

	National Pre-Graduation Dentistry Education Standards			Document No: 009
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Standards	Evaluation Scale	Explanations	Expected Evidence
1. GOALS AND OBJECTIVES			
The standards related to the goals and objectives required in the education program are defined as follows to be able to graduate in accordance with the expected qualifications and achievements.			
The Faculty of Dentistry must have,			
BS.1.1. Defined the mission, vision, general goals, and objectives covering the fields of education, research, and oral and dental health care.	<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 Türkiye (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	<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	The education program should be determined and published based on the NQF-HETR and Pre-	Objectives and learning outcomes of the pre-graduate education program

and shared them with their stakeholders	learning outcomes of the undergraduate education program and shares them with its stakeholders.	Graduation Dentistry Education National Qualifications Framework	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	<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	The education-training plan should be regularly updated and developed.	Meeting dates, meeting minutes, participant lists, and curriculum

<p>envisaged, and is reviewed at regular intervals to ensure its continuous development.</p>	<p>educational management processes and cycles are defined. Meeting dates, minutes, and curriculum update dates of the commissions in the educational administration are presented.</p>		<p>updates of the commissions in the educational administration</p>
<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 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 Documentation showing how much of the education program is planned online, how much face-to-face, and how much hybrid</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 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</p>	<p>Examples of educational activities for relevant standards Documents that enable students to understand the relationship between research methods and professional practices by developing information literacy (student graduation projects, student research clubs and</p>

		<p>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 problems related to health problems and diseases they will encounter should be included in the education programs.</p>	<p>activities, student research, presentations of students in scientific meetings)</p>
<p>BS.2.6. Provide learning environments on management, leadership, teamwork, communication, and risk management 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 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.</p>	<p>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</p>	<p>Application examples that provide an interprofessional perspective Examples of students working in groups in different fields (participation in health services practices for vulnerable groups such as the disabled, groups with special needs, special groups who cannot leave the house and experiencing restrictions, and participation in community health services, active participation in health-related projects on a country basis, examples of multidisciplinary work with other medical sciences and participation in projects, practices accompanied by patient scenarios, etc.)</p>

		importance of teamwork and the role of the dentist in health service delivery should be included.	
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, behavior and ethics, and there are supporting documents.	Developments in health service delivery, the community's expectations from dentists, and dentist-patient relationship role 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.	Tables describing the content of the training program and related software, if any 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.	Tables describing the content of the training program and related software, if any
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 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	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

	<p>the students and the professional practices in DNCEP is shown.</p>	<p>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.</p>	
<p>BS.2.10. The distance education in the program must be designed to be compatible with the proficiency/competence/achievements of the program, and their operation must be defined within the framework of the directive and carried out with the support of appropriate equipment, infrastructure and manpower.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of documents and instructions showing the compatibility of distance education applications with program achievements</p>	<p>It should be determined that the distance education practices in the faculty are planned for which proficiency/competence/achievements of the education program, which environments and methods will be used, and how the students will be evaluated. Online exam security should be planned in accordance with the rules declared by CHE, and its operation should be defined in the regulation/directive. Infrastructure, hardware, internet access, etc. opportunities should be provided to facilitate students and instructors to use distance education applications. The information technologies of the faculty should be up-to-date and technical staff should be available to provide technical support. Distance education should be in accordance with the education program structure of the faculty and should be planned in a way that allows educator-student interaction.</p>	<p>Definitions regarding distance education practices in the regulation/directive Evidence regarding the information and education of trainers on distance education Evidence that students are informed and communicated about distance education (online adaptation training, evidence of meeting-announcement, feedback, etc.) Examples of student and educator feedback on the distance education process and evaluation reports Program evaluation reports covering distance education and decisions and minutes on quality development.</p>

		<p>Student adaptation and educator training programs should be organized in distance education. Appropriate assessment and evaluation methods should be used and students' participation, achievement, and development should be monitored. Student and educator feedback on distance education activities should be received and plans should be made to improve quality.</p>	
<p>BS.2.11. Stakeholder opinion should be taken in the creation and updating of the educational program.</p>	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 Questionnaires, minutes of meetings demonstrating the contribution of stakeholders; documents demonstrating that the results of the surveys and meetings are reflected in the educational program.</p>	<p>Dental faculties should receive the contributions of all stakeholders in the creation and/or updating of educational programmes. The minutes and reports of the studies carried out for this purpose should reveal the contributions and opinions of the parties.</p>	<p>Questionnaires showing the participation of stakeholders in the creation and / or updating of the training programme, meeting dates, meeting minutes, participant lists Curriculum update dates showing that the results are reflected in the training programme</p>

The Faculty of Dentistry should,			
<p>DS.2.1. The educational programme must include out of school training activities at national and/or international level.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 List of out of school educational activities carried out at national and / or international level, number of participating students and the documents received.</p>	<p>Opportunities to participate in out of school activities at national and international level should be provided within the educational programme</p>	<p>Documents related to out of school activities Records of student activities, brochures, web page link, events</p>

<p>DS.2.2. Receive feedback from all stakeholders about the educational activities carried out at the faculty and in the areas where oral dental health services are provided. Monitor, evaluate and demonstrate the usefulness of the feedback and its effect on the results.</p> <p>Educational programme must have a dynamic training structure that allows improvements to be made based on the feedback received.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Questionnaires, meeting minutes and documents showing that feedback from stakeholders about the educational activities carried out at the School and in the areas where oral and dental health services are provided, and that the results are reflected in the training programme.</p>	<p>Educational activities carried out at school and in other areas where oral and dental health services are provided should be evaluated with feedback from all stakeholders in order to demonstrate the effectiveness of the educational programme (student performance and success, the extent of reflection of what is learned to clinical practice) and/or to improve the educational program.</p> <p>The findings must be reported regularly and the results must be shared with the faculty management, academic staff and students. There must be documents showing that the results are reflected in the education programme.</p>	<p>Periodically prepared evaluation reports of feedbacks</p> <p>Analyses and reports of feedbacks according to years and academic periods Analysis and reports of student achievements</p> <p>Meeting minutes showing that the reports were discussed in the education boards and commissions, examples of decisions taken Examples of the use of programme evaluation results for the improvement of the programme, minutes and decisions regarding the process</p>
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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,</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</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</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</p>
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<p>pre-clinical, and clinical practice courses.</p>	<p>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. Measurement and evaluation methods are defined within the scope of distance education. In clinical practice, the evaluation criteria are prepared in detail, so that the student could evaluate himself/herself.</p>	<p>have an appropriate number of questions/tasks that will adequately represent the area to be evaluated (scope validity). In clinical practice, students should be able to understand at what stage they need improvement in line with evaluation criteria.</p>	<p>improving the program (sharing with faculty members, discussion in committees, etc.), documentation of evaluation criteria used in the evaluation of clinical practice</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 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 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</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>

		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. Methods for evaluating whether the goals set in dentistry education have been achieved should be defined. Different approaches to measuring the achievement of educational goals methods should be defined. When necessary, planning should be made that will allow more than one evaluator to evaluate together.	Examples of exams for different learning areas Documentation demonstrating the flexibility of evaluation methods
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 organize it according to the	Documents on analyzing the validity and reliability of exam questions

		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 suitability of the exam questions to the learning objectives is tested. It should be shown that the education is student-centered, for this purpose there should be documents showing that the student is allowed to evaluate oneself in clinical practice.	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 Documents that test the suitability of the exam questions for the learning objectives and that they are discussed with the students Documentation showing that student feedback has been reviewed and used to refine learning methods Documents in which the student evaluates himself/herself in clinical practice
BS.3.6. Measurement and evaluation training should be given to the instructors regularly.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 There are documents pertaining to the education received and measurement and evaluation.	Instructors should receive training in measurement and evaluation methods at regular intervals.	Documents belonging to the educational activities that the instructors have taken regarding measurement and evaluation

			Measurement and evaluation training dates, participant lists, training content, documents related to measurement and evaluation methods Meeting minutes on measurement and evaluation
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The Faculty of Dentistry should,			
DS.3.1. Follow new developments in measurement and evaluation and use up-to-date methods.	<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 new measurement and evaluation application examples that the faculty has started to use in the field of measurement and evaluation.	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.	Documentation of new practice examples and planned studies (patient presentations, student seminars, peer reviews)

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,			
BS.4.1. Create environments that will provide continuous and	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Dentistry faculty students should be able to present their opinions,	Documents related to periodic meetings, e-mail groups, special

<p>regular face-to-face communication with students in social, administrative, and academic fields, using electronic and printed materials</p>	<p>Periodic meetings are held to establish regular communication between the faculty management and/or academic staff and students, there are e-mail groups, special days, student congresses, festivals are organized, and there are documents related to these.</p>	<p>contributions, and suggestions on issues that are missing and need improvement at every stage. Face-to-face or electronic communication methods should be available to provide academic and social communication within the faculty.</p>	<p>days, student congresses, and festivals to establish regular communication between the faculty management and students 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</p>
<p>BS.4.2. Students should be encouraged to participate in social responsibility projects and their participation should be taken into consideration in determining the level of academic success.</p>	<p><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 of the social responsibility projects that students can participate in should be shown and list of project coordinators.</p>	<p>Students should be encouraged to take part in social responsibility projects in line with the needs of the society. Participation in projects should be counted towards academic success.</p>	<p>Documents demonstrating the scope of social responsibility projects carried out inside and outside the faculty, showing their relationship with the programme, documents demonstrating the evaluation criteria</p>

The Faculty of Dentistry should,

<p>DS.4.1. Students and academic staff should participate in social, cultural, artistic and sportive activities together and their communication should be strengthened.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 List of social, cultural, artistic and sportive activities in which students and faculty members came together and their evidences.</p>	<p>Social, cultural, artistic and sportive opportunities should be provided within the Faculty of Dentistry or under the roof of the university, and students should be encouraged to benefit from these opportunities, and their utilisation and rate should be monitored.</p>	<p>Student clubs within the scope of social, cultural, artistic and sportive activities, list of clubs, related directives, student participation lists, event announcements and samples Facilities and support provided</p>
<p>DS.4.2. The opportunity for the students to have contact with the patient and the community from the earliest possible stage of the education programme should be provided.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 A system allowing students to have contact with patients and community-based dentistry from the earliest possible stage of the training programme is in place and documented.</p>	<p>The student should be provided with the opportunity of contact with the patient and the community from the early stages of the education programme.</p>	<p>Document showing that students have started clinical education environment and community orientated studies in the early period</p>

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,

<p>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.</p>	<p><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.</p>	<p>The data of the studies for quality development-improvement must be reported regularly.</p>	<p>Regulation, directive, and application documents related to quality assurance policies and processes Documents showing the culture of quality</p>
<p>BS.5.2. has an evaluation system that regularly reviews the education program and necessary improvements should be made</p>	<p><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</p>	<p>In this framework, the purpose of the program evaluation and how the results will be used (to show and improve the effectiveness of</p>	<p>Periodic program evaluation reports</p>

	<p>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.</p>	<p>the program, etc.) must be determined and followed.</p>	
<p>BS.5.3. Use program evaluation results effectively in the development and updating of 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>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.</p>	<p>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.</p>	<p>Examples of using program evaluation results to improve the program Minutes and decisions regarding the process</p>
<p>BS.5.4. Monitor, evaluate and improve the usefulness of measurement and evaluation practices and their effect on results.</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 existence and applications of the processes that follow measurement and evaluation practices, measure its usefulness and effect on the result, evaluate and develop measurement and evaluation methods using the results.</p>	<p>Feedback provides the recognition of strengths and areas that need improvement, gives an opportunity for improvement, and 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.</p>	<p>Data on education, research, and oral and dental health services Documents showing that student success and performance have been evaluated Student and academic staff feedback forms and completed samples</p>

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
DS.5.2. All components and outcomes of the program should be monitored and evaluated.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of documents showing that all components and outcomes of the program have been evaluated	Quantitative and qualitative methods can be used separately or together in the program evaluation process, which is carried out with the aim of developing the education program and/or demonstrating its effectiveness. Within the scope of program evaluation, student-instructor feedback on the program operation, student success and performance, as well as the reflection of what has been learned on medical practices, the impact of graduates on the institution and society where they work, and the follow-up of students and graduates can be included. Different models and approaches can be preferred according to the evaluation purpose and method. Approaches that evaluate both the process and the product should be applied to evaluate the program at a universal scale in the Faculty of Dentistry. In this context, it is	Examples of methods in which information on different components of the program are evaluated Studies to evaluate graduates' competencies, evaluations of graduates' career distribution The rate of graduates using e-mail addresses with an institution extension, being included in domestic graduate education programs, being included in foreign graduate education programs, domestic employment place and rates, (public/private practice/private hospital), overseas employment and rates (academic environment/private practice), international equivalence exam results, postgraduate education programs involving graduates

		necessary to collect information that will enable decisions to be taken regarding the planning, structuring, implementation and reorganization of the education program. To collect this information, the four phases of the program: context (environment, conditions, educational media), input (study plans, strategies, resources, budget, educators, students), process (educational activities, practices), and outputs (short and long-term goals) should be evaluated. Faculty of Dentistry graduates, information about their careers, observer reports, productivity measurements, time-work studies, self-evaluation scales, diaries, interview programs, and questionnaires should be monitored.	
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6. ACADEMIC AND ADMINISTRATIVE STAFF

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

The Faculty of Dentistry must,

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	<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.	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	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
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		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.	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 Term/performance reports of the objectives specified in the strategic plan of the university and faculty and remedial actions in case of non-compliance
BS.6.2. Have a realistic and long-term staff planning to meet the development and change in its strategic planning	<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.	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.	
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.	<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 have been determined according to their fields of study and academic level and it has been published.	A policy should be established and published that determines the research and service loads of instructors by taking into account their educational processes.	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

<p>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.</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 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.</p>	<p>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.</p>	<p>University's selection, appointment, and promotion criteria Minutes and reports on appointment processes Existence of 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</p> <p>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>
<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</p> <p>There are documents describing the duties, authorities, and responsibilities of the academic and administrative staff, and</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,</p>

	there are documents showing that it is submitted in writing.		authorities, and responsibilities of the instructors
BS.6.6. Encourage the participation of its academic staff in educational development programs and provide financial and administrative support.	<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, program contents and participant lists are presented.	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.	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
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.	<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.	The Faculty of Dentistry should encourage, support, and monitor the participation of instructors in CPD activities.	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
BS.6.8. The condition of participation in certain education programs must be used as a criterion to be able to take part in education management.	<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.	For an effective education, it is necessary to have knowledge about curriculum development, evaluation, and education methods as well as field knowledge. The Faculty of Dentistry instructors should have this equipment. Faculties can carry out the education necessary for the instructors to have this equipment, with support from the units of their own or other faculties in the university.	Participation certificates of educational programs

<p>BS.6.9. The effectiveness of teacher training programmes should be evaluated.</p>	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Impact and effectiveness of the teacher training is evaluated. Feedback is provided teachers who participated in the trainings.</p>	<p>The impact and effectiveness of the teacher training programmes and CPD programmes conducted by the faculty should be evaluated and improved.</p>	<p>Eğitici eğitimi programları ve SMG etkinliklerine ilişkin etki ve etkinlik değerlendirme çalışmaları (form ve raporlar)</p> <p>Evaluation of impact and effectiveness of teacher training programmes and CPD activities (forms and reports)</p>
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<p>The Faculty of Dentistry should,</p>			
<p>DS.6.1. There should be an institutional policy that continuously supports the competence of academic and administrative staff in emergency management, patient-dentist rights, and safety.</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 policies for regular and continuous training on emergency management, patient-dentist rights, and safety for academic and administrative staff.</p>	<p>Emergency management, patient-dentist rights, and safety should also be included in educator training programs run by the faculty.</p>	<p>Calendar of education programs Participation documents</p>

<p>7. EDUCATIONAL RESOURCES AND OPPORTUNITIES</p>			
<p>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.</p>			
<p>7.1. Educational resources and opportunities</p>			
<p>In accordance with the structure, characteristics, and number of students of the education program, the Faculty of Dentistry must;</p>			
<p>BS.7.1.1. Have provided a lecture hall, classroom, seminar room, pre-clinical simulation and basic science laboratories, distant</p>	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>A list of clinics, lecture halls, classrooms, seminar rooms, pre-clinical, simulation, and basic</p>	<p>The education environment should be planned in a way that is sufficient for the educational activities to be carried out. These</p>	<p>Layout plans and capacities of lecture halls, classrooms, student laboratories</p>

<p>education opportunities to carry out educational activities.</p>	<p>medicine laboratories used to carry out the educational activities required by the methods and models of the education program is presented, their suitability is demonstrated, and distance education opportunities are provided.</p>	<p>environments should be planned 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.</p>	<p>Hardware and material inventories of classroom, pre-clinical, simulation and basic medical laboratories Technological infrastructure and hardware inventory for distance education Documents showing that students use distance education technologies</p>
<p>BS.7.1.2. Have provided study areas (library, etc.) and social areas suitable for the number of students.</p>	<p><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.</p>	<p>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.</p>	<p>Work areas such as libraries and social areas such as canteens/cafeteria</p>
<p>BS.7.1.3. Have provided clinical education environments with a sufficient number and diversity of patients to ensure students' clinical competencies</p>	<p><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.</p>	<p>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.</p>	<p>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</p>

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 an 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
DS.7.1.2. Have provided training opportunities with pre-clinical laboratories where distance and computer-aided education and simulation systems are used,	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Pre-clinical laboratories where computer-aided learning and simulation systems are used and standardized patient facilities are	For students to gain communication and clinical skills, a specially designed remote and computer-aided education/simulation system and	Educational environment and infrastructure in which computer-aided learning and simulation system is used

<p>equipped Basic Medical Sciences laboratory and simulated/ standardized patients in addition to traditional preclinical education (phantom jaw, model).</p>	<p>provided and documented. Basic Medical Sciences laboratories and applications are documented.</p>	<p>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>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. The graduation thesis made by the students before graduation is documented on a yearly basis.</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.) The student's ability to access areas (library, etc.) where scientific research will be conducted, even outside of working hours. Sources of student graduation theses by year</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.	Education management organization chart Education boards/commissions, job descriptions, guidelines, and coordination mechanisms

	board/commissions responsible for education.	<p>The authorities, roles, and responsibilities of the deans and 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>	
<p>BS.8.2. Have provided participation of academic staff and students in decision-making processes 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</p> <p>There are processes and documents showing that academic staff and students, who are the most important internal stakeholders, are systematically included in</p>	<p>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</p>	<p>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>

	decision-making processes in educational administration.	contributions and opinions of the parties.	
BS.8.3. Have created and announced education management organization charts.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 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.	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.	Structures, employees, and job descriptions that provide administrative, technical and secretarial support to the educational organization
BS.8.4. 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 The majority of the executive staff and board members are graduates of the Faculty of Dentistry and have educational experience.	As the Dean, the other administrative staff of the Faculty of Dentistry must 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 Deputy Dean and faculty members who have roles in education administration

<p>BS.8.5. Have the autonomy to organize the training programs in line with the organizational goals and targets it has determined, to create and implement the relevant legislation.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Presence of directives, regulations or relevant legislation regarding the planning, implementation, and evaluation processes of the education program</p>	<p>The Faculty of Dentistry is responsible for fulfilling the conditions defined within the framework of national laws and accepted international regulations and to raise graduates who meet these conditions. While fulfilling this responsibility, it should make autonomous decisions on the development of the units in the education program (lecture, lecture committee, module, block, clinical practice), the selection of training and evaluation methods, the creation and updating of content, the development of lecturers, and the evaluation of the education program in line with the goals and objectives it has determined.</p>	<p>The directive, regulation, or relevant legislation regarding the planning, implementation, and evaluation processes of the education program. Documents showing consistency of undergraduate curriculum outcomes with vision and mission.</p>
<p>BS.8.6. Have documented the decisions and processes related to education and established a regular recording and archive system.</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 archive and documentation system documents related to education.</p>	<p>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 times, thus ensuring organizational memory.</p>	<p>Education-related archive and documentation system documents</p>
<p>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.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>A decision/directive/protocol, etc., showing that the mutual duties and responsibilities of the administrators and lecturers are defined with other units where</p>	<p>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</p>	<p>Documents showing that the clinical service is carried out with a focus on education Clinical education environments, clinical education rooms, education outpatient clinics</p>

	clinical education is carried out are available.	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.	
BS.8.8. Strategies should be determined to ensure the continuation of education in extraordinary situations.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Availability of strategy and decision documents developed to continue education in extraordinary situations	Strategies should be developed to be implemented in extraordinary situations such as disasters and epidemics that may prevent the execution of the education program, training and implementation principles should be defined in instructions and similar documents.	Documentation of training strategies for emergencies
TS.8.9. Those working in education management must have participated in the teacher training programme.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Certificates showing that the relevant criterion is met.	For managerial tasks related to education, participation in teacher training programmes should be considered.	Short CVs of assistant deans and faculty members with educational management duties for educational development activities

The Faculty of Dentistry should,			
DS.8.1. Be in a constructive interaction with national and international institutions, organizations, professional organizations and/or non-governmental organizations	<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-	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	Documents and minutes showing that the contributions and opinions of national organizations, professional organizations, and/or non-governmental organizations regarding their functions in the

<p>regarding its functions in the field of education and health care.</p>	<p>governmental organizations that may be external stakeholders in the field of education and health services.</p>	<p>non-governmental organizations should be sought regarding their functions in the field of education and health services. Their functions in the field of education and health care should be compared with international organizations.</p>	<p>field of education and health care have been received. Documents showing comparisons with the functions of international organizations in the field of education and health care</p>