

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

To the Faculty of Veterinary Medicine, Selcuk University, Konya, Turkey

On 15 – 19 April 2019

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Introduction

Brief history of the Establishment and of its previous ESEVT Visitations

Selcuklu is one of the districts of Konya, which is the main town in the region of the same name. The Faculty of Veterinary Medicine, Selcuk University (FVM-SU) was founded in 1982 in southern Konya, where it offered veterinary training until 1992. After that date, there was a phased transfer of departments to the present campus. The new clinic units, animal hospital and mobile clinic systems were completed in 1999.

FVM-SU has been a member of EAEVE since 2000 and the first visit was on 18-23 March 2002. In March 2005, SU became a member of the European University Association (EUA). In the 2007-2010 strategic plan of SU, international accreditation was reported to be a very important criterion for education.

The second EAEVE visit to FVM-SU was on 10-11 April 2008. After the second assessment visit, FVM-SU focused on the problems described in the report and the issues considered inadequate. The third EAEVE visit to FVM-SU was on 26-29 October 2009 and some new proposals were suggested.

As a result of the fourth EAEVE visit to FVM-SU on 3-4 March 2011, “insufficient number of animals” and “animal welfare” were considered as major deficiencies.

As a result of the fifth EAEVE visit on 8-9 May 2013, FVM-SU was given “Full Approval” from 30 October 2013 until October 2019.

And finally the FVM-SU received full accreditation for a 7 year-period by VEDEK on 30 September 2015.

Main features of the Establishment

The main facility with a closed area of 23,400 m² has a Research and Application Farm with an open area of 200,000 m² and a closed area of 4,280 m², and a Equestrian Facility with a closed area of 500 m² and an open area of 800 m². The fully equipped Small Animal Hospital with 11,000 m² closed area was evidently under construction during the site visit and is planned to be opened in late 2019 or early 2020.

FVM-SU is organised in 20 departments under 5 divisions and 32 research laboratories, 1 computer laboratory, 2 lecture halls and 6 classrooms equipped with modern infrastructure. FVM-SU currently has 144 academic staff (91 Professors, 11 Associate Professors, 6 Assistant Professors, 32 Research Assistants, 3 Lecturers). 1,011 undergraduate and 161 graduate students (86 master and 75 PhD students) have been studying in FVM-SU since the fall of 2018.

Floor space has been increased and there has been considerable development in the provision of information technology as well as the installation of sophisticated laboratory and analytical equipment in some departments.

There is a teaching and production farm about 1 km from the Faculty buildings, along with other farm resources facilities that include 840 hectares for forage production and preparation of rations.

Main developments since the last Visitation

The 2013 EAEVE report stated that equine cases were below the average of other veterinary faculties in Europe. But according to the evaluation of ECOVE, it was stated that this situation was due to the small number of horses in the region and that this deficit was closed with other farm animals and it would not be considered as negativity. The number of horses at FVM-SU Equestrian facility has been increased to 20 and a number of different equine meetings and exhibitions have been organised by the FVM-SU.

Cooperation between SU Rectorate and the Ministry of Agriculture and Forestry General Directorate of Nature Conservation and National Parks to establish a “Wild Animal Rescue and Rehabilitation Center” has been agreed and is currently under construction which was evident during the site visit.

The “E-vet Pro University” hospital automation program has been introduced at the Animal Hospital since October 2015.

In 2013, FVM-SU was given the “Veterinary Diagnostic and Analysis Laboratories Work Permission” for its Pathological, Microbiological, Virological, Parasitological, Biochemical, Pharmacological-Toxicological, Genetic and Histological Diagnostics services by Ministry of Agriculture and Forestry General Directorate of Food and Control.

In 2014, FVM-SU was given the “FVM-SU Meat and Dairy Products Business Certificate” by Agriculture and Forestry Konya Provincial Directorate and started to produce meat and dairy products for sale.

A research dairy farm, 60-head capacity milk cattle barn with a planned robotic milking system, has been established.

The number of small animal cases and necropsies have been increased due to the increase in number of stray animals since 2016.

The laboratories of the Departments of Pathology, Microbiology and Animal Nutrition, have been modernized and the biosecurity conditions have been improved.

A number of important and necessary maintenance and repair work has been carried out.

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

1.1.1. Brief description of the Strategic Plan

The Strategic Plan (2019-2023) is available on the home page but it is in Turkish. However, the objectives are listed in the SER. There are many objectives and they are very broad, especially the 1st point including competence, education and teaching environment. The mission is to educate veterinarians with broad knowledge at an international level. The vision is to increase students' competence by improving the quality of evidence-based education, to increase international co-operation and to be among the outstanding Veterinary Faculties in the world.

A clear SWOT analysis is presented in the SER.

A revised strategic plan follow-up was presented to the team during the visitation.

Short term (within 2020)	<ol style="list-style-type: none"> 1. Self-learning will be taught in the teaching of courses, such as homework, seminar. 2. Efforts towards the inclusion of the Faculty Journal in SCI-expanded will be continued and increased. 3. Three compulsory courses will be added (Preventive Medicine, Professional Communication, Herd Health Management). 4. Quality Assurance Committee will be established and put into operation within the Faculty. This committee will check all quality parameters. 5. Slaughterhouse visits will be increased. 6. Small Animal Hospital will be put into service, which will be equipped with medical devices and furnishing. 7. In addition to the models and skeletons in anatomy practices fresh cadavers will be used.
Medium term (within 2021)	<ol style="list-style-type: none"> 1. A manual brochure will be prepared for laboratory working rules. 2. Daily work books will be prepared for external person such as researches, students, etc., for our laboratories. 3. Interviews and collaboration with external stakeholders from time to time will be increased (such as Konya governorship, municipality, practitioners, alumni, post graduate students, slaughterhouses, Jockey Club of Turkey). 4. Current Animal Hospital will be rearranged only for large animals (such as small-large ruminants and horse) 5. New support staff will be employed for Small Animal Hospital. 6. In addition to the BAP and TÜBİTAK supported projects conducted by the academic staff, EU-funded projects will be encouraged.
Long term (within 2022)	<ol style="list-style-type: none"> 1. The number of theoretical courses in our curriculum will be gradually reduced. 2. Practical course information will be added in Syllabus. 3. Student participation will be provided to the Faculty Board and the strategic plan preparation commission to be prepared in future periods. 4. Efforts will be made to expand classrooms and laboratory areas or to build new areas. 5. 2024-2028 strategic plan of ther faculty will be prepared.

1.1.2. Brief description of the Operating Plan

The Operating Plan with numerous objectives is presented in a table (1.1.3.) in the SER. No clear timeframes are presented for most of the objectives and no indicators are available.

1.1.3. Brief description of the organisation of the Establishment

The organisation is clearly presented as a diagram in the SER.

The Establishment consists of 5 divisions, which are further divided into several departments (subdivisions). In total, the Establishments consists of 20 departments. The head of the division is appointed by the Dean for three years. The head of the division is responsible for the teaching and research at all levels. Additionally, there is (1) a Research and teaching farm, (2) Animal hospital, (3) Equestrian facilities and (4) Meat and milk research and teaching unit, which are under the Vice Dean responsible for staff and administrative affairs. In total, 19 different commissions exist.

The Dean is appointed by the University for 3 years. Additionally, there are 2 Vice Deans appointed by the Dean. The Faculty Board is composed of 3 professors, 2 associate professors and one faculty member. This board decides on the educational, scientific and publication activities and it also selects the members for the Faculty Board of Directors, which includes heads of divisions, 3 professors, 2 associate professors and one assistant professor. They are helping the Dean with administrative activities. Additionally, there is a Hospital Board of Directors consisting of 7 faculty members.

There are several commissions operating under the Vice dean responsible for students affairs, education and examinations, and funding.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

A Strategic Planning Team of 40 people carries out preparation of the Strategic Plan. This team includes the head of departments, administrative staff and EAEVE commissioners.

1.2. Comments

The objectives are very broad covering almost everything concerning veterinary training and the timeframes are mostly very indefinite. The indicators are missing.

1.3. Suggestions for improvement

None.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

The general SU-budget is funded by the government of the Republic of Turkey. Once a year there is a budget meeting between the Senior Management of SU and the Ministry of Development. The budget is approved by the Ministry of Finance, and sent for decision by Turkey Grand National Assembly (TBMM). The Parliamentary Budget and Planning Commission approves the budget law proposal and submits the report to the General Assembly of the TBMM. The budget law is adopted by the Parliament and sent to the President of Turkey

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for final approval. The budget allocated to the university is assigned to departments by the rector according to the needs and demands of the units.

Revenues obtained from the Revolving Fund are self-revenues and they are spent via the Dean's Office in accordance with the decisions of the Faculty Board of Directors.

Financial Audit of FVM-SU budget expenditures is carried out annually by commissioners of audits.

5% of Revolving Fund Revenues are allocated as Exploitation Management Share, 1% as advance tax and 5% as BAP share.

Students who are citizens of the Turkish Republic, are not charged for five years of ordinary education period. However, students who cannot graduate in 5 years pay tuition fees. This amount is determined by the Council of Ministers for each academic year. The tuition fee for 2018 is 193 Turkish Liras (TL = ₺) for Turkish citizens and 579 TL for international students. Tuition fees are transferred to the University budget (1 € = 5.94 ₺ on 6 February 2019). Internet, heating, water and electricity expenses are covered by the Rectorate.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

Area of Expenditures	Years			Mean
	2018	2017	2016	
Personnel (annually allocated budget, salary, insurance etc.)	18,219,418	14,230,707	8,249,707	13,566,611
Personnel (travel expenses etc.)	938,812	1,412,700	610,673	987,395
Operational costs (consumables and services)	286,732	331,383	272,874	296,996
Revolving Fund Expenditures (hospital, laboratory, farm etc. expenses)	3,729,985	2,695,072	1,756,213	2,727,090
Project expenditures	759,129	1,287,634	576,941	874,568
Building maintenance	788,195	124,693	151,438	354,775
Total Expenditures	24,722,271	20,082,189	11,617,846	18,807,435

Revenue sources	Years			Mean
	2018	2017	2016	
Public authorities (salary, insurance) and yearly budget	17,586,200	14,230,057	8,249,707	13,355,321
Revolving Funds (Hospital, Laboratory, Production, Consultancy)	3,729,985	1,428,788	833,286	1,997,353
Research allowance	759,129	1,287,634	576,941	874,568
Total Revenues	22,075,314	16,946,479	9,659,934	16,227,242

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

Central Budget Revenues: Revenues from the central budget are increased by taking into account that the general budget balances the inflation (currently 20 %).

Revolving Fund Revenues: Revolving Fund revenues increase continuously.

The estimated budget for the year 2019 is gross 5,400,000 TL.

Table. Estimated central budget and revolving fund revenues of Selçuk University Faculty of Veterinary Medicine in 2019, 2020 and 2021.

Year	Central Budget*, TL**	Revolving Funds, TL
2019	19.242.468,00	5.400.000,00
2020	21.166.715,00	5.940.000,00
2021	23.283.400,00	6.534.000,00

*: This budget includes only annually allocated budget, salary, insurance for all personnel. Additionally, travel expenses of academic staff, research allowance, building maintenance and operational costs are given by rectorate.

** : 1 € = 6.56 TL

2.1.4. Brief description of the planned or on-going investments

Small Animal Hospital: Planned to be completed in 2019. New medical equipment and device equipment of the Small Animal Hospital will be provided by SU Directorate for Strategy Development and SU Department of Administrative and Financial Affairs in 2019.

Large Animal Hospital: Refurbishing of the large animal hospital facilities is planned for 2020 and on after the small animal activities have been moved to the new SA VTH.

Research and Application Farm Robotic Milking Unit: Financed by Konya Plain Project (KOP) Regional Development Administration.

Main plant maintenance and repair: In 2018, maintenance and repair of main buildings (landscaping, exterior and interior painting, renovations of classrooms, painting of faculty rooms, etc.) was financed by the Construction Works and Technical Department of SU.

Improvement of the laboratories at the main plant: Improvement of Microbiology, Pathology, Animal Feed laboratories was financed by SU Directorate of Construction and Technical Works.

Infrastructural improvements: The landscape and pavement design of the garden at the student entrance, the pavement arrangement of the areas between the student entrance and the clinical entrance, the construction of new roads in the Research and Application Farm and the establishment of the generator was funded by SU Directorate of Construction and Technical Works. A new classroom project of 5000 m² is being planned. The financing will be provided by the internal revenues of SU Rectorate. Two workers houses and 500 m² roughage storage is planned for our Research and Application Farm. The financing will be provided by SU Directorate of Construction and Technical Works.

Farm mechanization: The purchase of 2 tractors, diggers and trailers to the Research and Application Farm was financed by the Department of Administrative and Financial Affairs.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

Staff feed valuable information about necessary investment in infrastructure, maintenance, hiring new staff, congress participation etc. This information is fed to the Dean via regular meetings between the Department Head and the Dean who sends this list on to the Rector.

Students and stakeholders are not directly involved in the budget process which according to

Turkish legislation is a management task. However, valuable information may be obtained from stakeholders during the regular meetings held between the management and stakeholders.

2.2. Comments

The financial situation of the FVM-SU is strong, has been for the last three years and is projected to be strong for the next three budgetary years.

And although it is well known that the veterinary medicine program is much more expensive compared to the education costs of other university programs, there is (as it is seen in many countries) no additional financial support *per se* for the budget of veterinary faculties in Turkey. Hence support of the faculty budget is met by the Rectorate's appropriations allocated annually and the revolving fund revenues.

A more or less linear increase in expenditures and revenues is expected for the next three years.

2.3. Suggestions for improvement

None.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1. Findings

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The Veterinary Faculty program qualification is in line with Turkey Higher Education Qualifications Framework (TYYÇ) which refers to the "The overarching Framework for Qualifications of the EHEA".

Several Commissions and Higher Education Qualifications Working groups and Basic Field Working Group were established up to 2009 with the decision of the Council of Higher Education. In this context, the Veterinary Faculty is evaluated within the scope of "Veterinary Basic Field" which covers training of veterinarian and technicians and experts especially in the fields of animal health and welfare, nutrition, protection and public health.

FVM-SU guarantees a high level of education based on scientific research and practice. The basic qualifications of Veterinary Medicine have been determined by YOK and can be found in a link (that is in Turkish).

The TYYÇ Veterinary Basic Field Qualification 6th level (undergraduate education) declines the Dublin descriptors in terms of knowledge, skills and competencies.

FVM-SU updates its curriculum depending on the requirements of the Faculty and other contingent situations and trends in line with the recommendations of EAEEVE visit reports and EU Directive 2005/36, amended by Directive 2013/55. Curriculum is 300 ECTS that is 60 ECTS for each academic year, based on 1500-1800 hours of work load.

The courses taught at the FVM-SU include "compulsory courses" which each student is obliged to attend; "common compulsory courses" represented by "Ataturk's Principles and History of Turkish Revolution and Turkish Language and Foreign Languages courses (mentioned in item 5 of YOK Law); "elective courses" which each student can attend in or out of the field according his/hers wishes; "VEHIP training" which completes the theoretical knowledge related to the

competences of Veterinary Medicine and gain skills. The issues are regulated in accordance with Veterinary Medicine Intern Directive.

The curriculum is organized in 5 years:

In the first two years (semester 1st to 4th) Basic Veterinary Medical Sciences including Anatomy, Histology, Biochemistry, Physiology and Biostatistics, are taught. Students have the initial level of professional Ethics (Deontology), biosecurity and biodiversity and laboratory practice, as well as the first part of Parasitology, General Microbiology, Virology and Pathology. Animal husbandry subjects are taught in the third and fourth.

In the 3rd year (5th-6th semesters) pre-clinical sciences such as Microbiology, Virology, Parasitology, Pathology, Pharmacology and Toxicology are taught. Students gain experience also in clinical practice courses and receive theoretical and practical training in Nutrition and intensive practical laboratory and live the first experiences of on-site training (External Practice Training - EPT) in several facilities and livestock enterprises having formal agreement with the Faculty.

In the 4th year (7th and 8th semesters), Clinical sciences courses are taught intensively together with Necropsy, Food Hygiene, Meat examination and Technology, Milk examination and Technology and Veterinary Public Health.

In the 5th year (9th and 10th semesters) students gain skills completing their competencies by performing more applications. In this year a specific training curriculum has been implemented and Internships are organised. In details in the 9th semester students attend compulsory courses having rotations among Departments. In the 10th semester each student can choose among several paths such as Livestock animals, Companion clinics, Food safety, Poultry diseases, Clinical laboratory, General medicine. In the 10th semester students can attend electives for a period of 4 weeks.

The first 8 semesters are 14 weeks long, the 9th and the 10th semesters 21 weeks 18 weeks respectively.

One Elective course is taken each semester in the first 8 semesters among the courses offered by each department of the Faculty every semester. The teaching method is either as lecture or practice and clinical work depending on the topic.

Students start their compulsory external practical (EPT) training rotation at the end of the third year.

At the beginning of each semester, instructors announce the contents of the course to allow the students to see the weekly schedule and the other features of the course as reported in the Syllabus. For basic sciences and preclinical sciences, lectures and laboratory and desk-based work are the teaching methods used. In Clinical sciences lectures and clinical work are used. Non-clinical animal work is used only for Animal production.

Curriculum supervised self-learning and seminars are not reported in the Syllabus but seminars are performed from some teachers according to the situation such as clinical cases occurred especially during internship.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)

The curriculum includes all the EU-listed subjects apart from Preventive Medicine and Herd Health Management taught as a sovereign subject. But the principles are included in other subjects. Together with Professional Communication it will be included as a separate subject in the curriculum starting from the academic year 2019-2020.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.

FVM-SU, as the other Turkish Universities is governed by the Higher Education Law 2547. The

Council of Higher Education adopted EU/2005/EC Directive for construction of the infrastructure. The curriculum of the FVM-SU is determined within the framework of these regulations and changes are made depending on the Faculty Council request.

All studies necessary for the course programme are discussed and accepted in Academic Committees of the Departments then submitted to the Faculty Board. Once approved, they are accepted and put in practice by the University Senate.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)

Elective courses are considered in the paragraph c of the item 10 of the FVM-SU Teaching and Examination Regulation. Students have to choose and pass 8 elective courses, one in each of the first eight semesters. Students can choose freely among the elective courses included in the teaching plan during the semesters when the courses are given. Some elective courses can be offered in English. Elective courses are listed in table 3.1.4 of the SER. If an Elective course is chosen by a large number of students, it is divided in two branches (A and B). Elective courses are not activated with less than 10 students. In this case students are directed to another Elective course.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

The curriculum prepared in the academic year 2012-13 is taught. The curriculum is changed and updated according to survey results and demands from stakeholders.

There is one student representative in any Academic Committee and one in the Scholarship Commission and not in other Academic Commissions.

3.1.2. Comments

Curriculum covers all the EU-listed subjects apart from Preventive Medicine and Herd Health Management.

Information about lectures, especially electives, are not shared by all the Departments.

Departments should have a stronger interdisciplinary connection.

Students are not actively involved in the Faculty decisions on development, implementation, assessment and revision of the curriculum even there is one students' representative in the Faculty Committee. There is no Faculty policy for the increase of student involvement.

The syllabi on the website are not fully complete.

The learning outcomes have not been explicitly articulated for each subject and they do not form a cohesive framework.

3.1.3. Suggestions for improvement

- It is suggested to include students' representatives as members of most committees, working groups etc.
- It is suggested to encourage the involvement of students in the entire curriculum work.
- It is suggested to increase the number of hours dedicated to seminars and supervised self-learning and at the same time cut down the number of hours for theoretical teaching.
- It is suggested to improve the website information about the syllabi.
- An evaluation of the learning outcomes is suggested to be able to secure that all the competencies are acquired.

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

Subjects of Basic Sciences are taught for a total of 386 and 426 hours scheduled as lectures and as laboratory and desk-based work of which 3336/336 in the first two years and 50/90 as internship mostly in the 9th semester of the 5th year.

In preclinical sciences 586 hours are spent as lectures and 608 as laboratory and desk-based work, part of which is taught in the internships at the 9th-10th semesters. No seminars and supervised self-learning hours are present. All the students' labs are sufficiently equipped for practical trainings of students.

Practical education is performed with students divided in two groups each subdivided in 6 or 10 or 12 subgroups depending on the subject and the year of course. Each subgroup has 10 – 16 students. More subgroups participate in the same time at the practical training.

In Anatomy, students are divided in subgroups of fifteen per dissection table (there are 6 tables in the room) and they do themselves cadavers dissection under supervision of 9 supervisors (teachers and assistants).

In Parasitology, for practicals students of the second grade are divided in subgroups of 10 and 2 subgroups work on the same large table (there are 6 tables) equipped with instruments, such as microscopes, students are supervised by 6 supervisors. Similar organization is performed for all the other basic science subjects. All the practical training is supervised by all the academic staff involved in that subject.

3.2.2. Comments

There is variability in the number of students participating in the practical training in different subjects. Several groups have practical training together in the same room so the criticism regards the high number of students participating at the same time even if the number of supervisors is sufficient.

It is appreciable that basic sciences are taught also in the fifth year during the internship; in this way there is a factual interdisciplinarity and an effective connection between basic and clinical sciences.

3.2.3. Suggestions for improvement

It is suggested to reduce the group size for practical training particularly in Anatomy, Pathology and Necropsy to ensure better learning outcomes.

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

3.3.1. Findings

3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals

The clinical courses are starting from the 2nd year (4th semester), where clinical practices are given 4 hours per week in 14 weeks. This increases through the 3rd and 4th year. The 5th year also called the intern year (9th and 10th semester) is mostly dedicated to therapy in all common domestic animal species. The 9th semester consists of 21 weeks of rotations. This includes 210 hours of lectures and 280 hours of practical work. The practical work in the 9th semester is rotations between Clinical Sciences, but also with involvement of Basic and Preclinical Sciences. The 10th semester is 14 weeks. The students have 6 different tracks to choose between.

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations

Clinical practices are given for 14 weeks including 4 hours per week in the second year (4th semester), 14 weeks including 8 hours per week (total 112 hours) in the third year (5th and 6th semester), 14 weeks including 8 hours per week (total 112 hours) in the fourth year (7th and 8th semester). Some of the clinical training is given at the University Farms and Equestrian Facilities. The 2nd year is practical training in handling animals. The 3rd year is practical training in general examination of the animal. The 4th year have increased practical activities including more advanced clinical exercises (anesthesia, rectal examination, blood and urine sampling etc.)

3.3.1.3. Description of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) in companion animals and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)

The 9th semester has 21 weeks rotation and 10th semester 14 weeks (internship program). The training is 0.5 – 2 weeks of training in each department including departments from Basic and Preclinical Sciences. In a student survey about the Intern Training Program, 48,9% of the students in the 9th term did not find it necessary that all departments participate with courses in the rotations. Some find it relevant for the later decision of track. Furthermore the students find it relevant with EPT.

Interns assist in Emergency Services 4 days/student.

3.3.2. Comments

Exotic animals are seen at the hospital, but there are no scheduled lectures.

It is commendable that the AI-department has an agreement with the local slaughterhouse, where students do rectal examination and afterwards get the organs to the hospital for inspection and post-slaughtering evaluation.

In the 9th and 10th semester the students have repetition in several of the basic and preclinical subjects along with the clinical rotations.

3.3.3. Suggestions for improvement

- The students should be introduced to exotic animal diseases in a more systematic way.
- It should be considered to make more hands-on training available to the increased number of students.

3.4. Clinical Sciences in food-producing animals (including Animal Production)

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

The education in food-producing animals is spread throughout the duration of the program. The majority of the subjects are taught including animal welfare. Pig production *per se* is not considered in the compulsory programme.

Animal production topics are available since the 2nd semester as elective modules (animal rights, introduction to zootechnics). The core subjects (animal welfare, zootechnics I and II, feed technology, animal nutrition, animal breeding...) are taught from the 2nd to the 4th year.

Clinical sciences represent a total of 1,428 hours of training (644 h of lectures and 784 hours of clinical animal work).

3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations

Clinical education starts in the 4th semester for 14 weeks consisting of 4 hours per week. Students learn how the VTH runs and are involved in the admission process of the customers. During the same semester, basics of clinical examination and veterinary surgery are taught. The core clinical contents are theoretically taught from the 5th to the 8th year when students are yet involved in clinical exercises (14 weeks including 8 hours per week in the third year, 14 weeks including 8 hours per week in the fourth year). Part of the clinical and practical exercises takes place in the experimental farm of the Faculty.

3.4.1.3. Description of the core clinical rotations, emergency services (both intramural VTH and ambulatory clinics) and herd health visits in food-producing animals (i.e. ruminants, pigs and poultry) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)

In the 9th and 10th semester, students take a 21-week internship. The training ranges from 0.5 to 2 weeks of training in each department.

During the 10th semester, students have to choose a track among 6,3 of which are directly related with food-producing animals: ruminants, poultry and genetics and ethology. The framework of the 10th semester gives strong evidence of this multidisciplinary approach for the 3 internship programmes related to food-producing animals.

A 6 week ambulatory clinics in food-producing animals is mentioned in Table 3.1.6: fifth year students perform clinical and technical procedures (rectal examination, artificial examination) in livestock companies under the umbrella of arrangements with faculty.

Moreover, each student has to perform two compulsory External Practical Training (20 days/160 hours each one) during the summer period after the 3rd and the 4th course. The Faculty provides a list of available positions in veterinary clinics, laboratories etc. and students can freely choose the place. It is not compulsory for a student to choose an EPT in food-producing animals.

3.4.1.4. Brief description of the theoretical and practical education in Animal Production

The main topics and species of Animal Production are covered including fish production and livestock economics. The total duration is 554h (332h of lectures, 126h of non-clinical animal work and 96h of clinical animal work). A multidisciplinary approach from farm level to the potential impact on food quality is applied. Herd health management courses are planned to be opened as multidisciplinary compulsory courses during 2019-2020 academic year.

3.4.2. Comments

The syllabi are not sufficiently detailed, especially for practicals. Self-learning activity is not reported even if discussion with the academic staff during the Visitation provided evidence that it exists in several departments.

For each module, the link between the topics trained and the objectives is not enough documented.

The general framework of the training of topics related to food-producing animals is well designed along the curriculum. Nevertheless, the choice to introduce a lot of theoretical lectures during the internship programme (10th semester) may be challenged.

As the features of the livestock sector in Turkey are rapidly changing (increase of the average

size of herds, specialisation), the academic staff is encouraged to implement as soon as possible the herd health management courses.

3.4.3. Suggestions for improvement

It is suggested to introduce a global policy for elective modules after a discussion between all the departments involved.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

The teaching given in the FSQ includes four courses: (1) veterinary public health (VPH), (2) food hygiene (FH), (3) meat inspection, meat hygiene and technology and (4) milk hygiene and technology. These courses consist of lectures, laboratory and practical work. The lectures are held by six professors. The assistant professor and the PhD research assistant are responsible for the laboratory and practical works. The practical works of meat and milk are performed in the “Meat and milk research and teaching unit”. The practical work is done in small groups (around 20 students).

In the 7th semester (4th year), the VPH (2 ECTS) and FH (4 ECTS) courses are compulsory. VPH includes 28 h of lectures mainly focused on microbial and chemical foodborne hazards, zoonoses and the one health approach. FH includes 28 h lectures and 28 h laboratory works in small group (around 20 students) (Table 3.1.2). In the 8th semester (4th year), meat inspection, and meat hygiene and technology (5 ECTS) and milk hygiene and technology (3 ECTS) courses are compulsory. During these courses, HACCP concept and Risk Assessment are taught. The meat course includes 42 h lectures and 56 h of practical work including meat inspection, and the milk course includes 28 h lectures and 28 h of practical training (Tables 3.1.2). In the 9th semester, there is a one-week intern course on VPH compulsory for every student, which includes 10 h lectures and 20 h practical work. In the 10th semester, there is a compulsory intern course on FH and technology including 10 h lectures and 10 h practical work. In total, FSQ includes 288 h teaching: 146 h lectures and 142 h practical work (including laboratory work).

Additionally, in the 10th semester, there is a five-week elective course for students interested in FSQ. In total, 20 to 30 students attend this course yearly, which includes practical works in small group (4-5 students). There is also some 2-weeks elective courses organized by the department. Furthermore, there are several on-going research projects. Yearly, about 3-4 students complete their master studies and about 3-4 their PhD studies in FSQ.

In all compulsory courses, the student has to attend 70% of the lectures, laboratory and practical works. The study material for students is based on several books, booklets and lecture notes in Turkish produced by the professors. A written exam (consisting of 10 short questions) is held at the end of each course and it can be retaken only one time. Most students pass the courses in FSQ, however, in the meat inspection, and meat hygiene and technology course, about 20 students (about 10%) has to repeat the course next year because they did not pass the re-examination.

3.5.1.2. Description (timing, group size per teacher,..) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Meat hygiene and technology (including meat inspection) and milk hygiene and technology practical training is taught by the assistant professor and the PhD research assistant at the “Meat and milk research and teaching unit”. Additionally, two PhD students help with the practical work. The group size of the students is about 20 students.

3.5.2. Comments

It is commendable that there is such a huge amount of organised practical training in FSQ. The FSQ-courses are very well arranged with a huge amount of practical hands-on training for students including also some practical training in meat inspection. There are several slaughterhouses in Konya, two of them are visited by the students during excursions. There is, at the moment, no extramural training available for meat inspection, which influences the indicator I7. The slaughterhouses do not want to take students for practical meat inspection training because of biosecurity and working security issues.

3.5.3. Suggestions for improvement

It is a must that the Establishment should organise on-site practical training in meat inspection at a slaughterhouse.

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in Professional Knowledge

The Veterinary Basic Field Qualifications 6th Level contains Theoretical and factual knowledge, cognitive and applied skills, competencies to work independently and take responsibility, learning competencies, communication and social competencies, field-specific competencies and follow the EU Directive 2005/36/EC (amended 2013/55/EU) and the Annex V.4.1 from March 2002. Students follow 1428 Hours in clinical sciences (784 clinical animal work), 554 hours Animal Production, 288 hours Food Safety and quality, 63 hours Professional communication and Ethics. According to the VEHIP (internship) strategy of the FVM-SU, Clinical practice course start in the 4th semester (during 14 weeks, 4 hours per week; during 14 weeks 8 hours per week in the 3rd and the 4th year).

During the 5th year, students spend the majority of their time (21 weeks in the 9th and 18 weeks in the 10th semester) by participating in clinical rotations (groups of 5-10 students), receiving theoretical and practical training (mostly described as “Internship” in the SER). Senior students assist the emergency service.

The outcomes/ day-1 competences at the end of the 5th year (internship) are listed in a logbook that has to be filled by the student and checked by the teacher responsible for the rotation. A similar logbook is used to record the activities during the Clinical practice course (4th year).

In accordance with the current professional development, the demand and the survey results from stakeholder, the Faculty is adapting the course plans. Preventive medicine, professional communication and Herd Health Management courses are planned as multidisciplinary compulsory courses, starting from 2019 – 2020 academic year.

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

Students can start the Clinical practice courses (sometime also named “internship” in the SER) at the end of the 6th semester. This practical training has to be done at least during 20 working days (=160 hours) in two separate locations (internal and external). The locations are determined by the Faculty. At least one external veterinary employment is required (letter of acceptance). A list of activities that have to be realised during the EPT on a day-to-day basis is

available for the student and the clinician. At the end of the practical training a report is submitted to the Dean's Office, and evaluated by the Internship Commission (successful/ not successful). Unsuccessful students must repeat the internship. Students can also do internship abroad.

3.6.1.3. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) and professional knowledge by each student (independently of the tracking system)

Following the decision of the Faculty, after taking the opinions of the departments, exams can be written, oral, written-oral or practical. Practicals, projects and similar studies are also assessed. Place and date are announced by the Dean's office at least 15 days in advance.

The examination of the practical courses can be theoretically or practically. Successful practice assessment gives the right to pass the theoretical exam of the same course.

Clinical rotation practice and internship exams are taken orally. An "Intern Report Card System" allows the recording of performances and professional competencies of the students.

3.6.2. Comments

The acquisition of professional knowledge is broad, and detailed. The curriculum offers many different training in this field.

The multidisciplinary preventive medicine, professional communication and Herd Health Management courses represent a new approach of transversal teaching, which will help the students to integrate quicker and better in the professional life.

3.6.3. Suggestions for improvement

None.

3.7. Decision

The Establishment is compliant with Standard 3, except for Substandards 3.1 and 3.5:

- The Establishment is not compliant with Substandard 3.1 because the learning outcomes have not been explicitly articulated for each subject, they do not for a demonstrable cohesive framework and because of the poor involvement of students in committees.
- The Establishment is not compliant with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.

4. Facilities and equipment

4.1. Findings

4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum

A summary of the facilities of the FVM-SU is presented in SER table 4.1.1.1, m² and facilities of the main building. FVM-SU has in total 23,400 m². Their main facilities consist of 4 blocks (A, B, C and D). Block A consists primarily of student facilities, Dean's office, research laboratories of the Department of Basic Studies and offices for Faculty members. Block B contains mainly Pre-Clinical Sciences facilities. Block C contains Animal Hospital Clinics and 2 lecture halls. Block D contains Faculty and meeting rooms.

Table 4.1.1.2 describes Basic Sciences facilities

Table 4.1.1.3 describes Preclinical Sciences facilities

Table 4.1.1.4 describes Clinical Sciences facilities

The VTH contains a Biochemistry Laboratory.

FVM-SU has a 4,280 m² farm which houses cattle, sheep, dogs, poultry and pigs. Furthermore FVM-SU has equestrian facilities for 20 horses.

4.1.2. Description of the adequacy for the veterinary training of the premises for:

-) lecturing, group work and practical work

The FVM-SU has 9 lecture rooms, 7 in block A and 2 in block C, the lecture rooms have a size between 58 and 111 m². Accessibility for wheelchair users varies considerably as elevators and also passive means are not present in many buildings.

There are 5 well equipped lecture halls with capacity from 15 to around 90 persons. Group working facilities adds up to a total of 5,200 m².

-) housing healthy, hospitalised and isolated animals

The hospital contains facilities for hospitalised patients: Horse: 4, cattle: 4, calf: 9, sheep and goat: 6, cat: 22, dog: 19. Isolation unit capacity: Horse: 1, cattle: 2, sheep and goat: 3, cat: 8, dog: 5, Intensive care incubator: 4.

The 4,280 m² farm is located within the campus. A fence surrounds the farm. The farm has capacity for small and large production animals, horses, dogs, pigs and poultry. Furthermore there are equestrian facilities for 20 horses. Numbers can be seen in SER table 5.1.5.

-) clinical activities, diagnostic services and necropsy

Clinical activities are performed in the VTH which consists of a companion animal clinic and a large animal clinic. A new small animal hospital on 11,000 m² will open at the end of 2019. The Animal Hospital is subdivided into Department of Internal Medicine, Department of Surgery, Department of Obstetrics and Gynecology, and Department of Reproduction and Artificial Insemination. There are several examination rooms for small animals as well as surgical theatres and preparation rooms. For large animals, there is a horse surgical theatre. Furthermore there are large rooms where surgical procedures can be performed on standing cattle. FVM-SU provide diagnostic services as CT and x-ray. The CT is only for small animal clients. X-ray is for small and large animal patients.

Block B contains a necropsy hall on 100 m².

-) FSQ & VPH

The Department of Food Hygiene and Technology has 3 laboratories including a large room for students' training in meat inspection, sausage production etc. In addition this department runs a small dairy for training of students and a shop where the locally produced commodities are sold to university staff, students and the public. These facilities are approved by the authorities to produce and sell commodities for human consumption.

-) study and self-learning, catering, locker rooms, accommodation for on call students and leisure

FVM-SU has a Central library 8,000 m² with a seating capacity of 726 persons (table p. 40). There is a canteen as well as a central cafeteria and some private establishments. The canteen is situated in block A. The corridors of the classrooms and lecture halls have lockers. Furthermore there are changing rooms in the animal hospital, emergency department, necropsy room and at the farms connected to the University. The Emergency Department has a dormitory.

There are several possibilities for sport activities at the Campus area.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation

Transport is available by public trams connected to the Greater Konya network of tramways, minibuses or students' own private vehicles. There are school buses to and from private dormitories. Vehicles can be rented at the Dean's office.

FVM-SU does have a transport vehicle for sick animals as well as an agreement with a Licensed Medical Waste Disposal Company. Cadavers used for necropsy training are obtained from the nearby farms as well as animals from the clinics.

The Hospital does not have a mobile practice. They have an ambulatory practice. The ambulatory practice visits farms with reproduction problems or animal nutrition problems, with a group of students.

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services

The small animal hospital have CT, X-ray, ophthalmology room, ultra-sonography, endoscopy, and a smaller laboratory for biochemistry, haematology and standard work-up profiles available. The teaching laboratories in the preclinical services are equipped for instructional purposes and well maintained.

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment

The students, when enrolled at the University, are introduced to information about signs and symbols for biosecurity.

Each department must provide specific information about biosecurity and working procedures under the responsibility of the department's head.

Most units of the Faculty have some guidance and information signs and symbols regarding Safety and Health.

There are laboratory instructions in most laboratories in English and in some areas also in Turkish. The operational procedures do not cover how to handle emergency cases. Furthermore eye-flushing equipment for emergency was in several cases outdated although some of the recently refurbished laboratories had stationary eye washer facilities connected to the tap water system.

The general security of the university and hence of the FVM is secured by a perimeter fence and a force of security guards which also has the rights and obligations of ordinary police. This function is supported by extensive use of CCTV cameras.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

In surveys of facilities (Annex17) by patient owners, access to emergency rooms was found difficult, the examination rooms as well as the waiting rooms were not found clean and tidy.

After discussion in each department the department's heads hand in wishes for new infrastructure, refurbishment of facilities and other related issues once a year to the Dean. These requests are incorporated in the annual budget presented by the Dean to the Rector who endorses the budget after negotiations with the Dean. Unbudgeted/acute needs in a FY may be covered by the Rector's budget (56 mio TL for the whole university in 2019).

4.2. Comments

The laboratory in the Small Animal Clinic also receives diagnostic material from outside customers to be relayed to diagnostic work-up in microbiology, virology, parasitology etc. units.

Generally there is a mixture of older but functioning and new equipment sufficient to run the clinics for educational purposes.

With respect to research the Team found many laboratories with excellent state-of-the-art equipment suitable for performing research at highest international level. It is evident that the amount and quality of equipment for research purposes is coupled to research projects and possibilities to attract young research assistants/PhD-students.

There is no common committee responsible for introducing, updating and controlling biosafety and –security procedures at the FVM-SU.

With respect to biosafety procedures, the Team generally found an absence of uniformity in handling these issues among the sections/departments/units. The most prevalent lacks were:

- insufficient signage of flammable material in student laboratories
- insufficient washing out of formaldehyde in cadavers used for dissection
- insufficient availability of soap, disinfection material and paper towels in laboratories and rest rooms
- bottled eye washers generally outdated by several years
- uneven distribution of emergency kits and exit signs
- uneven distribution of pre-laboratory/pre-clinics instruction of students, new staff and visitors about the specific safety procedures to be followed in each of the laboratories

The fire precaution equipment is controlled by an external official body and was found in order.

Generally the Dean has meetings a couple of times per year discussing new initiatives in all areas of the FVM-SU. This includes wishes from clients and nearby veterinary practitioners. The competition among veterinary practices in Greater Konya is very big and this part of stakeholders is not particularly interested in working together with the FVM-SU.

The general security of staff and students within the campus area is very good and the Team interviewed the head of the security service who explained that most smaller incidents are handled on the spot while eventual serious issues will be handed over to the relevant authority within and outside the university.

The overall facilities of the lecture halls are fine, but the facilities are not adapted for the number of students enrolled.

4.3 Suggestions for improvement

- It recommended to establish a biosafety/biosecurity committee to standardise rules and regulations in all areas of the FVM. An overall security committee already exists
- It is recommended to explore other solutions including but not limited to using facilities in the vicinity of the Faculty.

4.4. Decision

The Establishment is compliant with Standard 4, except for Substandards 4.3, 4.6 and 4.12:

- The Establishment is partially compliant with Substandard 4.3 because the size of the lecture halls is too small for the number of students.
- The Establishment is not compliant with Substandard 4.6 and 4.12 because of insufficient implementation and control of biosecurity procedures.

5. Animal resources and teaching material of animal origin

5.1. Findings

5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

The Faculty is using several approaches to provide animal-based teaching material: use of cadavers, necropsies, pathological preparations, parasitology collection, privately-owned animals (Research and Application farms) and animals owned by VTH customers. Several partnerships have been set up with the Municipality, private livestock companies and public centres to improve the Day One Competences for each student.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:

-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;

A broad range of material is provided for teaching purposes. Most of them are organs bought fresh and treated with formalin. The ESEVT Indicator values for material of animal necropsies are below the minimal values for all species except for ruminants and pigs (together). No necropsy of pig is performed.

-) the number and diversity of healthy live animals used for pre-clinical training;

A broad range of healthy animals are available in the faculty research and application farms as well as in the equestrian facility. These animals are used for students training during the whole curriculum and provide a great opportunity for them to develop their skills (e.g. handling, mating, milking, feeding)

-) the number of visits in herds/flocks/units of food-producing animals;

Numbers of visits increased during the 3-year period but are still above the minimal values for food-producing animals.

-) the number and diversity of patients examined/treated by each student;

Number of patients seen intramurally is sufficient, as well as the diversity of patients (except for pigs).

-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine

Despite a significant increase in the number of companion animals seen intramurally over the 3-year period, this ESEVT Indicator is below the minimal values, as well as the equine one. 75% of the companion animals seen intramurally are first opinion cases. Conversely, food-animal cases are mainly referrals (Table 5.1.4).

5.1.3. Description of the organisation and management of the VTH and ambulatory clinics

VTH is composed of different departments (Internal Medicine, Surgery, Obstetrics/gynaecology and Artificial insemination) for all the species (small animals, equine and food animals). Students are fully involved in activities performed in the VTH and under supervision of the academic staff. A 24/7 emergency care is available for all species: each student, whatever the internship s/he chose, spends 4 days both in 9th and 10th semesters in the Emergency service. FVM-SU has a transport vehicle for sick animals.

Even if ambulatory clinics is not routinely running, some members of the academic staff (Reproduction and Animal nutrition) offer students the opportunity to participate in their clinical activity (carried out in a research or consultancy context) even if it is not planned in

the students' timetable. In 2018, 57 visits were organised, each one involving 5 students and their teachers (5 to 10 animals seen/students).

5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species

The group size for clinical exercises depends on the course: a group includes 50 students for the 4th semester, 30 for the 5th to 8th semesters and 5 to 10 for the internship (9th and 10th semesters). A detailed schedule defines the contents of each internship track, which include basic, preclinical and clinical sciences. Theoretical training is still important during the internship.

5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

Since October 2015, an electronic system (called "E-vet Pro University") is used to record patient data, clinical examination findings, treatments, laboratory and imaging results. This system is used for all the clinics: VTH staff. Students are not adding information to the electronic record system but fill paper forms to register customer data and anamnesis information.

5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

A national regulation to ensure welfare of animals used for experimental and other scientific purposes is implemented in Turkey. Moreover, ethics boards are compulsory for education and research establishments. The Experimental Animal Production and Research Center Ethics Committee of the Faculty (SUVDAMEK) is composed of 6 staff members and 3 external stakeholders: it aims at reducing the use of animals by promoting alternative methods, at optimising housing and raising conditions. Procedures are implemented to control the provenance of the animals used for dissection or for research programmes.

5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment

Each year, the Dean evaluates the needs for animals for pre-clinical and clinical training. Contracts are signed with private companies and public institution to ensure a sufficient caseload. Currently, there is no need to sign an agreement with private clinics to increase the number of animals seen intramurally or extramurally as the number is sufficient. Nevertheless, some animals (or organs) are bought for pre-clinical training.

5.2. Comments

Table 5.1.2 underestimates the total number of necropsies as part of them (exotic pets), that are performed by the Microbiology department, are not included. Likewise the number of extra-mural production animal visits was underreported in the raw data sheet. This was corrected following the site visit and the correct data are presented in this report.

The trend regarding the number of companion animals seen intramurally is promising and will probably be confirmed with the opening of the new hospital.

Taking into consideration the information gathered from academic staff during the visit, the Team considered that the number of visits to ruminant herds is underestimated.

5.3. Suggestions for improvement

- It is suggested to involve students actively in the electronic recording system.
- It is suggested to cease the use of formalin for conservation of anatomic material for dissection due to health hazards.
- It is suggested to introduce new training methods such as artificial models or 3D tools in the teaching.

5.4. Decision

The Establishment is compliant with Standard 5, except for Substandard 5.1.

The Establishment is not compliant with Substandard 5.1. because of insufficient acquisition of Day One Competences resulting from 9 out of 13 Indicators being below the recommended minimum values.

6. Learning resources

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

SU Prof. Erol Gungor library is open 24/7 365 days and has an area of 8,000 m² and seating capacity of 726 people. The library has 9 reading rooms (950 seat), 3 group study rooms (20 people), 1 seminar room (50 people) and 6 study halls. There is a 14 pcs Scan Kiosk, 1 computer lab and possibility to connect laptops in at least three places in each of the 9 halls.

The Library staff is composed of 30 people including 1 Head of Department, 3 Branch managers, 2 librarians, 5 officers, 12 assistant staff. Seventy part-time students work in the library.

The library contains more than 150,000 printed books and more than 2,900 printed journals, about 52,000 online journals and 4,333,171 e-books. The total number of subscribed databases is 69. There are 991 different books and journals and 143 e-books and e-journals in the field of Veterinary Medicine.

There is an organized borrowing system.

There are two more libraries that serve the SU, the library of Medicine Faculty and Faculty of Law.

The library collection has been transferred to the SU Library Automation Program and can be accessed from the library and via the University website for several services.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

The library subscribes to 69 national and international database listed in page 41 of chapter 6. Students and staff are trained to use databases.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus

Students and staff can access electronic learning resources by using the wireless network services such as Eduroam and SelcukUnvWireless in the campus operated by the Department of Information Technology. Outside the campus students can access University electronic database by using the proxy server of SU and also a private server.

Lecture slides, practical notes and related written learning materials are inconsistently available via an online portal on an internal webpage. It remains the choice of a professor to upload material and there is no obligation for the professor to provide materials. Some will distribute

slides via PDF or Power Point files via USB drives at the end of lectures with the files then shared via student organised communications. There is opportunity for students to seek clarification or further explanation of discussed points from lectures via e-mail, however it remains the choice of the professor to answer via e-mail or take questions in person during lectures.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students.

An advisory service makes the student and staff access information in the most efficient way. At the beginning of each year orientation programs are given to students including information about the services of the library and how they can use them. Information and instructions are also published on the library website.

In a stationary shop students can buy (about 50 cents) printed versions of the slides from the lectures of the teachers. There is a selection of available slides divided year by year and continuously updated advertised in the stationary shop.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

Academic staff and students can suggest the purchase of books. Demands are taken in account by the Library and Documentation Department in accordance with the "Book order form" and "Request and Suggestion Form".

6.2. Comments

There is no consistent approach to the sharing and distribution of teaching materials and no central platform that is utilised efficiently. There is evidence of a desire among the student population for such a platform as shown by their current use of social media to distribute materials.

Innovative and interactive e-learning materials are in development for the self-directed learning of anatomy.

The e-learning facilities are poorly developed and show little regard for learning outcomes from the programme.

Many professors have written and published commendable textbooks (in Turkish) that are suitable for preparing students for examinations and developing day one skills.

6.3. Suggestions for improvement

- It is suggested to create a suitable online platform, or develop existing sites to organise and host learning materials relevant to the curriculum.
- It is suggested to make lecture slides, or corresponding lecture notes, available before and after a timetabled lecture which would allow students to prepare and reflect upon a lecture.
- It is suggested to start to develop e-learning material and to encourage students to utilise internationally available resources, such as textbooks published in English, to develop evidence-based learning.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Finding

7.1.1. Brief description of the admission procedures for standard and for full-fee students

A central examination system is in place in Turkey that enables high school graduates to be admitted to university. There are two stages of tests available, with questions related to Turkish Language and Literature, Social Sciences, Basic Mathematics, and Science. Students are ranked according to their high school grades and scores obtained from the tests. Standard students do not pay tuition.

There is no admission procedure for full-fee students. International students must learn Turkish language for one year before enrolment. A possibility to appeal exists (according to the national legislation) within 10 days from the announcement of the examination results, but FVM-SU is not involved in the appeal process.

As there is no selection process at FVM-SU level, there is no selection committee.

The admission procedure is done by the state (OSYM) and it is available at the official webpage of the mentioned Agency. A password-protected part also exists that can be accessed with a candidate login.

Disabled students may be accepted at the FVM-SU according to the SER, with no restrictions and with equal opportunities for the education and practice, but the on-site conditions do not support this rule (some facilities are not available for students with walking disabilities).

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number of students admitted is not consistent with the resources available at the Establishment, especially regarding the buildings.

The Establishment organises teaching activities in the way that in one lecture or practical rooms, there are a half of the students of that year at the same time and they are served by the full number of the teachers available at that department/unit (for example, if there are 204 students at the 2nd year, then a half form Group A and a second half Group B). When they have practical lessons, from 6 to 10 teachers (research assistants, professors) are working with all students at the same time (making the groups of the 8-10 students).

Biosafety and biosecurity measures are taught to the students on some sites, also in English, even though few students speak English. Disposable gloves, masks, caps, etc. should be provided by the students themselves. Formalin embedded carcasses and organs are used at the Anatomy Department, together with some models of the organs and/or whole animals, and full and partial skeletons of different animal species. Storage of the chemicals needed for teaching and research is organised by use of locked closets, or by dividing the rooms into separate parts (additional rooms) as storage units.

Students can take parts in different student organisations located at the University, as well as in sports and other social activities.

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

There is one (1) faculty member that provides support for 30 students, appointed by the Dean. Such mentors are mainly research assistants or PhD-students. The Dean's office and a coordinator from the Scholarship commission are helping students to apply for scholarships.

The maximum duration of the study is 8 years, but according to the answer given by the Establishment, there is still a possibility for a student to continue the programme according to the national law with some limitations.

The decisions on progression are not explicit and readily available to students. The Establishment does not have a clear mechanism in place to identify and provide remediation

and appropriate support for students who are not performing adequately.

7.1.4. Brief description of the services available for students

At the time of enrolment, new students are welcomed by senior students and receive material about the Establishment, procedures, students' life, etc. Faculty members (mainly research assistants and PhD-students) are appointed as students' advisors. International students are also under the supervision and guidance of the appointed coordinators. Medical care can be obtained from the Faculty of Medicine and Dentistry located at the campus where there is also a fully equipped hospital available. Social activities are available through the student communities, and local sports and cultural facilities.

Student's accommodation is organized in dormitories located inside and outside of the campus.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students

The admission procedure, admission criteria, and the number of admitted students are decided and defined by national legislation.

Information about the Establishment enrolment is available to staff, students and others through the web page (in Turkish and English), the social media (Facebook, Twitter) and TV channels. The number of admitted students is decided by the Student Selection and Placement Center (OSYM) of the University. Currently the quota for the last three years has been 159, but the final number of students admitted to 1st year in 2018 was 230 due to the fact that they also admitted 71 students from different faculties all over Turkey. The FVM-SU has suggested that the quota for the next three years should be 110, although similar request earlier have not been accepted by the Rector.

7.2. Comments

The discrepancy between the number of admitted students and available educational resources is evident (too small lecture rooms to host approx. 100 to 230 people). Some of the teaching activities during the whole program are held on the 1st floor which is not accessible by elevator. The procedure and the progression criteria are not described. The rate and main causes of attrition are not analysed.

7.3. Suggestions for improvement

The FVM-SU must continue to work for a reduction in the number of admitted students so the number of students is suitable for size of the facilities.

7.4. Decision

The Establishment is compliant with Standard 7, except for Substandard 7.1:

The Establishment is not compliant with Substandard 7.1 because the number of students admitted, and resources available is inadequate to fully comply.

8. Student assessment

8.1. Findings

8.1.1. Brief description of the student's assessment strategy of the Establishment

An academic calendar is available to students, with the information about the exams (mid-term and final). A policy is in place regarding attendance of students to practical and theoretical courses and taking the final exams. Students can take one mid-term exam and one final exam per semester. A student may also take a part in the Summer Schools offered by different faculties in Turkey, if they don't pass the same subject at the home Faculty. Such activity must be approved by the Dean, after comparison between the curricula and the ECTS credits. If the student successfully finishes Summer School, he/she can continue the program.

There is an official Relative Evaluation System in place, to evaluate student success (the students are compared to each other).

8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences

There are different forms of exams available for the students on theoretical courses, pre-clinical and clinical courses (written, oral, laboratory practice exam, clinical practical skills). The written exams are not anonymous. If a foreign student has language disabilities, she/he can ask for help during the exams and it is often accepted, but it depends on the specific teacher.

After the 3rd and 4th year of study, the students must participate in extramural EPT. Those activities are recorded in a booklet named Student External Practice card and it must be assessed by the Faculty Committee at the end of the study.

8.1.3. Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement

All data regarding the grades and student assessment are stored in the electronic automatic system, under the supervision of the SU.

The awarding system is in place, taking into account the grades obtained in one semester (YANO).

The procedure for the student complaints about exam results exists, there is a form available for the appealing process. The students can get feedback on the exam results by official request to the Dean or by a conversation with the exact teacher, but there is no general procedure for this.

There is an internal webpage where exam results are posted and available to students.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

The academic staff is involved in creating the academic calendar with dates the mid-term and final exams. The calculation of grades is done by an evaluation system, operated by the SU. The best students per semester are awarded.

8.2. Comments

The Establishment does not evaluate the level of student knowledge by validating learning outcomes.

Achieving of the required level of Day One Competences is not systematically monitored.

The Establishment did not show a clear line of responsibility for the assessment strategy and the overall assessment regime. Demonstration of the progressive development across the programme towards entry level competence was not available.

Assessment strategies do not allow the Establishment to certify student achievement of learning objectives at the programme level nor in the individual units of study.

Students in the 5th year should fill the Intern Report Card, showing which activities and classes they participate in.

The procedure of how summer schools are organized is precise and it enables a lower rate of drop-off.

8.3. Suggestions for improvement

- The importance of ESEVT Day One Competences should be made more clear to the students and to the staff and the assessment methodology that ensures that DOC are met should be improved.
- An implementation of a post-assessment feedback to the students should be considered.
- The assessment criteria should be regularly adjusted for students with learning disabilities.
- The Establishment should support the teaching staff to use new assessment methods.

8.4. Decision

The Establishment is compliant with Standard 8, except for Substandard 8.8:

The Establishment is not compliant with Substandard 8.8 due to an incoherent assessment regime and insufficient alignment of learning objectives with program design.

9. Academic and support staff

9.1. Findings

9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles

The overall selection, recruitment, promotion and training of the academic staff is carried out in accordance with Turkish legislation. All the permanent academic staff (102) except for one have been undergraduate and postgraduate students in the FVM-SU. For new positions the requests are submitted to the Dean's office by the Department head. If accepted the request will be submitted to the SU Board of Directors and if approved, the request will be sent to the YOK. There is no organised pedagogic education for the academic staff.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught

There is 102 permanent FTE and 42 temporary FTE in research and teaching position in FVM-SU. They are distributed with 91 Full Professors and 11 Associate Professors (91 + 11 = 102). Research staff is 39 FTE including 32 research assistants and three instructors (32 + 3 = 35). The research staff assists the academic staff in research and teaching. The numbers of PhD students/master students varies between departments. Each Department decides the numbers of research assistants needed. Veterinary candidates apply and go through a selection procedure of which a certain percentage will be selected after an assessment process, which counts 75%. The best will go for a field exam in the specific area, which counts 25%. Of these the best will become PhD or students. They do not get salary from the University unless they are employed as research assistants. If not supported by the University they can apply for grants or have to be supported by family. The Research Staff (PhD students and Master students) assist the Academic Staff in research and teaching.

Tubitak has introduced 2,000 PhD grants for 100 priority areas of which the Veterinary Faculty has got 6 in prioritised areas.

The support staff comprises 62 FTE, 4 veterinarians, 28 administrative FTE and 30 are service personnel. Supportive staff is divided into workers and officers. For being an officer, you have to pass an exam and an interview. The division is relevant for the salary.

In Annex 15 a survey from the support staff for increasing the quality of educational and institutional operation, 34 administrative staff answered (50%), distributed between 4 veterinarians, 28 administrative staff and 30 staff in services. Concerning promotion 67.7 % did not find it according to objective criteria.

The academic staff, however, found the number of academic staff at their own department sufficient.

In relation to the support staff, it was found that social facilities and activities were not sufficient. Furthermore, a majority (64.7%) did not find their superiors fair (Annex 15).

In the coming year several professors will retire and their positions will be filled by promotion of the junior staff.

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff

Academic promotion is carried out in relation to Higher Education Law in Turkey.

The Central Government determines the quota of support staff and the University require the needed support staff from the Central Administration. FVM-SU is not involved in the employment process.

The academic staff can get additional payment due to special activities.

9.2. Comments

There is no formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures).

There is no organised pedagogic education of the academic staff.

The supportive staff in general finds the physical environment unsatisfying and are in general not satisfied with their working conditions among others with respect to promotion and fairness of the superiors.

The PhD students and research assistants will in many cases not receive salary and at the same time work more or less as technical staff hence the rather small amount of technical staff.

There is no well-defined program for professional growth and development of academic and support staff. Courses are only offered for few persons.

The promotion from worker to officer is not clear and has been found non-objective, and workers cannot get promotion.

The supportive staff does not have appraisal with their nearest line manager.

9.3. Suggestions for improvement

- It is suggested to introduce an organised pedagogic and didactic training for the academic staff.
- It suggested to avoid hiring unpaid staff.
- It is suggested to go into depth with the physical environment for the supportive staff.
- It is suggested to have clear promotion criteria.
- It is suggested to have appraisal for the supportive staff.

9.4. Decision

The Establishment is compliant with Standard 9, except for Substandards 9.1, 9.3 and 9.5:

The Establishment is partially compliant with Substandards 9.1., 9.3. and 9.5. because of absence of systematic formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) for all staff involved with teaching and absence of a cohesive program for professional growth and development of academic and support staff.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

Five years veterinary training leads to a Veterinary Bachelor's degree. The best undergraduate students have an opportunity to work as assistant students (up to 56 h per month) and to get familiar with research work. No written thesis is required for the Veterinary Bachelor's degree. However, all students are encouraged to generate independent projects.

After undergraduate studies, it is possible to start with graduate studies leading to a Master of Science (MSc) degree. The MSc studies take two years (first year consists of courses and the second year of the preparation of thesis). These studies should not take more than three years. After the MSc thesis it is possible to start with post-graduate studies leading to a doctoral (PhD) degree. The best students passing the English examination can start directly with PhD studies. PhD studies take four years and should not take more than six years. The two first years are for courses ending up with examination. After passing the examination, the doctoral student can start with the thesis part. The thesis part starts and ends up with an oral examination carried out by the doctoral program committee. There are several programmes for MSc- and PhD-students. In the last year, there is a clear increase in the number of registered master and doctor students (SER, Table 10.1.5).

The continuing education is mainly provided by the Establishment, University (SU-SEM) and Konya Chamber of Veterinarian (KCV). There are various courses and seminars organised together or in co-operation with SU-SEM and KCV (Tables 10.1.6. and 10.1.7.). Currently, there is no specialisation training for veterinarians but in the near future, specialisation training in veterinary medicine is expected to start.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

The master and doctor students help to decrease the working load of the teachers (professors). However, graduate and postgraduate students may decrease the possibility of undergraduate students to get hands-on training.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

Staff, students and stakeholders are not actively involved with development, implementation, assessment and revision of research, continuing training and postgraduate education programmes.

10.2. Comments

There is graduate training (MSc) and post-graduate training (PhD) offered for veterinarians but no (international) specialisation.

10.3. Suggestions for improvement

None.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance

11.1. Findings

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;**
-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;**
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (*teaching, research, services*);**
-) informs regularly staff, students and stakeholders and involves them in the QA processes;**
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;**
-) is compliant with ESG Standards.**

From the SU level to the FVM-SU, there is a will to implement the ESG and Bologna process in higher education, as well as EAEVE recommendations.

One of the main documents that deals with QA is Institutional Evaluation and Strategy Plan, which was constructed by the heads of Departments, EAEVE Commissions and some administrative staff. The Policy for quality assurance is not available at Establishment level.

National accreditation was carried out in 2015, and it is valid for the duration of 7 years. There was a SER for that visit, based upon AVMA- and EAEVE-standards. The Establishment can send a report every 2 years to the VEDEK if there are changes at the Establishment level.

Some committees and commissions are dealing with QA, and the final decisions are done by the Faculty Board and Board of Directors.

Surveys that involve internal and external stakeholders are only occasionally in place, dealing with education, training, professional work, employment etc.

The Central Laboratory, Animal Hospital and Animal Production and Research Center are evaluated and licenced by the state and the Ministry of Agriculture and Forestry.

The official web page, e-mails, and Electronic Document Management System are used for dissemination of documents and all necessary information regarding QA.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

The SU documents related to QA are valid for the FVM, and the Establishment doesn't have its own. There are some specific QA procedures in place (procedures in case of an emergency, assessment appealing) and some of these are advertised with signs on the walls of the Establishment.

The programmes are not designed to facilitate an understanding of the obligation to meet the intended learning outcomes.

Although some of the information and data are collected by the management and different committees on the Establishment level, they are not analysed nor applied for effective management of the programme.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

The Dean is the person mainly responsible for QA at FVM-SU. Staff (either appointed or elected) are involved in implementation of the QA process and were also involved in writing the SER. Students were consulted during the preparation of the EAEVE visit, but they didn't read/check the SER before the visit. Student Council invites different stakeholders to give a lecture about the different topics.

11.2. Comments

A strive for EAVE approval (accreditation) is a clear sign of a desire for a quality enhancement. The students were not informed about the SER, its contents and its value for the evaluation.

The last student's survey regarding the teachers and teaching activity was done in 2011.

The Establishment does not consistently monitor and analyse student progression, recognition and certification, therefore has limited ability to react to issues arising from student progression.

The Establishment does not evaluate the competences of the teaching staff although a minority of the staff facilitate small scale feedback programs. The transparent process for the recruitment and development of staff is not in place.

The Establishment does not have a procedure in place that can ensure that the program is delivered in a way that encourages the students to take an active role in creating the learning process.

The Establishment is not producing a clear timetable for the whole semester, indicating the schedules for specific subjects (name of the lecturer, time slot, and location), vertically and horizontally related. The Establishment did not provide evidence of the monitoring and reviewing of the programme, hampering attempts to continually improve the quality of teaching.

The reporting line of the Establishment is not adequate, preventing a suitable feedback-led response by the appointed committees or designated persons.

Mainly, a teacher is telling the students what they will have to do next week.

There is no clear evidence on how ECTS scores are counted /value of one ECTS.

There is a significant minimum of practical training on the different subjects, especially on the electives.

In Anatomy, there are 30 seconds to answer each question during the practical exam and the bell is ringing after the time has passed.

The biosafety and biosecurity procedures are not met at all locations (carpet on the pathology unit, in front of the Necropsy room).

Space for storing the chemicals was not adequate in all laboratories.

Student self-learning, team work, gaining of the soft skills is not (separately) recorded or evaluated.

Lectures given by teachers are available to students as photo-copy material (to be paid for), more seldom on the internal webpage free of charge and sometimes students may borrow a flash drive from the teacher.

The majority of the facilities at the FVM-SU are research laboratories where undergraduate students do not take any lessons (only in the 5th year).

An area for students to safely practise clinical skills has been designated, but has a restricted offering with the opportunity to practise suturing on plastic and foam matting designed to simulate skin suturing.

There is no SOP for conducting annual audits by the Establishment itself. There is no clear evidence of how the Establishment is into account improvements or enhancement; there is no clear evidence on how the Establishment involves students or external stakeholders in the QA procedures.

Surveys conducted by 5th year students (9th semester) gave non-satisfying results: majority do not find the 9th semester training, the number of the patients per students, gaining practical skills sufficient. The lowest scores were given for the Food Hygiene and Technology, Biostatistics, and Genetics.

Surveys conducted by 5th year students (10th semester) gave non-satisfying results: majority do not find the 10th semester training, and gaining practical skills sufficient. The students do not want to take the lessons related to the Biostatistics, and are of the opinion that Food Hygiene and Technology, Genetics and Histology-Embryology should be elective subjects in that semester.

Academic staff survey raise an issue of the biosecurity on the campus, facilities (laboratories and rooms not sufficient for teaching), and the absence social activities (although there are several table tennis stations and sports activities at the campus).

The surveys conducted by patient owners (answered by 212 persons) gave non-satisfying results as the owners answer to almost all questions as “Very non-important”. Also, the assessment of the Emergency service gave non-satisfying results: difficult access to the emergency room, staff and first reaction was not quick enough, and specialised personnel was not easily accessible. In general, patient owners are not satisfied with the service provided.

11.3. Suggestions for improvement

- QA-procedures throughout the FVM-SU should be planned, implemented, controlled, revised (PDCA-cycle).
- It is recommended to recruit and train a specific person at the Establishment, to be directly involved in updating and implementing the whole QA process.
- The Strategic plan should be available in English, as well as Policy for quality assurance, internal audits, the enhancement plan and SWOT analysis, on the Establishments webpage.

11.4. Decision

The Establishment is compliant with Standard 11, except for Substandards 11.1, 11.7 and 11.10:

The Establishment is not compliant with Substandards 11.1, 11.7 and 11.10 due to poor implementation of QA procedures throughout all ESG and ESEVT Standards.

12. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:						
Date of the form filling:						
Calculated Indicators from raw data						
			Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students		0.121	0.16	0.13	-0.005
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		0.669	0.87	0.59	0.079
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually		0.276	0.94	0.57	-0.291
I4	n° of hours of practical (non-clinical) training		1564.000	905.67	595.00	969.000
I5	n° of hours of clinical training		784.000	932.92	670.00	114.000
I6	n° of hours of FSQ & VPH training		288.000	287.00	174.40	113.600
I7	n° of hours of extra-mural practical training in FSQ & VPH		0.000	68.00	28.80	-28.800
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually		35.822	70.48	42.01	-6.188
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually		10.458	2.69	0.46	9.994
I10	n° of equine patients seen intra-murally / n° of students graduating annually		0.379	5.05	1.30	-0.919
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually		1.566	3.35	1.55	0.021
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually		0.610	6.80	0.22	0.387
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually		13.691	15.95	6.29	7.396
I14	n° of equine patients seen extra-murally / n° of students graduating annually		0.000	2.11	0.60	-0.595
I15	n° of visits to ruminant and pig herds / n° of students graduating annually		1.075	1.33	0.55	0.528
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0.197	0.12	0.04	0.152
I17	n° of companion animal necropsies / n° of students graduating annually		0.244	2.07	1.40	-1.156
I18	n° of ruminant and pig necropsies / n° of students graduating annually		1.443	2.32	0.97	0.473
I19	n° of equine necropsies / n° of students graduating annually		0.011	0.30	0.09	-0.082
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		0.649	2.05	0.69	-0.044
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually		0.586	0.20	0.06	0.523
I22*	n° of PhD graduating annually / n° of students graduating annually		0.066	0.15	0.09	-0.022
1	Median values defined by data from Establishments with Approval status in April 2016					
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					

13. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, 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.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment 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.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 3: Curriculum			
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.			X
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.			X
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment 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, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.			X
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			X
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix 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 Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. 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 Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

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4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.		X	
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.			X
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.	X		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic 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 and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.			X
4.13. 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 animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. 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 to prevent the spread of infectious agents.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.			X
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	X		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. 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.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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 innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			

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7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.			X
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be 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.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment 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.	X		
7.9. The Establishment 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.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment 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.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. 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.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.			X
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.		X	
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.		X	

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9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.		X	
9.6. Promotion criteria for academic 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.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.			X
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.	X		
11.3. The Establishment 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.		X	
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.		X	
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.		X	
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.			X
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.		X	
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.			X
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

Brief history of the Establishment and its previous EAEVE Visitations

Selcuk is one of the districts of Konya, which is the main town in the region of the same name. The Faculty of Veterinary Medicine, Selcuk University (FVM-SU) was founded in 1982 in southern Konya, where it offered veterinary training until 1992. After that date, there was a phased transfer of departments to the present campus. The new clinic units, animal hospital and mobile clinic systems were completed in 1999.

FVM-SU has been a member of EAEVE since 2000 and the first visit was on 18-23 March 2002. In March 2005, SU became a member of the European University Association (EUA). In the 2007-2010 strategic plan of SU, international accreditation was reported to be a very important criterion for education.

The second EAEVE visit to FVM-SU was on 10-11 April 2008. After the second assessment visit, FVM-SU focused on the problems described in the report and the issues considered inadequate. The third EAEVE visit to FVM-SU was on 26-29 October 2009 and some new proposals were suggested.

As a result of the fourth EAEVE visit to FVM-SU on 3-4 March 2011, “insufficient number of animals” and “animal welfare” were considered as major deficiencies.

As a result of the fifth EAEVE visit on 8-9 May 2013, FVM-SU was given “Full Approval” from 30 October 2013 until October 2019.

And finally the FVM-SU received full accreditation for a 7 year period by VEDEK 30 September 2015.

Brief comment on the SER

The SER was well written, however, with a few omissions which were rectified either before or during the Visitation.

The Team had a number of pre-site visit questions which were answered in great detail and thereby adding to a thorough understanding of the Konya curriculum, the strengths and the weaknesses of the Establishment and many other important details.

Illustrations and tables were sufficient and relevant to understand the Konya concept of teaching veterinary medicine integrated with research in a large university setting. Much material was also brought to the team’s knowledge during the visitation.

A couple of recalculated tables has been added to the Team’s report.

Brief comment on the Visitation

The Visitation was performed in a very friendly and informative atmosphere and the Team met open doors in all areas visited with a strong emphasis on demonstrating exactly what the Team wished to see.

The interviews on Thursday revealed academic and technical staff and students very eager to supply the Team with additional information and also more critical remarks relevant to the different groups.

Areas worthy of praise (Commendations), e.g.:

- The financial situation is stable and favourable.
- The net income at the clinics is retrieved for use in the clinics.
- There is a sufficient research portfolio supporting teaching in many areas of the Establishment.

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- There is a huge amount of organised practical training in FSQ
- There is good and relevant access to production animals at the university farm.
- Students are enthusiastic and committed.
- The staff is loyal and dedicated.

Areas of concern (Minor Deficiencies):

1. Partial compliance with Substandard 4.3 because the size of the lecture halls is too small for the number of students.
2. Partial compliance with Substandards 9.1, 9.3 and 9.5 because of absence of systematic, formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) for all staff involved with teaching and absence a cohesive program for professional growth and development of academic and support staff.

Items not compliant with the ESEVT Standards (i.e. Major Deficiencies):

1. Non-compliance with Substandard 3.1 because the learning outcomes have not been explicitly articulated for each subject, they do not form a demonstrable cohesive framework and because of the poor involvement of students in committees.
2. Non-compliance with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.
3. Non-compliance with Substandards 4.6 and 4.12 because of sub-optimal implementation and control of biosecurity procedures.
4. Non-compliance with Substandard 5.1 due to insufficient acquisition of Day One Competences resulting from 9 out of 13 Indicators being below the recommended minimum level.
5. Non-compliance with Substandard 7.1 because the number of students admitted, and resources available is inadequate to fully comply.
6. Non-compliance with Substandard 8.8 due to an incoherent assessment regime and insufficient alignment of learning objectives with programme design.
7. Non-compliance with Substandards 11.1, 11.7 and 11.10 due to poor implementation of QA procedures throughout all ESG and ESEVT Standards.

Glossary

(Please use the same terminology and abbreviations as in the ESEVT SOP when possible)

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External 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

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

1. Non-compliance with Substandard 3.1 because the learning outcomes have not been explicitly articulated for each subject, they do not form a demonstrable cohesive framework and because of the poor involvement of students in committees.
2. Non-compliance with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.
3. Non-compliance with Substandards 4.6 and 4.12 because of insufficient implementation and control of biosecurity procedures.
4. Non-compliance with Substandard 5.1 due to insufficient acquisition of Day One Competences resulting from 9 out of 13 Indicators being below the recommended minimum level.
5. Non-compliance with Substandard 7.1 because the number of students admitted, and resources available is inadequate to fully comply.
6. Non-compliance with Substandard 8.8 due to an incoherent assessment regime and insufficient alignment of learning objectives with programme design.
7. Non-compliance with Substandards 11.1, 11.7 and 11.10 due to poor implementation of QA procedures throughout all ESG and ESEVT Standards.

The Faculty of Veterinary Medicine, Selcuk University is therefore classified as holding the status of: **NON-ACCREDITATION**.