

**HEPDAK**

**NURSING UNDERGRADUATE EDUCATION PROGRAM**

**STANDARDS**

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# INTRODUCTION

The aim of these standards is to provide the quality assurance of nursing undergraduate programs including at least eight semesters or equivalent (240 ECTS credits) depending on the secondary education and to support the continuous improvement of these programs in order to meet the expectations of the stakeholders.

The standards provide a framework for the programs by determining the requirements to be met by the education program regarding the learning, teaching and assessment processes of nursing students. They define the expected competencies/outputs of nursing undergraduate programs.

The standards are grouped under nine main titles including essential and developmental standards. Each standard forms the basis in the evaluation of the quality of nursing education program in terms of fulfilling their responsibilities towards individuals, society, and the profession.

The higher education institution applying for the evaluation of an undergraduate nursing education program is obliged to prove that the standards in this document are fulfilled.

# DEFINITIONS

Even though the institutions can use their own terminology, the assessments carried out by using HEPDAK standards must consistently use the following basic definitions from Article 7(a) of the Directive of Evaluation and Accreditation Implementation Practices:

1. **Aims of Nursing Undergraduate Education Program:** General statements describing the career goals and professional expectations that program graduates are expected to achieve in the near future.
2. **Program outputs:** Statements that define the knowledge, skills, and behaviors that students should acquire until they graduate from the program.
3. **Assessment:** The process of identifying, collecting, and organizing data and evidence using a variety of methods to determine the access levels of the program educational objectives and program outputs.
4. **Evaluation:** The process of interpreting data and evidence obtained as a result of assessments via various methods. The evaluation process should provide the access levels of the program educational objectives and program outputs and should be used in the decisions and actions to be taken for improving the program.
5. **Credit:** One credit is equivalent to educational load of one hour (45/50 minutes) of theoretical courses or two hours of application, practical or laboratory studies that are regularly conducted every week during the semester.
6. **ECTS Credit:** Credit as defined by the European Credit Transfer System (ECTS). ECTS is a student-centered credit system based on the student’s workload. It is a unit that refers to all the works (theoretical course, practice, seminar, individual study, exams, homework, etc.) that a student must do in order to successfully complete a course. In ECTS, 60 ECTS credits are granted for one academic year and 30 ECTS credits are granted for one semester.
7. **Basic Standard (BS):** The standard that must be met “absolutely” by the undergraduate education program seeking accreditation.
8. **Development Standard (DS):** Standard that aims to improve the quality of the undergraduate education program and is a high quality indicator if met
9. **Stakeholder.** Individuals, groups, organizations or systems that can be affected by or affect the activities, objectives, policies, and results of the education institution.
10. **Internal stakeholder.** Individuals, groups or related/affiliated organizations (if any) within the institution that are affected by or affect the educational institution. All employees of the institution who have an active role in every stage of the preparation, execution, and evaluation of the education program, as well as the students, instructors, institution managers, and administrative staff of the institution participating in the education program.
11. **External stakeholder:** Individuals, groups, or organizations out of the institution that are affected by or affect the educational institution. Nurses, managers of health institutions, health care team members (doctors, dietitians, PTR specialists, psychologists, social workers), patients, individuals/families/communities receiving services, NGO representatives, etc., who do not take an active role at every stage of the preparation, implementation and evaluation of the education program but whose opinions are consulted.

# STANDARD 1. OBJECTIVES OF THE PROGRAM

**TS.1.1.** The education program should have objectives that describe the career goals, fields of study and roles that the graduates are expected to achieve in the near future, and define their professional expectations.

**TS.1.2.** The objectives of the program should be developed, updated and issued by considering the needs of the internal and external stakeholders of the program in a way that is easily accessible to all stakeholders.

**TS.1.3.** Assessment and evaluation processes depending on data received from internal and external stakeholders should be defined and operated to ensure that the objectives of the education program are achieved and the achievement indicators are met. It should be proven that objectives of the education are met.

# STANDARD 2. PROGRAM OUTPUTS

**TS.2.1**. The education program should have program outputs that define the knowledge, skills and behavioral components that students should acquire until they graduate from the program.

# HEPDAK OUTPUTS OF NURSING UNDERGRADUATE PROGRAM

**In this program, the student at the graduation stage:**

1. *Has basic knowledge, attitudes and skills related to professional roles and functions.*
2. *Accesses and uses scientific and current information about nursing.*
3. *Applies nursing care in accordance with the nursing process based on evidence.*
4. *Performs nursing practices in accordance with the ethical principles and legal regulations.*
5. *Uses information and care technologies in nursing practices.*
6. *Communicates effectively and works in cooperation with the individual/family/community and health care team members.*

*7. Takes responsibility in scientific researches, projects, and activities related to nursing.*

1. *Uses problem solving and critical thinking skills in nursing practices.*
2. *Follows the developments in his/her field and shares them with colleagues using at least one foreign language.*
3. *Maintains continuous professional and individual development by adopting lifelong learning.*

**TS.2.2.** An assessment and evaluation system must be established and operated to evaluate the program outputs.

**TS.2.3.**It should be proved that the students at the graduation stage have achieved all the program outputs.

# STANDARD 3. EDUCATION PROGRAM

**TS.3.1.** The content of the education program should support the mission, objectives, and program outputs of the nursing undergraduate program.

**TS.3.2.** The education program should be based on evidence-based nursing practices.

* + - 1. The credit definitions of the education program specified in the National and European Credit Transfer System (ECTS) must be made and published.
      2. The educational program model used should be designated.
      3. The methods, tools, and materials used in the education and training process should be capable of enabling students to achieve the program outputs (knowledge, skills, and competencies).
      4. Student-centered active learning methods should be used in the implementation of the education program.
      5. Lifelong learning activities should be designated in the education program.
      6. The content of the education program should include the prioritized health problems and the needs of the society.
      7. The content of the education program should include the subjects that will bring the qualifications of a university graduate.
      8. The education program must be compatible with the Nursing National Core Education Program (HUÇEP-current version).
      9. Nursing laboratory practices should be capable of preparing the student to provide safe care.
      10. Practices should be carried out at primary, secondary, and tertiary health care institutions, including clinics, community health centers and different units, where students can put their knowledge into practice and provide safe care.
      11. Assessment and evaluation departments should be established and operated at the educational institution.
      12. Learning activities of the students during the courses and at the laboratories and practical areas should be assessed and evaluated by valid and reliable methods.

**T.S.3.15.**The institution should have a program evaluation system that focuses on educational processes, program outputs, and changes/improvements made in the educational program.

**G.S.3.1.** There should be the designated processes for the recognition of learning of students outside the program.

# STANDARD 4. STUDENTS

**TS.4.1.** The program must have documents showing the number of students.

**TS.4.2.**Policies followed in exchange programs should be designated and implemented in detail. Measures should be taken by the institution and/or program to encourage and ensure mobility by the agreements and partnerships with other institutions.

* + - 1. An academic and career counseling system for students should be established, operated, and regularly reported and its results should be evaluated.
      2. Students should benefit from psychological counseling and guidance services provided by the relevant department of the university/institution.
      3. Students, who are important stakeholders of education, should be involved in the planning, implementation and evaluation processes of the educational program.
      4. There should be an orientation program for first-year students.
      5. All kinds of support should be provided continuously and regularly for the students to have them participate in scientific, social, sportive, and cultural activities.
      6. A peer mentoring system should be established for the students.

# STANDARD 5. INSTRUCTORS

**TS.5.1.** A policy for teaching staff and staff development appropriate to the qualifications of the education program should be designated and published.

**TS.5.2.**An orientation program should be organized for the newly appointed or newly assigned instructors at the department.

**TS.5.3.**National and/or international scientific activities for the professional development of instructors should be supported administratively and economically.

**TS.5.4.**An instructor performance evaluation system must be established and operated. **TS.5.5.** Instructors should participate in train-the-trainer programs at regular intervals to improve their training skills.

# STANDARD 6. EDUCATION MANAGEMENT

**TS.6.1.** The structure of the management and administrative units of the educational institution, their location within the university, and the relations between teaching activities and support services should be shown and defined on the organizational chart.

**TS.6.2**. The top executive of the education program should be a nursing faculty member who has management and leadership skills and a bachelor's degree in nursing and at least a doctoral degree.

Academic and administrative departments should be managed by assistant executives who are competent in their fields.

**TS.6.3.**The top executive of the education program should realistically plan the financial resources that will ensure the realization of the objectives and outputs of the education program and manage these resources effectively and efficiently.

**TS.6.4.**There should be an official cooperation protocol between the education program and the organizations where the practice is carried out.

**TS.6.5.**The educational institution/program should have a documentation and/or information management system in order to meet the informational needs of the managers, employees, students, and other relevant people.

**TS.6.6.** A risk management program should be developed and implemented by the education program management.

**GS.6.1.** Program management should create a system to support instructors to improve their teaching skills and students to improve their learning skills.

# STANDARD 7. PHYSICAL INFRASTRUCTURE

**TS.7.1.**The architectural structure of the educational environment/building where the education program is carried out must be suitable for education, and its physical spaces (classrooms, laboratories, offices, library, etc.) must be of a quality that will achieve the objectives and outputs of the program.

**TS.7.2**.The tools and equipment in the educational environment should be of a number and quality that will achieve the program objectives and outputs and they should be controlled and updated by making necessary arrangements.

**TS.7.3.**The university to which the education program is affiliated should have a library that can be used by all the students and faculty members and can be accessed electronically and it should be constantly updated.

**TS.7.4.**The healthcare institutions (hospital, family health center, etc.) where students carry out practices should have the infrastructure to achieve the program objectives and outputs.

**GS.7.1.**In the university where the unit is affiliated, there should be places (gymnasium, swimming pool, fitness center, canteens and cafeterias, etc.) that improve the socialization of academic and administrative staff and students.

# STANDARD 8. CONTINUOUS IMPROVEMENT

**TS.8.1.**A systematic evaluation and continuous improvement system covering all standards and all processes of the education program should be established.

**TS.8.2.** Improvement activities should be carried out as planned, they should be monitored, results should be evaluated, and improvement activities should be shared with relevant persons and organizations.