

**ECZAKDER**

**Evaluation and Monitoring Team Student Member Evaluation Chart**

**(Inst D-FORM 1)**

**Institution : ……………………… University Faculty of Pharmacy**

**Visit date : …… / …… / 20**

**Evaluation and Monitoring Visit Team (DİZE) Student Member**: ………………………

**Signature:**

*NOTE: Evaluation should be made as (+) or (-), explanation should be written only for (-) evaluations.*

**AIMS AND OBJECTIVES**

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| **Lower****Criterion** | **Standard 1. Institutional Objectives and Targets** | **Evaluation (+/-)****Descriptions** |
| S.1.5. | It should be defined with the participation of all (internal-external) stakeholders.  |  |
| S.1.7. | Goals should be reviewed and updated every year by internal and external stakeholders.  |  |
| **Lower****Criterion** | **Aims and Objectives of the Standard 2. Training Program** | **Evaluation (+/-)****Descriptions****A** |
| 2.3 | It should be defined with the participation of all stakeholders.  |  |
| **Lower****Criterion** | **Standard 3. Performance Evaluation** | **Evaluation (+/-)****Descriptions** |
| S.3.1. | Performance indicators should be measured regularly, at least once a year.  |  |
| S.3.2. | By making evaluations according to the measurement results, the targets should be reviewed every year and used in order to improve the program.  |  |
| P.3.3 | Evaluation results should be shared with the faculty management, lecturers, students and other relevant stakeholders.  |  |

**ORGANIZATION AND MANAGEMENT**

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| **Lower****Criterion** | **Standard 5. Relations Between Faculty and Health Care Organizations** | **Evaluation (+/-)****Descriptions** |
| S.5.2. | Necessary administrative arrangements should be made in order to use the facilities of other institutions / organizations that provide health services and education. |  |
| **Lower****Criterion** | **Standard 6. Organization and Management of the Faculty**  | **Evaluation (+/-)****Descriptions** |
| S.6.6. | All departments should be represented in a balanced manner in the faculty boards and commissions. When necessary, pharmacists, students and other relevant stakeholders should be invited to these boards and commissions. |  |
| S.6.8. | The administration of the faculty should be evaluated with appropriate methods and at regular intervals. Academic and administrative staff, students and alumni should also be involved in the evaluation process. |  |
| S.6.9. | The faculty should establish a communication network that will inform all stakeholders.  |  |

**UNDERGRADUATE EDUCATION PROGRAM**

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| **Lower****Criterion** | **Standard 7th Undergraduate Education Program** | **Evaluation (+/-)****Descriptions** |
| S.7.1. | Program outcomes should cover all competencies in the EAP. While defining the competencies, the competencies in the Turkish Higher Education Qualifications Framework should also be taken into consideration.Theoretical and practical courses that will provide the competencies in the EAP; It should be properly organized, complementary and integrated in terms of depth, scope, relevance, quality, sequencing and reinforcement.The necessary information should be gained for the design, synthesis, production, effective and safe drug use and Pharmaceutical Care of drugs used in the protection of health and the treatment of diseases. |  |
| S.7.6. | Awareness should be raised about the Extended Education Program (GEP).  |  |
| **Lower****Criterion** | **Standard 8. Internships and Graduation Project**  | **Evaluation (+/-)****Descriptions** |
| S.8.5. | Different internship opportunities should be provided at home and / or abroad.  |  |
| S.8.9. | The graduation project should be qualified to make the student professional in the field and provide knowledge on a certain subject.  |  |
| **Lower****Criterion** | **Standard 9.Teaching and Learning Processes** | **Evaluation (+/-)****Descriptions** |
| S.9.2. | It should be shown that the student can switch from dependent learning to independent learning.  |  |
| S.9.3. | The curriculum should give students the opportunity to choose a course by preserving the integrity, scope and core curriculum of the educational program in line with their special interests and objectives.  |  |
| S.9.4. | As long as students continue their undergraduate education program, they should gain competence in professional deontology and be aware of the legal situations and consequences they may encounter in case of violation of these rules.  |  |
| **Lower****Criterion** | **Standard 10. Assessment of Learning Status**  | **Evaluation (+/-)****Descriptions** |
| S.10.1. | In formative evaluation; Cognitive learning, effective communication skills, the use of data in the problem solving process, and the acquisition of basic skills related to professional practices should be measured. |  |
| S.10.2. | With summative assessment methods, student performance should be measured in accordance with predetermined outcomes in every field.  |  |
| S.10.3. | Assessment methods should be tailored to reflect the integration and application of information, critical thinking, and students' problem-solving ability, rather than keeping the learned information in mind or memorizing it for a short time.  |  |
| S.10.4. | The student assessment system used by the faculty should encourage self-learning. Measurement and evaluation should measure skills such as reaching information, combining different information, comparing options and reaching results using information in real life situations, rather than just measuring the level of knowledge. |  |
| **Lower** **Criterion** | **Evaluation of the Standard 11. Undergraduate Education Program and Continuous Improvement** | **Evaluation (+/-)****Descriptions** |
| S.11.2. | During the evaluation process, inputs from academic staff, students, administrators, alumni and relevant health authorities should be taken into account.  |  |

**STUDENT STANDARDS**

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| **Lower****Criterion** | **Standard 12. Student Services**  | **Evaluation (+/-)****Descriptions** |
| S.12.1.  | By-laws, regulations, directives and all relevant decisions, including the responsibilities and rights of students, should be published.  |  |
| S.12.2.  | In order for student services to be carried out, a student affairs unit must be found.  |  |
| S.12.3.  | A regular, accurate and secure student registration system should be kept.  |  |
| S.12.4.  | Academic, personal and career counseling services should be provided.  |  |
| S.12.5.  | Students must be offered an orientation program before the undergraduate study program begins.  |  |
| S.12.6.  | Student mobility should be ensured and encouraged through the agreements and partnerships to be established by the faculty with higher education institutions in Turkey and abroad.  |  |
| S.12.7.  | Students should have access to healthcare services and necessary measures should be taken.  |  |
| P.12.8.  | Students should be provided with social, cultural, artistic and sportive opportunities and students should be encouraged to benefit from them.  |  |
| P.12.9.  | Student activities should be organized and supported.  |  |
| S.12.10.  | Student satisfaction should be evaluated and the results should be shared with relevant units and individuals. |  |
| **Lower****Criterion** | **Standard 13. Student Representation** | **Evaluation (+/-)****Descriptions** |
| S.13.1. | Faculty and class student representatives should be found and it should be ensured that the selection is made in accordance with the relevant legislation.  |  |
| S.13.2. | Students should be encouraged and supported to take part in professional organizations.  |  |
| S.13.3. | Student satisfaction questionnaires should be prepared and applied regularly in order to get the opinions of the students on issues such as the education program and the evaluation of the instructors. The results of the evaluation should be taken into consideration and the students should be recycled by the faculty. |  |
| S.13.4. | Relations with international student organizations should be established and strengthened.  |  |
| **Lower****Criterion** | **Standard 14. LearnThird / Instructor Relations**  | **Evaluation (+/-)****Descriptions** |
| S.14.1.  | An education and learning environment that supports the professional and social development of students should be provided.  |  |
| S.14.2.  | Information should be shared with experts from pharmacy and other fields of study, and students should be supported to participate in activities within and outside the undergraduate education program.  |  |
| S.14.3.  | Faculty members should strengthen relationships with students by participating in students' social and personal activities.  |  |
| S.14.4.  | Students' participation in national and international meetings, professional organizations and social activities should be encouraged and supported.  |  |
| S.14.5.  | Joint professional and / or social responsibility projects should be developed.  |  |
| S.14.6.  | Post-graduation training and studies should be included in activities aimed at developing professional attitudes and values.  |  |

**EDUCATION AND TEACHING STAFF**

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| **Lower****Criterion** | **Standard 15. Teaching staff**  | **Evaluation (+/-)****Descriptions** |
| S.15.9. | Faculty members should have features that can constitute a role model in terms of professional qualifications and behaviors. |  |

**FACILITIES AND LEARNING RESOURCES**

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| **Lower****Criterion** | **Standard 17. Library and Learning Resources** | **Evaluation (+/-)****Descriptions** |
| S.17.1.  | Information technology and internet access should be of sufficient quantity and quality.  |  |
| S.17.2.  | Remote access technologies and mechanisms that facilitate the use of the library outside the faculty should be found, and these opportunities should be introduced and taught to students.  |  |
| S.17.3.  | The opinions of students and instructors regarding the adequacy of learning resources should be taken continuously and necessary arrangements should be made.  |  |
| **Lower****Criterion** | **Standard 22. Physical Facilities and Facilities** . | **Evaluation (+/-)****Descriptions** |
| S.18.2.  | Student and research laboratories, classrooms, conference halls must be qualified and equipped to allow education and training to be carried out. There should be additional areas for student rest areas and student activities. |  |
| S.18.3.  | Physical spaces should be such that they meet the standards set by law for people with disabilities.  |  |
| S.18.4.  | Necessary occupational health and safety measures must be taken in all areas of the faculty.  |  |