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Association for Accreditation of  
Dental Education  
(AADE)



**Organization Visit Principles and  
Report Preparation Guide**

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## **INTRODUCTION**

National Dentistry Education Accreditation Board (NDEAB) organization visit is the last step in the evaluation of the pre-graduation education programs of the faculties applying for accreditation. The purpose is to visit the Faculty of Dentistry by the program evaluation team assigned by the Association for Accreditation of Dental Education (AADE) and to determine its compliance with NDEAB National Pre-Graduation Dentistry Education Standards by making on-site observations and inspections. Program evaluation team members are expected to submit an evaluation report to NDEAB within 10 days following the end of the visit.

During the visit, the program evaluation team members will evaluate whether the practices specified in the Self-Evaluation Report (SER) prepared by the organization meet the NDEAB National Pre-Graduation Dentistry Education Standards, whether they are in accordance with the AADE Ethical Principles and the National Dentistry Education Accreditation Application and Evaluation Principles Directive.

During the organization visit, the evaluation team is responsible for;

1. Evaluating the strengths and aspects of the faculty that need to be developed according to the National Standards,
2. Making a qualitative evaluation of the elements that cannot be documented in the SER,
3. Identifying the consistency and inconsistencies between SER and organization visit evaluations.

### **I. ORGANIZATION VISIT ACTIVITIES**

This process consists of three main stages.

1. Pre-visit activities
2. Activities during the visit
3. Post-visit activities

The success of the entire process depends on the comprehensive, timely, and professional completion and holistic execution of these three stages.

#### **1. Pre-visit activities**

It starts with the assignment of the visiting team members by NDEAB before the organization visit and the determination of the visit date. At this stage, the members of the visiting team are expected to examine the SER and its annexes prepared by the organization and obtain information about the faculty and the status of meeting the standards according to the SER.

In accordance with the National Dentistry Education Accreditation Application and Evaluation Principles Directive, the visiting team should meet at the latest one week before the visit and discuss the organization's SER, SER evaluation results, and the details of the visit.

If the place and date of this meeting are determined in advance and forwarded to the NDEAB secretariat, an invitation letter will be sent to the organization of the team member and an assignment will be requested.

At this stage, the details of the organization visit are planned by the team through the head of the visiting team (date, transportation, accommodation, visit plan, contacting the dean for expectations, etc.). In addition, the visiting team creates a plan for the observations and interviews to be made during the organization visit and additional information to be requested. The team should request from the faculty a room where meetings can be held in the faculty, an internet connection, a printer, a projector, and a copy of the SER and its annexes (List 1).

All scheduling and expenses of the visit are covered by the organization visited. After communicating with all team members, the head of the visiting team should request an official invitation/assignment from the organization to be visited.

## **2. Activities during the visit**

The Faculty of Dentistry applying for accreditation is responsible for providing all information to the visiting team.

During the visit, the visiting team gathers information for the preparation of the report by interviewing;

1. Dean
2. Education Management (Deputy Deans/Education Responsible/Coordinators)
3. Organization's Self-Evaluation Coordinator and Self-Evaluation Board
4. Lecturers
5. Research Assistants
6. Students
7. Student Affairs Responsible
8. Other departments and persons deemed necessary (graduates, administrative staff, etc.).

During the visit, the team is required to make observations and interviews to understand the process, make it visible and ask questions to the relevant persons, based on what is stated in the SER.

For example; If it is stated that small group studies are carried out in the organization's SER, information about various standards can be obtained by asking questions about the number of students, group sizes, training rooms used for small group activities, the number of students per lecturer, the number of small group activities the student participates in a semester and the total hours, the student's active attendance, exams, student feedback, lecturer satisfaction, etc. Thus, it will be possible to make a more holistic evaluation, both quantitatively and qualitatively, of the state of the faculty and the education program meeting the standards.

General questions prepared by NDEAB for use in interviews are listed on the following pages, sorted by standards and interview flow.

Information on the minimum interview, observation, and meeting activities that should be held during the organization visit is presented below. The head of the team prepares a timed visit program specific to the organization by taking the opinions of the team members and using the visiting program template below, sends it to the organization SE Coordinator and the program is finalized by mutual discussion.

### ***The Day Before Visit (Sunday)***

The day before the visit, the Faculty Administration plans a dinner with the Organization's SE Coordinator and the SE Board. Before the dinner, the visiting team meets among themselves and;

- Reviews the Faculty SER (Team members are informed by the NDEAB member in the visiting team),
- Finalizes the organization visit plan,
  - Listing the additional information, documents, and questions required during the organization visit,
  - Division of work among the visiting team members,
  - Selection of lecturers and students to participate in the interviews.
- Reviews the visit plan (The visiting team informs the faculty management about the meetings to be held in line with the visit plan, the departments to be examined, the interviews to be held, and the list of lecturers and students who are asked to participate in the interviews, and the process. Necessary changes and arrangements in the program are reviewed).

### ***First day***

#### *Morning*

- Dean's presentation about the organization: The presentation is based on the faculty's SER. Deputy Deans, Education Responsible/Coordinators, SE Coordinator, SE Board, Chief Physician (and/or Head of Clinical Sciences Department), Faculty Secretary, and Faculty Board are expected to attend the presentation. If the faculty wishes, lecturers and students can also be invited to this first presentation. The head of the visiting team must inform the dean in advance of the duration and content of the presentation. (Recommended duration is 1 hour)
- Interview with the Dean (Recommended time is 30 minutes)
- Interview with the Educational Administration (Organization SE Coordinator/Education Responsible/Coordinators/Deputy Dean) (Recommended time is 2 hours)
- Visiting the Rector if possible (Recommended time is 15 minutes)

#### *Afternoon*

- Interview with the Student Affairs Officer (Recommended time is 30 minutes)
- Visiting the faculty education environment in the company of the relevant and responsible persons (Lecture halls, Classrooms, Laboratories, Computer Laboratories, Library, Pre-clinical and Clinical Education Environment, Social Areas, etc.) (Recommended time is 3-4 hours)
- Visiting team meeting (Recommended time is 2-3 hours)

At the meeting held on the evening of the first day, the team members of the evaluation visit share their scores and evaluations (via the evaluation chart) with the other members. In the light of the evaluations of the first day, the program of the second day is reviewed, and the work to be done and the additional documents to be requested, if any, are determined.

Care should be taken to take a break of at least 15 minutes between meetings and interviews.

### **Second day**

#### Morning

- Visiting the Chief Physician (or Head of Clinical Sciences Department) if possible (Recommended time is 15 minutes). This visit is particularly valuable in the context of the clinical education environment.
- Meeting with lecturers from different departments and different academic levels (minimum of 8 persons and 3-4 hours).

The following method should be followed for the selection of lecturers who will participate in the interview:

Before the visit, a list of 25-30 persons who can represent the faculty from different departments (Basic Sciences and Clinical Sciences) and different titles (Dr., Lecturer, and Prof.) is requested from the organization. The incoming list is reviewed the day before the visit, and a random group of a maximum of 15 persons is determined and forwarded to the faculty management before dinner. The lecturers to be interviewed should not be taking roles and responsibilities in the educational administration and boards.

#### Afternoon

- Interview with students from different classes (minimum of 15 students and 3-4 hours).

The following method should be followed regarding the selection of the students who will participate in the interview:

Before the visit, a list of 25-30 persons who can represent the faculty from different classes is requested from the organization. The incoming list is reviewed the day before the visit, and a random group of 15 persons is determined and forwarded to the faculty management at dinner.

- Visiting team meeting (2-3 hours)

At the team meeting held at the dinner of the second day, after the visiting team members share their evaluations similar to the first day, they begin to prepare the organization visit report.

### **Third day**

#### Morning

- Group meeting with student representatives (recommended time is 1 hour)

- Visiting the faculty education environment accompanied by the relevant and responsible persons – those left from the first day's program (Lecture halls, Classrooms, Laboratories, Computer Laboratories, Library, Pre-clinical and Clinical Education Environment, Social Areas, etc.) ( Recommended time is 2-3 hours)

*Afternoon*

- Interview with lecturers/students if necessary (minimum of 15 persons and 3-4 hours)
- Interview with Research Assistants (approximately 15-20 persons) (recommended time is 30 minutes)
- Visiting team meeting (recommended time is 2-3 hours)
- Organization Visit Report and preparations for the Exit Report

In this meeting, the content of the exit meeting to be held with the organization and the end-of-visit Exit Report Form are created. Preparations for the organization's visit report are initiated. If any, missing information and documents are requested to be provided by the faculty.

**Fourth day**

- Exit interview (with the participation of Dean, Organizational SE Coordinator, Education Responsible/Coordinator, Deputy Dean) (recommended time is 2 hours)

In this meeting, the Exit Report Form prepared by the visiting team is verbally summarized to the faculty and a copy of the form is delivered to the Dean.

**Note: It should be stated by the Head of the Visiting Team that the Exit Report Form is an objective summary of the observations made, that the accreditation decision will be made by NDEAB, and that the organization's visit report, which describes the strengths and weaknesses of the organization and suggestions for improvement in detail, will be sent later.**

**4. Post-Visit Activities**

- The visiting team writes its evaluations based on the observations and information gathered during the visit in the Organization Visit Report and sends it to the NDEAB secretariat by e-mail within 10 days at the latest. The head of the team mails the signed report.
- The head of NDEAB sends the Organization Visit Report to the applicant Dean within 15 days to correct any material errors, if any. In case of material errors in the report, an evaluation is made by communicating with the members of the visiting team.
- The head of NDEAB distributes the Organization Visit Report to NDEAB members.
- Reports related to each organization are evaluated by NDEAB at the first meeting of the following year, finalized, and forwarded to the organization.

**Recommendations for visiting activities**

*General Recommendations*

Visiting team members visit the faculty for external evaluation, not inspection. The purpose of external evaluation is to identify the strengths and aspects of the organization that need to be developed according to national standards and to give comprehensive feedback to the organization. Therefore, what is expected from the visiting team members during the meeting is to try to understand the dynamics of the organization and the education program carried out with a friendly, well-intentioned approach. **There should not be an interrogating and controlling attitude during the visit.**

The visiting team should carry out all their work with a team understanding, should not share their observations and comments about the organization with anyone outside of the team meeting, and should act within the framework of NDEAB ethical rules.

**It is particularly important to be present as a team in all observations and interviews.** Each member may have a richer experience and knowledge of certain standards. This situation should be used to strengthen teamwork, all team members should be able to observe all standards and express their views in team meetings. The visiting team should not share work according to the standards, the faculty and the education program should be evaluated with a holistic approach.

#### *Recommendations for Observations and Interviews*

To facilitate the observations and interviews to be made during the visit, questions prepared by NDEAB are given in the following pages. The general questions that we recommended to be asked by the team during the visit are arranged and ordered both according to the standards and the flow of the interview. In addition, a format was created in which questions specific to the organization can be written before the visit and notes can be taken during the interviews. It is thought that these tools will help increase the quality of the interviews and observations you will make during your visit.

Another important point is to take care to enter the meeting room together with those who will participate in group discussions. Waiting in the hall beforehand or entering the meeting room as a team later on can negatively affect the atmosphere of the meeting. Waiting in front of the door of the interview environment five minutes before the interview and waiting for the group, greeting, and entering the interview together will serve to create a reassuring environment from the beginning.

Be sure to start the interview by introducing yourself, then ask the participants to briefly introduce themselves. After the introduction, explain how long the meeting will last, its purpose how you plan the flow, and how you expect the group members to take turns.

During the interviews, we recommend asking the questions completely neutrally and with curiosity, deepening the answers with open questions and examples from the organization's SER without making any comments on the answers, and avoiding misunderstandings by making a summary from time to time. Asking open-ended questions (questions that cannot be answered as yes, no, or available, not available) will encourage discussion and enable people to give detailed information about their thoughts, observations, and experiences.



While directing general questions to the group, it would be an appropriate approach to first summarize the status of the faculty related to the subject in the SER or to explain the relevant standard and when you direct your question to the whole group and get an answer, to deepen the subject with examination questions such as “Does anyone have a different opinion on this issue? Can you elaborate with examples?”. As a general interview rule, it is recommended that you look at the person who provided his/her opinion on your question and make the person feel that you are actively listening by making facial gestures and head signs indicating that you understand.

Remember that individuals may have different opinions in response to a question. You can reach these thoughts by asking the group questions like “Is there anyone from the group who would like to add anything to this issue?”. Briefly summarizing all responses, after including additions, will correct any possible misunderstandings and allow the group to provide new information, if necessary. During the summary, use the language of those who express their opinions as much as possible and do not make any comments.

You may have received different answers to similar questions from different groups. Never bring these answers and the differences between the groups to the agenda in interviews such as “... the group thinks differently from you, they stated that ... was applied in the faculty”, etc. This information is important for your evaluation only.

If the participants express their problems during the interviews, explain that this is not suitable for the interview purpose you explained at the beginning, and drop the subject.

Questions to be asked during the interviews can be shared among the team members, but it is absolutely necessary to divide labor beforehand. If there is no division of labor and the interview is the responsibility of a single person from your team, the responsible team member should return to the team members at the end of the meeting and ask one by one whether they have any contribution or participation. Team members should avoid interrupting each other with words and behaviors that would undermine the trust of the participants in the team.

At the end of the meeting, it would be appropriate to behave in the same way as at the beginning and leave the hall together by shaking hands and thanking them one by one.

During the interview, create a list of interviewees, including participant information (such as Title, Name-Surname, Department, Class, etc.) to be attached to the organization’s visit report. Add the interview place, date, and start and end times to the top of the list.

We recommend that all team members take notes during the interview. These notes will make it easier for you to evaluate the organization, and prepare the organization’s Exit Report and Visit Report.

*Recommendations for interviewing during the visit*

You are in the Faculty of Dentistry not as an inspector, but as a team member and a colleague. On the one hand, you have a certain group of work to do, on the other hand, it is

important to be polite and respectful to the persons you meet at the Faculty of Dentistry you visit. At the beginning of the session, especially when you are with the students, take a few moments to explain why you are there. Talk about the visit and the purpose of the visit. This will help the instructor and students begin to think about the information you might want from them.

- Take notes during the interview.
- Refer to your notes, but ask your questions in a dialogic manner.
- Ask follow-up questions to make sure you fully understand what you need to know.
- If possible, ask your interviewers if there is anything else they would like you to know about their program.
- Avoid using sentences such as "this is how we do it at our faculty/university". Never tell them what to do and how to do it. Also, keep in mind that what you need to do here is to see to what extent the faculty under consideration meets the standards, not to compare them with practices at your faculty.
- Do not tell other persons or groups what a lecturer has told you.
- Thank your interviewee for their time.

#### *Considerations when gathering evidence during the visit*

You will have four main groups of evidence:

1. Faculty SER
2. Documents seen during the visit
3. Your observations (eg. related to classes)
4. Interviews at the place of visit

Read the SER carefully before the visit. Start taking notes in two groups:

1. Questions to be asked during the visit
2. Information notes for the evaluation report

Read the standards often;

- Before and while reading the SER,
- Before the first team meeting,
- At the end of each day,
- When you start writing sections for the evaluation report.
- During the first visit to all faculties, BASIC standards will be discussed and a preliminary examination of DEVELOPMENT standards will be made.
- Review your questions as you learn new information.
- Once you have reviewed the SER, make a tentative assumption about the extent to which the program meets the standards. Develop this assumption with the evidence you gathered during your visit.
- Ask other team members to help gather evidence.
- Similarly, take notes for other team members and exchange information about standards with them.

- Take note! Take notes as you read the documents and during the interview.
- Tag your sources to keep them in your memory.

**Interview Question Recommendations (Dean, Program Responsible, Instructors, and Students)**

<p><b>Meeting with the Dean (1 hour)</b></p> <p><b>Meeting with the Education Administration (SE Coordinator of the Organization/Education Responsible/Coordinators/Deputy Dean) (2 hours)</b></p>	
<p><b>1. GOALS AND OBJECTIVES</b></p> <p><b>Organizational goals and objectives:</b></p> <ul style="list-style-type: none"> <li>• Are the social obligations of the faculty determined while defining the organizational goals? In other words, are the components of social responsibility, social sensitivity, and social reliability/accountability taken into account?</li> <li>• Is stakeholder participation ensured in defining organizational goals? Is it shared with the faculty and the community?</li> </ul> <p><b>Faculty educational goals and objectives:</b></p> <ul style="list-style-type: none"> <li>• Defined when, how, and with the participation of which stakeholders?</li> <li>• How are the competencies that students should have at the graduation stage defined? Do they overlap with National Qualifications Framework for Higher Education in Turkiye (NQF-HETR) and Dentistry National Core Education Program (DNCEP)?</li> <li>• How it is shared and used?</li> <li>• How often is it updated?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>2. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM</b></p> <p><b>Structure of the educational program:</b></p> <ul style="list-style-type: none"> <li>• Are there student-centered activities and self-learning opportunities in your program where students can actively participate in their education processes?</li> </ul>	<p><b>NOTES</b></p>

<ul style="list-style-type: none"> <li>• How is horizontal and vertical integration provided? Can you give an example?</li> <li>• How is the placement of the elective courses and independent study hours in your program?</li> <li>• Are there any educational activities outside the university hospital? How is it structured?</li> </ul> <p><b>Content of the educational program:</b></p> <ul style="list-style-type: none"> <li>• Are common and important oral and dental diseases of the country adequately covered in the curriculum?</li> <li>• What kind of work did you do to ensure compliance with DNCEP?</li> <li>• What do you think about the suitability of your educational model and methods with your goals and objectives?</li> <li>• How are basic and clinical scientific knowledge and skills covered in your program? Do you have examples?</li> <li>• How are the knowledge and skills of Dentistry, Basic Medicine, behavioral sciences, social sciences, and ethics given in your program? Do you have examples?</li> <li>• How are the scientific methods and evidence-based dentistry practices covered in your program? Do you have examples?</li> <li>• What opportunities exist for teamwork skill acquisition?</li> <li>• What applications are available to prepare for after-graduation working conditions?</li> </ul> <p><b>Organization-specific questions</b></p>	
<p><b>3. EVALUATION OF STUDENTS</b></p> <ul style="list-style-type: none"> <li>• How do you find your exam system? What do you think its strengths and weaknesses are? What problems do you encounter in practice? What is being done or planned to solve them?</li> <li>• To what extent do you think your exams test your graduation goals? Can you give examples of exam contents and methods?</li> <li>• What studies are being carried out to develop measurement and evaluation practices?</li> </ul> <p><b>PROGRAM EVALUATION</b></p> <ul style="list-style-type: none"> <li>• How do you evaluate your program? (from whom, how often, what data is collected, by whom the data is analyzed, whether it is converted into a report or not)</li> <li>• To whom do you share the evaluation results?</li> </ul>	<p><b>NOTES</b></p>

<ul style="list-style-type: none"> <li>• Can you give examples of the decisions you made or the improvements you made using the evaluation results?</li> <li>• What are the problems you encounter in the evaluation process and the use of the results?</li> </ul> <p><b>Organization-specific questions</b></p>	
<p><b>4. STUDENTS</b></p> <ul style="list-style-type: none"> <li>• What is the student capacity of your faculty? How did you determine the student capacity? To whom did you share your views on this matter? (Dean-specific question)</li> <li>• Do students have a say in education-related issues? What structures are in place to ensure student representation?</li> <li>• In what ways is communication with students maintained?</li> <li>• What are the counseling services provided to students? How is it implemented? Do you have plans for the development of the advisory system?</li> <li>• What are your national and international exchange opportunities, and how do students benefit from them?</li> <li>• Have students' roles and responsibilities been defined in the pre-clinical and clinical periods?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>5. QUALITY IMPROVEMENT PROCESSES</b></p> <ul style="list-style-type: none"> <li>• What are your future projects and plans regarding education (infrastructure, program, exams, opportunities, etc.)? What stage are you at?</li> <li>• Are your projects in line with your corporate goals and objectives?</li> <li>• What do you do for a solution if there are obstacles in front of your projects and plans?</li> <li>• How does the administration reward the importance given to quality in education?</li> <li>• How does the administration reward students' emphasis on learning?</li> <li>• What do you think are the key issues related to the development of teaching and learning in the feedback you receive (eg. in alumni</li> </ul>	<p><b>NOTES</b></p>

<p>surveys)?</p> <p><b>Organization-specific questions</b></p>	
<p><b>6. ACADEMIC AND ADMINISTRATIVE STAFF</b></p> <ul style="list-style-type: none"> <li>• What do you think about the compatibility of the academic staff structure in your faculty with the education program? Do you have plans for the development of the academic staff structure? Do you have any problems with this? If yes, how do you overcome it? (Dean-specific question)</li> <li>• What kind of work do you do to determine and monitor the roles and responsibilities of the academic staff? What kind of method do you follow in allocating the education and research service roles to the lecturers in your faculty? (Dean-specific question)</li> <li>• What are your thoughts on the academic appointment-promotion criteria implemented in your faculty?</li> <li>• What is the participation status in faculty training programs for the development of lecturers? What do you do to improve the quality of the programs and encourage participation?</li> <li>• What do you do to encourage the continuous professional development of lecturers? (Dean-specific question)</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>7. EDUCATIONAL RESOURCES AND OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• What are your views on providing and sustaining educational tools and learning resources? Do problems arise? How do you resolve it?</li> <li>• Is the diversity and number of patients sufficient for clinical education? What do you do when a suitable patient cannot be found?</li> <li>• Do you encounter any problems while meeting the educational needs in primary and secondary health care institutions outside the organization? How do you resolve it? (Dean-specific question)</li> <li>• Do you have problems in providing and maintaining educational tools and learning resources? (Dean-specific question)</li> <li>• What are the main items in the education financing plan? How do you finance educational resources? (Dean-specific question)</li> </ul>	<p><b>NOTES</b></p>

<ul style="list-style-type: none"> <li>• What do you do about the safety of the learning environment for students, patients and their families, personnel, and the needs of disabled students? (Dean-specific question)</li> <li>• Are students systematically informed about how to use the university library?</li> </ul> <p><b>Organization-specific questions</b></p>	
<p><b>8. MANAGEMENT AND EXECUTION</b></p> <ul style="list-style-type: none"> <li>• Which of your experiences as a Dean make your job easier? What kind of problems did you experience? (Dean-specific question)</li> <li>• How are appointments made to the boards responsible for education in your faculty? Are there definitions of job descriptions, durations, authorities, and responsibilities?</li> <li>• What are your views on the functioning of the boards responsible for education? How are these boards managed and coordinated? If there are problems, how are they solved?</li> <li>• What are your views on the technical and secretarial structure you provide to the education boards and commissions, lecturers, and students in your faculty? If you have problems in this regard, what do you do to solve them?</li> <li>• How are the documentation, recording, and archive system of educational decision-making processes? How is it ensured that the authorities have access to printed and electronic documents?</li> <li>• What do you think about the cooperation between the Dean's Office, the Chief Physician (or the Head of the Clinical Sciences Department), the administrators of the other educational units, and the instructors? Do you have any efforts on the development of cooperation?</li> <li>• What are your thoughts on the structure and contribution of the Department of Dentistry Education (if any)/unit to your faculty?</li> </ul> <p><b>Organization-specific questions</b></p>	

<b><i>Meeting with lecturers and specialists from different departments and different levels (minimum of 15 persons and 3-4 hours)</i></b>	
<p><b>1. GOALS AND OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• What do you think about the goals and objectives of the faculty and the competencies that students should have at the graduation stage? What kind of dentist do you aim to train?</li> <li>• What kind of studies are carried out to determine the goals and objectives of the faculty? Do you contribute to these studies?</li> </ul> <p><b>Organization-specific questions</b></p>	<b>NOTES</b>
<p><b>2. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM</b></p> <p><b>NOTES</b></p> <ul style="list-style-type: none"> <li>• How are the knowledge and skills of basic and clinical sciences covered in your education program? Do you have examples?</li> <li>• How is the integration of basic and clinical information in your training program ensured?</li> <li>• How are the knowledge and skills of behavioral sciences, history of dentistry, social sciences, and ethics covered in your program? Do you have examples?</li> <li>• How do you evaluate your faculty's education program regarding the scientific methods and evidence-based dentistry practices?</li> <li>• Are common and important diseases of the country adequately covered in your curriculum? Are there educational activities that take place outside the university hospital?</li> <li>• Are there student-centered activities, self-learning, and teamwork opportunities in your program where students can actively participate in their education processes?</li> </ul> <p><b>Organization-specific questions</b></p>	<b>NOTES</b>
<p><b>3. EVALUATION OF STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Do you think that a student who has passed all the exams in your faculty has achieved their graduation goals?</li> </ul>	<b>NOTES</b>



<ul style="list-style-type: none"> <li>• Are there any points in the exam regulations that need to be changed according to you?</li> <li>• What are your thoughts on your exam duties (preparing questions, supervising exams, evaluating results, etc.)?</li> </ul> <p><b>PROGRAM EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Is your opinion requested for the implementation and improvement of the education? How? Are your recommendations implemented?</li> <li>• Do you have any information about the student opinions received within the scope of the evaluation of the program? How? What is being done in this context?</li> <li>• Have there been any changes in your education program, lectures and practices, and exams in the last few years? Can you briefly explain?</li> </ul> <p><b>Organization-specific questions</b></p>	
<p><b>4. STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Do you think the number of students your faculty receives is suitable for the facilities and education program?</li> <li>• Do you think students have a say in educational matters? Can you briefly explain?</li> <li>• Can students reach you easily? Do they benefit from your counseling? How can they benefit more?</li> <li>• Are the roles and responsibilities of students implemented as defined in the pre-clinical and clinical periods?</li> </ul> <p><b>Organization-specific questions</b></p>	<b>NOTES</b>
<p><b>5. QUALITY IMPROVEMENT PROCESSES</b></p> <ul style="list-style-type: none"> <li>• What do you think about the adequacy of educational innovation and improvement activities in your faculty?</li> <li>• Do you contribute to the innovation and improvement of education in your faculty?</li> </ul> <p><b>Organization-specific questions</b></p>	<b>NOTES</b>

<p><b>6. ACADEMIC AND ADMINISTRATIVE STAFF</b></p> <ul style="list-style-type: none"> <li>• Is there a balanced distribution of academic staff in departments?</li> <li>• Do you have problems recruiting staff?</li> <li>• What do you think about the academic appointment and promotion criteria applied in your faculty?</li> <li>• What method is followed in your faculty in apportioning the education, research, and service roles to lecturers? Does this method work? Can you explain?</li> <li>• How is the educational performance of lecturers evaluated in your faculty?</li> <li>• How is participation in the training programs organized to improve the educational skills of the lecturers? What is being done to improve the quality of programs and encourage participation?</li> <li>• Which professional development training did you last attend? Does your faculty support your participation in continuing professional development activities?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>7. EDUCATIONAL RESOURCES AND OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Are you satisfied with the educational resources and opportunities provided by the faculty? Can you briefly explain the points you find sufficient or insufficient?</li> <li>• Do you have any problems in providing-maintaining educational tools and learning resources? How do you resolve it?</li> <li>• What are the strengths and weaknesses of your faculty in terms of educational resources and opportunities?</li> <li>• Is the diversity and number of patients sufficient for clinical education? What do you do when a suitable patient cannot be found?</li> <li>• Are students systematically informed about how to use the university library?</li> <li>• Is this information given by the librarians in cooperation with the instructors?</li> <li>• Does the education include reference work, finding books from the</li> </ul>	<p><b>NOTES</b></p>

<p>catalog, finding articles in periodicals, and evaluating resources on the Internet?</p> <ul style="list-style-type: none"> <li>• Are students assisted by an information desk, etc., while using the library?</li> </ul> <p><b>Organization-specific questions</b></p>	
<p><b>8. MANAGEMENT AND EXECUTION</b></p> <ul style="list-style-type: none"> <li>• Where do you need to apply for lecture change when you need permission for a meeting that overlaps with your course?</li> <li>• Is there any sanction applied to the lecturer who does not attend the lecture without an excuse?</li> <li>• What do you think about the adequacy of the technical and secretarial support provided to the education boards and commissions, lecturers, and students in your faculty?</li> </ul> <p><b>Organization-specific questions</b></p> <p><b>In meeting with research assistants, an effort should be made to understand "their contribution and participation in education, and the mechanisms in this regard".</b></p>	<p><b>NOTES</b></p>

<b><i>Meeting with students from different classes (minimum of 15 persons and 3-4 hours)</i></b>	
<p><b>1. GOALS AND OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• They should be asked about the level of awareness about the goals and objectives of the faculty, whether the education in the faculty is in line with these goals and objectives, and they should be asked to give examples.</li> </ul> <p><b><i>Organization-specific questions</i></b></p>	<p><b>NOTES</b></p>
<p><b>2. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM</b></p> <ul style="list-style-type: none"> <li>• What kind of dentist do you dream of becoming?</li> <li>• What kind of dentist will you be when you graduate from this faculty? In which areas is the educational program strong and in which areas is it weaker? Why do you think so? Can you explain briefly?</li> <li>• Your faculty expects you to have certain competencies during graduation. Does the educational program educate you on these competencies?</li> <li>• Do you have educational practices where you can gain experience in teamwork?</li> <li>• What are your thoughts on skills training, training in pre-clinical and clinical periods, free time, education, and opportunities in scientific research, ethics, and social sciences? Can you give examples?</li> <li>• For integration; <ul style="list-style-type: none"> <li>• Do you have learning opportunities to link the knowledge you have acquired in different disciplines in the same period?</li> <li>• To the first three-year students; Do you have opportunities to learn how to use the basic knowledge you have acquired in the clinic?</li> <li>• To clinical term students; Do you have learning opportunities in clinical practice to remember/use the basic knowledge gained in the pre-clinical years?</li> </ul> </li> </ul> <p><b><i>Organization-specific questions</i></b></p>	<p><b>NOTES</b></p>
<p><b>3. EVALUATION OF STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Do you think a student who passed all the exams has reached the graduation goals of the faculty?</li> </ul>	<p><b>NOTES</b></p>

<ul style="list-style-type: none"> <li>• Where do you get your information about exams and preparation strategies?</li> <li>• What are the points in your exam system that need to be changed according to you?</li> <li>• How do you prepare for exams?</li> <li>• Do exams help you learn? (giving booklets, providing answers, question discussion sessions, etc.)</li> <li>• Do the exams you take distinguish between those who know and those who do not?</li> <li>• Are previous questions asked in exams?</li> <li>• How do you learn about the exam results?</li> <li>• How do you object to exams? Can you get results?</li> </ul>	
<p><b>4. PROGRAM EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Have there been any changes in the program, courses, practices, and exams in the last few years of your education? Do you know why? Can you explain briefly?</li> <li>• Are your opinions, feedback, and evaluations requested for the implementation and improvement of the education? How? Are your recommendations taken into account?</li> </ul> <p><b><i>Organization-specific questions</i></b></p>	<p><b>NOTES</b></p>
<p><b>5.</b> <b>STUDENTS</b> <b>NOTES</b></p> <ul style="list-style-type: none"> <li>• Do you think the number of students your faculty receives is suitable for the facilities and education program?</li> <li>• Are the roles and responsibilities of students in the pre-clinical and clinical years been defined in your faculty?</li> <li>• Do you think students have a say in educational matters? Can you explain?</li> <li>• What do you think about the communication environment and possibilities of faculty management and student affairs?</li> <li>• What do you think about the adequacy of the social, cultural, and sportive opportunities provided to you?</li> <li>• What do you think about the counseling system? Are you benefiting?</li> <li>• What do you think about the national and international exchange opportunities of your faculty and their benefits?</li> </ul> <p><b><i>Organization-specific questions</i></b></p>	<p><b>NOTES</b></p>

<p><b>6. QUALITY IMPROVEMENT PROCESSES</b></p> <p><b>NOTES</b></p> <ul style="list-style-type: none"> <li>Do you think the efforts to renew and improve the education in your faculty are sufficient? Why?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>7. ACADEMIC AND ADMINISTRATIVE STAFF</b></p> <p><b>NOTES</b></p> <ul style="list-style-type: none"> <li>There are no questions for students on this topic.</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>8. EDUCATIONAL RESOURCES AND OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>Are you satisfied with the educational resources and opportunities provided by the faculty? Could you elaborate on the points that you find sufficient or insufficient?</li> <li>Are you systematically informed about how to use the university library?</li> <li>Is this information given by the librarians in cooperation with the instructors?</li> <li>Does the information include reference work, finding books from the catalog, finding articles in periodicals, and evaluating resources on the internet?</li> <li>Are you assisted by an information desk, etc., while using the library?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>

**Meeting with Student Affairs Responsible (30 minutes)**

<p><b>1. EVALUATION OF STUDENTS</b></p> <ul style="list-style-type: none"> <li>• What are your roles in the organization of the exams?</li> <li>• How are the exams evaluated? Are exam analyzes done?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>
<p><b>2. STUDENTS</b></p> <ul style="list-style-type: none"> <li>• What roles and responsibilities do you have? What are the problems you experience while achieving these?</li> <li>• Do you think the number of students your faculty receives is suitable for the facilities and education program?</li> <li>• Do you think students have a say in educational matters? Can you briefly explain?</li> </ul> <p><b>Organization-specific questions</b></p>	<p><b>NOTES</b></p>

Please see **Lecture Loads of Instructors** below for how to review the teaching assignments of each of the instructors.

#### *Lecture Loads of Instructors*

In terms of the accreditation process, it is essential to ensure that the quality of education and training is sufficient to raise qualified Dentists. The judgment to be made is mostly about quality, but partly about quantity. Instructors who teach a large number of lectures cannot provide a good education for Dentists to be well trained.

Evaluators should consider all educational, and advisory assignments when reviewing educational and advisory-related assignments:

- Undergraduate and graduate students
- Laboratory, pre-clinical, and clinical practice studies in addition to teaching on campus

Evaluators should take this into account if some of the instructors teach more than 18 hours per week, including seminars. Instructors who serve as Ph.D./Specialist thesis

advisors or who have important duties such as mentoring students in schools should teach less than 18 hours per week on campus. Similarly, evaluators should consider situations where instructors are faced with classes that are too large to deal with each student individually.

As the course load of the instructors gets heavier, the following problems may be experienced:

- Classes are often canceled,
- Instructors are late for class,
- Instructors transfer courses to research assistants,
- Students are not given comprehensive assignments because it takes a lot of time to evaluate such assignments,
- Assignments are not evaluated and returned to students quickly,
- Feedback on assignments is limited to grading and indications that the work done is right or wrong. Comments by instructors are limited,
- It is generally based on test exams, classical exams are rare,
- Generally, the lecture is left to the students in the lesson, the instructor does not play an active role in the lecture,
- Lectures are not regularly reviewed,
- Instructors do not have time to meet with students outside of the classroom,
- Instructors do not have time for clinical and laboratory studies,
- Graduate students have problems due to the instructors' inability to provide adequate advisory,
- Since the instructors do less work in the lectures, the students also do less work,
- Students have problems in their studies because they do not receive sufficient feedback from the instructors,
- Instructors do not have enough time to participate in professional development, research, and other activities, including study groups.

The report should indicate how many lectures the instructors gave. Where instructors teach too much, problems in the quality of the programs as a result of over-teaching should be clearly stated.

### *Observation of Education and Training During the Visit*

Education and training are at the heart of the accreditation process. Without good education and training, students cannot become qualified Dentists.

The accreditation process provides many opportunities to address education and training. Because of the importance of this area, the team needs to take full advantage of these opportunities. The information obtained should be recorded in the Education-Training Observation Form (see Section III).



### *Guiding Notes to the Visiting Team*

- 🌐 Before watching the lecture, talk to the instructor about the student's achievements and the content of the lesson.
  - 🌐 Take notes during the observation. Take advantage of the recommendations below. Do not expect the recommendations to be suitable for every lecture.
  - 🌐 At the end of each lecture, score the lecture between A and D, with A being the highest and D the lowest. Do not forget to include a justification for the score given. Carefully note down all your comments about the instructor.
- 
- 📌 What are the learning outcomes of the course? Are these learning outcomes appropriate?
  - 📌 Did the instructor summarize the learning outcomes and content of the course?
  - 📌 Could the instructor be seen and heard during the lecture?
  - 📌 Are key points highlighted?
  - 📌 Are the examples clear enough for students?
  - 📌 Are the examples and other provided references appropriate?
  - 📌 Was the lesson interesting for the students?
  - 📌 Were the activities diverse?
  - 📌 Did the instructor ask questions, request questions, or use other student participation forms?
  - 📌 Did the instructor summarize the main points and conclusions?

### *Visiting the Library*

A visit to the library should not take more than an hour if the time is well organized. Factors to be considered are listed below:

#### **Location:**

- 📌 Is the location of the library suitable for students?
- 📌 If the library is not within walking distance from the Faculty of Dentistry, is there a regular and convenient mode of transport?
- 📌 If the distance is too far, pay special attention to interviews and other evidence to see if every effort has been made to facilitate student access to the library.

#### **Suitability:**

- 📌 Are there suitable environments for research and study in the library?
- 📌 Are there sufficient reading areas for students?
- 📌 Is there adequate lighting?
- 📌 Are the work areas comfortable?
- 📌 Is there an information desk in a suitable location? Do students generally get help from the information desk?
- 📌 Are photocopy services readily available and are these units working?
- 📌 Are there internet terminals in the library (or faculty) that students can use?

*Library Manager/Responsible*

Explain to the manager/responsible the purpose of your visit to the library and complete the **Library Facilities** table (see SER Guide Table 7.17).

*Books*

Visit the reference section of the library. Are there any reference books that a Dentist might require? Encyclopedias, dictionaries, almanacs, essential books, etc.

Visit the general section/collection important to Dentists in the book section. Make a general comment on whether the collection is quantitatively sufficient for students. Also indicate whether the library continues to improve resources in the area you have chosen.

Are there sufficient resource books to enable students to do their homework on current issues related to Dentistry education? Are there sufficient new books for students to learn about current theories and practices? Are there sufficient resources for students to learn about the historical and current issues related to Dentistry education in Turkey? Are there sufficient books in the language of instruction? Examine a group of books to see if they have been borrowed frequently and recently. Review the section of the collection on the programs reviewed. Ask questions similar to the above about proficiency, innovation, and books in the language of instruction. Check out a few books for use and circulation.

*Periodicals*

Visit the section with new periodicals. Can students benefit from them easily? Can you see the periodicals specified in the **Library Facilities** table?

***Recommendations for the organization's Exit Report meeting***

The organization's Exit Report meeting is the meeting attended by the Educational Administration (Dean, SE Coordinator, Deputy Dean in charge of Education and Faculty Board) on the last day of the visit. The main purpose of this meeting is to provide additional information to those identified in the interviews and observations made during the visit and to correct misunderstandings. **It is not a general evaluation meeting open to all faculty.**

After the visiting team has finished the meeting (in the evening of the 3rd day and the morning of the 4th day), they should hold a preparatory meeting for the Exit Report and prepare the text of the exit statement, a copy of which will be given to the organization.

In the Exit Report, the state of meeting the standards should not be mentioned, and the visiting team should state the "objective data" by referring to each title of the standards (eg. Education Program) based on the notes obtained from the observations and interviews, and if there is a misunderstanding, the educational administration should be allowed to express their opinions for correction.

**In the Exit Report meeting, binding statements or comments that can be associated with the visit report of this notification and the accreditation decision to be made by NDEAB for the organization should not be used. It should be explained to the organization that this notification is not binding for the accreditation decision, but only for the purpose of obtaining additional information and correcting if there is a misunderstanding.**

**Remember:** The Exit Report should be verbally summarized to the organization and a written copy should be left to the Dean after the meeting. In fact, this notification constitutes the most important part of your Organization Visit Report. The report section to be sent to the organization by the head of NDEAB for the correction of material errors is the organization visit report.

### ***Recommendations for Evaluation of the Visiting Team***

Evaluation forms are included in the last section of this guide. Give the form to be filled by the organization for the visiting team (the Faculty Feedback Form regarding the visiting team and the visit process) to the SE Coordinator during the visit and ask him/her to forward it to the NDEAB Secretariat within 10 days.

Fill in the form (Visiting Team Member Feedback Form) within 10 days, in which the team members will express their opinions and thoughts about the visit and other members of the team, and send it to the NDEAB Secretariat individually.

### **Observer student's work in the visiting team**

It was decided that the observer students in the visiting teams should take part in all activities with the visiting team, except for the "interview with the lecturers", and not take an active role in the meetings (asking questions, making evaluations). Observer students do not have voting rights during the organization evaluation.

Students can have a preliminary meeting with student representatives and heads of student groups at appropriate times within the scope of the visit. Educational and social environments can be visited with students.

## **II. ORGANIZATION VISIT REPORT PREPARATION GUIDE**

### ***Descriptions***

Using this guide, the 6-person visiting team assigned by NDEAB is required to prepare a Visit Report for each faculty. Team members should record and interpret data from observations and interviews on a daily basis, using the recommendations and tools contained in the organization visit guide. These observations should be discussed at the team meeting every day and the visit report should be created step by step.

At the end of the visit, the head of the Team should bring together the individual evaluations of the team members and turn them into a single report.

**Report Content**

Cover page (information of the organization visited, team members, and their signatures)

Section 1: Visiting program (as finalized by Team and Organization SE Coordinator)

Section 2: Evaluation chart to use during the visit

Section 3: Exit Report form at the end of the visit (the form in which the data obtained from the observations and interviews are expressed without comment)

Section 4: Evaluation form at the end of the visit (according to the data obtained from the observations and interviews, the state of the organization meeting the standards, its strengths and weaknesses, and the recommendations of the visiting team are expressed)

Section 5: Annexes

- List of those interviewed
- Other information and documents deemed necessary by the team

**NDEAB ORGANIZATION VISIT REPORT**

Faculty Evaluated : .....

Date of Visit : .....

***Date of Report*** : .....

MEMBERS	Head of ET	ET Member 1	ET Member 2	ET Member 3	ET Member 4	Observer Student
Name Surname						
<i>Signature</i>						

***\* It is the first page of the report to be prepared by the evaluation team (ET) after the visit.***

## Section 2. Descriptions on the Evaluation Scale and Chart to be Used During the Visit

The following pages provide the “Scale to be Used in Evaluations” (2a) and an “Evaluation Chart” (2b) where you can record your impressions from your daily observations and interviews. Upon completion, this chart will contain data that will form the skeleton of your visit report.

We recommend that you complete the chart during your daily observations and interviews and share it with other members at the daily team meeting. At the end of the visit, it will be useful for you to forward a copy to the head of the team for the preparation of the visit report.

The evaluation chart will be used by NDEAB when deciding on the accreditation status of the organization, and will not be shared with the organization in any way.

In the first column of the chart, the titles of the standards are included.

In the following columns;

**Forecast:** It is the column given for you to write your preliminary assumption that you will create while examining the SER of the Organization and its annexes before the visit. Please come to the first meeting of the team with the SER and its annexes filled in, using the marks in the SER evaluation section in the “Scale to be Used in Evaluations”.

**NDEAB:** It is the evaluation made by NDEAB regarding the Organization's self-evaluation report. It is not necessary to write anything in the cells in this column. In the team meeting before the visit, the NDEAB member in your team will inform you about the NDEAB evaluation and especially the topics you are asked to evaluate.

**Joint Decision:** It is the decision made jointly by the team using the evaluation scale in line with the preliminary assumptions of the team members and the NDEAB decision.

**1st Day:** It is your evaluation that is expected to be formed in line with the observations and interviews on the first day. You are expected to share this evaluation and its rationale with the team at the visiting team meeting at the end of the day. This evaluation is, in a sense, temporary and subject to change. It will be used to facilitate team discussion. Fill in using the evaluation marks in the "Scale to be Used in Evaluations".

**2nd Day:** It is your evaluation that is expected to be formed in line with the first two days of observations and interviews. You are expected to share this evaluation and its rationale with the team at the visiting team meeting at the end of the day. This evaluation is still temporary and subject to change. It will be used to facilitate team discussion. Fill in using the evaluation marks in the "Scale to be Used in Evaluations".

**FINAL DECISION:** It is created for you to express your final evaluation of the Faculty's state of meeting the relevant standard, which you must complete before the team meeting on the last day of the Visit. Fill in using the evaluation marks in the "Scale to be Used in Evaluations".

If there is a difference between the members of the visiting team in this final decision that will affect the accreditation of the faculty, it should be discussed together with the reasons. The head of the team will bring together the forms and descriptions you filled out and prepare the "Organization Visit Report".

**NDEAB Decision:** This section will be filled by NDEAB by combining the evaluation of the SER and the evaluation in the visit report.

**Notes and Descriptions:** We recommend that you use the cells in this column both to shed light on the discussions you will have with your teammates during the visit, and to take notes and add explanations to the feedback that should be included in the visit report you will prepare.

***The evaluation scale to be used during the visit will be shared by the head of the team at the end of the visit and the common chart, which will cover only the final decision, will form the second part of the Visit Report.***

<b>2a. THE SCALE TO BE USED IN THE EVALUATIONS</b>			
<b>Scoring</b>	<b>Naming</b>	<b>Coding</b>	<b>Description</b>
1	<b>Very Insufficient</b>	D	<b>SER:</b> It is the level to be marked in the absence of any evaluation regarding meeting the standard in the relevant part of the SER, misinterpretation, and misidentification of practices, lack of supporting documents/evidence (no defined and written process, definition invalid, no document/evidence).
			<b>Visit:</b> It is the level to be marked if there is no observation or interview during the visit for any reason, if the practices are misinterpreted or if there is no supporting observation/interview/document/evidence.
2	<b>Insufficient</b>	C	<b>SER:</b> It is the level to be marked when some definitions/practices/documents/evidence regarding meeting the standard in the relevant part of the SER exist, but are not at a level to meet the standard (there are significant deficiencies in the definition of basic processes, evidence/documents and/or implementation).
			<b>Visit:</b> It is the level to be marked when the processes required by the standard exist but are far from being defined as comprehensive, defined, written, and measurable, or if the standard is partially met and there is no guarantee that the quality of the program will not deteriorate until the next general evaluation.
3	<b>Acceptable</b>	B	<b>SER:</b> It is the level to be marked when there are enough definitions/practices/documents/evidence regarding meeting the standard in the relevant section of the SER, but there are points that are recommended to be developed (whether the implementation is systematic, whether there is enough time to see the results, the state of institutionalization, etc.).
			<b>Visit:</b> It is the level to be marked in cases where the practices related to meeting the standard are defined as comprehensive, written, and measurable, and it is understood that the standard has been met with observations, interviews, and documents, but there are some deficiencies in quality.
4	<b>Good</b>	A	<b>SER:</b> It is the level to be marked when there are complete definitions/applications/documents/evidence regarding meeting the standard in the relevant part of the SAR.
			<b>Visit:</b> It is the level to be marked when there are complete definitions/practices/documents/evidence regarding meeting the standard during the visit.



**2b. EVALUATION CHART to be used by team members during the visit**

\* It will be included in the end-of-visit Exit Report

\*\* It will be included in the end-of-visit Evaluation Report.

1. GOALS AND OBJECTIVES	SAR EVALUATION BEFORE VISIT					ORGANIZATIONAL EVALUATION				Strengths * **	Needs Improvement * **	Recomm.	NDEAB decision		
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.1.1. Must have defined the mission, vision, general goals, and objectives covering the fields of education, oral and dental health services, and research.															
TS.1.2. Must have determined the objectives and learning outcomes of the undergraduate education program and shared them with its stakeholders.															

2. STRUCTURE AND CONTENT OF THE TRAINING PROGRAM	SER EVALUATION BEFORE VISIT						ORGANIZATIONAL EVALUATION				Strengths *,**	Needs improvement *,**	Recomm.	NDEAB decision	
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.2.1. Must show the compatibility of the undergraduate education program with DNCEP and NQF-HETR.															
TS.2.2. Program goals, objectives, and outputs (qualifications, competencies, and achievements) must be defined, and the curriculum content should be arranged according to years in a way to provide the determined goals, targets, and outputs.															
TS.2.3. There must be a management policy that ensures the implementation of the education and training plan as foreseen and that will ensure its															

continuous development by reviewing it at regular intervals.															
TS.2.4. Student-centered education practices must be included at every stage of the program.															
TS.2.5. The education program must provide learning environments that will provide skills such as critical thinking, problem-solving, and evidence-based practice.															
TS.2.6. The training program must have provided learning environments on management, leadership, teamwork, communication, and risk management.															
TS.2.7. The training program must have created educational environments related to deontology, behavior, and ethics.															
TS.2.8. At each stage of the program, there must be a certain amount of independent working hours outside of the lecture hours.															
TS.2.9. For students to gain the expected competencies, it must															

<p>be ensured that they do a sufficient number of clinical practices during the clinical period.</p>																						
<p>Educational program; GS.2.1. Must have ensured the participation of the stakeholders in the creation and/or updating of the training program.</p>																						
<p>GS.2.2. The training program must have included non-faculty training activities at the national and/or international levels.</p>																						
<p>GS.2.3. Must 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 and impact of the feedback on the outcome. It must have a dynamic training program structure that allows improvement based on the feedback received.</p>																						

3. EVALUATION OF STUDENTS	SER EVALUATION BEFORE VISIT					ORGANIZATIONAL EVALUATION				Strength *,**	Needs improvement *,**	Recomm.	NDEAB decision	
	FORECAST Visiting Team members				NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3										
TS.3.1. Must have clearly defined the methods and criteria used in measurement and evaluation according to theoretical, practical, pre-clinical, and clinical practice lectures.														
TS.3.2. The measurement methods and tools, and the evaluation methods and criteria must be determined according to the years/stages, published, and announced to the student and instructors.														

TS.3.3. Must have diversified measurement and evaluation methods and tools at every stage of the program.															
TS. 3.4. Must show the compatibility of the assessment and evaluation practices with the aims and learning objectives, and evaluate the validity and reliability.															
TS.3.5. Must plan and implement measurement and evaluation methods to support learning and give feedback to the student.															
GS.3.1. Must follow new developments in assessment and evaluation and use up-to-date methods.															
GS.3.2. Instructors should receive assessment and evaluation training.															

4. STUDENTS	SER EVALUATION BEFORE VISIT						ORGANIZATIONAL EVALUATION				Strength * **	Needs improvement * **	Recomm.	NDEAB decision	
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.4.1. Must create environments that will provide continuous and regular face-to-face communication with students in social, administrative, and academic fields, using electronic and printed materials.															
GS.4.1 Must encourage their students to participate in social responsibility projects and must consider their participation in determining the level of academic success.															
GS.4.2. Must ensure the strengthening of communication															

between students and instructors by participating in social, cultural, artistic, and sports activities together.																		
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5. QUALITY IMPROVEMENT PROCESSES	SER EVALUATION BEFORE VISIT						ORGANIZATIONAL EVALUATION				Strength * **	Needs improvement * **	Recomm.	NDEAB decision	
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.5.1. Must 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.															
TS.5.2. Must have an evaluation system that regularly reviews the educational program.															
TS.5.3. Must use program evaluation results effectively in															



the development and updating of the educational program.															
TS.5.4. Must monitor, evaluate and improve the usefulness of assessment and evaluation practices and their impact on output.															
TS.5.5. Must define and implement processes that regularly monitor, evaluate and improve the educational performance of its academic staff.															
GS.5.1. External evaluation methods and processes must be in use															

6. ACADEMIC AND ADMINISTRATIVE STAFF	SER EVALUATION BEFORE VISIT						ORGANIZATIONAL EVALUATION				Strength *,**	Needs improvement *,**	Recomm.	NDEAB decision	
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.6.1. In terms of the number and distribution of															

academic staff, it should have the qualifications to meet education, research, and oral and dental health services.															
TS.6.2. Must have a realistic and long-term staff planning to meet the development and change in its strategic planning.															
TS.6.3. Must have established and published a policy that determines the research, and service loads of instructors by taking into account their educational processes.															
TS.6.4. Must have determined and published criteria for the selection, appointment, and academic promotions of instructors, which considers merit and competence, and ensures equal opportunity.															
T.S.6.5. Must define the duties, authorities,															

and responsibilities of academic and administrative staff and announce them in writing.															
TS.6.6. Must encourage the participation of its academic staff in educational development programs and provide financial and administrative support.															
TS.6.7. Must encourage the academic staff to participate in activities for Continuing Professional Development (CPD) and provide administrative and financial support within the organizational framework.															
GS.6.1. Must use the condition of participation in certain training programs as a criterion to take part in education management.															

GS.6.2. Evaluate the effectiveness of train the trainer programs.																								
GS.6.3. There should be an organizational policy that continuously supports the competencies of academic and administrative staff in emergency management, patient-physician rights, and safety.																								

7. EDUCATIONAL RESOURCES AND FACILITIES	SER EVALUATION BEFORE VISIT					ORGANIZATIONAL EVALUATION				Strength *,**	Needs improvement *,**	Recomm.	NDEAB decision		
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
<b>7.1. Educational Infrastructure and Facilities</b>															
TS.7.1.1. Must have provided a lecture hall, classroom, seminar room, and student laboratories to carry out educational activities.															
TS.7.1.2. Must have provided study areas (library etc.) and social areas for students.															
TS.7.1.3. Must have provided clinical training environments with sufficient number and diversity of patients to ensure the clinical competencies of the students.															
TS.7.1.4. Must have established partnerships with other															

faculties on national/international student exchange.															
TS.7.1.5. Must have informed their students about national/ international student exchange.															
TS.7.1.6. Must have made the necessary arrangements to ensure the access and educational needs of students with disabilities.															
GS.7.1.1. Must have provided the opportunity for the student to come into contact with the patient from the earliest possible period of the education program.															
GS.7.1.2. Must have provided training opportunities with a simulated/standardized patient.															
GS.7.1.3. Must have provided education and necessary infrastructure and opportunities for students to conduct scientific research.															

<b>7.2. Financial Opportunities</b>															
TS.7.2.1. There should be financial planning and resources for the maintenance and development of educational infrastructure and opportunities.															
GS.7.2.1. Must have provided financial support to students for national/international student exchange.															

8. MANAGEMENT AND EXECUTION	SER EVALUATION BEFORE VISIT						ORGANIZATIONAL EVALUATION				Strength *,**	Needs improvement *,**	Recomm.	NDEAB decision	
	FORECAST Visiting Team members					NDEAB	Joint Decision	1st Day	2nd Day	Final Decision **	State of Meeting the Standard				
	TB	1	2	3	4										
TS.8.1. Must have defined the management structure, organizational chart, and relations with the university															
TS.8.2. Must have ensured the															

participation of academic staff and students in decision-making processes in educational administration.																		
TS.8.3. Must have created and announced the educational management organization charts.																		
TS.8.4. Must be led by a dean with a degree in dentistry, education, and management experience.																		
TS.8.5. Must have the autonomy to organize the educational programs in line with the organizational goals and targets it has determined, and to create and implement the relevant legislation.																		
TS.8.6. Must have documented the decisions and processes related to education and established a regular																		



recording and archive system.															
TS.8.7. Must have defined the mutual duties, responsibilities, and relations of the administrators and instructors with other units where clinical education is carried out.															
GS.8.1. The majority of the administrative staff should be graduated from the faculty of dentistry and have education and management experience.															
GS.8.2. Must be in constructive interaction with national and international organizations, organizations, professional organizations, and/or non-governmental organizations regarding its functions in the field of education and health care.															

GS.8.3. Must ensure that participation in educational development programs is a criterion for roles related to educational administration.																						
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**Section 3.**

**..... UNIVERSITY FACULTY OF DENTISTRY END-OF-VISIT EXIT REPORT FORM**

*It is the form in which the state of meeting the standards of the organization and the recommendations of the visiting team are expressed according to the data obtained from the observations and interviews at the end of the visit and the organization exit report form. Separate pages should be used for each title, and every standard should be mentioned. This form will be used as the third part of the visit report.*

	<b>Strengths</b>	<b>Needs improvement</b>
<b>1. Goals and Objectives</b>		
Standards		
<b>2. Structure and Content of the Educational Program</b>		
Standards		
<b>3. Evaluation of Students</b>		
Standards		
<b>4. Students</b>		
Standards		
<b>5. Quality Improvement Processes</b>		
Standards		
<b>6. Academic and Administrative Staff</b>		
Standards		
<b>7. Educational Resources and Opportunities</b>		
Standards		
<b>8. Management and Execution</b>		
Standards		

**SIGNATURES**

**Section 4.**

..... **UNIVERSITY FACULTY OF DENTISTRY END-OF-VISIT EVALUATION FORM**

*It is the form in which the state of meeting the standards of the organization and the recommendations of the visiting team are expressed according to the data obtained from the observations and interviews at the end of the visit and the organization Exit Report form. Separate pages should be used for each title, and every standard should be mentioned. This form will be used as the fourth part of the visit report.*

	Status of Meeting the Standard	Strengths	Things to improve and recommendations
<b>1. Goals and Objectives</b>			
Standards			
<b>2. Structure and Content of the Educational Program</b>			
Standards			
<b>3. Evaluation of Students</b>			
Standards			
<b>4. Students</b>			
Standards			
<b>5. Quality Improvement Processes</b>			
Standards			
<b>6. Academic and Administrative Staff</b>			
Standards			
<b>7. Educational Resources and Opportunities</b>			
Standards			
<b>8. Management and Execution</b>			
Standards			

**SIGNATURES**

**Section 5. APPENDICES**

***Appendix 1 ..... UNIVERSITY FACULTY OF DENTISTRY ACCREDITATION VISIT INTERVIEWS***

**Date** :

**Start time** :

**End time** :

**Meeting place** :

***LIST OF INTERVIEW PARTICIPANTS***

<u>Title Name-Surname</u>	<u>Department</u> <u>Class / Office</u>	<u>Management/Education</u> <u>Role</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

### III. LIST, TABLE, and FORMS

1. Work List and Requirements to be Performed by the Organization to be Evaluated
2. Transportation Table
3. Education-Training Observation Form
4. The Visiting Team and the Feedback Form Regarding the Visiting Process
5. Visiting Team Member Feedback Form

#### 1. List of requirements and work to be performed by the organization to be evaluated

- Contacting the organization of the visiting team and sending invitation letters (at their own expense)
- Arranging the accommodation (Since the Visiting Team is planned to work at night, if possible, a meeting room with internet access should be preferred in the accommodation, a place close to the faculty should be preferred)
- Contacting team members and agreeing on transportation details (organizing for those who request greeting)
- Making preparations for the travel-day wages transactions of the team members
- Arrangement of two meeting rooms in the faculty for meetings to be held.
- Provision of internet access (wireless if possible), printer, intercom, SER, and printed annexes as the Visiting Team will continue to work in one of the meeting rooms
- Providing transportation between the accommodation place and the Faculty during visiting days
- Sending the list of lecturers (based on departments), students (based on grades), and research assistants (based on department, including Ph.D.-Master's) to the head of the Team before the visit.
- For the meeting of the visiting team, 25 lecturers who do not have any administrative and educational coordination roles in the faculty, are determined by the Dean's Office and forwarded to the head of the Team (Equal distribution of department and experience in this group should be considered).
- In addition, the requests that the visiting team deems appropriate...

#### 2. Transportation table \*

	Dr.	Dr.	Dr.	Dr.	Dr.
Personal Information					
University					
E-mail					
Office Phone					
Mobile Phone					
Arrival Information					
Arrival Day					
Arrival Time					

Mode of transport					
Requesting a greeting					
Accommodation Information					
Place of Stay					
Length of Stay					
Departure Information					
Departure Day					
Departure Time					
Mode of transport					
Transport to a vehicle					

*\* After the date of the visit is finalized, the head of the team communicates with the team members and sends the form to the person in charge of communication in the faculty to be visited.*

### 3. Education And Training Observation Form



#### EDUCATION & TRAINING OBSERVATION FORM

UNIVERSITY : ..... DATE : .....

FACULTY : ..... LESSON : .....

SUBJECT : .....

OBSERVER : ..... OBSERVATION TIME: .....

ACTIVITY :  T  U  L  Other NUMBER OF STUDENTS : MALE .. FEMALE .....

EDUCATION (Goals, planning, content, methods, speed, use of examples)

.....  
.....

LOCATION AND RESOURCES (Use of room and layout, special equipment and materials, use of visual support, computers)

.....  
.....

GENERAL QUALITY OF THE LECTURE

.....  
.....

SCORE GIVEN : .....



**4. Faculty Feedback Form for Visiting Team and Visiting Process**

This form will be used by the official of the evaluated organization (Dean/Deputy Dean) to evaluate the evaluation team members. In the evaluations, a score between 1-5 (1-minimum, 3-moderate, 5-maximum) will be given considering the following criteria.

Name of the evaluated faculty: .....

Name of the official of the evaluated organization: .....

Role:             Dean     Deputy Dean             SE Coordinator

Date of Evaluation : ... / ..... /.....

**Visiting team;**

The efficiency of communication with the organization during the preparation period for the visit	1	2	3	4	5
Impartiality during the visit	1	2	3	4	5
Kindness during the visit	1	2	3	4	5
Positive and constructive attitude	1	2	3	4	5
Compliance with ethical principles	1	2	3	4	5
Preliminary knowledge of the organization	1	2	3	4	5
Clarity of the questions	1	2	3	4	5
Appropriate use of time	1	2	3	4	5
The usefulness of the Exit Report	1	2	3	4	5

Overall assessment score of the Visiting Team	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Other comments you would like to express regarding the visiting team:

.....  
 .....

Other comments you would like to express regarding the visit process:

.....  
 .....

NOTE: This form should be sent directly to the NDEAB secretariat.

**5. Visiting Team Member Feedback Form**

*This form will be used to evaluate the visiting team members' experience of visiting the organization, the visit process, and other team members. It should be filled in individually and sent to the NDEAB secretariat within 10 days after the end of the visit, first by e-mail and then by mail in a signed form. The form can be edited on multiple pages.*

Name of the evaluating team member: .....

Date of evaluation : ..... / ..... /.....

- 1. Your thoughts on the faculty you visited (hospitality, facilitating work, facilities provided, accommodation conditions, openness, positive attitude, etc.)

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.....

- 2. Your thoughts about the team you are in and about the team members (harmony, impartiality, ethical principles, working in harmony, preliminary preparation, appropriate use of time, etc.)

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.....

- 3. Your recommendations to NDEAB for the organization visit process in line with your experience (assignment of visiting teams, informing the teams, visiting guidelines, visit dates, visit schedule and process, report format, etc.)

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What You Would Like To Add