



FULL VISITATION REPORT

To the Veterinary Education Establishment of the Selçuk University, Konya, Türkiye

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Introduction

Selçuk University (SU) was founded on April 11, 1975, and it is one of the largest universities in Turkey. The university boasts 23 faculties, 8 institutes, 5 schools, 22 vocational schools, 1 state conservatory, 53 research and application centres, 3,080 academic staff, 4,294 administrative staff, and an impressive student body of 72,517.

The Faculty of Veterinary Medicine (FVM-SU), referred to as the VEE in this report, was established in 1982 in the Çimenlik District. While the Clinical Sciences department remained in place, other units began relocating to the current campus area in 1991 and the process was completed for all departments by 1999.

In 2013, the VEE received a successful evaluation by EAEVE, but it was not accredited in 2019, despite a re-visitation in 2022.

The primary objective of the VEE is to develop state-of-the-art veterinary education, research, and services in alignment with EAEVE and VEDEK standards.

Notable developments since the last evaluation include:

Increasing the number of teaching and support staff

Opening the new Small Animal Clinic (VTH)

Establishing Magnetic Resonance Imaging (MRI)

Improving VTH (Veterinary Teaching Hospital) management and organisational structure

Reorganising the Large Animal Clinic

Expanding education and teaching areas within the VEE

Establishing the Clinical Skills Lab

Completing the construction of the Wild Animal Rescue and Rehabilitation Centre

Transporting patients to the VTH and establishing a protocol with Konya Metropolitan

Collaborating with the Municipality Animal Shelters to increase patient and cadaver caseload

Providing training to staff and students in Biosecurity

Implementing ISO 9001-Quality Management System and ISO 14001-Environmental Management System
Offering training in Communication Skills to staff and students
Organising meetings with internal and external stakeholders for quality assurance purposes
Constructing a new dairy cattle barn
Opening a “Disabled Student Affairs Communication Office”
Creating a “Student Progress Monitoring Book” for all students each academic year
Adding Preventive Medicine, Herd Health Management and Professional Communication courses to the compulsory course list.

The Visitation is completed in agreement with SOP 2023.

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

1.1.1. Findings

The VEE formally defines a classical threefold mission embracing teaching, research and a third mission. The mission statement is made public on the website. The VEE’s vision is to increase the competences of students by improving the quality of evidence-based education, to carry out development-oriented research and to be in constant contact with relevant sectors. VEE aims to guarantee a high level of education based on scientific research and practices in a modern educational environment. Consistent with the national and European standards and guidelines, the VEE's main objective is the development of an educational environment that guarantees the new graduates the acquisition of professional knowledge and skills in the field of animal health, animal production, and public health. The duration of education is five years/ten semesters. The education programme consists of theoretical courses, practical courses and clinical applications.

1.1.2. Analysis of the findings/Comments

The VEE is committed to training highly qualified graduates for the veterinary profession in line with ESEVT standards and ESG guidelines. The mission statement and the general objective are clearly expressed and fulfil the requirement of Standard 1.1.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

Selçuk University is a public institution and it depends on the Council of higher education (YOK). The Rector with the Executive Committee and the Senate are the main governing bodies. The University comprises 23 faculties of which the Faculty of Veterinary Medicine (FVM-SU) is one. The VEE is located on the Keykubat Campus and comprises five divisions, further divided into 19 departments. The head of each division is elected among the VEE members and is appointed by the dean. The departments act as operative units in charge of both teaching and research activities.

The VEE's infrastructures comprise a research and teaching farm, an Animal Hospital, equestrian facilities, and a research and teaching unit for milk and meat.

The governing bodies of the VEE are the Dean, the Faculty Board and the Board of Directors. The Dean is appointed by the Council of Higher Education for a three-year term selecting among three professors indicated by the Rector. He chairs the Faculty Board and the Board of Directors. The Dean is assisted by two vice-deans, one in charge of student affairs, and the other of administrative affairs and infrastructures.

The Faculty Board is the unit responsible for the curriculum, it makes decisions on the education and scientific activities and states principles, plans, programmes and calendars regarding these activities. The Faculty Board consists of the heads of the 5 Departments, 3 professors, 2 associate professors, and 1 assistant professor. One representative of students sits on the board by Dean's invitation, without voting rights. The board meets every two weeks or more often if needed.

The Faculty Board elects the members for the Board of Directors, which includes 3 representatives of professors, 2 representatives of associated professors, and 1 representative of assistant professors. The board of Directors assists the Dean in the implementation of the principles, plans and programmes approved by the Faculty Board, prepares the budget draft, and decides on students' admission and procedures regarding teaching and examinations.

Additionally, there is a hospital board and a farm board, both under the chairmanship of the dean and consisting of representatives of the relevant departments.

Several other commissions are present carrying out specific roles such as the Quality Commission, EPT Commission, Education Commission, Relative Assessment and Measurement Commission, and Advisory Committee.

1.2.2. Analysis of the findings/Comments

The VEE is part of a University. The organisation and the management are compliant with the ESEVT standard and adequate to implement the strategic plan. The student representative is not a member of the Faculty Board but he sits in most of the educational-related commissions.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.3.1. Findings

The VEE has a five-year strategic plan which includes a detailed SWOT analysis. The last strategic plan was prepared in 2017 and covers the 2019-2023 period. A new strategic plan was prepared in 2023 covering the period 2024-2028.

The SER summarises numerous strengths including prestige at the national and international levels, availability of good networking supporting teaching and research activities, and availability of fully equipped facilities.

Weaknesses considered by the VEE comprise an insufficient number of support staff and difficulties in adapting the education areas to meet the quota determined by the YOK.

Opportunities are good networking between academics and private sectors and the ever-growing vocation of the region in agriculture and animal production.

A threat is the inadequacy of teaching and staff resources in the face of the increasing quota of students assigned to the VEE.

An operating plan with the list of objectives, actions and state of implementation has been drawn up consistent with the mission of the VEE and the SWOT analysis outcome. A clear timeframe and a list of qualitative and quantitative indicators for the implementation of the operating plan are presented.

The summary of the operating plan was not reported on the SER but was provided to the team before the visitation.

The VEE identifies internal and external stakeholders. They sit in a permanent commission to ensure more effective and efficient relationships.

1.3.2. Analysis of the findings/Comments

The VEE strategic plan is well structured leading to clearly defined objectives, activities, deadlines and indicators.

The VEE identifies among the stakeholders the "strategic partners" and involves them in the strategy planning since the drafting of the plan and then in its implementation.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The “Academic Evaluation and Quality Improvement Regulation in Higher Education Institutions” was introduced in Turkey in the early 2000s. The national institution in charge of executing QA in the University is the YOKAK (Higher Education Quality Board). Within the framework of the YOKAK system, VEEs are subject to VEDEK, a specific system of accreditation.

Since 2015 the VEE underwent successful national evaluation procedures becoming one of the first five faculties accredited in Turkey. The last accreditation was achieved in 2022.

The FVM-SU has been an EAEVE member since 2000 and has been visited by EAEVE seven times achieving accreditation status between 2013-2019.

The quality assurance policy has a formal status and can be found on the website. The quality commission is the operating body. It plans and collects information from internal and external stakeholders by means of students, graduates and staff questionnaires and customer satisfaction surveys. The results are shared on the website.

The VEE explicitly states on the strategic plan its core values which include respect for human rights, transparency, accountability and respect for differences, besides being quality-oriented and student-focused.

The activities of academic staff as well as the research performances are monitored by the Rectorate.

1.4.2. Analysis of the findings/Comments

The VEE determines quality assurance policies and strategies to carry out these policies as an element of its strategic management. The positive attitude and commitment of the VEE staff towards the continuous development of quality culture is commendable.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.

The VEE’s website must mention the VEE’s ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE website is the major channel to communicate the VEE’s goals, teaching plans, activities and events. Further, information can be found on the social media account of the VEE.

There is a permanent commission, the FVM-SU-Advisory Board, where internal, including student and support staff representatives and external stakeholders sit. The Advisory board provides suggestions about the curriculum in line with current developments and supports students in their training activities outside the institution (EPT, trips etc). The commission meets upon the invitation of the Dean.

The VEE’s status together with documents related to the last visitation and revisitation are available on the website.

1.5.2. Analysis of the findings/Comments

There is a transparent interaction between the VEE and its stakeholders, also including the broader

society. The website is constantly updated.

Some information supplied with the SER is incomplete or inaccurate. Nevertheless, before and during the on-site visitation timely and accurate information was provided on request.

1.5.3. Suggestions for improvement

It is suggested to:

-) complete and correct the information supplied in the SER following the template of Annex 6, in compliance with the drafting recommendations mentioned in the SOP;
-) the Advisory Board to schedule regular meetings and to produce written evidence of the subjects on the agenda.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The VEE strategic objectives and tasks are drafted by an appointed working group including student representatives and external stakeholders. The implementation of the tasks in strategic planning is monitored by numerous qualitative and quantitative performance indicators grouped into four areas: management, education, research and social contribution. Different commissions cooperate to monitor the performance indicators of the strategic plan collecting data from surveys, activity reports, stakeholder opinions and evaluation visits. Students and support staff join the relevant commissions. Taking into account the performance indicators of the previous strategic plan and the outputs of internal and external audits, an appointed commission prepares the new strategic plan.

Objectives and performance evaluations are made available to the public through the website.

Every three months, the Biosecurity and Quality Commission visits each unit and a report is drawn up in triplicate, one for the commission, one for the unit and one for the Dean. If criticisms or areas of improvement are detected, the correction of criticism is checked during the next visit. Examples were supplied of reviewing and updating the curriculum according to the inputs from stakeholders, such as the introduction of courses in Health Herd management and Preventive medicine.

1.6.2. Analysis of the findings/Comments

Indicators are clearly defined with yearly target values allowing the constant monitoring of progress. Based on the SWOT analysis and on the performance indicators the VEE is targeting its continuous improvement along with efforts to overcome weaknesses and threats. The VEE adopts procedures that allow the QA loops to be fully closed.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

The VEE was visited for the first time in 2002 and thereafter underwent five ESEVT evaluations. Finally in 2013 received the “Full Approval” status. The new visitation in 2019 identified 7 major and 2 minor deficiencies and, after the revisitation held in 2022, the ECOVE Committee concluded that 1 of the major deficiencies (insufficient number of equine patients and equine necropsies) had not been fully corrected. As a result, the VEE has undertaken many activities to correct the situation including scheduling regular visits to the university's horse facilities and strengthening cooperation with external enterprises.

1.7.2. Analysis of the findings/Comments

Suggestions and recommendations to rectify weaknesses were reviewed carefully and efforts have been undertaken to overcome them.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings

Accounts for expenditures and revenues are described in the SER. The main revenue source of the VEE is the Government of the Republic of Turkey through the Central University funding. In addition, the VEE generates income from its own activities such as clinical services, diagnostic services, and other services, which mainly cover income from the teaching farm and pilot food-production plant. The revenue has increased from approximately 38 million TL to close to 107 million TL over the last three years, and in the same period, the spending has increased from close to 29 million TL to almost 104 million TL, driven mainly by a quadrupling of salary costs. The spending is subject to audit internally by the university administration, and externally by the National Courts of Accounts Auditors.

2.1.2. Analysis of the findings/Comments

The VEE has seen a commendable increase in support from Central University over the last years, as well as in income from its own services. It has had a surplus in revenue compared to spending over the last three years (>13 million TL in 2023). This puts the VEE in a favourable position to develop further according to its strategic goals.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

The clinical facilities, teaching farm, as well as pilot plants for food technology of the VEE are driven as teaching facilities, and the generation of income is a secondary priority. Nevertheless, the income generation from the services is substantial and accounted for 11 % of the revenue in 2023. After the deduction of 11 % of this income for legal contribution to indirect costs, this money can be spent by the VEE for teaching, research, and development of facilities. The income is primarily distributed back to the Departments in proportion to their contribution within the framework of certain rules, but also Departments, which do not contribute to income generation, may benefit from this income. Part of the 11% for legal contribution (5%) is allocated to the Scientific Research Coordination Office of the University, which distributes the money to support research projects at all faculties of the University.

2.2.2. Analysis of the findings/Comments

The clinical and other services are there to support teaching at the VEE. Income generated by services at the VEE remains with the VEE, after the deduction of mandatory taxes, and is used to support teaching and other strategic activities. It is mainly used to support running costs at the Departments which generate this income.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1. Findings

The yearly budget cycle of the VEE is described in the SER and includes asking Departments for their needs, central VEE decisions on which requests to bring forward to the University, receiving

a budget from the University and Central VEE decisions on the distribution of money within the VEE. The Faculty Board of Directors is the acting board on this process. The University has a system for Faculties asking for extra funding, should the need be outside the ordinary budget cycle.

The VEE has a strategic plan for the development of facilities over the coming years. This includes upgrading of equipment at the small animal hospital, diversification of activities at the teaching farm and mechanisation of procedures at this place, fencing of farmland for security purposes, construction of novel teaching rooms in the area, which was left empty when the new VTH was built, and improvement of laboratories in the main building of the VEE. The rectorate will be asked to contribute with extra funding for this development, and the VEE plans to raise funds from external sources and spend part of its own revenue for this purpose.

2.3.2. Analysis of the findings/Comments

There is a systematic process in place for regulator review of resource needs. The VEE has seen improvements in facilities for teaching and research over the last few years. This has been made possible by commendable support from the Central University. The described plan for the future development of facilities reveals a strategy to ensure that resources are obtained in future for the necessary upgrading of facilities.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The VEE carries out an education curriculum in line with the "Qualifications for Veterinary Medicine Core Area", which is specified as a separate core area in the TQF (Turkish Higher Education Qualifications Framework) prepared with reference to The Overarching Framework for Qualification of EHEA and EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and Annex V.4.1. The curriculum is also fully compatible with the "Regulation on Determining the Minimum Education Conditions for Medicine, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education programmes" published in the Official Gazette No. 26775 dated February 2, 2008. This Regulation contains the minimum subjects for the education to be given within the framework of international standards and a core programme was formed (such as ESEVT standards).

In Turkey, the "Quality in Higher Education" organisation and budget are evaluated by an independent board (YÖKAK- <https://yokak.gov.tr/>). The VEE determines quality assurance policies and strategies to carry out these policies as an element of its strategic management and shares them with the public by the quality policies of the Selçuk University Rectorate, to which it is affiliated. The curriculum therefore conforms to the EU Directive 2005/36.

The FVM-SU curriculum has been designed to fulfil the subjects to be taught in the Veterinary Medicine Programme specified in Annex 4 of Article 7 related to "Veterinary Medicine" in the "Regulation on the Determination of Minimum Education Requirements of Doctorate, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education Programmes", in accordance with national legislation. The detail of the curriculum (semester by semester, and each course in a semester), including the number of ECTS, the teaching methods used during the course, the detailed content, the description of the types of assessment, the workload, and the learning outcomes, is available on a website accessible to the public (<https://bologna.selcuk.edu.tr/en/Dersler/veteriner-veterinerlik-veterinerlik-lisans>).

FVM-SU education period and terms, education programme and registration conditions are stated in the 5th, 6th and 8th articles of the "Selçuk University Faculty of Veterinary Medicine Education and Examination Regulation".

The duration of education at the VEE is 5 years / 10 semesters. The education programme consists of theoretical courses, practical courses and clinical applications. The curriculum consists of 300 ECTS in total, with 60 ECTS for each academic year, and is calculated based on a workload of 1500-1800 hours. The courses include compulsory courses taken by all students in 1st-4th years as well as in 5th year 9th semester, elective courses in the 5th year 10th semester, and optional courses that a student can take in 1st-4th years. For the 10th semester, students choose one of 6 tracks: Farm Animal Breeding and Medicine, Pet and Horse Breeding and Medicine, Poultry Breeding and Medicine, Food Safety and Technology, Clinical and Laboratory Diagnostic, and General Medicine. The student preferences and GPA success rankings are taken into consideration when creating groups of the 10th semester. To be enrolled in the subsequent year, the student must have a GPA score at least equal to 2 out of 4 during the year. If the student fails, he/she repeats the year. By regulation, the maximum number of years for a student to graduate is 8 years. Beyond that limit, the student is excluded from the VEE.

The overall curriculum is subdivided into 6 subjects over the 5 years: basic veterinary sciences, preclinical sciences, clinical sciences, animal production, food hygiene, and clinical practice.

Subjects in basic veterinary sciences include anatomy, histology, biochemistry, physiology, biostatistics, history of veterinary medicine/deontology and professional communication courses along with the basic subjects. Students work on fresh cadavers for anatomy classes as well as with

models and 3D simulation programmes. In Organic Chemistry, Biochemistry and Physiology courses, Chemical and Biochemical analysis methods and Physiological Mechanisms are carried out by students with experimental methods under the supervision of responsible instructors. During this period, students are also introduced to laboratory work discipline, professional ethics, biosafety and biodiversity.

Subjects in preclinical sciences include microbiology, virology, pharmacology and toxicology. During this period, students gain extensive knowledge about the aetiology of bacterial, viral, parasitic and mycotic diseases, laboratory diagnosis methods of diseases, drugs used in treatments and their mechanisms of action. Microbiology, Immunology, Epidemiology, Parasitology and Virology departments have students perform diagnostic methods of infectious diseases. The Pharmacology and Toxicology Department ensures students prepare drugs experimentally under the supervision of responsible instructors. In addition to necropsy education, the Department of Pathology provides students a very large archive of histopathological preparations.

Subjects in clinical sciences include internal medicine (farm animal, horse and cat-dog diseases), radiology and anaesthesia, surgery, obstetrics, reproduction, artificial insemination, ophthalmology, dental diseases, physical therapy and rehabilitation.

Subjects in animal production include animal science, animal welfare, animal breeding, animal behaviour, genetics, feeds and technology, animal nutrition and nutritional diseases, livestock economics, and management. Practical courses in animal production are supported not only in the farm environment but also by visits to large enterprises with which agreements have been reached with various protocols.

Teachings in food hygiene and technology are both in-house and external. In order to improve students' meat inspection skills, the VEE dean's office makes protocols with some slaughterhouses, and students continue some of their practical education within these facilities.

The number of hours on site (ie, "contact work") is 728, 896, 966, 1022, and 1140 hours for years 1, 2, 3, 4, and 5, respectively. Clinical practice courses are implemented from the 2nd year 4th semester. The annual number of clinical teaching hours in the 2nd, 3rd, and 4th years are respectively 56, 224, and 252 hours. In the 1st-4th years, practical teachings are most of the time carried out in groups of 90 students. In these practical teachings, 2-3 teachers are in the classroom. The 5th year 9th semester is devoted to rotational training in small groups (4-6 students). In the 5th year 10th semester, students work in small groups (4-6 students).

In 1st-4th years, out of the total number of hours taken by each student, 53% are lectures. This proportion is 30% in the 5th year.

3.1.1.2. Analysis of the findings/Comments

The curriculum is designed, resourced and managed to ensure that all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC. The curriculum includes the subjects and allows the acquisition of the Day One Competences.

The VEE provides to students a core curriculum of 4.5 years and 6 months of electives (one track must be chosen among 6 proposed tracks). The total number of hours on-site is above 900 hours (according to the Bologna process) for the 3rd, 4th, and 5th years. The VEE acknowledged this overload for students, and a process is engaged to reduce the number of hours for the 5th year of the curriculum. In the 5th year, this overload partly comes from a substantial part of theoretical lectures (26%).

3.1.1.3. Suggestions for improvement

It is suggested to:

-) move some theoretical teaching hours in the last years of the curriculum towards hands-on clinical teachings;
-) reduce the number of students in teachings when they are carried out in groups, both in

preclinical sciences (such as in laboratory practicals) as well as in clinical sciences (especially in small companion animals);

-) make a clear distinction between core clinical training and elective practical training by using the definition provided in the SOP (for instance, the teachings of the 10th semester are EPT).

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Out of the total number of teaching hours in 1st-4th years, 8% are devoted to basic subjects and 41% are devoted to basic science.

Basic sciences and basic subjects are taught in year 1 (medical physics, chemistry, animal biology, biomedical statistics, anatomy, histology, physiology, and biochemistry), year 2 (anatomy, histology, embryology, genetics, pathology, parasitology, microbiology including virology, professional communication, animal ethology, and animal welfare), year 3 (pharmacology, pathology, microbiology including virology, immunology, animal nutrition), year 4 (toxicology, epidemiology, professional ethics, and animal health economics and practice management), and year 5 (anatomy, biochemistry, genetics, microbiology including virology, pathology, pharmacology, toxicology, parasitology, animal nutrition, biomedical statistics, and animal health economics and practice management).

3.1.2.2. Analysis of the findings/Comments

All basic subjects and sciences described in the ESEVT SOP are covered in the curriculum.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings

EU-listed subjects related to clinical sciences are covered in the curriculum from the 2nd year. 'Therapy in common companion animals' is implemented in various core curriculum courses, such as 'cat and dog internal medicine', 'obstetrics and reproduction' and 'anaesthesiology and reanimation'. Lectures on Exotic animal diseases are offered as part of the elective curriculum hours (1 hr/week; 14 weeks) and implemented in the courses of internal medicine (small and large animals).

Clinical courses are provided from the 2nd year (4th semester) and gradually increase until the 5th year (10th semester; see Tables 3.1.2 and 3.1.3). Whereas in the 2nd year (4 hrs/week; total 56 hrs) elementary aspects of patient handling, registration, history taking and clinic management are trained, the 3rd year (8 hrs/week; total 112 hrs) emphasises general examination and more specific issues from internal medicine, surgery and obstetrics in the clinical skills laboratory (5-6 students/group). Patients' follow-up, hospitalisation and simple medical interventions under academic supervision are taught during the 4th year (8 hrs/week; total 112 hrs). The practical work

in the 9th semester (5th year; 4-6 students/group) involves clinical rotations (surgery 44 hrs, internal diseases 44 hrs, obstetrics and gynaecology 44 hrs, reproduction and artificial insemination 22 hrs), whereas during the 10th semester, students choose one of the 6 elective courses (30 hrs/week, 13 weeks) such as Pet and Horse Breeding Medicine group, General Medicine group, and Clinical and Laboratory Diagnostic group.

Clinical rotations are part of the mandatory professional practical training. 5th year students carry out 6 shifts at the VTH (between 08.00 - 17.00 h on weekdays), divided over internal medicine, surgery, and obstetrics and gynaecology. Rotating students record the information of each patient they participate in into the EVET automation system since AY 2023. Their presence, records and accomplishments are assessed and graded by the supervising teacher. Students actively participate in daily activities, including history taking, physical examination, collecting samples, suggesting differential diagnoses, making a diagnostic plan, image analysis, patient follow-up, clinical records editing, and drug prescription. They also present cases to other students and staff (2 hrs/week). Emergency service (17.00 - 08.00 h) is part of the VTH rotation and offered 24/7 (incl. weekends and public holidays) for dogs, cats and equines.

The number of equine patients for practical clinical training is limited. For this reason an ambulance service, transporting patients to the VEE, has been organised.

3.1.3.2. Analysis of the findings/Comments

It is commendable that the VEE has a digital system (EVET) for recording students' activities, examinations, etc. and grading by their supervisors.

EU-listed subjects related to clinical sciences in companion animals are covered in the core curriculum. The hands-on clinical training hours have been increased since the AY 2022-2023. Currently, the theoretical teaching on exotic animal diseases is elective, implying that not all students get trained in this subject. The VEE board decided on 9 May 2024 to implement exotic animal medicine courses in the CCR (6th semester; 1 hr/wk for 14 weeks) from the start of the 2024-25 academic year.

The efforts of the VEE to increase the number of equine patients are recognised. Despite the total number of horses in the region is limited, further proactive actions could be taken to optimise practical training in equine medicine and surgery.

3.1.3.3. Suggestions for improvement

It is suggested to:

-) enforce the ambulatory clinic by sending students to other equine hospitals/practices;
-) actively recruit cases at e.g. breeding farms;
-) have a well-equipped mobile clinic (ultrasound, portable endoscope etc.);
-) employ an internationally-recognised specialist in equine medicine and surgery;
-) update the equipment at the equine hospital.

3.1.3.4 Decision

The VEE is partially compliant with Standard 3.1.3. because of suboptimal clinical training in equines.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

In the curriculum, core teaching in clinical science in food-producing animals (including animal production and herd health management) takes place during the 4th to 9th semester. Some aspects

are covered in courses traditionally seen as preclinical sciences, such as courses in virology-II and microbiology-II, which deal with the prevention of infectious diseases. Clinical and animal science practice courses are under the responsibility of different departments. Preclinical and animal production subjects theoretically and practically prepare students for clinical training. Practical rotations in VEE Clinics under teaching staff supervision start in the 4th semester. During 5th and 6th semesters, students improve their skills by assisting in the VEE Clinics (112 hours). Students take on responsibilities such as patient follow-up and perform simple medical interventions under supervision during rotation in 7th and 8th semesters (112 hours). Herd Health Management rotations in poultry and ruminant (56 hours each) are located in 5-6th and 9-10th semesters. Rotations in ambulatory clinics are in 9th semester and comprise practical training in reproduction and obstetrics (40 hours) and artificial insemination (40 hours), as well as veterinary medicine intern programme No. I and II. Visits to production farms are used extensively in this teaching. In the 10th semester there are two elective programmes in clinical sciences in food-producing animals: "Farm Animal Breeding and Medicine," and "Poultry Breeding and Medicine".

3.1.4.2. Analysis of the findings/Comments

All EU-listed subjects related to clinical science, animal production and herd health management in food-producing animals are covered in the core curriculum. Students can select tracking within the area. The number of animals seen during practical training and the number of visits to production herds exceeds the limits for acceptance in the SOP.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

Teaching in compulsory courses in Veterinary Public Health (including FSQ) comprises a total of 126 hours of lectures, 56 hours of practical laboratory work, and 56 hours of non-clinical animal studies (meat inspection and technology). This teaching is delivered during the 7th and 8th semesters for the main part, however, practical training in meat inspection is also done during the 9th semester. The Veterinary Public Health (including FSQ) teaching is topic-wise split into Food hygiene and technology (3 ECTS), Meat inspection and technology (5 ECTS), Milk inspection and technology (3 ECTS), and Veterinary public health (2 ECTS). The VEE makes use of its own pilot plant for teaching practical aspects of food technology and some aspects of meat inspection, while food microbiology is taught in its own laboratories.

Practical meat inspection is trained in slaughterhouses, consisting of one large and two small cattle slaughterhouses and one poultry slaughterhouse, which the VEE has contracted to be used as teaching facilities. According to SER, no visits to the poultry slaughterhouse were done in 2023. This was due to the earthquake, which damaged the poultry slaughterhouse. The slaughterhouse is now operating again, and students visit the plant. Teaching in slaughterhouses is supplemented with on-campus teaching on cadavers from the slaughterhouses and video material. Teaching in the slaughterhouse is under the supervision of academic personnel and is carried out with assistance from the on-site veterinarians. It is mandatory for students to follow 90 % of hours in practical courses, however, in meat inspection, a 100 % attendance is required to pass. The lack

of practical training in meat inspection of pigs is compensated for by the use of lectures and video material. The contract between VEE and slaughterhouses is renewed annually.

Working as a veterinarian in the food-producing industry in Turkey requires certificates in HACCP analysis and the system of ISO accreditation. The VEE offers courses for free to all students outside the curriculum to obtain these certificates.

In the final year, the students have the possibility of choosing a 13-week elective module in food safety and technology with 130 lectures, 230 hours of practical laboratory work, and 30 hours of non-clinical animal work. During this period, the teaching covers the same topics as the courses in the core curriculum, however, with deeper insight into each topic and with more individual hands-on training of students. In addition to the large elective module, the VEE offers the possibility for students to choose a shorter 4-week elective module in Veterinary Public Health (including FSQ). In the last two years, 30 and 40 students have chosen the large FSQ module as their elective topic.

3.1.5.2. Analysis of the findings/Comments

The curriculum contains comprehensive teaching in Veterinary Public Health (including FSQ) covering all veterinary relevant aspects. The VEE makes good use of the excellent facilities at the University pilot plants for practical teaching. Hands-on meat inspection is trained in cattle and poultry slaughterhouses and supplemented with on-campus work on cadavers and the use of video material. Video and lecture material is used to fully compensate for the fact that practical training in ante-mortem and post-mortem meat inspection of pigs cannot be carried out in a real slaughterhouse environment. A track with an emphasis on Veterinary Public Health (including FSQ) is in place, and it attracts a good proportion of students each year. According to the teachers, it is the second most popular tracking at the VEE.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The VEE possesses several facilities where all the activities are carried out, which are FVM-SU Main Facilities, Prof. Dr. Hümeýra ÖZGEN Research and Application Farm, Prof. Dr. O. Cenap TEKİNŞEN Meat and Dairy Products Research and Application Unit, SU Veterinary Education and Practice Hospital, and Çumra Forage Crops Production Unit. Subjects pertaining to professional knowledge are incorporated into compulsory courses, common compulsory courses, elective courses and VEHIP training. Basic veterinary sciences include Anatomy, Histology, Biochemistry, Physiology, Biostatistics, History of Veterinary Medicine/Deontology and Professional Communication, Organic Chemistry, Biochemistry and Physiology. These subjects are taught through lectures and practical sessions in well-equipped laboratories. Preclinical sciences subjects include Microbiology, Virology, Parasitology, Pharmacology and Toxicology, taught by means of theoretical and practical courses. The basics and preclinical sciences subjects constitute 56 hrs of theory, 48 hrs of laboratory and desk work, and 2 hrs of clinical study. Clinical Sciences Subjects include internal medicine, surgery, anaesthesia, radiology and reproduction

both in small and large animals. Lectures on these topics are supported by the animal hospitals. Clinical sciences subjects constitute 41 hrs of theory, 4 hrs of laboratory and desk work, and 40 hrs of clinical study. Animal production subjects include Animal Science, Animal Welfare, Animal Breeding, Animal Behaviour, Genetics, Feeds and Technology, Animal Nutrition and Nutritional Diseases, Livestock Economics and Management, being taught with theoretical lectures, practical sessions in their own facilities and in external enterprises (76 hrs in slaughterhouses). These include 16 theoretical hours, 2 laboratory and desk work hours, and 6 non-clinical animal studies. Food Hygiene subjects include food hygiene and technology, involving lectures, and practical sessions in the production facility and in some slaughterhouses: 9 hrs theory, 4 hrs laboratory and desk work, and 4 hrs non-clinical animal studies.

3.1.6.2. Analysis of the findings/Comments

The acquisition of skills, knowledge and attributes inter alia attitudes professionals are expected to be obtained through a number of theoretical and practical sessions, as well as some laboratory and desk work hours, as well as through clinical and non-clinical studies. Communication courses are available in the curriculum: veterinary community relations (1 ECTS optional during the 1st semester), professional communication (1 ECTS, compulsory during the 3rd semester), as well as veterinary clinic management (1 ECTS in 6th semester), and ethical concerns. The latter involves: animal rights (1 ECTS, faculty optional during 2nd semester), animal welfare (1,5 ECTS compulsory during the 3rd semester), the place of animals in cinema (1 ECTS faculty optional during the 4th semester), ethics in current life (1 ECTS faculty optional during the 7th semester), professional ethics and veterinary legislation (1 ECTS compulsory during the 8th semester). No other soft skill courses are included in the curriculum. Some training sessions are offered by the university as optional training for the students.

3.1.6.3. Suggestions for improvement

It is suggested to include soft skill acquisition training in the curriculum (theoretical and/or practical sessions on soft skills) together with practical sessions on communication skills at the clinic, e.g. by developing mock clinics.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings

The study programme is consistent with the provisions of the European and National Higher Education Area Competences Framework. The relationship between the outcomes expected by the Turkish Framework and the overall programme outcomes is defined using a cross matrix

available on the website.

The curriculum is organised in five years, subdivided into 10 semesters for a total of 300 ECTS. The programme learning outcomes are organised into five categories: Knowledge, Skills, Competences, Communication and Social competences, and Field-specific competence; the detailed list is available on the website. The relationship between general programme outcomes and single course learning outcomes is specified through a cross matrix reported on the corresponding subject form, accessible through the “Bologna Course Information Package”. Senior students and student societies proactively assist students in self-learning activities. The VEE contributes to the provision of adequate facilities.

Examples were supplied of reviewing and updating the curriculum according to the inputs from stakeholders e.g. the introduction of courses in Health Herd Management and Preventive medicine.

Continuing education courses and certificate programmes for professionals are offered by the VEE also partnered with the local Chamber of Veterinarians and research and educational institutions.

3.2.2. Analysis of the findings/Comments

The programme learning outcomes and the single course learning outcomes are well integrated. A well-established procedure is in place to correct the curriculum based on the external partners, students and senior students' advice. Evidence was provided that VEE fully closes the QA loop.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

Learning outcomes are established for each teaching unit and are published in the subject forms accessible by the online repository “Course Information Packages”.

The subject forms are the basic building blocks of the programme. In addition to reporting the course learning outcomes, they contain a weekly syllabus and all information regarding course format and purpose, evaluation system, ECTS, and relation with the general programme outcomes. The subject forms are regularly reviewed and updated. The assessment system and the progress criteria are set by implementing rules such as the Education and Examination Regulations and the Measurement and assessment principles.

A Student Progress Book states the practices that students are expected to complete and the achievements of the practical skills are certified by the responsible academic staff.

3.3.2. Analysis of the findings/Comments

Learning outcomes are clearly defined, communicated to the students and staff, and regularly revised. The online course catalogue provides a precise and exhaustive description of each course, including learning outcomes. The curriculum has been designed to enable the acquisition of the Day One Competences.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The current curriculum was introduced after the 2022 EAEVE visitation. In the revision process, a significant reduction in the number of theoretical courses in 9th and 10th semesters was applied. The Faculty Board is the body responsible for reviewing and updating the curriculum.

The Education Commission, chaired by the vice dean responsible for student affairs and consists of academic staff from each department and student representative, is the key body for overseeing the curriculum. To accomplish this task, the commission collects information from different sources, including the results of students' questionnaires, discusses the change requests and proposes to the Faculty Board the revision and implementation of the curriculum.

During the visitation, evidence was provided that the VEE has an effective training programme for employers, researchers, teachers, students, and newcomers.

3.4.2. Analysis of the findings/Comments

Questionnaires and satisfaction reports from both internal and external stakeholders together with the outputs of national and international audits, are taken into account in the programme reviewing process by the Education Commission.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

Students can start their EPT by the end of the 6th semester. The 10th semester is devoted to intramural EPT where students can choose between different tracks: Farm animal breeding and medicine, horse and pet breeding and medicine, poultry breeding and medicine, food safety and technology, clinical and laboratory diagnosis, and general medicine. The intramural EPT involves 17 weeks in their 10th semester for 30 hours per week. The proportion of theoretical and practical training during intramural EPT is 33% and 66%, respectively. Extramural EPT can be done in institutions employing at least one veterinarian and which have been operating for at least 5 years, such as some of the meat inspection courses in slaughterhouses (8th semester 5 wk, and 1 day each in the 9th and 10th semesters, for a total of 36 hrs). The veterinarian in charge monitors students' presence and progress (intramurally through the E-VET device, and extramurally by means of a logbook).

3.5.2. Analysis of the findings/Comments

The EPT involves both intramural and extramural training and does not replace the CCT. During intramural clinical rotations, students attend/perform the clinical examination, follow the patient and discuss the case with the supervising teacher. They also help prepare the patients for surgery and assist in the surgical procedure. The latter is feasible at the discretion of the involved surgeon.

3.5.3. Suggestions for improvement

It is suggested to:

-) enhance the involvement of students in all the procedures taking place with one patient, i.e. admission, physical examination, communication with clients and staff, diagnostic interpretation, assisting in procedures, follow-up and involvement in the decision-making process for that patient;
-) clearly separate what is called core clinical training and elective practical training in the SER.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

The EPT is initiated by the student, who submits an agreement form with the institution with which they have agreed to do the EPT. The EPT commission (5 teaching staff), agrees with the application and issues an EPT report card, which includes daily attendance and activities. The supervising practitioner with whom the student would be doing the EPT must have been operating for at least 5 years. The supervising practitioner must determine if the student's attendance and performance are adequate by filling in the record card. This is submitted by the student to the Dean's office and a commission in the Dean's office evaluates the report and grades the student's EPT as passed or failed.

3.6.2. Analysis of the findings/Comments

The EPT operates within relevant national Veterinary Practice Standards by agreement. Assessment and feedback allow students to improve competence and enhance skills in their chosen field of interest. Students fill in a logbook every day during their EPT. The EPT facilities have been operating for at least 5 years. There is no official training in teaching methods for the extramural supervisors.

3.6.3. Suggestions for improvement

It is suggested that EPT providers receive official and adequate training to teach students.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

Students must record all their activities at the workplace in their EPT logbook during the EPT period, and include the practices they have attended, examination and diagnostic procedures, etc. This logbook is an electronic logbook for intramural EPT and a printed form for extramural EPT. This logbook will be then evaluated by the EPT commission.

Any conflict or issue the student may have is being dealt with by the EPT commission or directly by the Dean's office.

3.7.2. Analysis of the findings/Comments

The students submit their application as well as the follow-up on their electronic logbook for their intramural EPT, ensuring it is filled and signed by their supervisor. The students fill out this logbook every day, including information about the cases seen. The logbook does not include the skills/procedures performed by the students nor feedback from the teacher. Feedback is given to the student verbally and grades are assigned at the end of the semester.

Any conflict is dealt with by the EPT commission, or alternatively by the Dean's office.

3.7.3. Suggestions for improvement

See at 8.5.3.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

4.1.1. Findings

The VEE is located on the main campus of Selcuk University and is connected to the main town by public transportation. The VEE area comprises approximately 50,000 m² with educational and research buildings, 200,000 m² of open farm area and 86,5 ha of forage crops production area. The latter is arable land for which the harvest is used as animal feed on the VEE farm.

Main intramural facilities include the Dean's Office, the Basic Sciences Department, classrooms, laboratories (e.g., biochemistry, embryology, anatomy, and physiology), the canteen (block A), the necropsy hall (75 m²) and laboratories of other departments (Animal Science and Animal Nutrition, Food Hygiene, Preclinical Sciences; block B), and VEE members' offices and Preclinical Department research and general laboratories (e.g., immunopathology, microbiology, virology, parasitology, and pharmacology; block C and D).

In addition, the campus is holding the VTH with the small animal (11,000 m²) and large animal (3,000 m²) clinics, the Meat and Dairy Products Research and Application Unit (where products from the farm are made into products such as yoghurt, cheese, sausages, ice cream, etc.; 1000 m²), the Research and Application Farm (4,280 m² buildings and 200,000 m² open area) with horse, cattle, pig, small ruminant, dog and poultry units. Next to several classrooms (classroom 6: 160 seats), meeting rooms, and consultation rooms, group study areas consist of 2 amphitheatres (each 70 seats), a skills laboratory and a conference hall (300 seats), together 5,200 m² (Table 4.2.1).

Other facilities housed on the campus include the Equine and Equestrian Social facilities (with 20 horses) for student practices, and the Selcuk Wild Animal Rescue and Rehabilitation Centre (5,600 m²).

All buildings and green areas are covered by wi-fi connection (Eduroam, SelcukUnvAg Access System and SelcukUnvWireless, the latter two for staff and students to connect with their own passwords providing secure access to the internet). General maintenance is the responsibility of the SU Rectorate and the Dean. The cleaning contract provides specifications for routine and deep cleaning of the VEE. Upgrading of equipment depends on its necessity and the available resources (central budget and VEE revenues). A medium and long-term maintenance programme for the VEE facilities (including the financial resources for the execution of the maintenance) is available. All theoretical and practical facilities on the ground floor of the main building incl. The VTH is accessible to people with reduced mobility.

Animal welfare rules are followed in the VEE. The Konya Metropolitan Municipality operates a tram line between Konya city and the university campus (06.00 - 24.00h). In addition, late-night services between the campus and the bus station are available between 00.40 and 05.30h. Parking for staff, students and visitors is available.

4.1.2 Analysis of the findings/Comments

Facilities guarantee a working environment for students and staff in line with EU and national regulations. The equine clinic does not provide the circumstances (e.g. equipment) for up-to-date equine medicine and surgery (see at 3.1.3). The Selcuk Wild Animal Rescue and Rehabilitation centre is not operational yet, despite the construction and infrastructure being finished. Internal equipment and personnel is waiting to be covered by the Ministry of Agriculture and Forestry. The VTH is accessible for people with reduced mobility. However, teaching facilities on the second floor of the main building commonly have 3-4 cm high thresholds at the entrance, which may create difficulties for these students.

4.1.3. Suggestions for improvement

It is suggested to:

-) make the Wild Animal Rescue and Rehabilitation Centre operational as soon as possible;
-) make all facilities accessible for students with reduced mobility.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

4.2.1. Findings

The VEE has 13 lecture facilities (conference halls, amphitheatres, meeting halls, classrooms) divided over block A (8) and block C (5) with a size ranging from 24 to 118 m². In addition, the small animal clinic has 2 seminar halls (44 and 77 m²), 3 consultation classrooms (41 – 103 m², holding 85, 20 and 50 persons) and an auditorium (460 m²; 300 seats). The farm animal clinic and the equine clinic both have 1 additional teaching room (38 and 46 m², respectively with 20 seats each). All premises for lecturing are equipped with computerised projection, sound systems and Wi-Fi connection.

Group working facilities add up to a total of 5,200 m². Large animal clinics will be reorganised, aiming at 4 new lecture halls with 120 seats each.

Next to the various teaching and research laboratories, the VEE has a sufficiently equipped necropsy hall (75 m²) with a monorail system.

In addition, there are research and clinical laboratories: anatomy, histology and embryology, physiology, biochemistry, hormonal immunoassay lab, histo- and immunopathology, haematology and clinical biochemistry, microbiology, pharmacology and toxicology, embryo production, parasitology, animal nutrition, diagnostic pathology, etc. The Small Animal Clinic provides facilities for clinical activities including consultations, diagnostic services incl. ultrasonography, radiography, CT and MRI, operation rooms, housing of hospitalised animals incl. intensive care units, and an emergency unit.

Teaching staff offices (147; 10-40 m², single use) are usually on the ground floor level. Also, the Horse clinic and the Farm Animal clinic have examination areas, an X-ray unit, hospitalisation units and operating rooms. Hospitalisation units (incl. intensive care dogs/cats, owned and stray

animals, infectious department) are available for dogs (29), cats (40), equines (4), cattle (4), calves (6) and sheep/goats (5). The VEE Research and Application Farm has 2 cattle barns (1740 m²), a horse barn (150 m²), 2 sheep pens (350 m²), a pig unit (150 m²), a chicken coop (250 m²) and 2 dog shelters (450 m²) and is surrounded by a two-metre high wire fence.

In addition, there are premises for self-learning and study such as the library and the computer lab. Lockers, changing rooms, showers and toilets are available at relevant sites. Moreover, there are 4 catering facilities in the VEE area (1 in the classrooms area and 3 cafeterias in the small animal clinic), 3 additional restaurants and a shopping centre on campus elsewhere, and student sports facilities.

4.2.2. Analysis of the findings/Comments

The number and equipment of facilities for theoretical and practical teaching are adequate for the number of students in each class. The reorganisation of the Large Animal Clinic, which aims to house 4 lecture halls, has not been finalised and depends on budget from the Rectorate.

Students have easy access to a sufficient number of self-learning facilities, recreation, lockers, sanitary and food services, and accommodation for on-call students.

4.2.3. Suggestions for improvement

It is suggested to finalise the reorganisation of the Large Animal Clinic as soon as possible.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity**
- **take into account environmental sustainability**
- **be designed to enhance learning.**

4.3.1. Findings

At the Research and Application Farm premises for housing of healthy animals include facilities for horses (boxes, a riding school and 1 external paddock), cattle and sheep (barns/pens and walking area), poultry (chicken coop), and companion animals (shelters with open area), which animals are used for learning activities ranging from containment to clinical examinations and breeding. Students receive practical training in e.g., animal handling, physiology, animal production, prophylaxis, clinical examination (incl. rectal and vaginal examination, mammary examination, mastitis tests) and herd health management under the supervision of academic staff. In addition, they acquire skills and competences regarding process-based events, such as births, milking, biosecurity, animal welfare, etc. The farm has one semi-automatic milking unit for 10 animals and a robotic milking unit with a capacity of 60 animals/24 hrs/3 milking. There are separate units for egg poultry and breeding alternative poultry, such as pheasants, partridges and quails. The Equine and Equestrian facilities (20 horses) are also used for hands-on training of students.

Clinical activities are concentrated at the VTH, involving companion animals & exotics, cattle, sheep, goats, and equines. The VTH provides facilities for consultation, diagnostic purposes and

hospitalisation (incl. intensive care units). Cat and dog hospitalisation units are separate for owned and stray animals. The hospital automation programme E-VET Pro University enables the automatic processing of laboratory data and radiographic images into patient files. Students can review patient's records at any time. Activities in all areas for the practical training of students are carried out under auditable biosecurity measures and animal welfare conditions. Environmental sustainability is ensured in line with the VEE Biosafety manual.

4.3.2 Analysis of the findings/Comments

Facilities for clinical activities are sufficient in capacity, are balanced between animal species and enable students to acquire the appropriate skills and competences under relevant biosecurity and animal welfare conditions. In the necropsy hall area, there are no demarcation lines between clean and dirty zones and in the anatomy dissection room, clean and dirty areas are mixed.

4.3.3. Suggestions for improvement

It is suggested to:

-) develop links with locally-based equine facilities to further enhance practical training;
-) implement full biosecurity conditions in the relevant practical and clinical facilities.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3 because of suboptimal biosecurity conditions in practical and clinical facilities.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

Clinical services are integrated in the small animal clinic and the large animal clinic and include primary care, general and referral (internal medicine, obstetrics, and surgery) consultations (Mo – Fri), ICU, hospitalisation and isolation. Students (5th year) take part in all activities within the VTH, such as intake and examination of patients, assisting hospitalised patients, and performing medical and surgical procedures under the supervision of academic staff. Moreover, students learn to evaluate and interpret physical and laboratory findings and instrumental data in the diagnosis of diseases. There is an effective electronic medical record system wherein also laboratory and radiology results can be retrieved. Emergency, hospitalisation and ICU are offered 24/7/365. The VTH has a 24/7 emergency service for companion animals incl. exotics, equines, and farm animals. Emergency duty personnel are a stand-by veterinarian, an on-duty veterinarian and intern students. During emergency shifts (between 17:00 - 08:00 on weekdays, weekends and public

holidays) also the ongoing treatments of in-patients are monitored. There is a restroom and dining facilities for students during duty. The clinical service provided to patients and devoted to the training of students is compliant with national Practice Standards.

4.4.2. Analysis of the findings/Comments

The VEE facilities and trained staff create the conditions for adequate research- and evidence-based clinical training of students.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1. Findings

From the 2nd until the final year students increasingly participate in diagnostic service units and clinics: sedation and anaesthesiology applications, critical care, postoperative care and hospitalisation practices, and surgical procedures. Students actively participate in necropsies (2 weeks in groups of 5-6 students) or can watch these from a platform in the pathology department necropsy hall (with a crane system for horses and cattle and cold storage). In addition, necropsies are performed in the field (10-15/yr) under the supervision of teaching staff. Moreover, the pathology museum is open to students during education hours.

Intensive care training is provided and recorded on student report cards for dogs, cats and calves. Students also receive information about medicines and medical products, storage conditions, and current applications from the pharmacy officer at the small and large animal clinic pharmacy.

Ambulatory health service is available during working hours and beyond in case of emergency. Students receive training and actively participate in this service.

Soft skills training is acquired in the clinical skills laboratory by means of modules simulating scenarios such as history taking, reporting about a good or poor prognosis, etc., and during the hospital rotations.

4.5.2. Comments

Students have access to all diagnostic and therapeutic facilities and actively participate in the various procedures during the evidence-based clinical training. Soft skills training is implemented. There is not an operational intensive care unit for dogs.

4.5.3. Suggestions for improvement

It is suggested to have the minimally-required ICU equipment, making the intensive care unit for dogs fully operational.

4.5.4. Decision

The VEE is partially compliant with Standard 4.5 because of suboptimal equipment in the canine Intensive Care Unit.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

The VEE has infectious disease units for horses, dogs and cats. Animals entering the isolation units do not cross other parts of the clinics. There are separate material storage and dressing areas. Boots, clothes, and equipment are not used outside these units. The isolation areas are disinfected in accordance with biosafety guidelines. Waste is collected by specialised contracted companies. For cows, a separate isolation facility is available next to the farm.

For technicians, veterinarians and other academic staff training on 'Patient Procedure for Suspicious Infectious Disease' (SOP) is mandatory. Students are instructed about the protocols at the start of the clinical EPT and they have only access to the isolation units under supervision.

4.6.2. Analysis of the findings/Comments

The VEE has appropriate isolation units, which are sufficiently equipped and operate under approved biosecurity guidelines and protocols (Isolation unit SOP).

4.6.3. Suggestions for improvement

None.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

4.7.1. Findings

Practical hands-on training in field veterinary medicine and herd health management is provided at the VEE Research and Application Farm (see 4.3.1) and during visits to contracted livestock farms involving all aspects of surgical, obstetric and medical activities under academic supervision. Visits in herds/flocks/units concern horses, cattle, sheep-goats, and poultry (Table 5.1.7).

The VEE has no mobile clinic due to sufficient facilities at the VEE and the high number of patients. The latter is also established by the available ambulance service, transporting sick, large animals from the countryside to the large animal clinic.

4.7.2. Analysis of the findings/Comments

Students can sufficiently practise field veterinary medicine and herd health management in small

groups examining many animals under academic supervision.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

4.8.1. Findings

Vehicles for students' transport to off campus facilities are provided by the rectorate and vary in size depending on the number of students. For transporting live animals, the VEE has one vehicle for large animals (horses, cattle, etc.) and one for small animals such as cats and dogs. Another vehicle is used for the transport of cadavers (sometimes by forklift) and organs/biopsy material in waterproof containers or biological waste bags. Proper sanitation is done in between different transports. Contaminated materials are removed in special containers and medical waste bags by a private company. Other medical and chemical waste is temporarily stored and collected monthly. Procedures for handling and transport of biological samples and risk materials are described in and executed according to SOPs.

4.8.2. Analysis of the findings/Comments

The vehicles available are adequate to ensure safe transport for students and all types of material transported to and from the VEE.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

Biosafety courses for academic staff and support staff are mandatory and organised every 2 years. Until recently these courses were provided by the biosafety committee of the VEE, but since 2023 training has been provided by the Institute of Biosafety Experts (from the Control Institute of the Ministry of Agriculture and Forestry). Also, students have to attend these courses. A Biosafety

Guide has been prepared by the VEE Biosafety Commission and distributed to all units and is also available on the website.

SOPs (administrative affairs, educational affairs, assignments, laboratories, etc.) are published in the VEE Quality Handbook and available on the website. The manuals have been written in Turkish only, as this is the language of instruction at the VEE. When technicians, research assistants, graduate students and interns attend the relevant units, they are informed by the unit manager about the SOP. Biosafety guidelines are available in all units such as hospitals, laboratories, production facilities and farms.

Internal audits are carried out quarterly by the Biosafety and Quality Internal Audit Unit. The commission responsible for the internal audit has the authority to audit all units of the VEE. Actions and decisions taken during routine inspections are recorded in a logbook. A report with non-conformities is sent to both the unit in question and the Dean's office. Corrections and implementation are the shared responsibility of this unit and the Dean's office. External audits of the VEE hospitals, laboratories and farms are annually performed by the Ministry of Agriculture and Forestry. In order to continue its activities, these reports must be positive. Deficiencies need to be corrected within a fixed time. Otherwise, the VEE licence may ultimately be withdrawn.

Moreover, the VEE has a professional occupational health unit in cooperation with the occupational health centre at the Rectorate. At the VEE a physician is assigned to serve in emergency situations. Procedures related to occupational health are carried out according to the laboratory safety handbook prepared by the Ministry of Health. All personnel are given annually compulsory Occupational Health and Safety training with a certifying exam. Several times per year the VEE's survey committee sends questionnaires to academic and support staff, students and clients (of the animal hospital). Survey results are evaluated, and communicated with the Dean's office, and corrections or solutions for improvement are collectively discussed and subsequently implemented.

4.9.2. Analysis of the findings/Comments

Biosafety policies and procedures are taught and posted, and accessible in all laboratories and other places where relevant, according to state and national legislation (see also Standard 4.3). A QA system is in place. Students and VEE personnel are trained and students are instructed before performing duties at relevant sites, such as laboratories.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

Cadavers stored in the formalin as well as fresh cadavers and organs from different animal species

are available for preclinical subjects. The Research and Teaching Farm belonging to the VEE provides access to healthy animals. Sheep, cattle (including calves), poultry, pheasants, dogs, and a few horses, goats and pigs are kept in this place to allow training of students in handling and examination of animals. In addition, horses at the University Equestrian Facility are used for the training of handling and clinical examination of animals of this species. Experimental facilities with small laboratory animals are available in the nearby University experimental animals' facility with rabbits, rats and mice. The VEE cooperates with external farms (poultry, cattle, sheep and horse), and clinical cases and carcasses for necropsies are transported to the VEE by a VEE-owned vehicle. In addition, the VEE brings students to the field to do on-site necropsies.

The number of clinical cases seen by students has varied annually. Intramurally, the three-year range was 578-911 for cattle, 238-375 for small ruminants, 33-106 for horses, 238-375 for poultry and rabbits, and 9897-12851 for companion animals. Extramurally varied from 80 to 708 for cattle, 1200-4131 small ruminants, 48-128 companion animals, 390-404 for horses, and 14-43 for exotic pets. The percentage of first-opinion patients used for intra- and extramural clinical training exceeds 90% for cattle and small ruminants, 80% for horses, poultry, and rabbits, and close to 60% for companion animals.

The number of cadavers used in necropsy per year varied from 31 to 47 for cattle, 118 to 197 for small ruminants, 15 to 208 for poultry and rabbits, 110-393 companion animals, and 1-34 horses including 10-15 horse necropsies per year outside the VEE. The number of visits per year in herds/flocks/units for training in Animal Production and Herd Health Management varied from 44 to 54 for cattle, 42 to 54 for small ruminants, and 42 for poultry and rabbits.

5.1.2. Analysis of the findings/Comments

VEE facilities and external farm visits provide a sufficient number of healthy animals for training. VEE clinics, facilities and external farms provide the first opinion and referral cases, as well as cadavers for necropsy. All clinical cases are registered in the E-VET system, which allows analysis of each patient and caseload verification, however with uncertainties of caseload due to the way a number of patients are counted in the system in the VTH hospital. During the visitation, the VEE has provided a new number of cases seen by students in the VTH, where this weakness has been corrected. The new caseload is lower than in the original SER, but numbers are still acceptable. The expectation of the VEE is that the VTH will provide a growing number of companion animal cases in the years to come.

The equine caseload indicator is at a minimum. The equine industry in Turkey, especially in the VEE area, is not well developed, and a limited number of equine clinical cases are available. It is partially compensated for by access to horses at the VEE facilities and external farms. The VEE is aware of the problem and is considering establishing an ambulatory clinic for horses.

All necropsies are recorded. Indicators for necropsies are above the minimum numbers accepted. To diversify the caseload, the VEE additionally uses stored organs and recorded materials for teaching. The number of ruminant and pig necropsies has decreased since 2021. The VEE is aware of this trend. It is caused by implemented insurance regulations at a National level. According to the insurance contracts, the insurance company now provides its own veterinarian to perform on-site necropsy. To compensate for the lower number of necropsies, the VEE initiated an ongoing process to modify the farmer's contract with insurance companies in order to include teaching staff and students' participation in on-site necropsies.

Because of the very low number of pigs in the country (total population is 5000 animals), and the lack of pig farms in the VEE area, possibilities of practical training are very limited. The VEE

keeps a few pigs at the Research and Application Farm for student training, to compensate for limited access to this species. Compensation is also provided during theoretical classes, and all important diseases and diagnostic techniques are covered in the teaching.

5.1.3. Suggestions for improvement

It is suggested to continue efforts to increase the number of animals seen in equine and companion animal clinics.

See also Standard 3.1.3.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1. Findings

Practical training at external sites is based on the established cooperation with external partners:

- Konya Metropolitan Municipality Temporary Animal Care Home and Rehabilitation Centre,
- Konya Cattle Breeders' Association,
- Sheep and Goat Breeding Association,
- Konya Rahvan Horse Racing Breeding and Equestrian Specialization Club
- KONET and AKŞEKER slaughterhouse enterprises

At least 4 equine farms, and a higher number of poultry, small ruminants and cattle farms permanently cooperate with the VEE. Students visit external farms from the 2nd semester (preliminary training in animal husbandry). During clinical training, visits include ambulatory clinic clinical cases and scheduled visits for practical training in herd health management. A Coordinators Board is in place at the VEE to strengthen cooperation with external partners and increase the possibility of extramurally practical training. VEE clinics provide diagnosis and treatment services for stray animals from the Temporary Animal Care and Rehabilitation Centre of Konya Metropolitan Municipality, and animals from here are used for clinical training. In all cases, training is supervised by teaching staff. With regard to the use of slaughterhouses in training of practical meat inspection, see standard 3.1.5.

5.2.2. Analysis of the findings/Comments

The VEE has established formal cooperation with external partners. Visits on farms are an essential part of the training. The costs of student's visits to external facilities are covered by the VEE. Ambulatory clinic visits called by the owner are covered by the farm. External sites provide practical training with healthy animals, access to clinical cases on-site, source of cases for the VEE clinic, and cadavers for necropsies. Slaughterhouses are used for practical training in meat inspection.

5.2.3. Suggestions for improvement

It is suggested to establish permanent cooperation with other equine clinics and equine practitioners for clinical training on horses and to involve these equine practitioners in teaching.

See also Standard 3.1.3.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

Starting in the 3rd year, students are involved in the regular activities of VEE Clinics. At the beginning of clinical training, they are introduced to the organisation of VEE clinics and become familiar with the basics of clinical work including ambulatory work, caretaking of hospitalised patients, and treatment and follow-up of treatment of food-producing animals at farms. From the 4th year, students participate in patient follow-up, improve their diagnostic skills during clinical laboratory modules, perform basic medical interventions under supervision and perform follow-up on treatments (nursing skills) in the hospital, under supervision. During the final semester of the core clinical training (9th semester), students take anamneses, perform diagnostics, and recommend treatment procedures intra- and extramurally, all under the supervision of teaching staff.

5.3.2. Analysis of the findings/Comments

Students actively participate in patient care and are trained in nursing skills. Students are actively involved in the clinical work-up of patients, especially during the final year of core clinical training.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

The E-VET Pro University Hospital Automation system has been used since 2015. The system provides annual patient flow statistically based on species. The E-VET system is integrated with the Central Laboratory and Radiography system (PACS system - Fujifilm Synapse Pacs), which enables the automatic processing of laboratory analyses and radiographic images into the patient file. Students can follow the medical records using the assigned password anytime and improve their self-learning skills.

5.4.2. Analysis of the findings/Comments

Though the data provided in the E-VET system are limited, it constitutes an effective retrieval system for medical records. Students are involved in medical report creation. Due to the limited details given for each patient in the record, use in research projects will not always be possible.

5.4.3. Suggestions for improvement

It is suggested to:

-) increase the amount of clinical information in the patient recording system E-VET.
-) improve data collection in the E-VET system for teaching and research purposes, including statistical analysis.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

The VEE possesses the Prof. Dr. Erol GÜNGÖR Library, which is open 24/7 and has a seating capacity of 726 people. It is located close to the VEE building, and students can get there on foot. The library is very well-staffed (30 people) and equipped with 1478 books and journals in the field of veterinary medicine, and 534 e-books and journals. The library offers 9 reading halls, 3 group study rooms, 1 seminar hall and 6 study halls. It provides the students with a wide variety of equipment, such as scanning kiosks (14), a computer laboratory with 15 computers, and 3 computers in each of the 9 halls. Students can access printed journals or books, as well as e-books and journals through the EBSCO discovery program. The printed books can be borrowed with a university ID card.

6.1.2. Analysis of the findings/Comments

The library is an appropriate working place for students, staff and stakeholders. It is a state-of-the-art facility, with excellent opening hours and access to learning resources in print, and electronic media. Students have access to multiple computers and resources. Fluency in English varies strongly among students. Consequently, some may have limited possibilities to read and write in English or visit foreign institutions.

6.1.3. Suggestions for improvement

It is suggested to include further teaching in English to students.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources

necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

Both students and teaching staff have 24/7 access to the library located within walking distance of the VEE. The library collection has been transferred to the SU Library Automation Program, which can be accessed from within the library and from the university website. Also, the Sakıp Sabancı Computer Centre (BİLMER) is close to the VEE. It provides several computer laboratories that have the capacity to serve 600 students at the same time. ANSYS, AutoCAD, Code Blocks, Dev-C++, Eclipse, Emu8086, Flow Chart, Logisim, MapInfo, Microsoft Office, Microsoft SQL Server, SolidWorks, SPSS, Visual Studio and Autodesk programmes are available on computers. Two IT members are available to support students.

6.2.2. Analysis of the findings/Comments

The library has suitable staff and appropriate IT support. The e-learning platforms are resourced and with good accessibility from within the library or from outside. Multiple computer stations allow students and teaching staff to access e-books and journals. Good IT support is provided. The intranet has limited access from outside campus.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings

The Library is open 24/7, it is supported by 30 people and allows students to have access to 1478 printed books and periodical journals and 534 e-books and e-journals (periodicals) related to the field of Veterinary Medicine. In addition to the main library, the animal hospital has its own library containing books for student use. Also, other departments have small libraries that students can access with department-specific content. Additionally, students have access to electronic learning resources (e-books, journals, etc), at computer stations supported by 2 IT experts. The clinical skill lab/centre where students can practise procedures on animal models, supervised by teaching staff. They generally attend sessions twice a week, depending on the department. The student can request attendance at other hours (the skill lab is open from 8-17h) and is always under the supervision of a teacher.

6.3.2. Analysis of the findings/Comments

A large amount of veterinary textbooks are accessible as e-books and journals, complemented by

extensive hard copies, which can be borrowed with the University ID. There is a clinical skill lab where students can practise procedures on animal models, supervised by teaching staff. No large animal models were present in the clinical skill lab. Students need permission to attend the skill lab beyond the official training sessions.

6.3.3. Suggestions for improvement

It is suggested to:

-) extend the access hours of the clinical skill lab and have more supervisors (i.e. support staff) during these extra hours;
-) include large animal mannequins in the skills lab.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

Student admission is regulated at the national level. Prospective students can find all relevant information about the educational programme, procedures for admission and enrolment on the University website. In addition, under the name of “candidate promotion day” promotional activities are carried out.

Measurement and evaluation principles, rules for progression, graduation criteria and qualifications for being an intern student are stated by the relevant VEE regulations in detail and are published on the website. The Academic calendar is available on the website. Regulations regarding postgraduate education are published on the institutes’ website.

7.1.2. Analysis of the findings/Comments

All regulations regarding the delivery of the educational programme as well as criteria applied for students’ admission, progression and certification are clearly advertised through the websites, guaranteeing the respect of the general principles of transparency and openness.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Findings

The number of students to be admitted each year is proposed by the VEE to the Council for Higher Education (YOK), but the final quota is determined at the national level by the YOK and usually it is higher than the number proposed. During the last three years, a mean of 171 students were admitted to the veterinary programme.

Students of each year are divided in two groups for attending theoretical and practical courses, into 6-8 groups for clinical practices, into 21 groups for activity held in the ninth semester and in 14 groups for those of the tenth.

A mean of 182 students graduate annually, and 83% of them graduate in the due time. The number of postgraduate students is very high.

The number of students admitted, registered, graduating annually, the duration of study and the number of postgraduate students were not reported in the SER, but all information was provided before the visitation.

7.2.2. Analysis of the findings/Comments

The VEE has no autonomy in determining the number of students to be enrolled. Although the Dean Offices allocates 100 quotas every year, YOK allocates above 150 new students. Nevertheless, the VEE strives to maintain human, animal and structural resources consistent with the number of students.

7.2.3. Suggestions for improvement

It is suggested that the VEE keep insisting for a reduction of the number of admitted students in order to guarantee a better fruition of the practical activities and an adequate exposure to the clinical cases (see also standard 3.1). The VEE would benefit from the support of the University.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The VEE applies the national rules and regulations regarding student admission. The selection procedure is administered by a central system (OSYM) at the national level. The admission exam is held once a year and is a multiple-choice test focusing on Mathematics, Biology, Chemistry and Physics. Students are ranked according to their high school grades and the scores obtained in the admission exam and are placed in the undergraduate programme according to their ranking position and the preference they express. Students can appeal against the admission decision and the appeal is managed from the central system.

Education is free for all students. International students must learn the Turkish language before enrolment. There are no restrictions for disabled students.

7.3.2. Analysis of the findings/Comments

The selection criteria are clearly defined and stated on the relevant websites, ensuring the transparency of the whole process of admission and progression of the students.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

The Council for Higher Education determined the standards required for disabled students in university campuses and faculties in Turkey. There are no restrictions for veterinary faculties. Training and practice areas within the VEE are accessible to disabled students and the Small Animal Clinic was recently awarded with the Barrier Free University flag. A dedicated unit (SU - Disabled Students Coordinatorship) has been set up at the university level. In each centre a representative office is present. A representative and a separate student affairs unit for disabled students have also been established at the VEE.

Students have the right to suspend registration for 1 year and, in some special cases, they can choose to continue in another education programme or, if they have completed at least the first four semesters, they can receive an associate degree.

7.4.2. Analysis of the findings/Comments

Particular attention and commitment is devoted to meeting the needs of students with physical and psychological disabilities. See also standard 4.3.

7.4.3. Suggestions for improvement

None

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

The general progression criteria are stipulated by the Education and examination regulation, These

regulations state among others:

- the minimum attendance rate for be admitted to the final exam of each course
- the minimum requirements to be admitted to the Intern programme of the 5th year
- the maximum education period
- the course success grade.

Students who fail exams can benefit from “excuse exams” and summer schools. Opportunities are given to retrain single courses or increase the grade point average. Students who successfully complete the first two years can, if they want, receive an associate degree.

From the first year, each student is assigned a teaching staff as an Advisor monitoring their regular progression. Career advice is also provided through the Career and Alumni Relations Coordinatorship and Student Societies.

Student progression is monitored using a software system called EVET.

7.5.2. Analysis of the findings/Comments

The progression criteria are clearly defined and communicated to the students together with the mechanisms for remediation.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Students can be excluded from the programme for exceeding the maximum education period (eight years), for disciplinary reasons or on their own request. Exclusion decisions are taken by the Faculty Board. A mechanism for appeal against the exam results is described.

7.6.2. Analysis of the findings/Comments

Mechanisms for exclusion and appeal are transparent and publicly available.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.

There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

Students can receive orientation training from a personal Advisor assigned by the VEE as they enrol. The Advisor provides information about the courses, guides the students and deals with other student's education-related problems. Consultancy services and career advice are offered at the university level. Students can benefit from a number of services, including medical assistance, delivered through the campus hospital, and psychological counselling, active at the VEE. Dormitories are located inside and outside the SU campus. Fully equipped sports and social facilities are available on the SU campus and the student associations are active in organising social events.

7.7.2. Analysis of the findings/Comments

The SU-University supports the physical, emotional and welfare needs of students by offering high-level services available on the campus.

A strong support is provided by the teaching staff to the students through a one-to-one tutorship.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

At the VEE level, a representation office affiliated with the SU-Student Council collects from students and conveys to the university management students' needs and problems. Class and VEE representatives can also convey complaints and suggestions directly to the Faculty Board or to the Dean. Complaints can also be made through the Rectorate and they are forwarded to the institution anonymously.

7.8.2. Analysis of the findings/Comments

The VEE adopts many formal mechanisms for collecting students' suggestions, comments and complaints; in addition, students can easily address teachers directly in the framework of a positive interaction. The willingness of staff to listen and take care of students' complaints and suggestions is commendable.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

8.1.1. Findings

Student assessments are made according to the "Selçuk University Faculty of Veterinary Medicine Education and Examination Regulation", "Selçuk University Faculty of Veterinary Medicine Measurement and Assessment Directive", and VEHİP Directive. These regulations and guidelines specify the assessment of students' learning outcomes, the required forms, methods and criteria, information requirements and feedback, communication with students, the mechanism for appealing results, and how documentation related to assessments will be protected. This legislation is publicly accessible and available on the university's website.

There is an unofficial committee of teachers for each department that self-assess their own questions of each exam in order to ensure coherence of the assessment with learning outcomes. The students can complain within 3 days if they think that there is a problem in the assessment.

The assessment system of learning outcomes for each course is publicly announced on the VEE's website at the beginning of each academic year, and learning outcomes are also presented. Learning outcomes of each course are provided to students and a matrix is provided for each course that shows how the learning outcomes of the course match with each of the 20 programme outcomes. Student assessment procedures are designed to objectively evaluate students' gains of Day One Competences, through several methods of assessment (written exams, oral exams, assessments during practicals). Learning outcomes are taken into account when determining students' achievements.

Instructors are responsible for assessing students' progress and success in courses. The learning outcomes of the course are assessed by the responsible instructor using methods such as multiple-choice tests, written exams, exams administered through the e-learning system, practice exams, seminars, computer-assisted and oral exams, etc. The structure and assessment method of the exams are the same for all students in the class.

Clinical practical skills are acquired through laboratory work, clinical rotations and practical clinical studies on animals, and carried out under academic supervision in the relevant clinics of the VEE. Overall, the VEE assessment strategy allows the demonstration of progressive development across the programme towards entry-level competence.

8.1.2. Analysis of the findings/Comments

The VEE has an identified structure that has the responsibility for the assessment strategy, although this structure is not official. All the courses are described for students in an online document, the structure of which is the same for all courses, including the learning outcomes and the corresponding programme outcomes. This ensures the coherence of the overall assessment regime.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

Students at FVM-SU are assessed with transparent methods in accordance with the relevant legislation. Students are informed about the answers to the questions asked in the exams. Assessment criteria and examination procedures are announced within the framework of the relevant regulations and directives. Before the academic year starts, the learning outcomes of each course, the relationship of the course learning outcomes with the programme outcomes and Turkish Higher Education Qualifications Framework, all kinds of information and examination methods for the implementation of the course throughout the semester are determined and announced to the students on the web page. After the assessment is completed, students have the right to review their answers to the exam. Assessment of student success is subject to absolute or relative assessment according to FVM-SU measurement and assessment principles. Relative assessment is a statistics-based method that aims to measure each student according to the success levels of other students within the population of students following the same course. Students can self-assess their programme achievements: the student has the right to object to the grade he/she received in the exam. To do so, they apply to the Dean's Office with an "Exam Appeal Petition" within the period specified in the regulation (3 days). As a result of the Exam Appeal Commission's evaluation of the exam documents at the VEE, it is decided whether there is an error in the exam score. If an error is detected, the grade will be corrected and announced.

8.2.2. Analysis of the findings/Comments

The assessment tasks and grading criteria for each course are published, applied consistently, and clearly identified and available to students well in advance of the assessment. Requirements to pass are explicit. The VEE documents the results of assessments and provides the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes are explicit.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

It is the responsibility of the Faculty Board to review assessment results, change assessment strategies and, when necessary, check to ensure the accuracy of processes. The Faculty Board may

ask some commissions (such as the Education Commission, which includes VEE members from different departments and student representatives, and the Survey and Analysis Commission) to make changes in assessment strategies in line with the data it obtains. The results of semester and final exams are discussed in departments, faculties and university boards within the scope of quality management of the student assessment process. Necessary changes, if any, are discussed with the relevant teacher, then students have a committee to discuss about any assessment issue, and if necessary, students can directly relate the issues to the Dean.

For each course, the learning outcomes are presented on a document fully accessible to students. Each learning outcome is linked to at least one programme outcome defining the expected skills and competences that any student should acquire.

8.3.2. Analysis of the findings/Comments

The VEE has a process to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Overall, programme learning outcomes cover the 20 programme outcomes of the VEE, which cover the EAEVE Day One Competences. Failure on assessments reflects failure in learning outcomes and a failure, when occurring, prevents the student from progression in the curriculum.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings

The VEE has two systems of grades. One is for each course and includes two letters (AA, BA, BB, CB, CC, DC, DD, and FF), and the other one, the grade point average (GPA), is a number ranging from 0 to 100 representing the average of all courses taken by the student. After the completion of the course, a student who receives one of the AA (A-equivalent), BA (B-equivalent), BB (C-equivalent), CB (D-equivalent), CC (E-equivalent) grades from a course is deemed to have succeeded that course. In order for the student receiving a DC grade to be considered successful in the course, his/her end-of-year achievement GPA score must be at least 2.50. Otherwise, the student repeats these courses. There is also a reward system for successful students (these students are awarded with honour or high honour certificates upon graduation).

The VEE Dean's Office ensures that students participate in boards and commissions that concern them. Mutual evaluations are also made with students during the presentation of EPT reports and term papers. Students also criticise the measurement-assessment system through surveys, and they also have the opportunity to evaluate each course individually. The results of the surveys are evaluated by the Survey and Analysis Subcommittee, and the VEE takes action when issues are raised by students.

8.4.2. Analysis of the findings/Comments

Assessment strategies allow the VEE to certify student achievement of learning objectives at the

level of the programme. The VEE ensures that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and the assessment by using surveys for students evaluating the assessments.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

Theoretical and practical exams, student seminars, clinical skills laboratory applications, and end-of-EPT evaluation are carried out in order to measure Day One Competences. Various methods of assessment are used (written exams, oral exams, practical exams). In order to take the theoretical exams of practical courses, it is mandatory to pass the practical exams of these courses. A physical logbook has been allocated to each student by the Dean's Office, showing the laboratory, clinic, farm, food unit and slaughterhouse practices that they must achieve during the year. The success status of students who are successful in the practices under the supervision of the responsible VEE members is shown on the physical logbook. To assess clinical skills, there used to be a physical logbook that was used by each student, which included the checklist of skills that need to be acquired and the signature of the supervisor that certifies such certification. The physical logbook has been replaced by an electronic logbook since January 2024. This electronic logbook includes the signature of the supervisor and participates in the assessment process of the acquisition of clinical skills. The feedback from the supervisor to the student is carried out orally at the end of the week.

8.5.2. Analysis of the findings/Comments

Methods of summative assessment are valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (including in the skills laboratory) form a significant component of the overall process of assessment. There is a quality control of the student logbook. The current electronic logbook does not collect information on the acquisition of the Day One Competences but oral feedback is provided by the supervisor.

8.5.3. Suggestions for improvement

It is suggested that the current electronic logbook should incorporate the checklist of the acquisition of the Day One Competences and written feedback from the supervisor.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

Recruitment of staff takes place in open and fair processes according to National law and is detailed in University regulations. Appointment Commissions are responsible for applicant evaluation. Recruitment of support staff positions similarly happens according to National law and is detailed in University regulations. Compulsory and elective training for teachers and support staff in different areas are routinely organised by VEE. The percentage of veterinarians on the teaching staff is above 95 %. English proficiency was found to be a problem among some staff members.

9.1.2. Analysis of the findings/Comments

The regulation for recruitment at the VEE ensures fair and transparent processes. A formal programme of training for teachers and staff involved with teaching is in existence at the VEE. The VEE initiates the recruitment of new staff through the central University to obtain the necessary funding. Almost all teachers at the VEE are qualified veterinarians.

9.1.3. Suggestions for improvement

It is suggested to improve the level of English fluency of teaching staff.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

All academic staff are in full-time research-didactic positions. Most (120 of 138) are full-time VEE employees working on professor, associate, and assistant professor positions. The remaining persons are hired as lecturers, and research assistants (17). PhD students are not responsible for teaching but they participate in the training by assisting the teaching staff. Most disciplines are covered by teachers, who according to the National system, are specialists within the topic where they teach. Support staff (79 full-time employees), occasionally assists teachers in practical classes. Teaching quality is evaluated regularly through surveys.

9.2.2. Analysis of the findings/Comments

Qualifications of Teaching and support staff allow the VEE to deliver the training programme according to its mission. Most teachers are specialists within their topic, according to National rules for specialisation. A regular process is in place to assess the quality of a teacher's permanence during teaching.

9.2.3. Suggestions for improvement

It is suggested to consider recruiting internationally recognised specialists in equine medicine and surgery to improve training in this area (See also standard 3.1.3.).

9.2.4. Decision

The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Pedagogical training is provided to academic staff during their postgraduate education, and in case of recruitment of teaching staff from outside the VEE, it is mandatory for new staff to participate in pedagogic training if they do not present a certificate of such training. Training courses for teachers are routinely organised by VEE and the University. Rules for teaching positions are regulated by national law and ensure stability for teachers. Teachers at the VEE, in their own view, have a high workload but with good flexibility to plan for engagement in other activities than teaching. The VEE and University provide resources and opportunities for teacher's development of skills in different areas.

9.3.2. Analysis of the findings/Comments

Teaching staff is encouraged and given the opportunities to increase their pedagogic skills. Teacher's engagement in teaching is recognised by the VEE and is a prerequisite for promotion. National rules regarding teacher positions secure uniform rules for employment at the university.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

The "Appointment and Promotion Criteria and Implementation Principles for Application to VEE Positions" applied at the University are based on state regulations and are updated periodically. All information (law, regulation, etc.) is available online. The promotion of support staff is carried out in accordance with the "Regulation on Promotion and Title Change of Higher Education Institutions and Higher Education Institutions Personnel". Criteria for promotion of teaching staff is based on education, research, national and international publications, participation in scientific meetings, awards and patents. Community service, etc., is also considered promotion criteria. Promotion is dealt with in an annual cycle where the performance of each teacher is evaluated by the University.

Various supports are provided to VEE teaching staff to encourage their scientific activities. VEE and the University provide financial support for research/academic staff to participate in national-international scientific meetings, and staff can apply for financial support for research projects through The Selçuk University BAP Coordination Office (see Standard 10). An annual VEE award "FVM-SU Scientific Incentive Awards" encourages academic staff to participate in scientific projects. The academic staff provides consultancy in their fields of expertise, and the VEE supports it through profiles on the VEE website and YÖK ACADEMIC.

Established boards and commissions are responsible for decision-making at the VEE. Teaching staff participate in decision-making through committees such as the Faculty Board of Directors, academic board, ethics board, hospital board of directors, farm board of directors, and department boards.

9.4.2. Analysis of the findings/Comments

Promotion criteria for teaching and support staff are regulated by national law and university regulations. Criteria are well-defined, widely available and include teaching performance as one of several promotion criteria. Processes of recruitment and promotion are transparent. The University and the VEE provide opportunities for staff for professional development. Criteria and procedures for obtaining support are well-defined and transparent. Staff is involved in the decision-making processes.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1. Findings

The SU Quality Commission evaluates teaching staff through a number of surveys: student satisfaction surveys, advisor satisfaction surveys for graduate students, graduate surveys, foreign student satisfaction surveys, distance education satisfaction surveys etc. The relevant committees evaluate the survey results, and results are discussed on a Department level with suggestions for changes in teaching, should it be needed. The SU Quality Commission annually performs a check-up on agreements made with Departments based on last year's survey (closing of the QA cycle). The official student representatives can provide students' requests to the VEE. The communication centre (SÍMER) can be used to inform the SU Rector office of students' requests.

In the VTH, patient satisfaction surveys are used to improve procedures used by the VTH in relation to client contacts. Such surveys have already resulted in changes in clinic organisation and management has improved.

9.5.2. Analysis of the findings/Comments

Various surveys for assessment of teaching and teaching staff are routinely implemented. Students are formally included. Often, student complaints are dealt with directly between the course students and the teacher, but if necessary, students can submit a complaint anonymously through the University system. Data from surveys are analysed annually by established boards and commissions and results are communicated to Departments, who take action to correct measures if needed.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

10.1.1. Findings

Table 10.1.1 lists 159 ongoing research projects in the last full academic year before the visitation. Ninety-one of these projects are listed as thesis projects (PhD and Master student projects), and they have rather small and mostly internal funding, 64 are research projects, 2 are infrastructure projects, and 2 are networking projects. Projects cover basic sciences, clinical microbiology,

parasitology, pathology, food safety and technology, clinical sciences, as well as social and communication sciences. According to Table 10.1.2, annual spending on projects was between 2,6 and 4,0 million TL in the three last years before the visitation. The majority of projects are sponsored by the University's central unit of support of Scientific Research Projects. There is a discrepancy between the number of projects listed in Tables 10.1.1. and 10.1.2 in the SER, because the first one lists all active projects in 2023, and the second one lists projects finalised in 2023.

10.1.2. Analysis of the findings/Comments

Based on the list of research projects, all Departments within the VEE can be seen to be active in research. The grants behind most projects come from the university's own budget, and while they are mostly small (less than 200.000 TL), this demonstrates that the University prioritises research activity. Based on statements from the VEE in the SER, the knowledge obtained from this activity is directly transferred to undergraduate training, i.e., the teaching is research-based.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings

During the final year, all students are trained in information collection, synthesis of knowledge from literature and presentation techniques. In the curriculum, courses in biostatistics and epidemiology deal with the analysis of data from research. All students are accepted by Departments as "helpers" on ongoing research projects, and there is formal economic support through a University Scientific Research project support programme for individual undergraduate students to engage in research. In 2023, eight undergraduate students were carrying out their own research projects.

10.2.2. Analysis of the findings/Comments

All students can engage in research and there is commendable system or economic support from the University for such student projects. There is no formal "hands-on" training in research in the form of a mandatory practical student project. However, all students are trained in basic scientific techniques and methods relevant to evidence-based techniques during basic courses and the elective year.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The postgraduate education is formally carried out under the Institute of Health Sciences and is independent from the VEE and the undergraduate training. This Institute acts according to National regulations and is responsible for quality assurance. It only accepts Master and PhD programmes at Departments with sufficient infrastructure and trained academic staff. All Departments at the VEE meet the conditions stipulated, and they can offer postgraduate training. Programmes are offered depending on national and legal priorities after approval from Government and regional development agencies and stipends are offered through these channels to students of prioritised programmes. In 2023, 98 students were enrolled for PhD in Clinical Sciences and 240 in basic- and paraclinical sciences (including Veterinary Public Health with FSQ). In addition, 60 students were studying for a Master degree in clinical sciences and 207 students in basic and paraclinical sciences (including Veterinary Public Health with FSQ). Continued education of practitioners is a strategic priority at the VEE. Continuous education programmes are run through a central University continuous education centre. Regular training is offered in artificial insemination, HACCP, and biosafety. In 2023, according to Table 10.3.4, 500 persons received this kind of training through the VEE, however, this number includes a number of undergraduate and postgraduate students of the VEE.

10.3.2. Analysis of the findings/Comments

Postgraduate education is a strategic priority at the VEE. Postgraduate training in the form of PhD fellowships and master's degree education is at a high level at the VEE. The post-graduate training activities involve most disciplines of the VEE. While many teachers are specialists according to a National system, there is currently no formal training of staff to become specialists according to international standards. The VEE has good interaction with society and contributes to the training of veterinarians and animal health technicians.

10.3.3. Suggestions for improvement

It is suggested to:

-) support staff who want to become board-certified specialists according to international standards (see also standard 9.2) in order to increase international relations and to improve the quality of clinical services;
-) enhance international research and teaching cooperation including inviting visiting professors and PhD students.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

10.4.1. Findings

The VEE regularly requests activity reports from all Departments, and these reports are evaluated and presented to senior management boards. Documented research activities in the form of national and international publications are part of the uniform promotion criteria at the University when it comes to promotion from research assistant to assistant professor and from associate professor to full professor. It is also one of the criteria for promotion from assistant professor to associate professor, however, this promotion is handled at the National level with an assessment

committee consisting of professors within the specific area. The research activity of the VEE is also evaluated by the central university through the Office for Scientific Research project support. Activity reports from Departments contain information on the number of students, both undergraduate and graduate students, who have carried out projects at the Department.

10.4.2. Analysis of the findings/Comments

The VEE actively monitors research activities through reports from the Department, and the information on research activities forms the background for discussion of research activities, and how research approaches are integrated into the teaching in the VEE in the Faculty Board and Board of Directors. Research activities are part of the promotion criteria for teaching staff. The University performs an overall evaluation of the research activities of the VEE.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators



ESEVT Indicators

Name of the VEE:		Faculty of Veterinary Medicine, Selçuk University, Konya, Türkiye				
Name & mail of the VEE's Head:		Prof. Dr. Seyfullah HALİLOĞLU				
Date of the form filling:		31/12/23				
Raw data from the last 3 complete academic years						
		2023	2022	2021	Mean	
1	n° of FTE teaching staff involved in veterinary training	151	152	156	153,0	
2	n° of undergraduate students	984	976	1063	1007,7	
3	n° of FTE veterinarians involved in veterinary training	145	146	150	147,0	
4	n° of students graduating annually	186	195	166	182,3	
5	n° of FTE support staff involved in veterinary training	79	81	75	78,3	
6	n° of hours of practical (non-clinical) training	1430	1430	1564	1474,7	
7	n° of hours of Core Clinical Training (CCT)	747	747	784	759,3	
8	n° of hours of VPH (including FSQ) training	260	260	288	269,3	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	68	68	36	57,3	
10	n° of companion animal patients seen intra-murally	9897	11098	12851	11282	
11	n° of individual ruminant and pig patients seen intra-murally	937	816	1286	1013	
12	n° of equine patients seen intra-murally	97	106	33	78,7	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	655	563	584	600,7	
14	n° of companion animal patients seen extra-murally	48	128	82	86,0	
15	n° of individual ruminants and pig patients seen extra-murally	1908	1504	4422	2611,3	
16	n° of equine patients seen extra-murally	390	404	162	318,7	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0	
18	n° of visits to ruminant and pig herds	96	98	219	137,7	
19	n° of visits to poultry and farmed rabbit units	42	42	42	42,0	
20	n° of companion animal necropsies	392	393	110	298,3	
21	n° of ruminant and pig necropsies	149	201	244	198,0	
22	n° of equine necropsies	24	34	1	19,7	
23	n° of rabbit, rodent, bird and exotic pet necropsies	256	149	243	216,0	
24	n° of FTE specialised veterinarians involved in veterinary training	120	116	110	115,3	
25	n° of PhD graduating annually	31	37	23	30,3	



ESEVT Indicators

Name of the VEE:		Faculty of Veterinary Medicine, Selçuk University, Konya, Türkiye				
Date of the form filling:		31/12/23				
Calculated Indicators from raw data						
		VEE values	Median values¹	Minimal values²	Balance³	
11	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,152	0,15	0,13	0,026	
12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,806	0,84	0,63	0,176	
13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,430	0,88	0,54	-0,110	
14	n° of hours of practical (non-clinical) training	1474,667	953,50	700,59	774,077	
15	n° of hours of Core Clinical Training (CCT)	759,333	941,58	704,80	54,533	
16	n° of hours of VPH (including FSQ) training	269,333	293,50	191,80	77,533	
17	n° of hours of extra-mural practical training in VPH (including FSQ)	57,333	75,00	31,80	25,533	
18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	62,347	67,37	44,01	18,337	
19	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	19,878	18,75	9,74	10,138	
110	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,179	5,96	2,15	0,029	
111	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	3,294	3,11	1,16	2,134	
112	n° of visits to ruminant and pig herds / n° of students graduating annually	0,755	1,29	0,54	0,215	
113	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,230	0,11	0,04	0,186	
114	n° of companion animal necropsies / n° of students graduating annually	1,636	2,11	1,40	0,236	
115	n° of ruminant and pig necropsies / n° of students graduating annually	1,086	1,36	0,90	0,186	
116	n° of equine necropsies / n° of students graduating annually	0,108	0,18	0,10	0,008	
117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,185	2,65	0,88	0,305	
118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,633	0,27	0,06	0,573	
119	n° of PhD graduating annually / n° of students graduating annually	0,166	0,15	0,07	0,096	
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019					
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					

11.1. Findings

All Indicators are above the minimal values, except for I3 which is slightly below.

11.2. Analysis of the findings/Comments

Some support staff working part-time for the VEE were not included in the raw data, which may explain the low value of I3.

11.3. Suggestions for improvement

None.

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ESEVT Rubrics (summary of the Decision regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	P	N
	C	C	C
<p>Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.</p> <p>The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.</p>	X		
<p>Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.</p> <p>The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.</p> <p>The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.</p>	X		
<p>Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE’s strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.</p>	X		
<p>Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.</p> <p>The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.</p>	X		
<p>Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.</p> <p>The VEE’s website must mention the VEE’s ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.</p>	X		
<p>Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been</p>	X		

<p>utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.</p> <p>Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</p>			
<p>Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.</p>	X		
<p>Area 2. Finances</p>			
<p>Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).</p>	X		
<p>Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.</p> <p>The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.</p>	X		
<p>Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.</p>	X		
<p>Area 3. Curriculum</p>			
<p>Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.</p> <p>This concerns:</p> <ul style="list-style-type: none"> ● Basic Sciences ● Clinical Sciences in companion animals (including equine and exotic pets) ● Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) ● Veterinary Public Health (including Food Safety and Quality) ● Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described</p>	X		

<p>separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.</p> <p>Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p> <p>3.1.1. General findings</p>			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)		X	
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> ● ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework ● include a description of Day One Competences ● form the basis for explicit statements of the objectives and learning outcomes of individual units of study ● be communicated to staff and students ● be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p>	X		

<ul style="list-style-type: none"> ● determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum ● oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes ● perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned ● identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 			
<p>Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.</p> <p>EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.</p>	X		
<p>Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
<p>Area 4. Facilities and equipment</p>			
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for</p>	X		

<p>maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.</p>			
<p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> ● be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students ● be of a high standard, well maintained and fit for the purpose ● promote best husbandry, welfare and management practices ● ensure relevant biosecurity ● take into account environmental sustainability ● be designed to enhance learning 		X	
<p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.</p>	X		
<p>Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.</p>		X	
<p>Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must</p>	X		

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be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.			
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.	X		
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used	X		

<p>languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.</p>			
<p>Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p>	X		
<p>Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		
Area 7. Student admission, progression and welfare			
<p>Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.</p> <p>In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.</p> <p>Formal cooperation with other VEEs must also be clearly advertised.</p>	X		
<p>Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.</p>	X		
<p>Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.</p> <p>The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.</p> <p>Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.</p>	X		
<p>Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement</p>	X		

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that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.			
<p>Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.</p> <p>The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.</p>	X		
<p>Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.</p> <p>The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.</p>	X		
<p>Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.</p> <p>There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).</p>	X		
<p>Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.</p>	X		
Area 8. Student assessment			
<p>Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.</p>	X		
<p>Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.</p> <p>The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.</p> <p>Mechanisms for students to appeal against assessment outcomes must be explicit.</p>	X		
<p>Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and</p>	X		

attributes must form the basis for assessment design and underpin decisions on progression.			
<p>Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.</p> <p>The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.</p>	X		
<p>Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.</p>	X		
Area 9. Teaching and support staff			
<p>Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.</p> <p>A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.</p> <p>Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>	X		
<p>Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.</p> <p>A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.</p>	X		
<p>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and</p>	X		

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<p>specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.</p> <p>Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>			
<p>Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.</p> <p>Staff must have the opportunity to contribute to the VEE’s direction and decision-making processes.</p> <p>Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>	X		
<p>Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.</p>	X		
Area 10. Research programmes, continuing and postgraduate education			
<p>Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).</p>	X		
<p>Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p>	X		
<p>Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.</p>	X		
<p>Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.</p>	X		
<p><i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i></p>			

Executive Summary

The Faculty of Veterinary Medicine of the Selçuk University (called the VEE in the report) was established in 1982 in the Çimenlik District of Konya. While the Clinical Sciences department remained in place, other units began relocating to the Aleaddin Keykubat Campus in 1991 and the process was completed for all departments by 1999.

In 2013, the VEE received a successful evaluation by EAEVE, but it was not accredited in 2019, despite a re-visitation in 2022.

The SER was provided on time and written in agreement with the SOP 2023, although some data had to be corrected or added during the visitation process. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

The Liaison Officer did a good job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:

- Commitment of staff to enhance the quality of education and research
- Willingness of staff and management to listen and take care of students' complaints and suggestions
- Efficient collaboration with the Rectorate of the Selçuk University
- Strong involvement of the student associations in organising scientific and social events
- Precise description for each course, including learning outcome, in the online course catalogue
- New VTH with some state-of-the-art equipment and sufficient rooms for all disciplines and services
- Well-developed physiotherapy unit in the VTH
- Extensive student facilities on the campus
- Introduction of a digital system for monitoring students' clinical activities and assessments
- Extensive opportunities for undergraduate students to complete a research project with the financial support of the VEE.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards. However, some areas of concern have been identified.

Several Minor Deficiencies have been identified by the Visiting Team.

- The VEE is partially compliant with Standard 3.1.3 because of suboptimal clinical training in equines.
- The VEE is partially compliant with Standard 4.3 because of suboptimal biosecurity conditions in practical and clinical facilities.
- The VEE is partially compliant with Standard 4.5 because of suboptimal equipment in the canine Intensive Care Unit.

No Major Deficiencies have been identified by the Visiting Team.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

CCT: Core Clinical Training

D1C: ESEVT Day One Competences

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: 2023 Standard Operating Procedure

SU: Selçuk University

VEE: Veterinary Education Establishment (FVM-SU)

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the Selçuk University, Konya is therefore classified as holding the status of: **ACCREDITATION**.