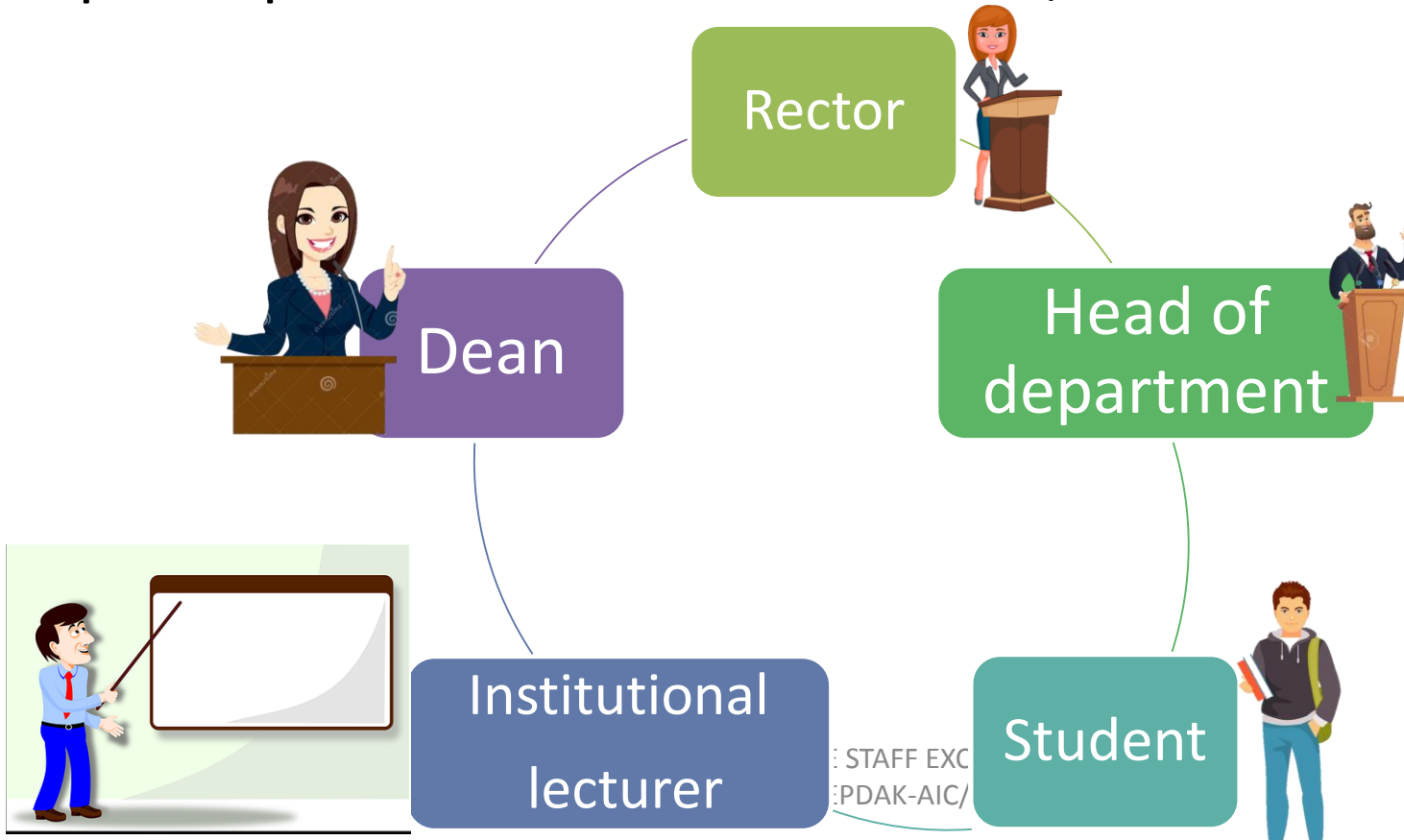
- To complete the aforementioned training, another virtual visit training was held .
- All evaluators (academicians/nurse students), as well as representatives of five institutions to be evaluated in 2020-2021 attended this training



Online Workshop For Training The Evaluators To Prepare Them Virtual Site Visits (Role Play Simulation) 13 Nov. 2020.



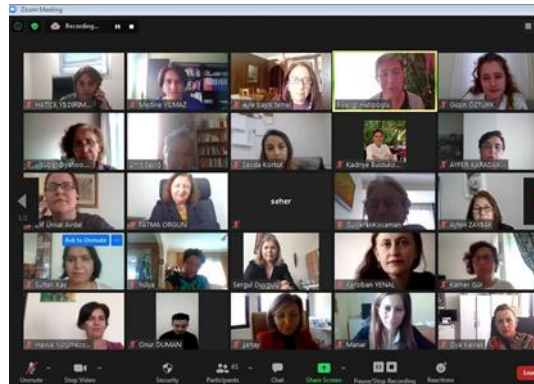
- Before the training, a five-person teams were formed among the participants. In this simulation the participants assumed the roles of;



Online Workshop For Training The Evaluators To Prepare Them Virtual Site Visits (Role Play Simulation) 13 Nov. 2020.



- ❑ The training was carried out in a simulated visit format over this animation
- ❑ The online workshop programme participants worked interactively on a scenario of a self-evaluation report in groups and shared their work results with the audience (in total 64 participants).



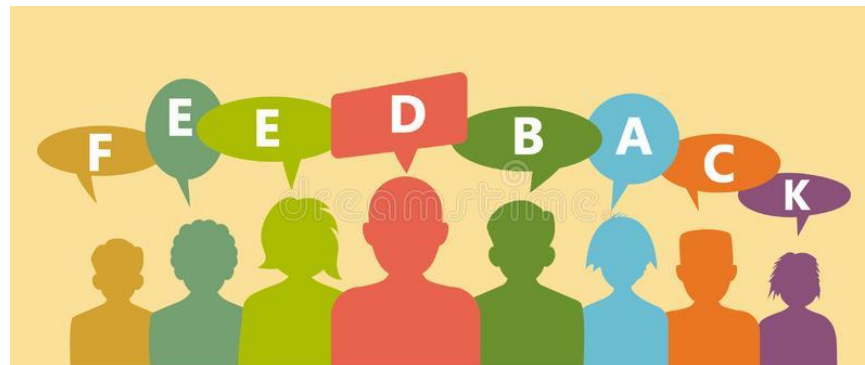
Evaluation of online training workshops

- ❑ The participants shared their feedbacks and evaluated the training programs as satisfactory, valuable and successful .
- ❑ These experiences could be recommended for the agencies if they are intending to plan and use virtual site visits

STAKEHOLDER OPINIONS ON DISTANCE EVALUATIONS FOR ACCREDITATION



- Feedbacks and suggestions of team chairs and the evaluators regarding online evaluation process (evaluating the self evaluation reports, standards and program evaluation schedule, pre, post and virtual visit evaluation and Site Visit Directives) were gathered



STAKEHOLDER OPINIONS ON DISTANCE EVALUATIONS FOR ACCREDITATION



POSITIVE FEEDBACK

- The virtual document room was very functional.
- Also, the video demonstrating the learning environment sent by the institutions were sufficient.



STAKEHOLDER OPINIONS ON DISTANCE EVALUATIONS FOR ACCREDITATION



NEGATIVE FEEDBACK

- Virtual Evaluations were challenging.
- The online visit process was very tiring physically and mentally.
- Not as efficient as face-to-face interaction
- Interviews with students should be done with smaller groups and students should definitely turn on their cameras.

STAKEHOLDER OPINIONS ON DISTANCE EVALUATIONS FOR ACCREDITATION



FUTURE IMPROVEMENTS

- Use of the virtual document room during the face-to-face visit may be effective
- Virtual site visit interviews can be considered as a mixed approach during face to face evaluations after the pandemic

CONCLUSION



- ❑ Nurses play a critical and a key role in health promotion, disease prevention and delivering care.
- ❑ HEPDAK with its values and aims will continue and do its best to support nursing programs to graduate qualified nurses for the World's people wellness.

*Thank you for your attention and
listening*

