

Standards	Evaluation Scale	Explanations	Expected Evidence
1. GOALS AND OBJECTIVES			
The standards related to the goals and objectives required for the education program to be determined to graduate with the expected competence and expected achievements are defined as follows.			
The Faculty of Dentistry must have,			
BS.1.1. Defined the mission, vision, general goals, and objectives covering the fields of education, oral and dental health services and research.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is evidence to show that the faculty defines and publishes its mission, vision, general goals, and objectives covering education, research and oral and dental health care.	The Faculty of Dentistry should define its educational goals and objectives in a way to train dentists who can comprehend, prevent and find solutions to the problems, taking into account the developing modern dentistry education approaches, disease diagnosis and treatment methods, changes in health care delivery, and the primary health problems of the community. In the definition, National Qualifications Framework for Higher Education in Turkiye (NQF-HETR) and Dentistry National Core Education Program (DNCEP) should be taken into consideration.	Document(s) defining the faculty's specific mission, vision, and goals The website link where the mission, vision, and goals specific to the organization is announced
BS.1.2. Determined the objectives and learning outcomes of the undergraduate education program and shared them with their stakeholders	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is evidence that the faculty determines the objectives and learning outcomes of the undergraduate education program and shares them with its stakeholders.	The education program should be determined and published based on the NQF-HETR and Pre-Graduation Dentistry Education National Qualifications Framework	Objectives and learning outcomes of the pre-graduate education program Minutes of meetings held to define the objectives and learning outcomes of the pre-graduate education program The link to the introductory book/brochure/website of the faculty where the goals and learning outcomes of the pre-

			graduate education program are announced
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2. STRUCTURE AND CONTENT OF THE EDUCATION PROGRAM

The structure and content of the education program should be in a structure and content that will enable the faculty to achieve its goals and objectives. Under this title, the standards for ensuring harmony between the purpose, content, and structure of education are defined.

The Faculty of Dentistry must,

BS.2.1. Show the compatibility of the pre-graduation education program with DNCEP and NQF-HETR.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing the compliance of the educational program objectives with DNCEP and NQF-HETR.	The education program should be compatible with NQF-HETR and the current DNCEP.	List of educational program objectives of the faculty, comparison documents with NQF-HETR and DNCEP
BS.2.2. Define the program goals, objectives, and outputs (qualifications, competencies, and achievements) and organize the curriculum content according to the years in a way to provide the determined goals, targets, and outputs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are goals defined separately for each stage of education in the education program, there is a comparison table and explanations that determine the contribution of these goals to graduation goals.	Goals and targets should be shown in lists by years/program stages. The correlation between goals and objectives and graduation goals/qualifications/competencies/achievements (program outcomes) should be shown using tables according to each year/program phase.	Lists that define the goals and objectives of the faculty according to years and program phases
BS.2.3. Has a management policy that ensures the implementation of the education-training plan as envisaged, and is reviewed at regular intervals to ensure its continuous development.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is an education management scheme, and educational management processes and cycles are defined. Meeting dates, minutes, and curriculum update dates of the commissions in the educational administration are presented.	The education-training plan should be regularly updated and developed.	Meeting dates, meeting minutes, participant lists, and curriculum updates of the commissions in the educational administration

<p>BS.2.4. Include student-centered education practices at every stage of the program.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>There are learner-centered education practices in the pre-clinical and clinical period education program and there are documents proving this.</p>	<p>Rapid developments in the field of Dentistry require students to develop self-learning skills. The structure of the education program and the education methods should be in the education model in which the student-centered approach is adopted. The Faculty of Dentistry should define the education model and use appropriate teaching methods to support learning within the model they choose. The Faculty of Dentistry should plan and implement educational activities that will enable their students to take responsibility for learning and develop self-learning skills within their education programs.</p>	<p>Distribution of theoretical and applied courses by years/stages, explanations regarding the distribution of education methods</p>
<p>BS.2.5. Provide learning environments that will provide skills such as critical thinking, problem-solving, and evidence-based practice in the education program.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>The curriculum includes lessons and/or activities that provide learning environments that will develop skills such as critical thinking, problem-solving and evidence-based practice, and supporting documents are presented.</p>	<p>Activities that will develop students' critical thinking and problem-solving skills should be designed. Within the education program, students should be provided with the opportunity to put what they have learned into practice and to conduct research by creating special study modules and elective research programs. Theoretical and practical activities that will improve students' ability to use medical evidence and experience in the process of making decisions and solving</p>	<p>Examples of educational activities for relevant standards</p>

		problems related to health problems and diseases they will encounter should be included in the education programs.	
BS.2.6. Provide learning environments on management, leadership, teamwork, communication, and risk management in the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 In the education program, there are activities such as task/project /assignment that will increase the awareness of students on management, leadership, teamwork, communication, and risk management and contribute to their development, and there are supporting documents.	The education program should enable students to learn about interdisciplinary and interprofessional collaboration to function effectively as a member or leader of the healthcare team. The Faculty of Dentistry should prepare an education environment that will train dentists who can fulfill their roles and responsibilities as a team member and can work together with other healthcare professionals who have gained knowledge, skills, and attitudes in scientific stance and management. Activities such as educational activities, problem-based learning sessions, special study modules, task-based learning practices, and team-based learning should be planned and implemented in the community where students can gain experience in teamwork. Practical learning activities on the importance of teamwork and the role of the dentist in health service delivery should be included.	Application examples that provide an interprofessional perspective
BS.2.7. Provide educational environments related to deontology, behavior, and ethics in the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The education program includes educational environments and activities related to deontology,	Developments in health service delivery, the community's expectations from dentists, and dentist-patient relationship role	Tables describing the content of the training program and related software, if any

	behavior, and ethics, and there are supporting documents.	definitions have led to the definition of new competencies in dentistry education. This list of competencies has prioritized the acquisition of professional attitudes and behaviors as well as knowledge and skills related to basic and clinical sciences in dentistry education. For this, educational activities including behavioral sciences, social sciences, human sciences in dentistry, forensic medicine and dentistry, health law, and ethics should be included in the education programs.	Examples of training activities for relevant standards
BS.2.8. Ensure that there is a certain amount of independent study hours outside the lecture hours at every stage of the program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 It is observed in the curriculum that independent study hours are included at every stage of the education program.	Independent study hours should be included for students to reach their program goals, prepare for exams and assessments, and devote more time to their social and academic interests.	
BS.2.9. Ensure that students perform a sufficient number of clinical practices during the clinical period to gain the expected competencies.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Each department has clinical notebooks showing the number and variety of clinical applications. The relationship between the clinical practices of the students and the professional practices in DNCEP is shown.	The Faculty of Dentistry should have facilities suitable for clinical education, educational goals, and objectives, including a sufficient number of patients. Particularly in cases where the number and diversity of patients are not sufficient, it should be open to an arrangement where cooperation can be made with other organizations. The clinical practices of the students should be compatible with the professional practices in DNCEP.	Clinical books showing the number and variety of clinical applications of each department List of graduation qualifications/competencies/achievements of the faculty and comparison documents with DNCEP

The Faculty of Dentistry should,			
DS.2.1. Involve stakeholders in creating and/or updating the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are surveys and meeting minutes showing the participation of stakeholders, and there are documents showing that the results are reflected in the creation and/or updating of the education program.	The Faculty of Dentistry should receive the contributions of all stakeholders in the creation and/or updating of education programs. Minutes and study reports of the activities carried out for this purpose should reveal the contributions and views of the parties.	Surveys showing the participation of stakeholders in the creation and/or updating of the training program, meeting dates, meeting minutes, participant lists Curriculum update dates showing that results are reflected in the curriculum
DS.2.2. Include non-faculty education activities in the education program at the national and/or international level.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The education program includes the list of non-faculty education activities carried out at the national and/or international level, the number of students participating, and the documents received.	Opportunities to participate in non-faculty activities at national and international levels should be provided within the education program.	Documents related to activities outside the faculty
DS.2.3. Receive feedback from all stakeholders about the educational activities carried out in the faculty and in the areas where oral and dental health services are provided. It should monitor, evaluate and demonstrate the usefulness of feedback and its impact on results. It should have a dynamic education program structure that allows for improvement based on the feedback received.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are surveys and meeting minutes showing that feedback is received from the stakeholders about the education activities, and there are documents showing that the results are reflected in the education program carried out in the faculty and in the areas where oral and dental health services are provided.	To develop the education program and/or demonstrate its effectiveness, the training activities carried out in the faculty and in the areas where oral and dental health services are provided should be evaluated with the feedback received from all stakeholders. (Student success, performance, and the reflection of what has been learned in medical practice.) Findings should be reported regularly and the results should be shared with faculty management, academic staff, and students.	Periodic feedback evaluation reports. Analysis of feedback evaluations by years and phases, examples of reports prepared. Student achievement analysis reports and minutes showing that these reports were discussed in education boards and commissions, examples of decisions taken. Examples of the use of program evaluation results to improve the program, minutes, and decisions regarding the process.

		There should be documentation showing that the results were reflected in the education program.	
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3. EVALUATION OF STUDENTS

The structure, content, timing, and results of measurement and evaluation practices should be aimed at ensuring that students reach the expected gains and learning outcomes.

The Faculty of Dentistry must have,

<p>BS.3.1. Clearly defined the methods and criteria used in measurement and evaluation according to theoretical, practical, pre-clinical, and clinical practice courses.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Tables of specifications are prepared according to the courses. Matrices that show the compatibility of measurement and evaluation with the learning objectives in the specification tables are defined. There are examples of exam and documents showing that the learning objectives are measured.</p>	<p>The Faculty of Dentistry should carry out their studies on whether the measurement and evaluation tool can measure the feature to be evaluated (structure validity), and have an appropriate number of questions/tasks that will adequately represent the area to be evaluated (scope validity).</p>	<p>Specification tables, evaluation matrices, documents related to the exam and item analysis, documents showing the use of exam and item analysis results in improving the program (sharing with faculty members, discussion in committees, etc.)</p>
<p>BS.3.2. Determined the measurement methods and tools and the evaluation methods and criteria according to the years/stages, published, and announced to the students and instructors.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>The faculty has a measurement-evaluation regulation/directive. In the education program, there are documents showing that the measurement and evaluation methods and criteria are determined according to the education stages, and the rules about success are announced to the students and faculty members.</p>	<p>Different methods and tools should be used to measure and evaluate student success in the Faculty of Dentistry. It is necessary to have an official document such as a directive or regulation that defines the principles of the measurement and evaluation system of the faculties, the methods and tools used, and their relationship with the processes such as theoretical courses in the education program, laboratory, preclinical, clinical</p>	<p>Education and Training and Examination directive/regulation Website announcements The placement of measurement and evaluation practices in the education program (Exam calendar, evaluation of questions with students after the exam, etc.)</p>

		practice courses, their effects on student success, the rights and responsibilities of students such as objections to make-up exam questions and the results, and the responsibilities of the faculty, that explains and guarantees the functioning of the system and it is necessary to inform the instructors and students and to publish them through the program book, website, and manuals.	
BS.3.3. Diversified measurement and evaluation methods and tools at every stage of the program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing that multiple evaluation methods are applied for knowledge and skill objectives in theoretical and applied courses in pre-clinical and clinical periods.	From the first years of the Faculty of Dentistry to the last semester, different goals should be evaluated with different methods.	Examples of exams for different learning areas
BS.3.4. Show the compatibility of the measurement and evaluation practices with the goals and learning objectives, and evaluate their validity and reliability.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents proving that measurement and evaluation are carried out by taking into account the weight of the subject, in line with the objectives of the course, in a way that covers the goals and objectives of the education program (validity), content/number of questions matrix.	Measurement and evaluation practices affect learning and education with their content, method, timing, and how the results are used. It has a motivating effect on increasing the performance of students. Feedback provides the recognition of strengths and areas that need improvement, and provides opportunities for improvement. The student's ability to focus on a learning goal, monitor his/her learning-professional development process, notice the difficulties in the learning process, and develop the skills to	Documents on analyzing the validity and reliability of exam questions

		organize it according to the necessary conditions need to be evaluated as well. Continuous testing of these areas will support students' independent learning skills.	
BS.3.5. Plan and implement measurement and evaluation methods to support learning and give feedback to the student.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is evidence that the curriculum includes formative (molder) and summative (documentary) evaluation, that the answers to the questions are shared after the exam, discussed, and feedback is given to the students.	The Faculty of Dentistry should establish a feedback system that will enable students to improve their learning-study skills by monitoring their performance through measurement and evaluation results. In this context, activities such as providing feedback environments and organizing sessions where exam questions and answers are discussed should be planned. While more attention should be paid to psychometric qualifications in exams such as midterms, finals, and boards, which have a high level of decision-making; educational effects should be prioritized in formative measurement and evaluation practices within the education process. As a result, measurement and evaluation drive education. What is tested, according to what and how it is tested will determine what students have learned.	Documents on sharing exam questions with students

The Faculty of Dentistry should,

<p>DS.3.1. Follow new developments in measurement and evaluation and use up-to-date methods.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>There are documents showing the new measurement and evaluation application examples that the faculty has started to use in the field of measurement and evaluation.</p>	<p>The Faculty of Dentistry should develop current evaluation methods and evaluation systems in line with the developments in dentistry education. Independent of the education program, they should perform formative exam applications. Academic staff who take part in the evaluation process of student success/performance in the Faculty of Dentistry should know the use of different and up-to-date evaluation tools, their advantages and limitations, the purposes of evaluation with precise and relative criteria, and the validity, reliability, and usefulness of evaluation.</p>	<p>Documentation of new practice examples and planned studies</p>
<p>DS.3.2. Ensure that the instructors receive measurement and evaluation training.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>There are documents pertaining to the training received and measurement and evaluation.</p>	<p>Instructors should receive training on assessment and evaluation at regular intervals.</p>	<p>Documents belonging to the educational activities that the instructors have taken regarding measurement and evaluation Meeting minutes on measurement and evaluation</p>

4. STUDENTS

Standards regarding arrangements such as opportunities for students' academic development and provision of consultancy services are defined. Opportunities should be provided to meet the individual and social needs of students.

The Faculty of Dentistry must,

<p>BS.4.1. Create environments that will provide continuous and regular face-to-face communication with students in social, administrative, and</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Periodic meetings are held to establish regular communication between the faculty management and/or academic staff and students, there are e-mail</p>	<p>Dentistry faculty students should be able to present their opinions, contributions, and suggestions on issues that are missing and need improvement at every stage. Face-to-face or electronic</p>	<p>Documents related to periodic meetings, e-mail groups, special days, student congresses, and festivals to establish regular communication between the faculty management and students</p>
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academic fields, using electronic and printed materials	groups, special days, student congresses, festivals are organized, and there are documents related to these.	communication methods should be available to provide academic and social communication within the faculty.	The student affairs office should have student communication and announcement methods and documents, an official document such as a directive or regulation that defines the responsibilities of the faculty and explains the operation of the system, inform the instructors and students, and the program book Website information
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The Faculty of Dentistry should,			
DS.4.1. Students should be encouraged to participate in social responsibility projects and participation should be taken into account in determining the level of academic achievement.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents related to the title, duration, and project coordinator of social responsibility projects that students can participate in should be shown.	Students should be encouraged to take part in projects that are defined as social responsibility, and prepared in line with the needs of the community. Participation in projects should be evaluated within the scope of academic achievement.	Documents defining social responsibility projects carried out inside and outside the faculty and their scope, showing their relationship with the program and defining evaluation criteria
DS.4.2. The communication of students and instructors should be strengthened with their participation in social, cultural, artistic, and sports activities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is a list of social, cultural, artistic, and sports activities where students and lecturers come together and supporting documents are available.	Social, cultural, artistic, and sportive opportunities should be provided within the Faculty of Dentistry or under the roof of the university, students should be encouraged to benefit, and the form and rate of benefit should be monitored.	Student societies within the scope of social, cultural, artistic, and sports activities, list of clubs, relevant instructions, student participation lists, event announcements, and examples Facilities and support provided

5. QUALITY IMPROVEMENT PROCESSES

The program should have defined quality assurance and quality improvement processes, including the cycle of education, training, research, planning, implementation, measurement, evaluation, and precaution regarding oral and dental health services.

The Faculty of Dentistry must,			
BS.5.1. Regularly collect and evaluate data on education, research, and oral and dental health services, establish a quality assurance system for its development and use it for organizational quality culture.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are regulations, directives, and practices related to quality assurance policies and processes related to education, research, and oral and dental health services. The existence of a quality culture in the organization has been proven by documents.	The data of the studies for quality development-improvement must be reported regularly.	Regulation, directive, and application documents related to quality assurance policies and processes Documents showing the culture of quality
BS.5.2. Have an evaluation system that regularly reviews the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Feedback forms evaluating whether the educational goals and objectives have been achieved are prepared and the minutes of internal and external stakeholder analysis meetings held at regular intervals are examined. There is documentation of an appropriate evaluation system.	In this framework, the purpose of the program evaluation and how the results will be used (to show and improve the effectiveness of the program, etc.) must be determined and followed.	Periodic program evaluation reports
BS.5.3. Use program evaluation results effectively in the development and updating of the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents regarding the use of processes, applications, and application results in improvement regarding the revision of the education program to develop and update it.	As a general rule, no evaluation should be made if the results are not to be used. The findings of the program evaluation activities for program development and improvement must be reported regularly and the results must be shared with the faculty management, academic staff, and students.	Examples of using program evaluation results to improve the program Minutes and decisions regarding the process
BS.5.4. Monitor, evaluate and improve the usefulness of measurement and evaluation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing the existence and applications of the processes that follow	Feedback provides the recognition of strengths and areas that need improvement, gives an opportunity for improvement, and	Data on education, research, and oral and dental health services

practices and their effect on results.	measurement and evaluation practices, measure its usefulness and effect on the result, evaluate and develop measurement and evaluation methods using the results.	has a motivating effect on increasing students' performance. The Faculty of Dentistry should establish a feedback system that will enable students to improve their learning-study skills by monitoring their performance through measurement and evaluation results. In this context, activities such as preparing feedback environments and organizing sessions where exam questions and answers are discussed should be planned.	Documents showing that student success and performance have been evaluated Student and academic staff feedback forms and completed samples
BS.5.5. Define and implement processes that regularly monitor, evaluate and improve the educational performance of its academic staff.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing that the processes evaluating the educational performance of the academic staff are defined, implemented and the results are used.	The Faculty of Dentistry should define and record the evaluation processes, application methods, and results obtained in relation to the educational performance of its academic staff.	Defined processes by which the educational performances of academic staff are evaluated

The Faculty of Dentistry should,			
DS.5.1. External evaluation methods and processes should be used.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents proving the external evaluation methods and processes.	The Faculty of Dentistry should receive evaluation services from national or international institutions and organizations for organizational external evaluation and should make decisions about continuing, developing, and changing the education program.	Documents and external evaluation reports on the use of external evaluation methods and processes

6. ACADEMIC AND ADMINISTRATIVE STAFF

The standards are defined for the establishment of qualified academic staff and supporting their development in the faculty.

The Faculty of Dentistry must,			
<p>BS.6.1. Have the competence to meet education, research, and oral and dental health services in terms of the number and distribution of academic staff</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents such as workload analysis and/or education effectiveness evaluation study per lecturer.</p>	<p>The academic staff of the Faculty of Dentistry should be in a structure suitable for realizing the planned educational program. There should be basic principles and policies to be followed while assigning academic staff. The staff policy should include criteria that consider the education structure of the faculty, its load, the lecturer-student ratio, the managerial and administrative staff requirements, and the research and healthcare service load. Academic staff should be determined within the framework of these criteria and taking into account the number of current instructors, age and seniority, and meeting the needs.</p>	<p>Tables describing the academic staff structure of the faculty Job descriptions and related guidelines Study examples such as education, research, and service-related workload analysis, education effectiveness evaluation per person Minutes and reports containing the evaluation results University's selection, appointment, and promotion criteria Minutes and reports on appointment processes Existence of appointment-promotion commission, documents such as meeting minutes</p>
<p>BS.6.2. Have a realistic and long-term staff planning to meet the development and change in its strategic planning</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing strategic, realistic, and long-term staff planning.</p>	<p>While planning for staff development, the Faculty of Dentistry should create strategies that will improve the quality of education, research, and health service delivery, turn them into measurable targets, and continuously monitor by determining performance indicators.</p>	<p>Term/performance reports of the objectives specified in the strategic plan of the university and faculty and remedial actions in case of non-compliance</p>
<p>BS.6.3. Have established and published a policy that determines the research and service loads of instructors by taking into account their educational processes.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing that the duties and responsibilities of the academic staff in the education program</p>	<p>A policy should be established and published that determines the research and service loads of instructors by taking into account their educational processes.</p>	<p>Tables describing the academic staff structure of the faculty Job descriptions and related guidelines</p>

	have been determined according to their fields of study and academic level and it has been published.		Study examples such as education, research, and service-related workload analysis, education effectiveness evaluation per person Minutes and reports containing the evaluation results
BS.6.4. Have determined and published criteria for the selection, appointment, and academic promotions of instructors that ensure equal opportunity, which considers academic merit and competence.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents for the selection, appointment, and academic promotions of lecturers, which include criteria that ensure equal opportunity, taking into account academic merit and competence, and there are documents showing that it has been published.	Considering the differences in the status of each instructor as a lecturer, research assistant, and specialist, except for those specified in the Higher Education Law No. 2547, the roles and responsibilities specific to the organization, educational load, coordination of education, research, healthcare service delivery, and activities should be determined separately and shared with the relevant people. Selection, appointment, and academic promotion criteria should be updated periodically within the framework of the changes made in the Higher Education Law, the decisions taken by the Interuniversity Council, and the regulations of the Ministry of Health. Selection, appointment, and promotions should be carried out within the framework of organizational goals and objectives and the criteria that consider appropriate academic merit and competence and provide equal opportunity.	University's selection, appointment, and promotion criteria Minutes and reports on appointment processes Existence of an appointment-promotion commission, documents such as meeting minutes Term/performance reports of the objectives specified in the strategic plan of the university and faculty and remedial actions in case of non-compliance Definition, the content of educational development programs and calendar for the last three years Participant and educator lists Documentation on evaluation of education and educator Documents showing the education/research/oral-dental health services and workload of the academic staff within the scope of weekly, monthly and annual programs (covering as a whole and with their locations if the academic staff is employed in more than one program)

<p>BS.6.5. Define the roles, authorities, and responsibilities of academic and administrative staff and announce them in writing.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents describing the duties, authorities, and responsibilities of the academic and administrative staff, and there are documents showing that it is submitted in writing.</p>	<p>The roles, authorities, and responsibilities of the academic and administrative staff should be defined and presented in writing.</p>	<p>Documents describing the roles, authorities, and responsibilities of the academic and administrative staff Documents describing the academic and administrative roles, authorities, and responsibilities of the instructors</p>
<p>BS.6.6. Encourage the participation of its academic staff in educational development programs and provide financial and administrative support.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents showing that the educational development programs aimed at improving the educational qualifications of the academic staff are implemented continuously and regularly, and program contents and participant lists are presented.</p>	<p>Educational programs should be organized in areas such as educational skills, measurement and evaluation, communication skills, and program development for the instructors to improve their educational qualifications.</p>	<p>Definition, the content of educational development programs and calendar for the last three years Participant and educator lists Documentation on evaluation of education and educator</p>
<p>BS.6.7. Encourage the academic staff to participate in activities for Continuous Professional Development (CPD) and provide administrative and financial support within the organizational framework.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are defined processes for the continuous professional development of academic staff, conditions for providing financial support, supports provided, and lists of faculty members participating in CPD activities.</p>	<p>The Faculty of Dentistry should encourage, support, and monitor the participation of instructors in CPD activities.</p>	<p>CPD events organized by the faculty and the list of participants Examples of documents, decisions, and support, supporting participation in CPD events Administrative and economic support guidelines for CPD events</p>

<p>The Faculty of Dentistry should,</p>			
<p>DS.6.1. Should use the condition of participation in certain training programs as a criterion to be able to take part in education management</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is a clause about this in the regulation.</p>	<p>For an effective education, it is necessary to have knowledge about curriculum development, evaluation, and teaching methods as well as content knowledge. Faculty of Dentistry instructors</p>	<p>Educational programs Participation certificates</p>

		should have this qualification. Faculties can carry out the training programs that the instructors need to have this qualification, by getting support from the units within their own department or other faculties in the university.	
DS.6.2. Evaluate the effectiveness of educator training programs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Impact and effectiveness evaluation of educator training programs have been carried out, and there are written materials such as feedback forms received from the instructors participating in the training.	The efficiency and effectiveness of educator training and CPD programs run by the faculty should be evaluated and improved.	Impact and effectiveness evaluation activities (forms and reports) on educator training programs and CPD activities
DS.6.3. Have an institutional policy that continuously supports the competence of its academic and administrative staff in emergency management, patient-dentist rights and safety.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The faculty has policies for regular and continuous training on emergency management, patient-dentist rights, and safety for academic and administrative staff.	Emergency management, patient-dentist rights, and safety should also be included in educator training programs run by the faculty.	Training calendar Participation documents

7. EDUCATIONAL RESOURCES AND OPPORTUNITIES

Under this title, the standards regarding the educational infrastructure and opportunities required for the implementation of the education program in a way that achieves its aims and objectives are defined.

7.1. Educational resources and opportunities

In accordance with the structure, characteristics, and number of students of the education program, the Faculty of Dentistry must:

BS.7.1.1. Should provide lecture hall, classroom, seminar room, student laboratories to carry out educational activities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The list of clinics, lecture halls, classrooms, seminar rooms, and student laboratories used to carry out the educational	The education environment should be planned in a way that is sufficient for the educational activities to be carried out. These environments should be planned	Layout plans and capacities of lecture halls, classrooms, student laboratories Hardware and material inventories of classroom, pre-clinical,
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	activities required by the methods and models of the education program is presented and its suitability is demonstrated.	and developed in a way that can be adapted to the requirements that will emerge over time. Learning environments should include lecture halls, classrooms, seminar rooms, student laboratories, libraries, and environments related to recreation and social activities. There should be technological infrastructure, equipment, and manpower support required by the distance education applications in the program.	simulation, and basic medical laboratories Work areas such as the library and social areas such as the canteen/cafeteria Layout plans, physical conditions, and number of units of clinical education environments
BS.7.1.2. Have provided study areas (library, etc.) and social areas suitable for the number of students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 A list of study and social areas for students is presented and their suitability is demonstrated.	There should be a library where students can access information, a canteen/cafeteria where they can benefit during free times, and social areas for student councils and clubs.	Work areas such as libraries and social areas such as canteens/cafeteria
BS.7.1.3. Have provided clinical education environments with a sufficient number and diversity of patients to ensure students' clinical competencies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are clinical environments with sufficient infrastructure to provide gains for the program goals and objectives. If it is not available, it should be documented that appropriate conditions for unit-side training are provided. There are documents showing the physical conditions, technical infrastructure, number of units, sufficient number of patients, and their diversity.	The clinical education environment in the Faculty of Dentistry should have sufficient infrastructure and a sufficient number of patients to provide the achievements for the program goals and objectives. In cases where there is no adequate clinical training environment, documents (affiliation, etc.) must be available showing that the appropriate conditions for unit-side training are provided.	Layout plans, physical conditions, and number of units of clinical education environments Documents showing that there is a sufficient number and diversity of patients in clinical training

BS.7.1.4. Have partnered with other faculties on national/international student exchange.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Partnerships have been established with other faculties on national/international student exchange.	Students should be provided with the opportunity to study at another national/international Faculty of Dentistry with the student exchange program.	Documents showing the agreements with other faculties within the scope of the national/international student exchange program
BS.7.1.5. Have provided information to their students about national/international student exchange.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents in which students are informed about national/international student exchange.	Students should be informed and encouraged to study at other national/international Faculty of Dentistry through the student exchange program.	Documents showing that students are informed about national/international student exchange (poster, e-mail, message, etc.)
BS.7.1.6. Have provided the necessary arrangements to provide the space, education and socio-cultural access and needs of the students with disabilities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 It should be documented that necessary arrangements are made to ensure the spatial, educational, and socio-cultural access and needs of students with disabilities.	To take the necessary measures and make arrangements to provide education and clinical environment and a disabled-friendly faculty environment in line with the needs of students with disabilities. To organize course materials and exam applications in line with the needs of students with disabilities.	Documents showing the regulations regarding the disabled students Barrier-Free University Awards given by CHE or other institutions

The Faculty of Dentistry should,			
DS.7.1.1. Offer the student the opportunity to come into contact with the patient and the community from the earliest possible period of the education program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is a system that allows students to come into contact with patient and community-based dentistry from the earliest possible period of the education program and it is documented.	From the early stages of the education program, the student should be given the opportunity to contact the patient and the community.	Documentation showing that students started the clinical education environment in the early period Educational environment and infrastructures with simulated / standardized patients Documentation of the training with the simulated/standardized patient

<p>DS.7.1.2. Have provided training opportunities with the simulated/standardized patient.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Simulated/standardized patient training opportunities are provided and documented.</p>	<p>For students to gain communication and clinical skills, a specially designed remote and computer-aided education/simulation system and standard patient education and evaluation opportunities should be provided. Students should be provided with education and evaluation opportunities in the Basic Sciences laboratories that include the basic practices in the "List of Dentistry Practices". Flexible working opportunities should be provided so that students can benefit from pre-clinical and basic science laboratories outside of class hours.</p>	<p>Educational environment and infrastructure in which computer-aided learning and simulation system is used Documents related to the education application using computer-aided learning and simulation system Documents regarding the application in the "List of Dentistry Applications" in Basic Sciences laboratories</p>
<p>DS.7.1.3. Have provided the education to conduct scientific research, necessary infrastructure and facilities for students.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are opportunities for scientific research education. Financial and physical infrastructure opportunities for this have been documented.</p>	<p>The faculty should be encouraged to participate in these activities to conduct scientific research and to share the research results at meetings and congresses.</p>	<p>Documents on the physical infrastructure and facilities of the areas where students will conduct scientific research Documents showing that students participate in scientific research as assistant researchers Documents and examples related to research planning, implementation and presenting results (Research programs, student congresses, student researcher clubs, etc.)</p>

7.2. Financial Opportunities

The Faculty of Dentistry should provide administrative and economic support opportunities for the meetings and congresses to be organized by their students.			
The Faculty of Dentistry must,			
BS.7.2.1. Have financial planning and resources for the maintenance and development of educational infrastructure and opportunities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are plans for the maintenance and development of the education program infrastructure and documents showing the allocated financial resources.	It should use its shares in the university budget efficiently to support dentistry education, prepare new physical environments and educational conditions, provide educational tools, consumables, laboratory materials, and information resources, and make this use visible by planning at the beginning of the fiscal year.	The budget of the Faculty of Dentistry Other resources used for financial resource planning Documentation on financial resource planning and use

The Faculty of Dentistry should,			
DS.7.2.1. Have provided financial support to students for national/international student exchange	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is a list of national and international exchange programs and students who benefit from this program.	It should provide financial support for students to study at another national/international Faculty of Dentistry through a student exchange program.	Document showing financial support for national/international student exchange programs

8. MANAGEMENT AND EXECUTION

The standards regarding the policies and practices related to administration, and education administration are defined.			
The Faculty of Dentistry must,			
BS.8.1. Have defined management structure, organization chart, and relations with the university	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 The faculty defined the management structure, the educational organization scheme compatible with the education program, the authorities, duties and responsibilities of the deans and vice deans and the	In this context, the layout of the structures responsible for the planning and execution of education, job descriptions, working principles, and coordination and decision processes should be defined. The authorities, roles, and responsibilities of the deans and	Education management organization chart Education boards/commissions, job descriptions, guidelines, and coordination mechanisms

	board/commissions responsible for education.	<p>vice deans, if any, of those who are under management responsibility such as the coordinator of education, the chairperson of the board/commission within the administrative structure of the Faculty of Dentistry should be determined.</p> <p>The relations between the Faculty of Dentistry and the university administration should also be defined and the working principles should be specified. The Faculty of Dentistry should specify the committees responsible for the planning and execution of education, their members, and their job descriptions. Working principles and conditions of the boards (decision-making, implementation, reporting mechanisms), and methods of ensuring coordination between boards should be defined.</p>	
BS.8.2. Have provided participation of academic staff and students in decision-making processes in education management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are processes and documents showing that academic staff and students, who are the most important internal stakeholders, are systematically included in decision-making processes in educational administration.	The Faculty of Dentistry should receive the contributions of all academic staff and students in educational administration. For this purpose, the minutes and work reports of the activities carried out should reveal the contributions and opinions of the parties.	Relationship of academic staff and student representatives with the administration, practices regarding their participation in the administration/meeting minutes, participant lists/correspondence/workshop documents

<p>BS.8.3. Have created and announced education management organization charts.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>There is an educational management organization chart. Organizational structures that provide administrative, technical and secretarial support to the education administration have been established and their duties/authorities/responsibilities have been defined.</p>	<p>The organization for the management of education in the Faculty of Dentistry should be completed, there should be one or more units established for this purpose and adequately equipped administrative, technical staff, and secretaries. The roles and responsibilities of the personnel working in this unit(s) must be defined. The student affairs office should be structured in accordance with the education program structure of the faculty and the number of students. There must be a sub-unit to work in the evaluation activities carried out in the Faculty of Dentistry and personnel who will work in this unit (data entry, statistical analysis), who have received the training required by their job, and whose roles and responsibilities have been defined.</p>	<p>Structures, employees, and job descriptions that provide administrative, technical and secretarial support to the educational organization</p>
<p>BS.8.4. Be led by a Dean who is a graduate of the faculty of dentistry and has educational experience.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>The Dean of the Faculty of Dentistry is a graduate of the Faculty of Dentistry.</p>	<p>The Faculty of Dentistry is an organization where education is given, health services are provided and research is carried out. Deans working as administrators and leading the academic staff in this organization should have competence and experience in all three areas. In addition to their experience of duty and responsibility related to education, it is important that they</p>	<p>Dean's background information, experience in education and management, documents related to the attended educational development activities</p>

		have participated in educational development programs aimed at improving education and leadership skills.	
BS.8.5. Executive staff and board members must be graduates of the Faculty of Dentistry and have educational experience.	<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	Dentistry faculties are responsible for fulfilling the conditions defined within the framework of national laws and accepted international regulations and to raise graduates who meet these conditions. In fulfilling this responsibility, it should be autonomous in making decisions within the limits of its conditions and possibilities in line with the goals and objectives set in the development of the units included in the training program (course, lecture committee, module, block, clinical practice), selection of teaching and assessment methods, creation and updating of content, development of faculty members, and evaluation of the education program. Processes should be defined in a directive, regulation or relevant legislation.	Dentistry faculties are responsible for fulfilling the conditions defined within the framework of national laws and accepted international regulations and to raise graduates who meet these conditions. In fulfilling this responsibility, it should be autonomous in making decisions within the limits of its conditions and possibilities in line with the goals and objectives set in the development of the units included in the training program (course, lecture committee, module, block, clinical practice), selection of teaching and assessment methods, creation and updating of content, development of faculty members, and evaluation of the education program. Processes should be defined in a directive, regulation or relevant legislation.
BS.8.6. Have documented the decisions and processes related to education and established a regular recording and archive system.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are archive and documentation system documents related to education.	The Faculty of Dentistry should systematically record the decisions and processes taken regarding the planning, execution, and evaluation of educational programs. Documents in print or electronic media should be accessible by the authorities at all	Education-related archive and documentation system documents

		times, thus ensuring organizational memory.	
BS.8.7. Have defined the mutual roles, responsibilities, and relations of the administrators and instructors with other units where clinical education is carried out.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 A decision/directive/protocol, etc., showing that the mutual duties and responsibilities of the administrators and lecturers are defined with other units where clinical education is carried out are available.	The administrators and instructors of the Faculty of Dentistry should emphasize that the main function of their organizations is education and should be able to reflect it in practice. In this context, it should be ensured that the service is a tool in education by making mutual job descriptions in harmony with the environments where clinical applications are made.	Documents showing that the clinical service is carried out with a focus on education Clinical education environments, clinical education rooms, education outpatient clinics

The Faculty of Dentistry should,			
DS.8.1. The majority of the executive staff should be graduated from the Faculty of Dentistry and have education 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 graduates of the Faculty of Dentistry and have education-management experience.	Other administrative staff of the Faculty of Dentistry, like the Dean, should be at a certain level of competence and experience. Persons in management positions should preferably have received training in the fields of education, management, and leadership.	Resume information, experience in education and administration of the vice deans, and faculty members who have the duty of educational administration.
DS.8.2. Be in a constructive interaction with national and international institutions, organizations, professional organizations and/or non-governmental organizations regarding its functions in the field of education and health care.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Documents show that there is a regular and systematic relationship with national and international institutions, organizations, professional organizations, and/or non-governmental organizations that may be external stakeholders in the field of education and health services.	Contributions and opinions of the Ministry of Health, Provincial Health Directorate, professional organizations (Turkish Dental Association (TDA), specialty associations, etc.), the community, and other relevant non-governmental organizations should be sought regarding their functions in the field of education and health services.	Documents and minutes showing that the contributions and opinions of national organizations, professional organizations, and/or non-governmental organizations regarding their functions in the field of education and health care have been received. Documents showing comparisons with the functions of international

		Their functions in the field of education and health care should be compared with international organizations.	organizations in the field of education and health care
DS.8.3. Ensure that participation in educator development programs is a criterion for tasks related to educational administration.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There is a document showing that the relevant criteria are met.	Participation in educational development programs should be considered for education-related administrative tasks.	Short resumes of Deputy Deans and faculty members who have educational administration roles regarding educational development activities