

**TEPDAD
SELF-EVALUATION REPORT
EVALUATION GUIDE**

SELF-EVALUATION REPORT EVALUATION GUIDE

School Evaluated :

Date of SER Arrival to TEPDAD:

Date the SER Delivered to the Team Members:

Evaluation Team Members :

Name-Surname	Institution	Telephone number	Signature

EVALUATION

Evaluation Topic	Decision	Comments*
Format of the report <ul style="list-style-type: none"> • Cover • Times New Roman font 12 • Line spacing 1.5 , A4 Paper 	<input type="checkbox"/> Appropriate <input type="checkbox"/> Incomplete <input type="checkbox"/> Not appropriate	
Clarity and consistency of content of the report	<input type="checkbox"/> Appropriate <input type="checkbox"/> Partially appropriate <input type="checkbox"/> Not appropriate	
Formation of the Self Evaluation Team Dean/ Deputy Dean SER Coordinator (A Faculty member who is experienced in education) Student – At least 3 students from pre-clinical, clinical and internship years Graduate (General practitioner/Family Physician) Faculty member – At least 3 Members from different academic titles and preferably from, basic, medical and surgical sciences Resident General Secretary	<input type="checkbox"/> Appropriate <input type="checkbox"/> Partially appropriate <input type="checkbox"/> Not appropriate	
General Introduction of the school <ul style="list-style-type: none"> • Name of the university : • Name of the Rector : • Name of the school : • Name of the DEan : • Names and the functions of the SER Committee Members • Ziyaret ekibi üyelerinin ziyaret öncesi iletişim kuracağı sorumlu kişinin adı, telefon, faks numarası ve e-posta adresi: 	<input type="checkbox"/> Appropriate <input type="checkbox"/> Incomplete <input type="checkbox"/> Not appropriate	
Process of preparation of SER	<input type="checkbox"/> Appropriate <input type="checkbox"/> Incomplete <input type="checkbox"/> Not appropriate	
SER Summary	<input type="checkbox"/> Appropriate <input type="checkbox"/> Incomplete <input type="checkbox"/> Not appropriate	

* If this part was not proper or incompletely prepared, give an informative feedback to the institution.

TABLE OF MEETING THE NATIONAL STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION

In this section, the evaluation criteria written in plain characters belong to the basic standards, and the evaluation criteria written in italic type belong to the development standards.

The following rating scale will be used to evaluate processes in meeting the basic standards:

1. Very insufficient: The level to be marked in the absence of any assessment of meeting the standard in the relevant part of the SER, misinterpretation and definition of practices, lack of supporting documents / evidence (not defined and written process, definition invalid, no document / evidence)
 2. Insufficient: The level to be marked when some definitions/applications/documents/evidence regarding meeting the standard in the relevant part of the SER exist but are not at a level to meet the standard (there are significant deficiencies in the definition of basic processes, evidence/documents and/or implementation)
 3. Acceptable: It is the level to be marked in the relevant section of the SER, where there are enough definitions / practices / documents / evidence regarding meeting the standard, but there are points that are recommended to be developed (whether the implementation is systematic, whether there is enough time to see the results, the state of institutionalization, etc.).
 4. Good: It is the level to be marked when the definitions / practices / documents / evidence of meeting the standard in the relevant section of the SER are found completely.
 5. Very good: It is an exemplary level at which definitions / practices / documents / evidence regarding meeting the standard in the relevant section of the SER are obtained with a comprehensive and systematic approach.
- * The features or deficiencies explaining the evaluation score given in the evaluation column should be stated.
- ** General comments and recommendations must be filled in. In this section, a holistic evaluation should be made, and explanations, information and suggestions should be written that will form the basis for the board's visit decision and form the basis for future correspondence with the institution.

STANDARDS	Evaluation	Comments &Justification*
1. AIMS and OBJECTIVES		
1.1.Institutional aims		
The institutional aims of the medical school must;		
BS.1.1.1. Take into account the social obligations of the school,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of faculty aims that define and prioritize social obligations in documents describing their mission, vision and objectives	
BS.1.1.2. Include the elements of education, research and service separately,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Aim and objectives of the school be arranged separately for education, research and service	
BS.1.1.3. Be defined with broad participation, shared with the internal stakeholders and society	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of meeting minutes and participation lists showing that all internal stakeholders have participated in defining the objectives of the school, and sharing these goals and objectives on the website so that the society can monitor them.	
BS.1.1. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
1.2. Aim and objectives of the educational program		
The aims and objectives of the educational program must be;		
BS.1.2.1. Compatible with Turkey Higher Education Qualifications Framework, the National Core Curriculum and include the graduation competencies/ outcomes to fullfill their roles and responsibilities in the community,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documentation that the program is compatible with Turkey Higher Education Framework and the National Core Curriculum	

BS.1.2.2. Defined for years/program phases and associated with graduation aims / competencies / competences / outcomes	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The existence of objectives defined separately for each stage of education in the program and the presence of a comparison table and explanations that determine the contribution of these objectives to graduation goals	
BS.1.2.3. Defined with wide participation of internal stakeholders and be known to its constituency,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of meeting minutes and reports showing that the contribution of all internal stakeholders to the process of defining the objectives of the training program	
BS.1.2.4. Updated regularly,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents such as correspondence, meeting minutes, evaluation reports, etc., showing that the training program objectives have been reviewed regularly	
BS.1.2.5. Utilized in education and teaching processes.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documenting that all teaching and learning activities are carried out in line with the aims and objectives of the program	
BS.1.2 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
The medical school in the process of defining its aim and objectives should;		
DS.1.2.1. Take the contributions and opinions of external stakeholders	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of correspondence samples and documents showing that the contributions and opinions of external components are requested and received in the definition of goals and objectives	
DS.1.2.2. Consider the aims of objectives of International medical education	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents showing that international examples were used in the definition of goals and objectives	

STANDARDS	Evaluation	Comments &Justification*
2. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM		
2.1. 2.1. The structure of the educational program		
The educational program must;		
BS.2.1.1. Define the structure and the teaching methods used in general and for all stages of the program and shared with all the stakeholders,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Definition of the education program model and structure, teaching methods used in all phases, documents showing compliance of teaching methods with the declared goals and accessibility by the society	
BS.2.1.2. Include learner-centered educational practices at every stage,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documenting the learner-centered education practices that are included in the pre-clinical and clinical period in the training program	
BS.2.1.3. Be integrated horizontally and vertically	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of applications for horizontal and vertical integration in the education program	
BS.2.1.4. Include electives and independent study hours at every stage,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of elective programs and independent study hours in all phases of the training program	
BS.2.1.5. Include educational activities that take place in health institutions and in the community outside the tertiary level.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Monitoring the educational activities that take place in health institutions other than the tertiary level and in the community from the training program and presenting explanations about these practices	
BS.2.1.6 Design the online/distance learning and teaching activities to be compatible with the outcomes of the program, and their operation should be defined within the framework of a directive and carried out with the support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents and instructions showing the compatibility of distance education applications with program achievements	

of appropriate equipment, infrastructure and manpower.		
BS.2.1 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
Educational program should;		
DS.2.1.1. Include behavioural sciences, social sciences and humanities in the program integration	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents showing that behavior, humanities, social sciences are included in the integration of basic and clinical sciences at every stage of the education program	
DS.2.1.2. Ensure confrontation of the students with the patients, community health problems and needs at the early stage of the program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents related to internship or practice activities, clinic admission practices that took place in the first and/or second level in the preclinical years of the students	
DS. 2.1.3. Include community based educational activities at all stages	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents showing that community-based education activities are carried out at all stages of the education program	
DS. 2.1.4. Include medical electives in all stages	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents showing the presences of medical electives in all stages of the program	
DS. 2.1.5 Include components and activities aimed at providing students with a continuous professional development and lifelong learning attitude,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents on activities and practices aiming at gaining an attitude of continuous professional development and lifelong learning	
DS 2.1.6 Include non-medical electives	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents showing that there are non-medical elective courses that includes social sciences cultural and art fields	

2.2. The content of the educational program		
The content of the educational program must;		
BS. 2.2.1. Be structured to meet the goals and objectives defined at every level / year or phase,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documenting that the entire training program is in harmony, the phases of the program can be followed clearly in the program, it is understood that the activities in the training program are aimed at gaining the declared aims and objectives.	
BS.2.2.2. Ensure compliance with the current national core curriculum and show this with a systematic analysis,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Meeting/workshop/correspondence etc. to ensure the compliance. records of studies or the presence of a comparison table showing compliance with the national core curriculum	
BS.2.2.3. Include behavioral and social sciences as well as medical humanities,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of learning opportunities for behavioral and social sciences and medical humanities in the education program	
BS.2.2.4. Provide learning opportunities by using scientific principles and methods to develop skills such as analytical, critical thinking and evaluation, problem solving, and decision making,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of activities in the curriculum that provide learning opportunities that will develop skills such as critical thinking, problem solving and decision making	
BS.2.2.5. Ensure learning opportunities that will encourage students to participate in scientific research and gain experience,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Samples of student research presented at scientific meetings or currently being conducted, list of students' research	

BS.2.2.6. Provide opportunities to obtain understanding and skills to work in a team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Demonstrating task/project/homework activities in the education program that learners can achieve/learn/complete through teamwork and cooperation/work sharing.	
BS.2.2.7. Include elements to prepare the graduates for postgraduate training and working conditions,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of activities that will enable students to be aware of post-graduate education and working conditions in the medical faculty education program.	
BS. 2.2.8 Plan social and community based projects or educational activities in which the students can take responsibility.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents showing that projects or educational activities in which all students can take social responsibility are structured in the education program	
TS.2.2. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
<i>The content of the program should;</i>		
DS.2.2.1. Include evidence based medicine practices,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents on theoretical and practical activities that will improve students' ability to use medical evidence and experience in the education program	
DS.2.2.2 Provide students with the opportunity to learn and gain experience in electronic patient information management and decision support systems,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents regarding the activities carried out in the clinical period for students to learn electronic patient information management and decision support systems	
DS.2.2.3. Give the students an inter-professional perspective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

in the provision of health services and practice.	Presence of examples of practice to provide students with an interprofessional perspective	
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STANDARDS	EVALUATION	COMMENTS & JUSTIFICATION*
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3. ASSESSMENT OF STUDENTS

3.1. Assessment applications

The methods and criteria used in measurement and evaluation must be;

BS.3.1.1. Determined according to the years or phases of the program, published and shared with students and faculty members,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of the measurement-evaluation regulation/ directive of the faculty, monitoring that the exams are determined and announced according to the education stages in the education program, determining that the rules related to success are known by the faculty members and students	
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BS.3.1.2. Compliant with aims and learning objectives and validated,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Evaluation matrices or specification tables, assessment and evaluation commission decisions, monitoring of exam samples for different learning areas	
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BS.3.1.3. Planned and implemented to support learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of both formative and summative assessment are included in the education program, student exam feedbacks	
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BS 3.1 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
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Assessment of students should;

DS.3.1.1. Be continuously improved using innovative and new developments in the field,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of new assessment and evaluation application examples that the Faculty of Medicine has started to use	
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DS.3.1.2. Evaluate the utilization of educational practices,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents pertaining to evaluation of the usefulness of assessment and evaluation applications.	
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STANDARDS	Evaluation	Comments & Justification*
4. STUDENTS		
4.1.. Approach to student selection, intake and number		
The medical school must;		
BS.4.1.1. Determine the number of students to be admitted taking into account the objectives, structure, features, institutional human power and infrastructure of the educational program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents and request letters regarding the determination of the number of students suitable for the objectives, structure, characteristics, institutional manpower and infrastructure of the educational program	
BS 4.1 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
4.2. 4.2. Duties and responsibilities of students		
The medical school must;		
BS. 4.2.1. Define and make known the duties and responsibilities of the students in preclinical period of the program,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents describing students' responsibilities in preclinical education processes	
BS. 4.2.2. Define and make known the duties and responsibilities in clinical clerkship and internship period	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of documents describing the roles and responsibilities of the students in clinical clerkships and internship	
BS 4.2 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
4.3. Student representation		
The medical school in all educational bodies and processes must		
BS.4.3.1. Define and establish	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

an institutional system that will provide qualified and effective student representation in all the structures and processes related to education and training.	Presence of documents showing that there is an institutional structure to ensure student representation	
TS.4.3. General Comments and Recommendations ****	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
4.4. . Counseling services for students		
The medical school must		
BS.4.4.1. Define and establish an academic and social counseling system and demonstrate that it is functional	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of decisions and practices regarding the counseling system	
TS.4.4. General Comments and Recommendations ****	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
The medical school should		
DS.4.4.1. Provide accessible psychological counseling and guidance services,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <i>Preesence of psychological counseling and guidance services that students can benefit from</i>	
DS.4.4.2. Provide methods / activities to assist in career planning for the students	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <i>Presence of activities of the medical fschool for career planning of the students</i>	
4.5. Social, cultural, and sports facilities		
The medical school must;;		
BS.4.5.1. Provide social, cultural, sports facilities and equal access opportunities for the students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of oppoortunities and acttvities for social, cultural, art and sports that students can benefit from	
TS.4.5. General Comments and Recommendations ****	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
<i>The medical school should;</i>		
DS.4.5.1. Encourage interaction of the students with the	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

instructors in social, cultural, sports and arts activities,	The presence of documents related to social, cultural, artistic and sportive activities carried out by students and instructors together	
DS.4.5.2. Facilitate the student access to resources that provide economic support according to their needs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The presence of documents related to activities/works aimed at providing economic support to students	
4.6. National and international exchange opportunities		
The medical school must;		
BS.4.6.1. Provide students national and international exchange opportunities and give administrative and economic support within a specific plan and policy framework,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of announcements about national and international exchange opportunities, informing students, and lists of students benefiting from exchange	
TS.4.6. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
4.7. Continuous and regular communication with students		
The medical school must;		
BS.4.7.1. Provide the students throughout the course of their training, an environment of continuous and regular interaction using up-to-date communication tools and methods.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Using face-to-face or electronic communication methods to communicate with students	
TS.4.7. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	

STANDARDS	EVALUATION	COMMENTS & JUSTIFICATION*
5. PROGRAM EVALUATION		
5.1. The structure of program evaluation system		
The program evaluation system must;		
TS BS.5.1.1. Include feedback from students and faculty members which are regularly taken, analyzed and reported,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of student and instructor feedback forms and samples that they are used	
BS.5.1.2. Include regular monitoring and evaluation of student performance.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documentation of evaluation and monitorization of student achievement or progress	
BS 5.1. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
The program evaluation system should;;		
DS.5.1.1. Include monitorization and valuation of all components of the program,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of documentation showing that all components and outcomes of the program have been evaluated	
DS.5.1.2. Include external evaluation methods and processes.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Finding documents indicating that he/she received external evaluation service from a national or international institution other than TEPDAD	
5.2. 5.2. Use of program evaluation results		
Program evaluation results must;		
BS.5.2.1. Be regularly reported and assessed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of samples of reports prepared for program evaluation	
BS.5.2.2. Be shared with the academic staff and students,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Ppresence of documents and meeting minutes in which the evaluation findings are shared with the education administration and academic staff	
BS.5.2.3.Be used in the development and improvement of the	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of samples of evaluation findings being used to develop and	

program.	improve the program	
BS.5.2. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	

STANDARDS	Evaluation	Comments & Justification*
6. ACADEMIC STAFF		
6.1. Policies for Academic Staff		
The medical school must ;		
BS.6.1.1 Demonstrate that it has the academic staff structure suitable for the workload required in different periods, processes and activities in relation to the application characteristics of the training program,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents such as workload analysis and/or educational effectiveness evaluation study per faculty member	
BS.6.1.2. Define and monitor the duties and responsibilities of the academic staff in relation of the educational program with the fields of study and academic level,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The duties and responsibilities of the academic staff in the education program have been determined and published according to their fields of study and academic levels.	
BS.6.1.3. Selecti, appoint and promote academic staff based on methods and meritorious criteria that ensure equal opportunity, taking into account academic excellence.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documentation of the implementation of Higher Education Council criteria in selection, appointment and promotion	
BS.6.1. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
<i>The medical school should for selection, appointment and promotion;</i>		
DS.6.1.1.Determine additional criteria related to education for selection, appointment and academic promotion of the faculty.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documentation of the existence of additional educational criteria	
6.2. Continuing professional development of academic staff		
The medical school must;		

<p>BS.6.2.1. Offer faculty development programs implemented in a planned and institutional framework to improve the quality of the educational program,</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Presenting the program calendar, program content, participant lists documenting the educational development programs aimed at improving the educational qualifications</p>	
<p>BS.6.2.2. Plan professional development activities at an institutional framework constantly,</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Presence of documents that encourage individual and continuous professional development/support participation, availability of lists of faculty members participating in CPD activities</p>	
<p>BS.6.2.3. Support the faculty members to participate in faculty development programs and other individual continuing professional development activities and monitor their contribution and participation</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Presence of documents regarding the support provided and follow-up evaluations</p>	
<p>BS.6.2. General Comments and Recommendations **</p>	<p>☐ Meets the standard ☐ Partially meet the standard ☐ Does not meet the standard</p>	
<p>Medical school should;</p>		
<p>DS.6.2.1. Provide administrative and economic support in an institutional framework for participation in professional development activities for the faculty members,</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Existence of administrative and economic support/reward guidelines for CPD events</p>	
<p>DS.6.2.2. Constantly monitor and evaluate the professional development of the faculty members,</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Presence of documents such as calendar / program / participant lists related to the events held in the institution</p>	
<p>DS.6.2.3. The medical school should assess the</p>	<p style="text-align: center;">☐1 ☐2 ☐3 ☐4 ☐5</p> <p>Presence of written materials</p>	

effectiveness of curriculum development programs and ongoing professional development programs carried out in the institution.	such as impact and effectiveness ,evaluation studies on educational development programs and CPD activities, feedback form received from instructors	
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STANDARDS	Evaluation	Comments & Justification*
7. INFRASTRUCTURE AND OPPORTUNITIES		
.1. Infrastructure and educational facilities		
The school, in accordance with the structure, characteristics and number of students of the training program must,		
BS.7.1.1. Have adequate numbers of amphi theaters, classrooms, seminar rooms, student laboratories for large and small groups,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of amphitheater, classroom, seminar room, student laboratories used for educational activities in large and small groups	
BS.7.1.2. Provide study areas besides , social areas and other areas and facilities reserved for student use,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of study halls, social areas and other areas and facilities reserved for student use	
BS.7.1.3. Provide library and information access facilities via internet or other electronic media,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Access opportunities to information presented in the library and on the internet or other electronic media	
BS.7.1.4. Provide clinical training environments that enable students to gain sufficient experience in medical knowledge, skills and practice,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of clinical education environments and opportunities that will enable students to gain sufficient experience in medical knowledge, skills and practices	
BS.7.1.5. Provided facilities such as classrooms, seminar rooms, areas dedicated to student use during the clinical training at the hospital,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of teaching facilities such as classrooms and seminar rooms in hospitals used for clinical training	
BS.7.1.6. Provide the environment for students, academic and administrative staff, patients and their relatives at the hospital,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of evaluations to ensure the safety of learning environments for students, academic and administrative staff, patients and their relatives	
BS.7.1.7. Have made arrangements for disabled students to meet their needs and access	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of arrangements in line with the needs of students with disabilities	

BS.7.1 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
<i>The medical school should;</i>		
DS.7.1.1. Have a training program devoted to institutional collaboration protocols to provide learning opportunities in the community,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of cooperation protocol documents with different institutions to provide learning opportunities in the community	
DS.7.1.2. Have simulated / standardized patients for training and evaluation opportunities,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of training and evaluation practice documents with a simulated/standardized patient	
DS. 7.1.3. Provide a research infrastructure for students, with opportunities for all students to plan, implement and share the results of research that they can participate individually or in a team.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documentation of the infrastructure provided for all students to participate in research	
7.2. Financial Facilities		
Medical school must;		
BS.7.2.1. Create financial resources and use the resources effectively to sustain, evaluate, develop and improve the educational program, infrastructure and opportunities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents related to the budget and financial resource planning of the medical school	
BS.7.2. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	

STANDARDS	Evaluation	Comments & Justification*
8. ORGANIZATION, MANAGEMENT AND EXECUTION		
8.1.Organization		
The medical school must;		
BS.8.1.1. Establish an organizational structure in accordance with the educational program and define its authorities, duties and responsibilities with proper institutional regulations,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of an educational organization chart compatible with the education program, defining the powers, duties and responsibilities of the deans and vice deans and the board/commissions responsible for education	
BS.8.1.2. Define the mutual duties and responsibilities of the administrators and instructors, relations with the training hospitals and other units where education is maintained,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The presence of a decision/directive/protocol etc. showing that the mutual duties and responsibilities of the administrators and instructors are defined with the other units where the education is carried out.	
BS.8.1.3. Define institutional structures that provide administrative, technical and secretarial support to education management, organization and operational processes,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of structures with defined duties/authorities/ responsibilities that provide administrative, technical and secretarial support to education management and organization	
BS.8.1.4. Define education and training-related regulations and practices which includes competent and functional medical education units and benefit from the knowledge and experience of the experts in medical education	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of a department or unit medical education	
BS.8.1 General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
8.2. Governance		
The Dean of medical school, must;		

BS.8.2.1 Be a graduate of the medical school with experience in education and management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The Dean of the medical school being a medical graduate and experienced in education and management	
BS.8.2. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
The medical school should;;		
DS.8.2.1. Have the majority of the executive staff of the school who are medical school graduate, has educational and management experience,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The majority of the executive staff are graduated from the Faculty of Medicine and have education-management experience.	
DS.8.2.2. Provide faculty development programs for the members who would take tasks related to educational management.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Participation in faculty development programs for those who are appointed for educational management	
8.3. Execution		
Medical school must;		
BS.8.3.1. Have autonomy to organize training programs in line with the institutional aims and objectives, to establish and implement relevant legislation,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of directives, regulations or relevant legislation regarding the planning, implementation and evaluation processes of the training program	
BS.8.3.2. Establish a system of regular records and archives that documents the decisions and processes related to education.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of archive and documentation system related to education planning and implementation	
BS. 8.3.3 Define strategies to ensure that education is continued in extraordinary situations	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of strategy and decision documents developed for the purpose of maintaining education in extraordinary situations	

BS.8.3. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
Medical School should ;		
DS. 8.3.1. Structure the training in the hospital in a framework focused on education.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presnce of documents showing that the service aat the hospital has a framework focused on education	

STANDARDS	Evaluation	Comments & Justification*
9. CONTINUOUS RENEWAL AND IMPROVEMENT		
1 Continuous Renewal and Improvement Mechanism		
The continuous renewal and improvement mechanism related to education must be;		
BS.9.1.1. Associated with the institutional goals and plans of the medical school,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of explanations and documents showing the relationship of educational renewal and development studies with institutional goals and plans	
BS.9.1.2. Structured as a continuous institutional and functional format,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Statements and documents showing the continuity of educational renewal and development studies	
BS.9.1. General Comments and Recommendations **	<input type="checkbox"/> Meets the standard <input type="checkbox"/> Partially meet the standard <input type="checkbox"/> Does not meet the standard	
9.2. Continuous Renewal and Improvement Areas		
In the context of the needs of the society, the developments in the field of education and the characteristics of the students, and the program evaluation, the continuous renewal and improvement activities of the medical school must;		
TS.9.2.1. Include the aims and objectives of the training programs,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents showing that there are updates and development studies regarding the aims and objectives of the training programs	
TS.9.2.2. Include training and assessment methods and practices,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents showing that there are updates and development studies of training and measurement-evaluation methods and practices	
TS.9.2.3. Include the physical infrastructure and opportunities,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of evaluations and reports on the development of physical infrastructure and opportunities	
TS.9.2.4. Cover the renewal and development of academic and administrative staff.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Presence of documents showing that there are evaluations and reports that support the renewal and development of the academic staff	

BS.9.2. General Comments and Recommendations **

- Meets the standard
- Partially meet the standard
- Does not meet the standard