



**ASSOCIATION FOR EVALUATION AND ACCREDITATION OF
PHARMACEUTICAL EDUCATION PROGRAMS**

**NATIONAL PHARMACEUTICAL EDUCATION PROGRAM
SELF-ASSESSMENT REPORT PREPARATION GUIDE**

**Version 2.0
April 04. 2019**

www.eczakder.org.tr

TABLE OF CONTENTS

OVERVIEW

I. Introduction.....	1
II. Accreditation Process	
Application and Debriefing Visit.....	1
Self-Assessment.....	1
Assessment Visit.....	2
Accreditation Visit.....	2
III. Self-Assessment Justification.....	3
IV. Forming Faculty's Self-Assessment Committee.....	3
V. Contents of Self-Assessment Report.....	3
VI. Format and Distribution of Self-Assessment Report.....	4
VII. Confidentiality.....	4

NATIONAL PHARMACEUTICAL UNDERGRADUATE EDUCATION PROGRAM of TURKEY ACCREDITATION STANDARDS.....5

1. THE PURPOSE AND OBJECTIVES

Standard No. 1. Institutional Purpose and Objectives.....	5
Standard No. 2. Purpose and Objectives of Education Program.....	6
Standard No. 3. Performance Review.....	6

2. ORGANIZATION AND MANAGEMENT STANDARDS

Standard No. 4. Relations Between Faculty and University.....	8
Standard No. 5. Relations Between Faculty and Health Services Institutions.....	8
Standard No. 6. Faculty's Organization and Management.....	9

3. UNDERGRADUATE EDUCATION PROGRAM

Standard No. 7. Undergraduate Education Program.....	10
Standard No. 8. Internships and Graduation Project.....	12
Standard No. 9. Education and Learning Processes.....	13
Standard No. 10. Assessment of Learning.....	14
Standard No. 11. Assessment of Undergraduate Education Program.....	15

4. STUDENT

Standard No. 12. Student Services.....	16
Standard No. 13. Student Representation.....	17
Standard No. 14. Student/Academic Member Relations.....	18

5. EDUCATION AND TEACHING STAFF

Standard No. 15. Academic Member.....19

Standard No. 16. Assessment of Academic Members.....20

6. FACILITIES AND LEARNING RESOURCES

Standard No. 17. Learning Resources.....21

Standard No. 18. Physical Facilities and Possibilities.....22

7. FINANCIAL RESOURCES

Standard No. 19. Financial Resources.....23

8. ACCREDITATION UPDATE

Standard No. 20. Reaccreditation.....23

ANNEXES

ANNEX 1. Sample Self-Assessment Report Cover Sheet.....25

ANNEX 2. How the Faculty's Program Outputs Correspond to ECZAKDER Outputs..26

ANNEX 3. Sample Tables That can be Presented within Self-Assessment Report.....27

ANNEX 4. A Sample Table That can be Presented in Annexes.....32

OVERVIEW

I. Introduction

This Self-Assessment Report (SAR) Preparation Guide has been prepared in line with “National Pharmaceutical Undergraduate Education Program Accreditation Standards of Turkey (Version 4.0)” for the purpose of assessing faculties of Pharmaceutical applying for undergraduate level Pharmaceutical education accreditation program as per the provisions of “Eczacılık Eğitimi Programlarını Değerlendirme ve Akreditasyon Derneği (ECZAKDER)” (Association for Assessment of Pharmaceutical Education Programs and Accreditation) Bylaws and those of “Regulations on Assessment and Accreditation Procedures and Principles”. Faculties meeting these standards are expected to declare and comment on the same along with documentary proof thereof in their self-assessment reports.

Definitions and abbreviations used throughout this guide shall have the following meanings:

- ADİZE: Interim Assessment and Monitoring Visit Team
- DEK: Consultancy and Education Commission
- DİZE: Assessment and Monitoring Visit Team
- ECZAK: National Pharmaceutical Education Accreditation Board
- ECZAKDER: Association for Assessment of Pharmaceutical Education Programs and Accreditation
- ECZAKDER YK: Board of Directors of Association for Assessment of Pharmaceutical Education Programs and Accreditation
- FÖDEK: Faculty’s Self-Assessment Committee
- ÖDAR: Self-Assessment Interim Report
- ÖDR: Self-Assessment Report
- ÖDRE: Self-Assessment Report Assessment Team
- YÖK: Council of Higher Education, Turkey

II. Accreditation Process

Application and Debriefing Visit

- Having graduates of at least two years with its own education program, a faculty of Pharmaceutical willing to become accredited applies to ECZAKDER with a printed application form with wet signature between January 1 – 15 of any year.
- ECZAKDER YK assesses the application of the faculty to decide whether it satisfies the application criteria between January 16-31. If the application qualifies, ECZAK is notified so that accreditation process can begin. ECZAK forms an ÖDRE.
- One (1) ECZAK member and two (2) DEK members, appointed by ECZAK conduct a debriefing training at the faculty between February 1 – March 15 if demanded by the faculty upon the approval of faculty’s application. All expenses of the trainers taking part in debriefing training (such as transportation, accommodation, training materials, etc.) are borne by the faculty demanding the training.

Self-Assessment

- Faculty delivers ÖDR file including the information pertaining to the 5-year period immediately before the application year, prepared in line with “Self-Assessment Report Preparation Guide” and “National Pharmaceutical Undergraduate Education Program Accreditation Standards of Turkey (Version 4.0)”, to ECZAKDER until the end of office hours on June 30 of application year.
- ÖDR files are submitted by ECZAKDER YK to ECZAK, and by ECZAK to ÖDRE formed by ECZAK.
- ÖDRE carries out assessment in July and August, prepares a report and delivers assessment report to ECZAK until the end of August latest.
- In their meeting in September, ECZAK reviews faculty’s ÖDR in line with ÖDRE reports and on basis of “Self-Assessment Report Guide” and “National Pharmaceutical Undergraduate Education Program Accreditation Standards of Turkey”. ECZAK decides whether or not visiting the faculty is necessary depending on whether the critical standards (Standard 2, 3, 7, 8, 10, 17) have been met and advises the result to the faculty between October 1-15.

- If faculty qualifies for a visit, DİZE is created by ECZAK and this is notified to the faculty. Dean of the faculty applying has the right to object to members of the visiting team within one week. Such objection is assessed and finally decided by ECZAK.
- Faculty to be visited delivers the final version of the ÖDR file (including printed ÖDR, ÖDR copied on a removable memory, and its appendices) until the last week of October latest to DİZE members and ECZAKDER. Visit process thus initiates.
- In cases where ÖDRs were not delivered until the end of office hours on June 30 of the application year or where ÖDRs were not prepared in adherence to the Guide, ECZAKDER YK will suspend the faculty's application process until the next application period. Situation is notified to the faculty in a detailed report.

Assessment Visit

Assessment Visit teams (DİZE) carry out their visits between December 1 – 31 of each year in line with ECZAK Assessment Visit Guide and prepare an "Assessment Visit Report" within one week; DİZE chairperson issues the report and forwards the same to ECZAK in early January. All expenses incurred during the assessment visit process (transportation, accommodation, etc.) are borne by the applying institution.

Accreditation Decision

In their first meeting for the year, ECZAK assesses faculty's ÖDR and "Assessment Visit Report", and submits the report they created to applying faculty so that material errors can be corrected within one week time.

Upon the response received from the faculty, ECZAK conducts their second meeting until the end of January and makes their decision regarding the accreditation of the program, which can be either "full accreditation" or "conditional accreditation", or "apply once again".

Full Accreditation: This is given when education program meets all standards at least at minimally acceptable level. This is valid for six years, provided that an interim assessment shall be made on the third year following the year of decision. A new accreditation application must be made on the fifth year so that full accreditation can continue uninterruptedly.

Conditional Accreditation: This is given when education program meets all critical standards at least at minimally acceptable level but some of other standards were not met. It has a 2-year term. Faculty may submit an ÖDR and apply for accreditation in 18 months in June. This term shall not be extended. A faculty shall not be given conditional accreditations any more than two successive terms.

Apply Again: This is given when education program does not meet critical and other standards. ECZAK recommends their accreditation decision to ECZAKDER YK. ECZAKDER YK submits the decision to applying faculty along with an "Accreditation Assessment Report".

III. Self-Assessment Justification

ÖDR is a document prepared by the faculty applying for accreditation to include basic information pertaining the subject faculty. It must include whether or not the faculty meets National Pharmaceutical Undergraduate Education Program Accreditation Standards along with faculty's strengths and weaknesses, and its deficiencies. ÖDR's purpose is to obtain preliminary information prior to assessment visit to be carried out on site by Assessment and Monitoring Visit Commission. Faculty visit is planned depending on the outcome of the report.

IV. Forming Faculty's Self-Assessment Committee

It is recommended that FÖDEK has at least 12 members.

1. Dean/Assistant Deans
2. Faculty Secretary
3. Self-Assessment Coordinator (Academic member with experience in education)
4. Academic Members (faculty's academic members experienced in education-learning planning, management and assessment, at least 5 persons)
5. Researcher
6. Graduate
7. Student

V. Contents of Self-Assessment Report

ÖDR's purpose is to provide qualitative and quantitative information demanded by ECZAK pertaining to the faculty applying for accreditation. This report must include data that introduce the faculty and answer national Pharmaceutical education program standards assessment questions.

ÖDR must include the following sections:

Cover

Table of Contents

List of tables and figures

Section I. General introduction of the faculty

Section II. ÖDR Preparation Process

Section III. ÖDR Summary

Section IV. Explanations on meeting of Pharmaceutical undergraduate education program national standards

1. Purpose and Objectives
2. Organization and Management
3. Undergraduate Education Program
4. Student
5. Education and Teaching Staff
6. Facilities and Learning Resources
7. Financial Resources
8. Accreditation Update (for Reaccreditation)

Documents and evidences supporting ÖDR, indicating that national standards of Pharmaceutical undergraduate education program have been met, must follow the relevant standard. If same documents and evidences are used to demonstrate various standards have been met, such documents and evidences must be attached again each time.

VI. Format and Distribution of Self-Assessment Report

ÖDR must include the following sections.

- Cover page must comply with sample (ANNEX 1)
- Report must be typed using Times New Roman font, 12 point and 1.5 line spacing
- It must be of A4 dimensions and can be printed duplex
- It must be authored so that it does not exceed 100 pages.
- Documents and appendices that are accessible digitally must be given with electronic links thereof.

Report must be delivered to ECZAKDER secretariat in 4 (four) printed and bound copies and 4 (four) removable memories including PDF copies of the report along with appendices thereof.

VII. Confidentiality

Information provided in faculty's ÖDR are for assessment by ECZAKDER YK only and shall not be disclosed or disseminated to third parties without the relevant institution's approval; however, they can be used by ECZAKDER anonymously without giving any clues about the faculty.

Correspondence

Prof. Dr. Benay Can Eke

ECZAKDER Secretary General

Ankara University
Faculty of Pharmaceutical
06100 Beşevler Ankara

Phone:

E-mail: Benay.C.Eke@Pharmaceutical.ankara.edu.tr

ECZAKDER and ITS ECONOMIC OPERATION

WEB: <http://www.eczakder.org.tr/>

E-mail: info@eczakder.org.tr

NATIONAL PHARMACEUTICAL UNDERGRADUATE EDUCATION PROGRAM of TURKEY ACCREDITATION STANDARDS (Version 4.0)

THE PURPOSE AND OBJECTIVES

Faculty must have identified their mission and vision, and defined their purpose and objectives in line with the university's strategic plan.	
Standard 1.	Institutional Purpose and Objectives
Faculty's institutional purposes and objectives they defined in order to achieve such purposes;	
S.1.1	They must be aligned with mission and vision.
S.1.2.	They must include education, research and development, production and service areas.
S.1.3.	They must be arranged so that pharmacists that can assume efficient positions, powers and responsibilities in all branches of the vocation.
S.1.4.	They must be set with due consideration of new developments in vocation (vocational practices such as Pharmaceutical Maintenance).
S.1.5.	They must be defined with participation by all (internal and external) stakeholders.
S.1.6.	They must be shared with and published for all stakeholders and community.
S.1.7.	Objectives must be reviewed by internal and external stakeholders and updated each year.
<p>Explanations</p> <p><i>Faculty's institutional purposes and objectives they set in order to achieve such purposes must be defined with participation by all stakeholders, definitely published and shared with relevant parties. Purpose and objectives must be compatible with the university's mission, up-to-date versions of Pharmaceutical vocational practices standards and education outputs.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Document/web page address relevant to faculty's mission and vision</i> ▪ <i>Documentation demonstrating that the faculty's educational purpose and objectives are published</i> ▪ <i>Document/web page address relevant to the university's strategic plan</i> ▪ <i>Document/web page address relevant to the university's vision and mission</i> ▪ <i>Documents demonstrating that the faculty's purpose and objectives are aligned with the university's mission</i> ▪ <i>Updating documents</i> ▪ <i>Documents demonstrating that the faculty's purpose and objectives cover information, skills and attitude students are expected to gain in terms of education, research and development, production and service, as well as all the competencies expected from a pharmacist (documents proving performance criteria were met, etc.).</i> ▪ <i>Documents relevant to stakeholder opinions obtained while defining faculty's mission, purpose and objectives (commission meeting minutes, faculty meeting decisions, etc.)</i> ▪ <i>Documents proving that objectives are reviewed by internal and external stakeholders and updated each year (meeting minutes, faculty meeting decisions, etc.)</i> 	
Standard 2.	Purpose and Objectives of Education Program

Purpose and objectives of education program;	
S.2.1.	They must be defined in line with Higher Education Competencies Framework of Turkey (Türkiye Yükseköğretim Yeterlilikler Çerçevesi - TYYÇ) and National Core Education Program (Ulusal Çekirdek Eğitim Programı - ÇEP), to include competencies/competence/achievements for fulfilling pharmacists' roles and responsibilities within the society.
S.2.2.	Program outputs must include entirety of information, skill and attitude components required for achieving education purpose as well as ECZAKDER outputs given in Table 2.1.
S.2.3.	They must be defined with participation by all stakeholders.
Table 2.1. ECZAKDER Outputs	
<i>I</i>	<i>Sufficient knowledge and know-how regarding product and patient focused vocational and ethical practices; ability of putting information in these fields in to practice for the purpose of solving pharmacological problems.</i>
<i>II</i>	<i>Ability of designing, experimenting, conducting field studies, collecting data, analyzing results, interpreting and archiving the same in fields relevant to Pharmaceutical.</i>
<i>III</i>	<i>Ability of understanding a process, a product, material or devices, interpreting and solving relevant issues with up-to-date methods.</i>
<i>IV</i>	<i>Individual management skill, ability to manage working environment, human and financial resources, and implementing quality assurance system.</i>
<i>V</i>	<i>Ability to act as a leader, ability of efficiently participating in intra-discipline and inter-disciplines studies and to make decisions.</i>
<i>VI</i>	<i>Ability to choose, develop and effectively use up-to-date technologies needed for Pharmaceutical practices.</i>
<i>VII</i>	<i>Abilities of establishing effective verbal and written communication in Turkish and using at least one foreign language for written and verbal communication.</i>
<i>VIII</i>	<i>Awareness of necessity of life-long learning; abilities of accessing information, following up with developments in science and technology and to adapt oneself constantly.</i>
<i>IX</i>	<i>Awareness of Pharmaceutical practices' effects in universal and social aspects (health, environment, etc.) and legal consequences thereof.</i>
<i>X</i>	<i>Vocational ethics and sense of responsibility</i>
Explanations	
<p>Purpose and objectives of Faculty's Undergraduate Education Program must be defined in line with national competencies and outputs with participation by stakeholders to include necessary information, skills and attitude components. It must be demonstrated that the faculty's program outputs are aligned with Higher Education Competencies Framework of Turkey (TYYÇ) and National Core Education Program (ÇEP); that they include information, skills and attitude components needed for achieving educational purposes as well as ECZAKDER outputs given in Table 2.1; and that they were defined with participation by all stakeholders.</p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ ÇEP-class/subject matrix ▪ Faculty's program outputs 	

<ul style="list-style-type: none"> ▪ <i>Documents pertaining to whether classes correspond to program outputs</i> ▪ <i>Matrix pertaining to whether faculty's program outputs correspond to ECZAKDER outputs</i> ▪ <i>Stakeholder meeting minutes</i> ▪ <i>Activities carried out by and meeting minutes of education commission regarding education program development</i> ▪ <i>Faculty's Expanded Education Program (GEP)</i> 	
Standard 3.	Performance Review
Faculty must have performance indicators defined to identify the level of faculty's achievement of their objectives in the fields of education, research and development, production and service.	
S.3.1.	Performance indicators must be measured regularly, at least once a year.
S. 3.2.	Assessments must be made based on measurement results; objectives must be reviewed on yearly basis and the same must be used for the purpose of improving the program.
S.3.3.	Assessment results must be shared with faculty management, members of academy, students and other relevant stakeholders.
<p>Explanations</p> <p><i>Faculty must have a defined process they use to identify, follow up and improve their objectives and performance indicators in the fields of education, research and development, production and service. Faculty's mission, vision and objectives must be considered in development of this process.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Documents pertaining to faculty's performance indicators (objectives and performance indicators must be explained by term and numeric/quantitative statements)</i> ▪ <i>Documents pertaining to method of monitoring performance indicators (documents pertaining to communication process)</i> ▪ <i>Documents pertaining to interpretation as to whether or not performance indicators achieve the faculty's mission, vision and objectives</i> ▪ <i>Evidences to improvement of performance indicators</i> 	

ORGANIZATION AND MANAGEMENT

Standard 4.	Relations Between Faculty and University
Faculty's position within the university must have been defined.	
S.4.1.	Faculty must have all the support it can get from the university in education, research and practices (financial and physical resources, personnel, management and administrative operation areas, library, printing services, research support, maintenance and repair services, communication and information technologies, relations with graduates and relevant institutions, etc.).
S.4.2.	Faculty must have required autonomy in defining and implementing undergraduate education program.
S.4.3.	Faculty's members of academy must take roles in university's boards and commissions, thereby participating in university's management.

<p>Explanations</p> <p><i>Faculty must have university management's support in faculty's meeting their objectives.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ Documents demonstrating the support received by the faculty in terms of financial and physical resources, personnel, management and administrative operation areas, library, printing services, research support, maintenance and repair services, communication and information technologies, relations with graduates and relevant institutions, etc. ▪ Documents pertaining to general structure of and changes undergone in last five years by undergraduate education program ▪ Correspondences and documents pertaining to faculty members taking responsibilities in university's board and commissions 	
Standard 5.	Relations Between Faculty and Health Services Institutions
<p>Faculty's relations with public and private institutions/organizations that conduct Pharmaceutical practices and/or provide health services must be indicated.</p>	
S.5.1.	Health organizations affiliated with the university must support and warrant performance of faculty of Pharmaceutical's education, research and development, production and service activities as well as patient-centered care practices. In turn, Faculty of Pharmaceutical must also provide support to health organizations whenever necessary.
S. 5.2.	Relevant administrative arrangements must be made so that facilities/means of organizations/institutions providing health services and education can be used.
<p>Explanations</p> <p><i>Faculty's relations with public and private institutions/organizations that conduct Pharmaceutical practices and/or provide health services, whether affiliated with the university or otherwise, must be evidenced.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ Documents evidencing that health organizations affiliated with the university support and warrant performance of faculty of Pharmaceutical's education, research and development, production and service activities as well as patient-centered care practices. ▪ Documents evidencing that relevant administrative arrangements are made so that facilities/means of organizations/institutions providing health services and education can be used. 	
Standard 6.	Faculty's Organization and Management
<p>Faculty's organization and management structure must fulfill necessary academic and administrative responsibilities.</p>	
S.6.1.	Dean must have education, qualification and experience needed to take the responsibility of managing Pharmaceutical undergraduate education program and all other vocational activities.
S.6.2.	Dean's and assistant dean's/deans' roles and responsibilities must have been defined.
S.6.3.	Dean must represent and defend the faculty in university management as necessary.
S.6.4.	Limitations of rights and responsibilities of all personnel in faculty's academic and administrative structure must be clearly defined.

S.6.5.	Support personnel of adequate numbers, well educated in their respective fields, must be provided.
S.6.6.	All departments must be represented in a balanced manner in faculty's boards and commissions. Pharmacists, students and other relevant stakeholders must be invited to these boards and commissions as necessary.
S.6.7.	Commissions records must be kept in an orderly manner, retained and must be readily accessible.
S.6.8.	Faculty's management must be reviewed using appropriate methods at regular intervals. Academic and administrative personnel and students and graduates must also take part in review process.
S.6.9.	Faculty must establish a communication network for notifying all of its stakeholders.
S.6.10.	All documents must be retained using up-to-date recording techniques.

Explanations

Faculty must present documents evidencing its organization and management structure fulfill necessary academic and administrative responsibilities.

Examples to documents and evidences

- *Documents evidencing that dean has education, qualification and experience needed to take the responsibility of managing Pharmaceutical undergraduate education program and all other vocational activities.*
- *Documents evidencing that dean's and assistant dean's/deans' roles and responsibilities are defined.*
- *Documents evidencing that limitations of rights and responsibilities of all personnel in faculty's academic and administrative structure are clearly defined.*
- *Documents evidencing that support personnel of adequate numbers were provided.*
- *Tables indicating that all departments are represented in a balanced manner in faculty's boards and commissions.*
- *Documents evidencing that pharmacists, students and all other stakeholders are invited to faculty's boards and commissions when necessary.*
- *Documents evidencing that faculty's management is reviewed at regular intervals and that academic and administrative personnel and students are also included in such review.*
- *Documents evidencing that the faculty has established a communication network to notify all of its stakeholders.*
- *Education program documents for the purpose of notifying relevant parties (members of academy, university management, etc.) regarding faculty management's risks and prevention strategies.*

UNDERGRADUATE EDUCATION PROGRAM

Standard 7.	Undergraduate Education Program
Faculty's Undergraduate Education program must have the content that will meet sufficiency and competencies of Core Education Program (ÇEP).	

S.7.1.	Program outputs must include all competencies included in ÇEP. Competencies in Higher Education Competencies Framework of Turkey must be considered while defining competencies. Theoretical and practical classes to provide competencies included in ÇEP must be appropriately organized, complementary and integrated in terms of their depth, scope, suitability, consecutiveness and reinforcement. Information pertaining to design, synthesis, production of medications used for purposes of maintaining health and treatment of diseases, and effective and safe medication use and Pharmaceutical Care must be provided.
S. 7.2.	Student must complete 300 AKTS in order to graduate.
S.7.3.	An education commission must have been established with an operation directive and documented operations at the faculty that constantly reviews purposes and structure of the program, content of classes, education outputs, education strategies, and education program.
S.7.4.	Vertical and horizontal integration of education programs must be ensured.
S.7.5.	Lifelong learning principle must be adopted.
S.7.6.	Awareness on Expanded Education Program (GEP) must be ensured.
<p>Explanations</p> <p><i>With due consideration to competencies of Higher Education Competencies Framework of Turkey, it must be demonstrated that the Undergraduate education program implemented by the faculty include subjects included in “National Pharmacological Core Education Program (EczÇEP-2015)” that covers “minimum” requirements defined for education and teaching activities of Faculties of Pharmaceutical in Turkey.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Weekly academic program and an up-to-date, five-year class list implemented by the Faculty</i> ▪ <i>Documents demonstrating that at least 300 AKTS credits are required for graduation</i> ▪ <i>Documents pertaining to class information packages and schedules</i> ▪ <i>Documents demonstrating that students are given information on design, synthesis, production and effective and safe use of drugs, and on Pharmaceutical Care.</i> ▪ <i>Evidences to demonstrate that curriculum of the faculty is complementing and integrated</i> ▪ <i>Activities carried out by and meeting minutes of education commission regarding program development</i> ▪ <i>Documents of events aiming continuous vocational development and lifelong learning</i> ▪ <i>Documents showing all activities and events conducted for the purpose of building awareness about “Expanded Education Program (GEP)” that includes faculties differences</i> 	
Standard 8.	Internships and Graduation Project
<p>Internships must be of volume, scope, structure and time that will ensure student can achieve defined vocational competencies and results. A graduation project must be required at the last year of program, under the supervision of an academic advisor.</p>	
S.8.1.	There must be mandatory internship of at least six months.
S. 8.2.	Internships must be organized so that they are spread all years throughout the undergraduate education and they must be at least two months in fifty year, full time and continuous.

S.8.3.	An internship commission must have been established as an external stakeholder to organize internships, with at least one pharmacist member, as well as an internship directive that explains the structure and responsibilities of internship commission, internship term depending on the field of internship, expected competencies and qualifications, and measuring and assessing methods.
S.8.4.	There must be ample number of academic members responsible of ensuring effective maintenance and controlling of internships.
S.8.5.	Various internship possibilities must be provided in Turkey and/or abroad.
S.8.6.	Internships must have been integrated with theoretical education and must promote attitude and behaviors aligned with vocational ethics.
S.8.7.	Venues of internship must be chosen and periodically reviewed on basis of criteria set by the faculty.
S.8.8.	There must be a directive in relation to organization, implementation and assessment of graduation projects.
S.8.9.	Graduation project must be of quality that will qualify the student in vocational field and provide knowledge in a certain subject.

Explanations

Internships, with a total length of six months, must be spread to each year starting from the second year of undergraduate program, with at least two months in fifth year, and they must be full time and continuous. Moreover, faculties must encourage their students to complete internship in all vocational fields of Pharmaceutical (such as industry and public institutions). In the last year of Pharmaceutical vocational education program, students must prepare graduation projects under the supervision of an academic advisor in order to become qualified in vocation and to create knowledge base in a certain topic.

Examples to documents and evidences

- *Documents evidencing that internships are carried out mandatorily for at least 6 months in a free trade Pharmaceutical, hospital or in pharma industry.*
- *Document evidencing that an internship commission responsible of planning, operating and monitoring of internships exists at the faculty.*
- *Internship commission members list, meeting minutes evidencing the commission's operations.*
- *Document evidencing that at least one pharmacist is present in preparation of internship directive and in internship commission as an external stakeholder*
- *Document evidencing that number of academic members responsible of ensuring effective maintenance and controlling of internships is sufficient*
- *Evidence showing that faculty is able to offer to students innovative internship environments that will provide them new concepts and new vocational skills*
- *Document evidencing that the faculty sends students abroad for internship*
- *Evidence showing that educator/student ratio of internships makes individual guidance, controlling and assessment possible to maximally facilitate learning*
- *Documents evidencing criteria applicable to determining venues for internship and the frequency of updating such criteria on basis of the quality benchmarks identified by the faculty*
- *Protocols made for sustainability of relations between the faculty and venues where students take internship*
- *A directive in relation to organization, implementation and assessment of graduation projects*
- *Lists evidencing that students prepare graduation projects under the supervision of an academic advisor in order to become qualified in vocation and to create knowledge base in a certain topic in the last year of Pharmaceutical vocational education program.*

<ul style="list-style-type: none"> ▪ <i>Documents showing that prepared graduation projects are presented in form of posters or presentations in an event attended by faculty's academic members and students at the end of the year</i> ▪ <i>Documents evidencing that graduation projects include as much practical applications as possible and that students are encouraged to conduct scientific research in an area identified by the student in cooperation with an academic advisor in Pharmaceutical</i> ▪ <i>Outputs generated from graduation projects, if any (national/international convention presentation summaries or national/international publications)</i> 	
Standard 9.	Education and Learning Processes
It must be ensured that contents of undergraduate education program is taught and learnt so that student can acquire targeted education outputs and gain vocational competencies.	
S.9.1.	There must be a management system in place to warrant that undergraduate education program is implemented as anticipated and to ensure that the same is continuously improved.
S. 9.2.	It must be demonstrated that students are able to transition from dependent learning to independent learning.
S.9.3.	Education program must provide students opportunity to choose classes by protecting the integrity and scope of education program and the core education program in line with special areas of interest and purposes.
S.9.4.	Students must be given proficiency in terms of vocational deontology and awareness of legal consequences and outcomes that may ensue in the event of violation of these rules while attending undergraduate education program.
<p>Explanations</p> <p><i>It must be demonstrated that contents of undergraduate education program is taught and learnt so that student can acquire targeted education outputs and gain vocational competencies.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing a management system that warrants implementation of education program as anticipated</i> ▪ <i>Documents evidencing management system that will ensure constant improvement of undergraduate education program (changes made to the program as a result of analysis of surveys conducted or on basis of results achieved by graduates in their specialty examinations, revisions, etc.)</i> ▪ <i>Documents evidencing that student is able to transition to independent learning (assignments, projects and presentations prepared by students).</i> ▪ <i>A curriculum evidencing that students are able to take elective classes</i> ▪ <i>Documents evidencing that students are given competency in vocational deontology.</i> 	
Standard 10.	Assessment of Learning
Student's learning must be systematically and consecutively assessed with formative and summative assessments.	
S.10.1.	In formative assessment, learning of subjects such as cognitive learning, effective communication skills, use of data in problem solving, and basic skills regarding vocational practices must be measured.

S.10.2.	Student's performance in each field must be measured on basis of predefined outputs by means of summative assessment methods.
S.10.3.	Assessment methods must be arranged to reflect integration and implementation of knowledge, critical thinking and student's problem solving skills rather than memorizing or remembering information on short term basis.
S.10.4.	Student assessment system used by the faculty must encourage independent learning. Measuring and assessment must measure skills such as accessing the information, ability of gathering various pieces of information, comparing options and ability of using information in real life situations to reach conclusion rather than merely measuring knowledge.
<p>Explanations</p> <p><i>It must be demonstrated that student's learning is systematically and consecutively assessed with formative and summative assessments.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing that basic skills regarding effective communication skills, use of data in problem solving process and vocational practices are gained (internship reports, patient debriefing contest success stories, etc.)</i> ▪ <i>Documents evidencing that student's performance is measured against predefined outputs in each field with summative assessment methods (such as final exams, end of semester completion projects)</i> ▪ <i>Documenting assessment methods that reflect integration and implementation of knowledge, critical thinking and students' problem solving skills rather than memorizing or short term remembering of information (such as Pharmaceutical or clinical simulation practices, practical examinations held in laboratory, etc.)</i> ▪ <i>Documents that encourage independent learning and evidence that ability in accessing information, ability in gathering various pieces of information, comparing options and ability of using knowledge in real life situations to yield results are measured and assessed rather than merely measuring knowledge (documents evidencing assignments, common projects and presentations used in assessment in addition to written exams and multiple choice tests)</i> 	
Standard 11.	Assessment of Undergraduate Education Program and Continuous Improvement
<p>Undergraduate Education Program must be systematically and periodically reviewed and it must be ensured that program is continuously developed and improved.</p>	
S.11.1.	An assessment system must be developed and implemented to support undergraduate program with data to ensure that it achieves targeted education outputs and education purposes, to continuously improve the same.
S.11.2.	Academic staff, student, manager, graduates and relevant health authority inputs must all be considered in assessment process.
S.11.3.	There must be evidences to the effect that results gained from measuring and assessment system are used for purposes of continuously improving the program.
<p>Explanations</p> <p><i>It must be evidences that Undergraduate Education Program is systematically and periodically reviewed and activities are carried out to continuously develop and improve the program.</i></p> <p>Examples to documents and evidences</p>	

- *Documents evidencing targeted education outputs and activities carried out for education purposes*
- *Documents evidencing targeted education outputs and assessment of activities carried out for education purposes*
- *Documents evidencing targeted education outputs and implementation of activities carried out for education purposes*
- *Evidences of participation of academic staff, students, managers, graduates and relevant health authorities in activities carried out for education purposes and targeted education outputs*

STUDENT STANDARDS

Standard 12.	Student Services
Faculty must have a system that organizes, inspects and coordinates student services.	
S.12.1.	Bylaws, regulations, directives and all decisions setting forth students' rights and responsibilities must be published.
S.12.2.	There must be a student affairs department to carry out student services.
S.12.3.	It must be ensured that an orderly, accurate and secure student recording system is maintained.
S.12.4.	It must be ensured that academic, personal and career consultancy services are offered.
S.12.5.	Students must undergo an orientation program prior to beginning of undergraduate education program.
S.12.6.	Student mobility must be ensured and encouraged by the faculty by means of agreements and partnerships with national and international higher education institutions.
S.12.7.	Students' access to health services must be ensured and relevant measures must be in place for this purpose.
S.12.8.	Students must be given social, cultural, artistic and sportive possibilities and students' use of the same must be encouraged.
S.12.9.	Student activities must be organized and supported.
S.12.10	Student satisfaction must be assessed and results thereof must be shared with relevant departments and individuals.
<p><i>Explanations</i></p> <p><i>Documents must be presented evidencing faculty has a system that organizes, inspects and coordinates student services.</i></p> <p><i>Examples to documents and evidences</i></p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing that bylaws, regulations, directives and all decisions setting forth students' rights and responsibilities are published.</i> ▪ <i>Documents introducing student affairs department.</i> ▪ <i>Documents pertaining to student affairs enrollment system.</i> ▪ <i>Evidences of academic, personal and career consultancy services.</i> ▪ <i>Evidences of orientation program prior to education program is in place.</i> 	

<ul style="list-style-type: none"> ▪ <i>Agreements made by the faculty with national and international higher education institutions.</i> ▪ <i>Evidences of health service offered to students.</i> ▪ <i>Evidences of social, cultural, artistic and sportive possibilities and incentives offered to students.</i> ▪ <i>Documentary evidence of student activities.</i> ▪ <i>Activities to measure student satisfaction and documentary evidence of sharing of the same.</i> 	
Standard 13.	Student Representation
Student's participation to all processes relevant to education-learning and it must be demonstrated that students' opinions are consulted in all assessments.	
S.13.1.	There must be student representatives of faculty and class and it must be ensured that elections are carried out in adherence to relevant legislation in place.
S.13.2.	Students' participation in vocational organizations must be encouraged and supported.
S.13.3.	Student satisfaction surveys must be created and regularly used to consult students' opinions on subjects such as education program and assessment of academic members. Assessment results must be considered and feedback to students must be ensured by the faculty.
S.13.4.	Relationships must be established and reinforced with international student organizations.
<p>Explanations</p> <p><i>Documents must be presented to evidence student's participation to all processes relevant to education-learning and that students' opinions are consulted in all assessments.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing that representatives of faculty and classes are elected in line with the provisions of relevant legislation in place.</i> ▪ <i>List of students taking roles in vocational organizations.</i> ▪ <i>Documents evidencing that students are able to assess education program and academic members.</i> ▪ <i>Evidences of frequency of surveys for students' assessment of education program and academic members.</i> ▪ <i>Documents evidencing the feedback to students with regards to results of students' assessment of education program and academic members.</i> ▪ <i>Documents evidencing relationships with international student organizations.</i> 	
Standard 14.	Student/Academic Member Relations
There must be practices to encourage academic and vocational relations between the members of academy and students.	
S.14.1.	Teaching and learning environment must be ensured to promote students' vocational and social development.
S.14.2.	Information exchange must be in place with specialists from Pharmaceutical and other operation areas and students' participation in activities in undergraduate education program and outside must be supported.
S.14.3.	Academic members must participate in students' social and individual activities to strengthen relations with students.

S.14.4.	Students' participation in national and international meetings, vocational organizations and social activities must be encouraged and supported.
S.14.5.	Common vocational and/or social responsibility projects must be developed.
S.14.6.	Education and activities after graduation and activities targeting to promote vocational attitude and values must be included.
<p>Explanations</p> <p><i>Documents must be presented to evidence practices to encourage academic and vocational relations between the members of academy and students.</i></p> <p><i>Examples to documents and evidences</i></p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing teaching and learning environment is ensured to promote students' vocational and social development.</i> ▪ <i>Evidences of support provided to information exchange between students and specialists from vocational operation areas.</i> ▪ <i>Documents evidencing students' participation in activities other than undergraduate education.</i> ▪ <i>Evidences of academic members' participation in students' social and individual activities.</i> ▪ <i>Documents evidencing students' participation in national and international meetings, vocational organizations and social activities are encouraged and supported.</i> ▪ <i>Evidences of common vocational and social responsibility projects developed.</i> 	

EDUCATION and TEACHING STAFF

Standard 15.	Academic Member
Faculty must have education and teaching staff that ensures provision and assessment of undergraduate education, consisting of adequate number of personnel who are vocationally and academically qualified and able to implement up-to-date teaching techniques.	
S.15.1.	There must be sufficient number of academic members with academic qualification and experience in each class included in undergraduate education program and their distribution among departments must be well balanced.
S.15.2.	Academic staff/students ratio of the faculty must be of a level that is sufficient for implementation of undergraduate education program, assessment, research and other academic activities.
S.15.3.	Faculty must be able to make use of visiting teachers and academic staff of other faculties in addition to their own full time and/or part time academic members that have academic qualification in various fields.
S.15.4.	Academic staff must ensure that the program is effectively sustained, assessed and developed.
S.15.5.	Academic staff must be of quality that will sustain communications with relevant sector, vocational organizations and employers.
S.15.6.	Academic staff must be competent in fields of communication skills, pedagogy, and personal development and able to use up-to-date education technology and techniques.
S.15.7.	It must be ensured that all academic staff participate in development programs that relate to their own areas of responsibility and to education.

S.15.8.	Education and teaching responsibilities of academic members and scientific research activities must be well balanced.
S.15.9.	Academic members must have characteristics that would set them as role models in terms of vocational qualities and behavior.
<p>Explanations</p> <p><i>It must be documented that sufficient number of academic members with qualification and experience needed for each class in undergraduate education program exists, that the academic members are evenly distributed among departments, that they are proportionate to numbers of students along with academic members' competencies, communication skills, development programs and research activities.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Tables indicating academic members' distribution among departments, with their academic degrees and working statutes in the last five years.</i> ▪ <i>Tables indicating faculty's academic members' class loads per semester in the last five years (including classes taught at undergraduate and graduate level in various institutions).</i> ▪ <i>Faculty academic members' CVs in YÖKSİS format for the last five years including the year of application.</i> ▪ <i>List of part time academic members teaching classes in the faculty in the last five years and documents of appointments made at Board of Trustees.</i> ▪ <i>Documents evidencing that academic members continue relationships with relevant sector, vocational organizations and employers (such as joint operation/work protocols, joint meeting documents, appointment decisions, etc.)</i> ▪ <i>Certificates, participation certificates and the like of academic members regarding trainings received in communication skills, pedagogy and personal development.</i> ▪ <i>Documents evidencing that the faculty/university supports academic members' participation in meetings and programs that relate to academic members' areas of responsibilities.</i> ▪ <i>Documents evidencing education related development programs organized or supported by the university/faculty as well as academic members' participation to such development programs.</i> ▪ <i>Documents evidencing academic members' participation to vocational training programs, career days, scientific, social and cultural activities organized by faculty and students.</i> 	
Standard 16.	Assessment of Academic Members
There must be academic criteria and processes in place for measuring and assessing academic members' performances.	
S.16.1.	Competencies and skills of academic members in relation to Pharmaceutical education must be assessed and documented.
S.16.2.	Academic members' contribution to development and improvement of Pharmaceutical vocation, such as development and assessment of up-to-date education methods, organizing and participating to vocational and scientific meetings, taking roles in university and vocational organizations, developing and sustaining continuous education programs must be assessed.
S.16.3.	In assessment of academic members, their administrative duties along with their consultancy services towards student must also be considered.
S.16.4.	Academic members' educational performances must be monitored, assessed and sustainability thereof must be ensured.

Explanations

Documents evidencing methods and criteria used for measurement and assessment of academic members' performances and frequency of such measurements of such criteria must be presented.

Examples to documents and evidences

- *Documents evidencing academic members' educations and competencies in Pharmaceutical department in Pharmaceutical education.*
- *Evidences of coherence between classes taught by academic members and academic members' areas of expertise.*
- *Documents evidencing academic members' contribution to development and improvement of Pharmaceutical vocation, such as development and assessment of up-to-date education methods, organizing and participating to vocational and scientific meetings, taking roles in university and vocational organizations, developing and sustaining continuous education programs.*
- *Documents of any rewarding system regarding these activities.*
- *Statement for undergraduate/graduate student counselling in the last five years.*
- *Documents evidencing that performance reviews are made (activity reports, etc.) to include academic members' all educational, academic and administrative activities.*
- *Documents evidencing the methods used for performance review, how the results thereof are interpreted and used.*

FACILITIES AND LEARNING RESOURCES

Standard 17.	Learning Resources
Learning resources must be sufficient and readily accessible to meet students' requirements and to support scientific research.	
S.17.1.	Information technologies and internet access must be of adequate quality and quantity.
S.17.2.	There must be remote access technologies in place to facilitate the use of library from outside of the faculty and these capabilities must be promoted and taught to students.
S.17.3.	Students' and academic members' opinions on sufficiency of learning resources must be continuously consulted and relevant arrangements must be made accordingly.
Explanations <i>It must be documented that library and all resources that can be accessed by students via internet capabilities are equipped well enough to meet students' requirements in terms of class contents, internship and graduation projects in all fields of activities. Documents must be presented regarding the operation times of libraries, diversity of internet resources and accessibility of these resources.</i> Examples to documents and evidences <ul style="list-style-type: none"> ▪ <i>List of printed publications of the Faculty/University in the field of Pharmaceutical.</i> ▪ <i>List of resources accessible via the internet.</i> ▪ <i>Documents evidencing students' accessibility to internet resources from within the faculty and dormitories.</i> ▪ <i>Documents of trainings given to students in terms of accessibility of information resources.</i> ▪ <i>Documents of student and academic member feedback regarding sufficiency/insufficiency of learning resources.</i> ▪ <i>Documents pertaining to measures taken against insufficiencies, if any.</i> 	
Standard 18.	Physical Facilities and Possibilities

Faculty must have sufficient facilities and areas.	
S.18.1.	Appropriate and sufficient operation areas must be provided for academic members and administrative personnel.
S.18.2.	Student and research laboratories, classrooms and conference halls must be equipped with hardware of quantity and quality to allow education and learning activities. There must be student recreation areas and additional areas for student activities.
S.18.3.	Physical areas must be equipped to provide access to handicapped individuals in line with legal requirements.
S.18.4.	Occupational health and safety measures must have been taken in all areas throughout the faculty.
<p>Explanations</p> <p><i>It must be documented that faculty's physical spaces, such as offices, classrooms, practical classes and research laboratories, conference halls, reading areas and recreation areas, have ample space and are equipped well enough for academic members, administrative personnel and students. Document must be presented evidencing that all areas meet standards relevant to accessibility by handicapped individuals and that all occupational health and safety measures are met. Activity reports including these information may be presented.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Documents evidencing that academic member offices have area and hardware appropriate for consultancy services.</i> ▪ <i>Documents evidencing that areas of administrative personnel are sufficient to provide services that need to be provided to students and to conduct administrative processes (for instance archival, etc.).</i> ▪ <i>Documents evidencing that number of faculty's classroom facilities is proportionate to number of students.</i> ▪ <i>Documents evidencing that number of faculty's laboratories for practical classes is proportionate to number of students.</i> ▪ <i>Documents of conference/meeting halls.</i> ▪ <i>Documents pertaining reading areas for students.</i> ▪ <i>Documents pertaining recreational areas for students.</i> ▪ <i>Documents evidencing that standards regarding accessibility by handicapped individuals have been met.</i> ▪ <i>Documents regarding measures taken to ensure occupational health and safety.</i> 	

FINANCIAL RESOURCES

Standard 19.	Financial Resources
Faculty must have sufficient financial resources.	
S.19.1.	Faculty must allow a budget in line with the principles defined by the Board of Trustees to ensure efficient use of financial resources.
S.19.2.	Faculty must have a program in place to increase its financial resources. These resources must be utilized in line with ethical principles and primarily for education purposes.
S.19.3.	Faculty must strive for increasing its budget resources by means of private enterprises, projects and donations.

Explanations

Documents must be presented regarding creation and use of faculty's budget. In addition to budget, activities aiming to increase financial resources and purposes of use of these revenues must also be documented.

Examples to documents and evidences

- *Documents evidencing the budget and its chapters.*
- *Documents evidencing distribution of budget among the departments.*
- *Documents evidencing activities aiming to increase faculty's financial resources and utilization of additional financial resources.*

ACCREDITATION UPDATE

Standard 20.	Reaccreditation
Faculty must go through an external assessment process with a cyclical basis.	
S.20.1.	Faculty must have participated in an accreditation process previously.
S.20.2.	In reaccreditation application, progress and development made in previous accreditation process must be considered.
<p><i>*This will be considered for faculties that had been accredited by ECZAKDER, whose accreditation expired and which applied for reaccreditation.</i></p> <p>Explanations</p> <p><i>This will be considered for faculties that had been accredited, whose accreditation expired and which applied for reaccreditation. Assessments made in previous accreditation process must be considered and developments and progress made must be indicated.</i></p> <p>Examples to documents and evidences</p> <ul style="list-style-type: none"> ▪ <i>Accreditation certificate</i> ▪ <i>Documents evidencing differences of prepared ÖDR from the ÖDR that had been prepared for the previous accreditation process.</i> ▪ <i>Recommendations/omissions identified in the previous accreditation period and documents evidencing that such recommendations/omissions are complete in this accreditation period.</i> <p><i>Documents showing how much of recommendations made in the previous accreditation period have been completed and that acceptable standards have been developed.</i></p>	

Annex 1. Sample Self-Assessment Report Cover Sheet

ECZAKDER
SELF-ASSESSMENT REPORT

Faculty logo, diameter 4 cm, for faculties that do not have a designated logo, university logo; black and white.

REPUBLIC OF TURKEYFACULTY OF PHARMACEUTICAL

Province/Turkey/.....

June 2019

Annex 2. How the Faculty's Program Outputs Correspond to ECZAKDER Outputs (SAMPLE in Table 2.1)

[illegible]

