VISITATION REPORT

To the Faculty of Veterinary Medicine of the Atatürk University, Erzurum, Turkey

On 15 – 19 November 2021

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Introduction

The history of the public Atatürk University (ATAU) located in the Eastern Turkey, goes back to 1937, when the founder of the Turkish Republic, Atatürk, mentioned the need for a University in Eastern Anatolia. Almost 20 years later ATAU was founded on June 7, 1957.

The ATAU is a pioneer of progress in the region, with a logo that best expresses its mission to serve life ("In service of life") and vision ("always forward").

The Faculty of Veterinary Medicine in Erzurum (FVMATAU, called the Veterinary Education Establishment (VEE) in this Report) was established in 1997, due to the need for veterinarians in a highly populated animal farming area. The VEE moved to the new building in 2009.

The VEE provides education aiming to train skilled veterinary professionals to serve the society and carry out research in their field, ensuring national and international progress of veterinary science. It is structured in 5 divisions and 21 departments with a total of 80 academic staff. The number of students that enroll every year is around 100. During the 2020-2021 academic year, 548 students are trained of which 14 are from abroad. By the end of 2021 the total number of graduates from the VEE since its establishment will reach 838. At the Institute of Health Sciences of ATAU, 132 MSc and 79 PhD students continue their training in the departments of the VEE.

The VEE building includes 51 laboratories, 7 classrooms, 1 clinical skills laboratory, 1 anatomy unit, 1 necropsy unit, 1 meeting room, 1 conference hall, and 3 study rooms. The intramural clinical training is carried out at the largest Veterinary Teaching Hospital (VTH) of the region, which includes a small animal clinic, a large animal and an equine clinic, with their specific space allowance.

The VEE was conditionally approved for two years (2020 – 2022) by the national accreditation unit of veterinary education in Turkey (VEDEK, the Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine). The VEE was ranked the 3rd in Turkey in 2021 among the top 28 faculties.

At the 23rd General Assembly of EAEVE (Vienna, Austria, May 2010) the VEE was unanimously accepted as a member of EAEVE. The FV of November 15 to 19, 2021 was the first on site visitation of the VEE by the EAEVE. The ESEVT SOP 2019 as approved by the Zagreb General Assembly in May 2019 was valid for the Erzurum FV.

Standard 1. Objectives, Organisation and QA Policy

1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.
The VEE must develop and follow its mission statement which must embrace all the ESEVT standards.
1.1.1. Findings
The mission of the VEE is "to train veterinarians who have gained professional knowledge and skills in national and universal standards, to conduct research in the field, and to serve society". Its vision is "to be a pioneer and innovative faculty that is set an example at the national and international level, accredited, honored to be a member of."
The stated objectives reflect EU Directives and ESG recommendations; they are regarded and included in all processes of the faculty education.
The curriculum is in line with the "Veterinary Basic Field Competencies" within the scope of the *Turkish Higher Education Qualifications Framework (TYYÇ)* and the evaluation criteria elaborated by EAEVE.
The VEE strives to continuously follow national and international developments and to have innovations in veterinary medicine and animal health services.

1.1.2. Comments
The vision and missions of the institution are clearly stated and aligned with EU Directives and ESG recommendations. The learning outcomes are aligned with ESEVT Day One Competences

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The VEE is compliant with Substandard 1.1.

1.2 The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.
1.2.1. Findings

The VEE is part of the Atatürk University (ATAU).

The responsible persons (Dean, VTH Head and the person responsible for the curriculum) are all Doctors of Veterinary Medicine (DVM).

The organization of the VEE is established by national legislation and the structures of the VEE follows ATAU guidelines and regulations.

The Dean is selected among three professors and is appointed by the "Council of Higher Education" (YÖK) for three years, with possibility for reassignment with the same method. The Dean's office is assisted by two "Deputy Deans" and the "Faculty Secretary".

The Faculty Board (FB) is composed by heads of all divisions, 3 representatives of professors, 2 representatives of associate professors, 1 representative of doctor and 1 representative of students. They are elected for three years under the presidency of the Dean. The FB decides on educational, scientific and publication activities and on the principles, plans, programs and educational calendar.

The Faculty Administrative Board (FAB) consists of three professors, two associate professors and one doctor faculty member, elected by the Faculty Board for three years. The FAB decides on student admission, course adaptations, drop-outs, and teaching and examination aspects.

The VEE consists of 5 divisions subdivided in 21 departments. The divisions are:
- Basic Sciences,
- Preclinical Sciences,
- Clinical Sciences,
- Zootechnics and Animal Nutrition, and
- Food Hygiene and Technology

Departments are responsible for teaching and research activities. The head of department is appointed by the Dean for a period of three years and is responsible for the teaching and research at all levels of the department and of all the regular activities in the department.

The VTH is a separate organizational unit under the Dean, with an independent Board of Directors, which is capable of making decisions within itself.

The VEE has a number (38 are listed) of commissions and coordination offices with independent and impartial decision-making and authority. The mandates and the lines of responsibilities follow those laid out by the ATAU. This includes the Education-Training Commission - which decides on education-related issues such as curricula, exam schedules, organization of practice courses, evaluation of horizontal and vertical transfers, and course adjustments, and makes recommendations to the Dean's office; and the Unit Quality Commission, which conducts quality studies and processes. The commissions are all directly responsible to the Dean and present their reports the Deanery Office.

Students are represented in commissions (e.g. curriculum and social activities); there is an annual election among students. A total of eight student representatives are represented in committees (not more than one student in any).

1.2.2. Comments

A large number of committees and coordination offices allow for discussions and handling of aspects related to the veterinary programme. The decision-making flow for decisions is well defined and follows overall ATAU procedures; the decision making power of – and the coordination between – the individual bodies is embedded in a hierarchical structure and all report directly to the Dean's office. The interaction and sharing of information and views between bodies is not formalized. Students are represented in less than a third of committees and in coordination offices, and there is no more than one student represented in any of these.

1.2.3. Suggestions for improvement

Opening up for more student representation in (more) committees and commission, to enhance students' involvement, input and role in discussions and decisions related to the programme.

1.2.4. Decision

The VEE is compliant with Substandard 1.2.

1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

The 2019-2023 Strategic Plan of the VEE is available on the net. It has been prepared and approved by the "Strategic Plan preparation commission". A plan for 2023-2027 is in the process of preparation.

The Plan includes a SWOT and an "Establishment Operating Plan with Timeframe and Indicators of Achievement of its Objectives", within four "Goal and Strategy" areas: Developing the institutional structure; the improvement of the quality of academic staff and students; Improving Education and Training; and Improving research quality.

The strategic plan is implemented by the Dean. Realization and evaluation of the plan is performed by the "The Faculty Commission on the Quality Assurance". The status of the operating plan is provided in the annual VEE "Veterinary Faculty Action Plan Report" where two main sections provide status and follow up on the Quality Assurance system and education activities.

1.3.2. Comments

The strategic plan is developed in a process where input from commissions and councils is incorporated and followed up in action plans, constituting platform in the QA process.

1.3.3. Suggestions for improvement

From a QA point of view, it could be considered to implement a SWOT analysis for each standard of the ESEVT SOP.

1.3.4. Decision

The VEE is compliant with Substandard 1.3.

1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

ATAU has developed quality assurance policies for different institutes/faculties/departments. The VEE is obligated to follow these. ATAU has a "Quality Coordination Office" (QCO) which

is the overall responsible for the quality policy and which has laid down procedures for the individual faculties. The office promotes good practices at the university and organizes instructions, feedback systems, evaluations, accreditation procedures, internal audit practices. These are laid out in the ATAU "Quality Coordination Directive". The deans of the ATAU faculties have place in the ATAU Quality Coordination Committee which is the overall responsible unit for ATAU QA policies.

Internal evaluation reports are submitted to the "Institutional External Quality Commission" (at YÖK, the Turkish Council of Higher Education). Reports are available on the web.

Apart from the "Strategic Planning Commission", there are commissions for "Unit Quality" and for "Self-Evaluation". Studies/reports are prepared annually by these commissions.

The VEE also has an "Accreditation Commission" which prepares applications for national and international accreditation institutions.

The VEE is a member of the "Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine (VEDEK)" which is the national accreditation unit of veterinary education in Turkey and conditionally approved the VEE for two years on February 14, 2020.

1.4.2. Comments
The VEE has the aspiration to comply with national and international accreditation standards. The membership of VEDEK has contributed to ATAU and the VEE strengthening their efforts to develop the QA system and efforts.

1.4.3. Suggestions for improvement
None.

1.4.4. Decision
The VEE is compliant with Substandard 1.4.

1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings
Information about the VEE is available on the ATAU website in Turkish and English. The VEE has not been visited by the EAEVE before.

There are regular contacts with regional and federal government agencies and institutions, related e.g. to food control and veterinary disease control. Private sector relations (e.g., through the Federation of Veterinarians) include consultancies/trouble shooting and provision for student practices/EPT.

Strategy/policy for interaction with the wider society is accessible through Faculty Websites and social media.

1.5.2. Comments
Although there is no formal involvement and interaction with stakeholders in relation to committees and similar, in the form of e.g. representation in committees or regular meetings

with representatives of industry, public sector institutions etc., the interaction is continuous with both governmental and private veterinary bodies.

1.5.3. Suggestions for improvement
Formalized, regular (e.g. biannual) meetings with stakeholder representatives to discuss curriculum issues, candidate profiles, job market perspectives etc.

1.5.4. Decision
The VEE is compliant with Substandard 1.5.

1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings
The curriculum has been revised four times based, most recently in 2020. It follows the EC Directive 2005/36 and VEDEK and EAEVE reports/updates, feedbacks from student and stakeholders. Updates on infrastructure and biosecurity were implemented during the VEDEK accreditation process in 2020.

In parallel with the annual studies and reports prepared by the commissions for Self-Evaluation, Unit Quality, and Strategic Plan Preparation, the VEE undergoes internal and external audits every year.

The Deanery Office shares data and analyses in the academic personnel assembly, held twice a year before beginning of semesters.

Action plans and the results of the graduate surveys are available on the website, as is the QA plan and report, and subject to discussion in the Faculty Board.

1.6.2. Comments
The extent to which staff and students have been involved in the reviews of activities - apart from surveys – is not made evident in the reporting and documentation available. Nevertheless, the information provided during the Visitation supported both the participation of staff and students in the reviews of various activities.

1.6.3. Suggestions for improvement
In the review and reporting of activities: provide more detailed descriptions and considerations as regards how input from staff, students and stakeholders is utilised.

1.6.4. Decision
The VEE is compliant with Substandard 1.6.

1.7 The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the

progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings
The VEE has not been visited by the EAEVE before.

1.7.2. Comments
None.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Substandard 1.7.

Standard 2. Finances

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

2.1.1. Findings
Funds for the VEE are categorised in four groups: the Treasury resources (internally known as "The Special Budget"), Revolving Fund, Project Revenues and Other Resources.

The Treasury resources ("Special Budget") represents the largest contribution to the budget and it is assigned from the treasure at central government level. A proportion is managed by the Rectorate and another by the VEE. The proportion managed by the rectorate is used for the general running of the buildings (e.g. electricity and heating) and other wider university expenses/activities which benefit the VEE, but are not specific to them (e.g. internet, sport clubs). On the other hand, the proportion managed by the VEE covers salaries, health security, consumables for buildings, including the VTH. This represents the largest proportion of the whole VEE budget.

The Revolving Fund comes from the VTH and a diagnostic unit, as well as from reallocating some incomes from research grants if needed. This is managed at VEE level and needs final approval from the Dean.

Project revenues come mainly from the University (Scientific Research Projects Coordination Unit (BAP)). Funding can also come from non-university institutions, mainly the Scientific and Technological Research Council of Turkey (TÜBİTAK).

Other resources consider income generated from such as consulting services.

Students fees contribute to the overall University budget rather that to the vet school budget. However, student fees as a minimal impact on the annual budget of the VEE.

2.1.2. Comments
The largest proportion of the budget is managed at the VEE level.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Substandard 2.1.

2.2 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.
The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings
Clinical facilities (VTH) prioritise teaching and learning activities when managing the budget. The Dean has autonomy to manage the budget.
There is flexibility in the budget in case further needs are highlighted by a particular Division. The decision to reallocate funds is made at the VEE level (Dean).

2.2.2. Comments
None.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Substandard 2.2.

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

2.3.1. Findings
There is an annual allocation of the budget (based on calendar year, not academic year).
An internal audit system is in place in order to assess the budget and expenses.
As a result of the needs review process, a number of teaching and research buildings have been planned (e.g. new classrooms, anatomy museum, equine facilities and a vaccine manufacturing centre).
The cost for construction of new buildings (and hence their approval) is managed by the Rectorate. However, the VEE proposed the action plan and the categorisation of needs for the attention of the Rectorate.
An internal and external audit processes are in place in order to assess the expenditures of the VEE. The internal process is managed by the University Internal Audit Unit, while the external is run by auditors of an independent public institution (Turkish Court of Accounts).

2.3.2. Comments
Based on the VEE's needs, new facilities have been planned and approved. These include facilities for teaching and learning (e.g. museum), research (e.g. vaccine centre) and social areas (e.g. canteen).
There are processes in place to identify needs, as well as to audit the expenditures of the VEE.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Substandard 2.3.

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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings
3.1.1.1. Findings
The general framework in which DVM curricula are built in Turkey is determined by the Council of Higher Education (YÖK), the VEE can propose a curriculum within the national legislation framework. There are three active DVM curricula at the VEE; the last update was in 2020 according to the EC Directive 2005/36. Information present in the Self-Evaluation Report (SER) is related to this mentioned 2020 curriculum that is organized in 5 years (10 semesters) of full-time theoretical, practical and clinical training.

Beside the subjects expected for a DVM curriculum, there are other compulsory courses in university programs, including Atatürk's Principles and History of Revolution and Turkish Language.

Students are exposed to basic preclinical sciences, zootechnics and animal nutrition in the first 3 years, while clinical sciences, animal production, food hygiene and technology, public health and food safety and quality are taught in the last 2 years.

If a need for a change in the curriculum is pointed out, the Dean's Office asks the VEE Education Commission or the curriculum study commission to do the necessary work. Overlaps and inconsistencies plans are reviewed annually by the Education and Training Commission. In addition, according to the results of the student evaluation surveys, updates are made in the courses.

Students are exposed to a total of 4555 hours of training during the entire curriculum with an average of 455 ± 51 hours per year. Non-clinical animal work starts in the 6th semester with 8h of training and gradually increases till the 10th semester. Clinical animal work starts in the 6th semester as well but the majority of hours are in the 10th semester.

3.1.1.2. Comments
The curriculum meets the requirements outlined in the EU Directives on veterinary education and the SOP 2019 of ESEVT. Mechanisms to point out a need for change in the curriculum and modalities to start an internal initiative to modify curriculum educational aims / learning

outcomes, although described, are not very clear. Further information on the involvement of students in curriculum monitoring and update was provided during the Visitation.

3.1.1.3. Suggestions for improvement
The enhancement by the VEE of the procedures, involving students, describing how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected could be beneficial.

3.1.1.4. Decision
The VEE is compliant with Substandard 3.1.1.

3.1.2. Basic Sciences
3.1.2.1. Findings
All the basic sciences subjects included in the Directives 36/2005 and 55/2013 and also in the ESEVT SOP are included in the curriculum. Students are exposed to both theoretical and practical training in the first four semesters of the curriculum.

3.1.2.2. Comments
None.

3.1.2.3. Suggestions for improvement
None.

3.1.2.4. Decision
The VEE is compliant with Substandard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)
3.1.3.1. Findings
Students receive theoretical and practical teaching of clinical sciences in companion animals during the last 5 semesters of the curriculum. Clinical subjects such as basic surgery, small animals and ruminant surgery), traumatology and orthopaedic surgery, anaesthesia, small animals and equine internal medicine, exotics, emergency and preventive medicine are located into the curriculum, with theoretical teaching provided in all of these subjects.
The practical teaching is initiated in the 6th semester with the subject denominated "introduction to the clinic". Afterwards, students rotate in groups of 8-10 students within the scope of the Clinical (I, II, III) subjects that they took in the 7th, 8th and 9th semesters in disciplines as obstetrics and gynaecology, reproduction and artificial insemination, surgery and internal medicine for 14 weeks (8 hours/ weeks) receiving practical training in these subjects.
The total number of practical hours in clinical companion animals comprises 476 hours per student. The practical teaching of disciplines as anaesthesia (small animals and equine), intensive care, ophthalmology, cardiology, oncology, diagnostic imaging, equine internal medicine, equine surgery, and internal medicine and surgery of exotic animals are not defined in the curriculum.
Clinical skill labs are available for students and they are useful for several subjects i.e. surgery, reproduction, internal medicine and histology and pathology.

3.1.3.2. Comments

There is an imbalance in the number of hours of practical teaching of companion animal clinical disciplines. Several subjects mentioned above such as small and equine surgery and internal medicine, traumatology, anaesthesia, exotic animals medicine and surgery only include theoretical training in the curriculum. These disciplines should include seminars, supervised self-learning but also, the most important aspect is the inclusion of clinical animal work. On the other hand, the discipline of preventive medicine has a larger proportion of practical teaching hours in comparison with the mentioned disciplines.

Clinical rotations (I, II, III) are not clearly structured in a way that ensures that students get adequate hands-on clinical experience in small animals, equine and exotic animals.

3.1.3.3. Suggestions for improvement

The VEE should provide enough proportion of hours of practical teaching in the clinical disciplines in a species-oriented approach, which means students must acquire Day One Competences in all the clinical disciplines including small animals, equine and exotics.

Clinical rotations should be organized to guarantee that students compulsory rotate through all of these disciplines. Grouping students for clinical rotations in a reduced number than actual ones (8 to 10) is desirable. A number of 4 to 5 students per group would be more appropiate, which can be achieved with an adequate increase in the academic and support staff of clinical companion animal disciplines. Clinical rotations need to be structured in advance to ensure that students rotate through all of the aforementioned disciplines (species oriented) in a compulsory way.

Clinical skills labs might be improved by adding more dummies covering several species and disciplines (i.e. horses). The inclusion of seminars and clinical animal work in the aforementioned subjects would be beneficial. A reduction in the number of practical hours of preventive medicine is also suggested in order to get a more balanced curriculum.

3.1.3.4. Decision

The VEE is not compliant with Substandard 3.1.3. because the curriculum does not allow sufficient acquisition of Day One Competences in Clinical Sciences in companion animals (including equine and exotic pets).

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

3.1.4.1. Findings

Most of the clinical training related to farm animals takes place between the 4th and 5th year, including ambulatory clinics. Rotations are organized in groups of 20-25 students. Ambulatory clinic takes 15 students per visit.

The majority of food-producing animal education is taught in bovines in the areas of animal nutrition, reproduction and obstetrics. Most of the learning on animals before 10th semester is accomplished by observation, except zootechnics and animal nutrition. Clinical work is focused on obstetrics and reproduction. Students record their practical activities in a logbook that is supervised by a teacher.

3.1.4.2. Comments

In correspondence to the socio-cultural reality of the region, pigs are not represented as subject for clinical training in the curriculum, but teaching aspects on this species are included in the

manuals and other teaching materials that are available to the students.

Pre-clinical training in food-producing animals is mainly based on seminars (as calculated by the number of hours of basic subjects in Table 3.1.2.)

The ambulatory service provides training in field work with farm animals, but students do not undertake routine herd health planning or prevention of infectious and parasitic diseases, except for the teaching chicken unit.

3.1.4.3. Suggestions for improvement

Routine herd health planning should be introduced into the teaching through the available teaching farm and the ambulatory service.

A better connection between basic and clinical subjects should be included in the curriculum, with subjects of prevention and control of transmissible diseases in food producing animals.

3.1.4.4. Decision

The VEE is not compliant with Substandard 3.1.4. because the curriculum does not allow sufficient acquisition of Day One Competencies in Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management).

3.1.5. Food Safety and Quality
3.1.5.1. Findings

Teaching of food safety and quality at the VEE starts during the clinical years. This is tracked to six modules that are core to the veterinary curriculum of the VEE. These are: Food Hygiene and Technology, Veterinary Public Health, Food Legislation, Meat Hygiene Examination, Meat Products and Technology and Dairy Hygiene and Technology. Teaching includes theory and practical for all modules but for Veterinary Public Health and Food Legislation. The total teaching hours tracked as food safety covers 154 hours for theory and 140h for practical activities.

Practical training in food microbiology and bromatology and dairy safety and technology is delivered at the VEE, in the relevant teaching labs, organised in small groups.

On the other hand, for practical activities in dairy hygiene and technology students have access to the University dairy unit (pilot plant, which is not dependant of the VEE). The dairy unit processes the milk coming from the university cattle farm. The facility has a commercial license and a number of processing lines where students can see and discuss the production of a several dairy products (including pasteurised bottled milk, yogurt, cheese and ayran). Students are also given the opportunity to carry out milk tests and producing a dairy product.

Meat hygiene and technology practicals are carried out in external commercial slaughterhouses. During their undergraduate degree, students visit at least four times a red meat slaughterhouse (cattle and small ruminants - approx. 4 hours per visit) and at least twice a poultry slaughterhouse (broiler - approx. 2 hours per visit).

The red meat slaughterhouse is located at approximately 10km from the VEE, while the poultry slaughterhouse is approximately 200km away. The academic responsible for the module accompanies the students to the slaughterhouse and delivers the training, assisted by the official veteran on site (this applies for both red meat and poultry facility.

The red meat facility carries out slaughter, carcass dressing, deboning and further process. Further process includes sausage making and other meat products. Students have access to all the areas where they can observe and discuss the process.

There is no contractual agreement to carry out the visits, but there is a strong relationship with

these external organisations, particularly considering they are public institutions (as well as the University). Additionally, the academic running the session provides training to food handlers at the red meat site.

In the red meat facility students see non-stun slaughter. In the broiler slaughterhouse, the animals are stun with electricity. Stunning methods (even if not commercially used in Turkey) for food producing animals, including pigs are explained in lectures.

Four academics are currently responsible for the delivery of these modules. However, five members were originally part of the team (as sadly, the veterinary public health academic recently passed away). These four academics are also responsible for the supervision of 50 postgraduate students (22 PhD and 28 Master).

Some areas tracked to "Basic Sciences" in the SER, particularly the modules on Breeding and Diseases of Seafood and Breeding and Diseases of Bees are not tracked to food safety and quality.

3.1.5.2. Comments
Academics are responsible for the preparation of laboratory material when relevant to run a practical. Students have access to good dairy facilities on site.

The red meat slaughterhouse currently visited provides a good learning experience, due to the amount of activities that are carried out by the food business operator. Additionally, the layout of the facility seems to allow visitors circulating without interrupting the process, or increasing the risk of cross-contamination, while considering health and safety.

The number of hours on food safety and quality would increase if the relevant sessions on fish and bee modules are considered and tracked.

3.1.5.3. Suggestions for improvement
Support staff and at least an additional academic staff member could be beneficial for the smooth running of the modules, as well as to facilitate the distribution of tasks within the team. Relevant sessions in the fish and bee modules could be tracked to food safety and quality in order to provide a more accurate assessment of the weight of this component in the core curriculum.

3.1.5.4. Decision
The VEE is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge
3.1.6.1. Findings
Students acquire information about professional knowledge during their education. Professional communication, deontology and legislation are included (56 hrs).

Herd management and economics are listed as professional knowledge in the SER for 24 hrs.

3.1.6.2. Comments
Students are not involved in the writing of clinical and patient records. Since not a broad range of diagnostic and therapeutic facilities are available (see Standard 4.5), staff and students cannot avail of full diagnostics of cases and therefore are able to show students only limited treatment possibilities for the patients. The VEE is the most advanced veterinary facility in the wider area, so not all students get the opportunity to acquire additional knowledge during EPT.

3.1.6.3. Suggestions for improvement

Students should be involved and trained in writing clinical records, and should be fully participating in the clinical workup of patients (see Standard 5.3)

Full diagnostic and therapeutic facilities should be offered to students to teach them a full clinical diagnostic and treatment possibilities.

3.1.6.4 Decision

The VEE is partially compliant with Substandard 3.1.6. because suboptimal acquisition of understanding and use of principles of clinical governance, and practise evidence-based veterinary medicine.

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

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

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

3.2.1. Findings

The VEE education and training program is designed according to TYYÇ and EU 2005/36 Directives.

The learning outcomes of the education at the VEE can be accessed from the ATAU Course Information Package System. The competencies to acquire in the programme have been defined reflecting these criteria and are available at the website. The competencies to be obtained are listed under four main headings:

Ability to Work Independently and Take Responsibility

Learning Competence

Communication and Social Competence

Domain-Specific Competence

For the SER, the VEE has provided "The core veterinary programme, curriculum and ESEVT Day One Competences" which lists the courses and how their Learning Outcomes match the Day One Competences.

Students are encouraged to engage in self-learning and perform self-learning by using the educational materials and facilities available at the VEE and ATAU. The student internet platform "ÖBS" provides access to e.g. course descriptions, course material and e-books. Course evaluations are also done over the ÖBS, and student workload is monitored/surveyed in the ÖBS – to feed into the continuous updating of course design and workload.

There are study rooms and access to books and computers at the VEE, and students may be allowed to access computers in the laboratories of department.

ATAU prepares an annual "Institutional Self-evaluation Report" which is submitted to the YÖK Quality Commission. The report is based on input from the faculties, where the VEE "Self-Evaluation Commission" prepares the report.

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The VEE "Unit Quality Commission" prepares the annual "Quality Action Plan Report" according to the ATAU policies and procedures for QA; the report provides status and follow up on the QA system and education activities and is presented and discussed at Faculty Board meetings.

3.2.2. Comments
The VEE has in place a QA system embedded within and supported by the overall ATAU structures and procedures. Facilities and opportunities for self-learning are mainly communicated to students through faculty advisors.

3.2.3. Suggestions for improvement
Making the provision of (self) learning opportunities at faculty and university level more transparent and accessible to students - and less dependent on individual faculty advisors – eg. through website with descriptions of opportunities, would be beneficial.

3.2.4. Decision
The VEE is compliant with Substandard 3.2.

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

3.3.1. Findings
The learning outcome for each course is included in the course catalogue, available in the ÖBS. The learning outcomes of the courses in the curriculum are prepared by the lecturer of the course; they aim for learning outcomes to be compatible with the ESEVT first-day qualifications.

If one or more of the learning outcomes of the course have not been evaluated in the student assessment, it is requested at the beginning of each semester to either update the learning outcomes of the course or make an assessment related to the learning. Revisions of learning outcomes are done by the lecturer who teaches the course (in the ÖBS).

The compatibility of the course learning outcomes and the exam questions is matched in a matrix table. If there is no evaluation related to the learning outcomes, the course responsible is requested to update the learning outcomes, as part of the mandatory yearly update of the course descriptions.

Recently graduated students are not involved in the evaluation and development of the curriculum. With the planned "alumni tracking system" this is aimed for.

3.3.2. Comments
The Day One Competences (D1C) are reflected in course descriptions, while the concept is not communicated to students in any concerted manner.

3.3.3. Suggestions for improvement
Include the D1C learning competence framework in the ÖBS, with better indications as to how the individual courses respond to the learning outcomes, to better allow students to follow their progress in acquiring the competencies over time.

3.3.4. Decision
The VEE is compliant with Substandard 3.3.

3.4 The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:
- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings
The VEE is authorized to prepare the curriculum within the framework of the current legislation. Curriculum revisions can be made with suggestions from departments, students and stakeholders, national and international dynamics (e.g., 2005/36/EC).

If a need for change of the curriculum is identified, the Dean's Office instructs the "Curriculum Study Commission" to prepare the changes. This Commission i.a. identifies the deficiencies of the current curriculum and the aspects that need to be updated, and prepares the new curriculum and the application principles. After the proposals made by the Commissions are evaluated by the Faculty Board, they are submitted to ATAU Senate for examination and approval.

In addition, reflecting the results of the student evaluation surveys, lectures make annual reviews/updates of the individual courses. It is mandatory for students to complete the course evaluations, in order for them to access their exam results.

The curriculum is discussed and areas for improvement are identified at the VEE Academic Board. Here all academic staff meets once per semester.

The curriculum has been renewed/updated four times (most recently in 2020) based on the evaluations of the Veterinary Faculty Bologna Process, and VEDEK and EAEVE reports/updates, feedbacks from student and stakeholders.

3.4.2. Comments
The committee structure at the VEE follows the structure established by ATAU, with designated bodies overseeing the various aspects of the curriculum, in a strict hierarchical structure where all report to the Dean's office.

There is no fixed period or plan for curriculum revisions. Changes in the curriculum have been made ad-hoc in response to needs addressed by internal reviews and feedback.

3.4.3. Suggestions for improvement
Establish a fixed process for regular review of the curriculum, with clearly designated roles and responsibilities and involvement of students and external stakeholders.

3.4.4. Decision
The VEE is compliant with Substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the VEE, 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, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings
EPT is set up for 25 working days / 200 hrs, where a student can choose from veterinary clinics, animal shelters, slaughter houses, pharmaceutical or feed industry enterprises or an accredited laboratory. All EPT places are accessed by the EPT commission to assure they are suitable for the students.

3.5.2. Comments
Students mostly do their EPT in one place, limiting the exposure and experience students can get in these weeks.

3.5.3. Suggestions for improvement
Spreading EPT over multiple clinics and other institutes will benefit the students and help them better understand the possibilities of their career in different fields of the veterinary profession. A clear understanding of the Day One Competences should be communicated to the EPT providers as well.

3.5.4. Decision
The VEE is compliant with Substandard 3.5.

3.6 The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.
3.6.1. Findings
EPT places have to be approved by the Faculty Internship Commission. Apart from pre-approved places, individual requests are submitted to and evaluated by this Commission as well at least a month before the start of a prospective internship. Students are covered by the VEE's insurance policy during their internships.

EPT's activities are recorded in a notebook and together with the EPT officer's evaluation these records are evaluated by the Faculty Internship Commission.

3.6.2. Comments
None.

3.6.3. Suggestions for improvement
Regular training and communication with EPT providers to ensure a more harmonised evaluation of the students' performance during the EPT should be beneficial.

3.6.4. Decision
The VEE is compliant with Substandard 3.6.

3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.
3.7.1. Findings
A notebook is kept during the EPT, where activities are recorded. Together with the EPT officer's evaluation these records are evaluated by the Faculty Internship Commission. If the EPT evaluation is deemed insufficient by the commission, a student has to redo his whole EPT. Students can appeal against the commission's decision, but this never happened.

3.7.2. Comments
A complaint procedure is in place for both students and EPT providers, but there seems to be no complaints being filed by either.

3.7.3. Suggestions for improvement
A clear understanding of the Day One Competences should be communicated to the EPT providers and evaluation of EPTs should be more standardised. The offering of shorter EPTs with multiple clinics or other institutes instead of one large EPT would benefit students and assure their broader evaluation.

3.7.4. Decision
The VEE is compliant with Substandard 3.7.

Standard 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.
4.1.1. Findings

The university campus is located on the Erzurum plain and has the distinction of being the second-largest campus in Turkey. It is located in the city centre and transportation service is offered to the campus by public transportation. University has numerous faculties, all located within the same campus as the VEE.

The VEE is located on an open area of 30.000 m^2, and a closed area of 22.000 m^2. Internet access is available through the campus. The construction of the buildings of the VEE is modern and provide a large space and environment conducive to learning.

Clinical skill labs are available for students, especially one for introduction to clinical practice (surgery, propaedeutic, reproduction, etc.) and pathology skill labs.

Laboratories for basic sciences are well equipped and maintained, even though, some of the equipment is old and the workload is scarce.

The premises for ruminants (farms), are located close to the VEE and they are adequately maintained.

VTH is constructed in the same building as the Veterinary School. Facilities comply with relevant legislation.

4.1.2. Comments
None.

4.1.3. Suggestions for improvement
It would be beneficial to update the strategy for maintaining and upgrading facilities, especially the VTH, considering the needs for practical teaching in small and large animals as well as animal welfare and care standards.

4.1.4. Decision
The VEE is compliant with Substandard 4.1.

Standard 4.2: 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. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.
Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.
4.2.1. Findings
The VEE has 7 theoretical classrooms with a capacity of 93 students each, with media equipment and Wi-Fi coverage. There are also 51 student practice and research laboratories, and in addition the Anatomy Practice Class, Clinical Skills Laboratories and the Necropsy Hall. The VEE's library ($93m^2$) provides study place for 32 students. There are a total of 92 computers, 26 projectors and overhead projectors to be used for educational purposes. The VEE' intramural clinical activities are carried out at the VTH, with resting and changing facilities. In the large animal clinic section of the VTH, there is a 40.28 m^2 dressing room and gender-oriented showers.

A canteen with an area of 480.5 m^2 is used by students and supervised by the Department of Food Hygiene and Technology of the VEE. The VEE provides a cafeteria located 150 meters from the VEE. In the rest room, available for on-duty students, there are a sofa and chairs available in various numbers.

4.2.2. Comments

In the VEE, there is an adequate number of theoretical classrooms, laboratories, practice classes, clinical facilities and necropsy rooms, as well as self-learning premises, lockers, recreation areas and sanitary services for students. Offices for staff are also adequate. VTH supports the clinical facilities for practical teaching. Likewise, library and canteen offer enough room for students.

4.2.3. Suggestions for improvement

Some of the clinical facilities as the emergency clinics, isolation units and hospitalization premises for small animals, equine and large animals could benefit of more complex equipment and adequate maintenance.

4.2.4. Decision

The VEE is compliant with Substandard 4.2.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:
- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings

The VTH constitutes 3.200 m^2 of the indoor area of the VEE. The VTH has 6 Small Animal Hospitalization Rooms, 1 Hospitalization Unit with 8 rooms in total, 2 of which are Large Animal Hospitalization Rooms. There is an Emergency and Isolation Unit with a total closed area of 420 m^2. There are 2 additional examination rooms, 1 ovine quarantine room, and 1 bovine quarantine room in the unit. Most of the clinical activities are carried out in the VTH. The examination rooms, operating rooms, imaging, hospitalization areas and isolation rooms and other units of the VTH are adequate in number to ensure most of core clinical teaching activities. However, there are no consultation room and hospitalization unit for exotic animals as well as hospitalization unit for isolated small and large animals.

The VTH is built in the same building as the VEE. The facilities are new and in general, well equipped and maintained, though, some of them as emergency clinics, isolation units and hospitalization premises for small animals, equine and large animals are sub-optimally equipped, not ready to be used. Reanimation units after surgical procedures in small and large animals are missing.

Biosecurity and biosafety protocols and procedures and known by the students and the staff, but they are not available on the web page nor they are implemented in all facilities. Signalling and waste management are adequately located through most of the VEE, however, in necropsy rooms and isolation facilities they are not sufficiently present. In some laboratories in basic sciences as well as in a consultation room in the VTH there are oxygen bottles accessible to students and staff. Nevertheless, they are placed and managed according to the Turkish legislation in the field. The ventilation system of the surgery room is not adequately working;

since circulating air from inside goes through other areas of the hospital, instead of going to the outside. Likewise, the cleaning system of the surgery rooms (septic fossa) is a concern.

The electronic recording system used for patients is denominated E-Vet system and is worthy and it is useful to enhance learning. It is centralized in a way that all the clinical information for patients, analyses and results from the laboratories and diagnostic imaging are included. Students have access to the electronic files, though they are not allowed to write into the files.

4.3.2. Comments

Within the VTH reanimation units, emergency rooms for small and large animals, isolation units and hospitalization areas for small and large animals are already built, but they are sub-optimally equipped or used. The equipment of laboratories in some of the basic sciences should be updated. Likewise, emergency clinics, isolation units and hospitalization premises for small animals, equine and large animals must be adequately equipped and maintained in order to be used.

The ventilation system of the surgery rooms and the floor cleaning system are functioning sub-optimally.

Welfare concerns regarding the post-operatory status of the animal might appear, depending on the case and the patient when hospitalization does not follow surgical procedures.

E-Vet system is implemented to some extent through the VTH; the clinical data ought to be included in the system not only by the administrative staff, but also by the clinical staff itself and by students under direct supervision. The number of computers with E-Vet access in the consultations, hospitalization units, laboratories, in order to be used by clinicians and by the students during the rotations (with clinician/teachers' supervision) is sub-optimal.

4.3.3. Suggestions for improvement

The VTH reanimation units, emergency rooms for small and large animals, isolation units and hospitalization areas should be better equipped with all the clinical devices and equipment foreseen to be used by students and staff and adequately maintained by trained technical staff, ensuring promotion of animal welfare and good management practices. Biosecurity and biosafety protocols and procedures, including access to oxygen bottles in the clinics and laboratories, should be posted on the web page, made available for students and staff and implemented in all of the facilities.

Isolation, emergency rooms and surgery rooms should ideally not have windows.

A separate consultation room for exotics should be made available, in order to adequately perform the consultations in these species, apart from dogs and cats.

4.3.4. Decision

The VEE is not compliant with Substandard 4.3. because the core clinical teaching faclities do not offer sufficient education support for best husbandry, management, biosafety and biosecurity, and animal welfare practices.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that 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, on-call service must be available if emergency services do not exist for those species in a VTH.

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

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The VTH provides clinical facilities for the VEE; it is structured into 3 different areas: small animal, large animal and equine clinics. An emergency clinic is available and it provides 24h service 7 days a week. The clinical training is rather patient-based than evidence- and research-based.

4.4.2. Comments

The staff and equipment of the emergency clinic are sub-optimal. Emergency services for companion animals are sub-adequately equipped and sub-optimally maintained in functioning. Similarly, the research-based and evidence-based clinical training is sub-optimal in both companion and large animals.

4.4.3. Suggestions for improvement

An effort should be made to modify the actual clinical training; from patient or individual oriented approach as nowadays to evidence-based and research-based approaches.

4.4.4. Decision

The VEE is partially compliant with Substandard 4.4. because research-based and evidence-based clinical training is suboptimal.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

Certain diagnostic and therapeutic facilities are provided by the VEE; however, there are several insufficiencies, i.e., undergraduate students do not have compulsory practical hours in the services of large and small animals' diagnostic imaging, anaesthesia, ophthalmology, intensive care units, as well as necropsies of varied species. Furthermore, the number of hours in emergencies and hospitalization are sub-optimal.

4.5.2. Comments

An effort must be made to increase and improve the clinical facilities and procedures performed in the VTH in order to ensure enough access to students to the aforementioned diagnostic and treatment facilities. For example, ultrasonography is under internal medicine staff; well trained staff in this discipline is needed.

4.5.3. Suggestions for improvement
The increase in the number of academic and support staff in diagnostic imaging, anaesthesia, ophthalmology, intensive care disciplines is needed, in order to get enough experts in these disciplines. The increase in the number and variety of clinical facilities in order to provide access for students to all required diagnostic and therapeutic facilities including companion animals and large animals is needed.

4.5.4. Decision
The VEE is not compliant with Substandard 4.5 because students do not have access to all required diagnostic and therapeutic facilities (i.e., anaesthesia, intensive/critical care, ophthalmology).

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings
Isolation facilities for small animals, equine and ruminants are recently built. These facilities are not yet equipped or running.

4.6.2. Comments
Isolation facilities need to be adequately equipped and maintained to be used. Signalling and written protocols are not available on site. Isolation facilities do not provide 24h hospitalization for animals with infectious diseases.

4.6.3. Suggestions for improvement
Isolation facilities should be adequately equipped and maintained to be used. Signalling and written protocols must be available on site, 24h hospitalization for animals with infectious diseases must be in place.

4.6.4. Decision
The VEE is not compliant with Substandard 4.6 because the isolation facilities do not meet the needs for containment of animals with communicable diseases.

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

4.7.1. Findings
Ambulatory clinical service is available for students' education to provide health services in small and large animals. It is operative one day per week and simple clinical procedures can be performed in the ambulatory clinical vehicle. Participation of students is voluntary. Ambulatory clinical services are economically supported by the government.

4.7.2. Comments
Ambulatory clinical vehicle is an adequate tool to provide health services on the field and

students can take advantage and increase their skill from this activity. The group size is still somewhat high to allow equal involvement in practical activities for all students.

4.7.3. Suggestions for improvement
An increase in the equipment and staff of the ambulatory clinic is suitable in order to improve the quality and quantity of clinical services including small and large animals.
The participation of the students in the ambulatory clinic should be made compulsory to best fit its educational purpose.

4.7.4. Decision
The VEE is partially compliant with Substandard 4.7 because not all, but only volunteer students, can practise field veterinary medicine and Herd Health Management under academic supervision within the ambulatory clinic.

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

4.8.1. Findings
No transportation for sick animals, cadavers or materials of animal origin is provided by the VEE, but it is based on contracts with authorised private companies. Transportation for students to farms or other study facilities is done by buses of the VEE.

4.8.2. Comments
None.

4.8.3. Suggestions for improvement
Transportation for sick animals might be desirable.

4.8.4. Decision
The VEE is compliant with Substandard 4.8.

Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings
In the VEE, there is a biosafety commission which ensures the maintenance and monitors biosecurity issues. Biosecurity procedures are known by students and staff, however signalling and implementation of these procedures are not equally distributed through the VEE.
Neither good clinical practices nor laboratory practices and procedures are clearly defined or provided in the SER and webpage.

4.9.2. Comments

In spite of the commission which supervises the biosecurity issues and the students' and staff's knowledge on biosafety issues, the measures of biosafety and biosecurity are sub-optimally implemented in some of the services and departments within the VEE.

4.9.3. Suggestions for improvement

Biosafety and biosecurity measures and protocols should be available on the web page and must be frequently revised. It should be mandatory for students and staff to read these procedures at all times. Implementation of the procedures should be done in all of the services by means of signalling, adequate location of dangerous materials, the use of videos or other material to train students and staff in biosecurity.

4.9.4. Decision

The VEE is partially compliant with Substandard 4.9 because of sub-optimal delivery of biosafety and biosecurity in all departments.

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 and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

Healthy and diseased animals come from different sources:
- VTH (companion animals, ruminants and equine)
- GHUAM (Cattle, sheep and laying hens)
- ATADEM (Atatürk University Medical Experimental Application and Research Center)
- Fisheries Experimental Research Unit/Faculty of Fisheries
- External private veterinary clinics by the ambulatory clinical services
- External private farms by consultancy service of GHUAM

Cadavers and material of animal origin are from:
- VTH
- Private slaughterhouses

Students have access to a large number of bovine cases and material of bovine origin.

The Clinical Skills Laboratory (KBL) has a wide range of models and plastinated specimens that are widely used for pre-clinical training.

The number of animals treated at the VTH and extramurally (cattle) has greatly increased between 2018 and 2019.

5.1.2. Comments

As it happens for other subjects, the majority of animal resources and visits in abattoirs for training in FSQ are of bovine animals, with insufficient access to cases of horses and other species.

The number of patients seen extramurally is very low (with the only exception of cattle).

The number of ruminant patients seen intramurally and extramurally varies greatly between academic years.

Limited number of clinical necropsies are performed, especially companion animals and equine. There is insufficient evidence that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

The number of visits to poultry and sheep units is low, the VEE's farm being used instead. The number of equines, rabbits and exotic pet patients seen in the VTH is low.

The number of diseased animals available for clinical training is insufficient, and hands-on training which is not mandatory, relies very much on the voluntary interest of the students.

5.1.3. Suggestions for improvement

The number and variety of animals for clinical training, cadavers for anatomy and pathology should be increased, especially companion animals, and also in horses, exotics and small ruminants.

It must be ensured that students are actively involved in working with patients in all phases of clinical work.

Greater coordination between the veterinary pathology unit and the VTH should be promoted in order to increase the number of diagnostic necropsies.

The number of necropsies of dogs, cats, birds and small ruminants must be increased in order to provide sufficient pathological cases of all species, ensuring direct hands-on experience for every student.

5.1.4. Decision

The VEE is not compliant with Substandard 5.1., because the number and variety of healthy and diseased animals, cadavers, and material of animal origin is not adequate for providing the practical and safe hands-on training to students.

5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.

5.2.1. Findings

There is practical training in animal research units of GHUAM and ATADEM.

The number of cases in food-producing animals is challenging due to the urban location of the University. Because of this, few large animal cases are presented to the VTH; nevertheless, there is an ambulatory service that takes students to the farms.

Students have the opportunity to visit private farms by accompanying faculty members during consultancy services.

5.2.2. Comments

Students are directly involved in both VTH and extramural clinical procedures.

Most preclinical teaching is done in the farm animals that belong to reproduction, obstetrics and zootechnics.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision
The VEE is compliant with Substandard 5.2.

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

5.3.1. Findings
Students do clinical training at the VTH, they work in groups and rotate in the fields of surgery, internal medicine, obstetrics and gynecology and reproduction and artificial insemination.
There are services of small animals, large animals and exotic animals, the majority of patients are cattle.

5.3.2. Comments
There are not enough opportunities for all students to participate in all the clinical procedures with patients.
Students were not always fully involved in the work with the patients. For example, students do not actively participate in hand-on procedures like medical history recording, direct contact with the owners of the animals and treatment of patients.
Student group size in consultation rooms and current caseload are a limiting factor when aiming to achieve high participation of students.

5.3.3. Suggestions for improvement
Students should be actively involved in working with patients on all occasions. Students should be involved in history taking, direct contact with animal owners and treatments.
It is suggested to evaluate the most efficient use of cases to provide more practical experience for each student. Clinical rotation of students should be better organized in order to provide enough active participation in the clinical workup of patients of different disciplines.

5.3.4. Decision
The VEE is partially compliant with Substandard 5.3. because not under all circumstances students are active participants in the clinical workup of patients.

5.4 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 VEE).

5.4.1. Findings
There is a Patient Registration System (EVET) where medical records can be accessed by students online. Clinical cases are uploaded and processed by VEE members.

5.4.2. Comments
Not all students, at all times, have access to the EVET system and the number of computers for their use is limited.

5.4.3. Suggestions for improvement

The medical record system should be more effective in retrieval of data and available to all students to support teaching and self-learning. The number of computers with EVET access must be increased along the VTH including consultation rooms, hospitalization premises, pre-surgical rooms, etc.

5.4.4. Decision

The VEE is compliant with Substandard 5.4.

Standard 6. Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings

A universal and modern university library is available to both students and staff. The central university library has ample study facilities and has in recent years switched from printed copies of textbooks and journals, to online subscriptions. Full cooperation and borrowing are available between all Turkish university libraries. The VEE does not have its own library, but in the study rooms, students have full access to the main university library's website where they can reserve hard copies or read online editions of books and journals. First-year students receive training on the available resources and how to use them. Consulting and training services are available upon request.

6.1.2. Comments

None.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Substandard 6.1.

6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
Students have access to the e-learning platform where all course content is stored and which has links to all student matters and library services. This platform can be accessed on the VEE's computers, Wi-Fi or through a VPN connection from outside the VEE.

6.2.2. Comments
Both staff and students are confirming that the computer and e-learning system meets all their needs and they have no difficulties using it, nor any issues with retrieving content.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Substandard 6.2.

6.3 The VEE must provide students with unimpeded access to learning resources, 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 changes in learning resources.
6.3.1. Findings
All learning resources are available on the e-learning platform. A well-equipped skills lab is available to the students where a full range of models are available for acquiring a wide range of procedural and surgical skills. Gynaecological models of cattle and horses, full body models of dogs and cats and skin models for surgical training are among the training equipment available on request.

6.3.2. Comments
The limited knowledge of the English language by both staff and students limits their ability to search the internet and understand international publications.

6.3.3. Suggestions for improvement
Courses to improve the English language would expose staff and students to a broader view, which would enrich their knowledge, by learning from international publications and connecting to a wider academic world.

6.3.4. Decision
The VEE is compliant with Substandard 6.3.

Standard 7. Student admission, progression and welfare

7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective

national and international students. Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

Selection, admission, adaptation, and continuous education of students is carried out within the framework and legislation determined by YÖK.

Veterinary Faculties do not have any duty or authority in the selection of undergraduate students, as undergraduate students throughout Turkey are placed through centrally organized exams.

To enrol, students must take the Higher Education Institutions Exam organized by ÖSYM. This exam consists of two stages of multiple-choice questions. Candidates' placement scores are calculated by adding their high school graduation grades. Exam results are announced as Verbal, Quantitative, and Equal-Weight. The VEE accepts its students according to their numerical scores in the exam. Students are placed according to their preferences and scores, taking into account the undergraduate quotas of all faculties, and the results are announced by ÖSYM. Approximately 20% of enrolled students have Erzurum as their first priority.

The ATAU educational programmes, learning outcomes, admission procedures and requirements progression and certification, tuition fees and academic calendar for national and foreign students are carried out by "Head of Student Affairs" and by the "Office of International Affairs".

For national students, no annual tuition fee is charged during the normal education period. In case the education period is extended, the tuition fee determined by the state is charged for each academic year. The annual tuition fee for international students is 6.000,00 TL per year.

There are currently 26 international students enrolled – to enrol they have to pass the Turkish language courses given by the University.

Cooperation with other Establishments – national and international – is advertised on the web.

7.1.2. Comments

The fact that not all enrolled students have the VEE as their first academic choice is likely the main reason for student drop-out.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Substandard 7.1.

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

7.2.1. Findings

Faculty quotas are determined by YÖK according to certain criteria (such as the number of faculty members, training areas, laboratories, biosafety conditions). At the VEE 90 students will be accepted each year for the next 3 academic years, as decided by YÖK.

The number of enrolled students increased from 73 in 2018 to 112 in 2019 and 113 in 2020. YÖK allows up to 30% of the total number of students in each class to "horizontal pass" from other faculties, where students have the chance to move to a (maybe higher-rated) faculty in another city. This is the reason for the actual uptake to reach up to 120 – compared to the 60-

70 reported every year by the VEE to be the ideal size for optimal implementation of the program and use of facilities.

7.2.2. Comments

The VEE has absolutely no control on the numbers of students enrolled every year, since it is a governmental decision.

The high number of students is considered a major problem and challenge for the study program, and the VEE considers it may reduce the preference and reputation of the veterinary profession. Heads of veterinary professional organizations and faculties try to advocate against the increasing number of students enrolled.

Student quota has been requested by the University Rectorate for the 2022-2023 Academic Year.

The VEE discussed the issue in the faculty committee and decided to admit 70 students and informed the University Rectorate of this decision (SER Appendix 3).

7.2.3. Suggestions for improvement

The VEE should increase its efforts at University Rectorate level to lower the number of admitted students and, meanwhile, should ensure that the educational resources are equally available to all enrolled students.

7.2.4. Decision

The VEE is partially compliant with Substandard 7.2 because the number of students admitted is sub-optimally consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

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

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The VEE is not involved in the selection and admission process.

Application, evaluation, and placement procedures are announced on the ÖSYM website and in the national press. Each stage can be followed by the candidate on the ÖSYM web page.

7.3.2. Comments

None.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Substandard 7.3.

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

7.4.1. Findings

The VEE has no restrictions (nor quotas) on the admission of students with disabilities. Arrangements have been made for students with disabilities in the university campus and VEE, and equal opportunities for education and social activities provided. Special studies are carried out for students with disabilities, and units and representative offices have been established within the concept of "University without Barriers". There is an "ATAU Disabled Students Unit" with a directive regulating its work. The "ATAU Disabled Student Education and Exam Application Principles" provides equal opportunity in education and examination applications for disabled students.

7.4.2. Comments

None.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Substandard 7.4.

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

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

7.5.1. Findings

The rate of students who (2020) graduated from the VEE in the standard period (5 years) is 53.13%, and the rate of graduating one year after is 29.69%. Personal, financial, or family problems, as well as the intensive curriculum, have effects on the lengthening of the education period.

Approximately one faculty member for every 10 students provides guidance on various issues – relating to their studies as well as personal issues. Students make course registration, follow-up, and course approval together with their advisors.

Students with low performance due to financial difficulties can apply to the Dean's Office to receive scholarships from government departments and private institutions. Students with health problems are directed to the Faculty of Medicine and Dentistry within the university, for guidance and psychological counselling free of charge.

The VEE is not able to respond to the admission criteria as these are regulated by national law.

7.5.2. Comments

The use of faculty student advisors is much appreciated by students and faculty alike, contributing to good student/teacher relations. It also makes the student's knowledge of and access to support sensible to the relation to the advisor.

7.5.3. Suggestions for improvement

Consider establishing a student-to-student mentoring system, student ambassadors or similar structure where students can go to for concerns that they find difficult to raise with the faculty advisors.

7.5.4. Decision

The VEE is compliant with Substandard 7.5.

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

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

7.6.1. Findings

Students are required to complete their education at the VEE within eight years, which is the maximum period of study by the relevant legislation. However, students who cannot graduate within this period can re-register to continue their education, provided they fulfil the conditions specified in the Law. In addition, students who want to cancel their registration or who are sentenced to leave the university are dismissed from the university by the relevant legislation.
If a student wants to freeze the registration, a valid excuse is requested and the registration can be frozen for one or two semesters, with the decision of the Faculty Administrative Board.

7.6.2. Comments

None.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Substandard 7.6.

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

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

7.7.1. Findings

To support the physical, emotional and well-being needs of students, there are a number of "application and research centres" within ATAU. Students with health problems can benefit from the Faculty of Medicine- Health Research and Application Centre and Faculty of Dentistry on the University campus free of charge. ATAU has a number of student societies related to the artistic, cultural, academic, and sports; there are 6 active student societies in the VEE. Student Societies are supported by the Rectorate and the Dean's Office.

The university's social facilities offer reasonably priced meals for staff and students alike. The Information Processing Centre serves students and academic staff on internet, curriculum development, study, and research. There are dormitories inside and outside the campus. Gloves, masks, bonnets, disposable aprons, boots, disinfectants, and other necessary materials for clinical and laboratory applications are provided to the students by the VEE.

Students can report their complaints to their faculty advisor or to the VEE management via ÖBS, physically or verbally. Complaints about the resolution of complaints are evaluated and finalized by VEE members, advisors, faculty-related commissions and boards, or VEE management, depending on the subject and addressee.

7.7.2. Comments
Students are enthusiastic and there is a positive interaction between students and staff, in a learning conducive atmosphere.

Support mechanisms are available, through faculty advisor intervention for the web. There is no student support "one-stop office" at the VEE to direct students to relevant support.

7.7.3. Suggestions for improvement
Make the provision of learning support and counselling services, at VEE and university level more transparent and accessible to students - and less dependent on individual faculty advisors.

7.7.4. Decision
The VEE is compliant with Substandard 7.7.

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

7.8.1. Findings
Students can report their complaints, suggestions, needs, and opinions through ÖBS, physical petition, or face to face orally. Students can address issues in the course evaluations, which are feeding into the commissions dealing with the quality of studies. Students can submit their suggestions, comments and complaints about compliance with national and international legislation and ESEVT Standards anonymously, with the same procedure, if they wish.

7.8.2. Comments
None.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Substandard 7.8.

Standard 8. Student assessment

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

8.1.1. Findings
The exam schedule is prepared by the Education-Training Commission and presented to the Faculty Administrative Board. With the approval of the Faculty Administrative Board, the exam schedule is announced on the VEE's website and bulletin boards at least 7 days before the exams.
Preclinical practical skills are assessed primarily through in-class assessments throughout the semester and written reports following the end of the course. The degree to which the clinical qualifications are completed by the students is monitored by the fact that the practice notebooks are checked and approved by the responsible faculty member in applied courses.

8.1.2. Comments
The VEE provides all necessary information for students regarding assessment and appeals. Exam feedback relies heavily on the student–teacher relationship which is positive as it suggests that these relationships are good. Seven days for exam schedule communication might not be a sufficient amount of time for the students to manage with different exams.

8.1.3. Suggestions for improvement
The VEE may increase the minimum amount of time in advance needed to communicate exam schedules to students.

8.1.4. Decision
The VEE is compliant with Substandard 8.1.

8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings
A general guideline for evaluation criteria/procedures is available on the university webpage. Course syllabi including learning outcomes and exam criteria and modalities are regularly updated on a dedicated web repository. Students regularly receive feedback on their exams although a formal procedure is not in place.

8.2.2. Comments
Some syllabi on-line are not complete.

8.2.3. Suggestions for improvement
The VEE should check syllabi completeness by a specific procedure that may involve a committee were students are included.

8.2.4. Decision
The VEE is compliant with Substandard 8.2.

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

8.3.1. Findings
The program learning outcomes covering the full range of professional knowledge, skills, competences and attributes are present on the dedicated web repository. The relationship between learning outcomes and assessment procedures is regularly monitored by the quality coordinator through the "Unit Quality Commission". The objective is to maintain a link between learning outcomes and exam questions.

8.3.2. Comments
The VEE is aware of its assessment strategies and is dedicated to assuring transparency and fairness in all assessment procedures.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Substandard 8.3.

8.4 Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings
Single units of study are assessed during the end-of-year exam that students can sit after having attended more than 80% of lectures. As mentioned in 8.3, the VEE quality commission supervises and ensures a link between learning outcomes and students evaluation. The VEE provides an environment conducive to learning and programs are delivered in a way that encourages students to play an active role: they actively participate in practicals, volunteer in the VTH and prepare presentations for single study units.

8.4.2. Comments

Students are actively involved in the learning process that is facilitated by academic staff and facilities that are available especially in preclinical sciences.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Substandard 8.4.

8.5 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 student 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.

8.5.1. Findings

The VEE evaluates students learning outcomes by a variety of approaches: oral examination, written examination, production of personal elaborates. The final examination consists of a graduation thesis in the form of experimental or literature review work. The VEE did implement a logbook for the registration of clinical skills/activities but a checklist of activity is not reported and achievement of Day One Competences are only "compatible" with the achievement of all learning outcomes listed for each subject.

8.5.2. Comments

The VEE implemented a practical training diary but activities to be accomplished are not formally recognized neither listed.

8.5.3. Suggestions for improvement

Listed skills that must be acquired for the certification of Day One Competencies should be included in student logbook that must undergo quality check.

8.5.4. Decision

The VEE is partially compliant with Substandard 8.5. because of a sub-optimal implementation of Day One Competences in the assessment of clinical skills.

Standard 9. Academic and support staff

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

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

9.1.1. Findings

The requirements and qualifications for recruitment and promotion of academic staff is determined by ATAU ("Requirements and Practice Principles for Application to Atatürk University Faculty Members").

Most academic staff of the veterinary program are veterinarians and hold doctoral degrees.

9.1.2. Comments

The involvement of academic staff in the recruitment process is very limited by law.

Formal training in teaching and assessment methods for academic staff takes place in the early stages of their academic career.

Although university makes available teaching education to all staff, not all academic staff are trained continuously in improved assessment and teaching methods.

9.1.3. Suggestions for improvement

Continuous formal training in teaching and assessment should be ensured for all staff involved in teaching.

9.1.4. Decision

The VEE is compliant with Substandard 9.1.

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 fulfill the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

There is an increasing number of academic staff involved in veterinary teaching. Nearly half of the academic staff holds a permanent position (SER table 9.2.1.). There is no system in place to ensure the replacement of staff when academic staff in departments retire or are on medical or maternity leave. The university's criteria for opening new academic posts do not depend directly on teaching capacity and teaching load.

9.2.2. Comments

Number of support and technical staff within the different Departments of the VEE is insufficient and most of technical duties are done by research assistants and assistant professors.

9.2.3. Suggestions for improvement

The number of support and technical staff should be increased, especially in clinical disciplines where numbers are insufficient, and in some areas (i.e. anaesthesia, exotics) they are nonexistent. Likewise, the number of academic staff should be increased to provide enough trained staff in all the disciplines and species.

A system should be in place to ensure the replacement of staff when academic staff in departments retire or are on medical or maternity leave and the recruitment system should take into account the calculation of the needs of the Departments.

9.2.4. Decision
The VEE is not compliant with Substandard 9.2. because of insufficient numbers of teaching and technical and support staff.

9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.
Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings
The scientific achievements of academic staff (international publications, research projects, scientific awards, patents, etc.) are taken into account for incentives and promotion by the University. The workload of academic staff is unbalanced, where the teaching tasks are being the most predominant.

9.3.2. Comments
Opportunities for didactic and pedagogic training are available, but there is no reward system for teaching excellence, including no direct recognition of clinical activity for academic staff.
The job description does not guarantee a balance between teaching, clinical and research activities, so there are imbalances in the workload amongst academic staff. Teaching and clinical activities are predominant, which means that there is less time for research, especially in academic staff belonging to clinical disciplines.

9.3.3. Suggestions for improvement
A system to ensure reward for teaching excellence should be in place. Clinical activities must have an economical and curricular recognition.
A description of all activities undertaken by academic staff for each Department should be in place including teaching, clinical activities and research, so that a balance of workload can be achieved and maintained for all academic staff.

9.3.4. Decision
The VEE is partially compliant with Substandard 9.3. because the balance of the workload of teaching, research and service and the rewarding system for teaching excellence are sub-optimal.

9.4 The VEE 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 VEE's direction and decision-making processes.
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.

9.4.1. Findings

Academic staff can be part of a company (ATA TEKNOKENT) affiliated to the Rectorate and benefit from that activity.

Promotion criteria for academic staff are clear for all staff and include only research achievements.

9.4.2. Comments

Teaching performance and excellence are not specifically included in the incentive and promotion process for teaching staff.

Clinical assistance is not specifically included in the incentive and promotion process for teaching staff. There is no specific program for the professional growth and development of support staff.

9.4.3. Suggestions for improvement

Teaching performance and excellence should be encouraged and included in the incentive and promotion process for teaching staff.

Clinical activities should be considered and recognized for professional growth and development of academic staff.

Consideration should be given to promoting professional development among support staff and organizing a professional training scheme for support staff.

9.4.4. Decision

The VEE is partially compliant with Substandard 9.4. because the program for professional growth and development of academic and support staff is sub-optimal.

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings

A questionnaire is used to assess the teaching staff twice a year.

Students' representatives communicate their requests and issues related to education directly to the Dean's office. Students are provided with an advisor, who guides the students in academic matters. Advisors are often actively involved in decisions affecting students' professional lives.

9.5.2. Comments

Although the participation of the students' representatives in the assessment of teaching staff and the process of decision-making of the VEE is highlighted and was confirmed, the procedure is not always clearly mentioned.

9.5.3. Suggestions for improvement

A more relevant role could be given to students in the process of decision-making of the VEE.

9.5.4. Decision
The VEE is compliant with Substandard 9.5.

Standard 10. Research programmes, continuing and postgraduate education

10.1 The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.
10.1.1. Findings
The VEE encourages academic staff to carry out research. Application to grants as well as publications are activities which are included as indicators for career progression.
Academics can apply for University funding to carry out research. In 2020, a total of 36 running research projects were University funded (Scientific Research Coordination Unite (BAP)).
Currently, at least four ongoing projects are funded by national funding (Scientific and Technological Research Council of Turkey (TÜBITAK)).
Out of the current 21 ongoing research projects, five are projects for postgraduate students (three for PhD and two for Master).
The VEE publishes a peer-review journal, The Atatürk University Journal of Veterinary Sciences, which is published three times a year. Articles can be submitted in Turkish and in English. A number of international submissions are received and accepted for each edition.
Research active academics integrate their research in their teaching.

10.1.2. Comments
The university provides grants to support research, and most of the current research carried out at the VEE is supported by these internal grants.

10.1.3. Suggestions for improvement
Increasing the visibility of the Faculty´s Journal would be beneficial for all interested parties.
To further encourage the application of external grants.

10.1.4. Decision
The VEE is compliant with Substandard 10.1.

10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.
10.2.1. Findings
During year five, all students are required to take part in a research activity. This is normally literature based. Briefly, in semester nine students are allocated with 14hours to prepare a dissertation (graduation thesis). While in semester ten, they are required to produce and present to their peers the findings of their dissertation (seminar presentation). This activity is mandatory and part of the core curriculum.
Students who are interested in research can approach the relevant academic in order to request opportunities to get a better insight on research (volunteering). This format is not formalised, but it is active. These activities are carried out outside of normal teaching hours.

Students volunteering for research can be involved in formal research projects. The University has a particular funding route for this purpose through BAP (Research project with Undergraduate Student participation).

The VEE supports the dissemination of student research through a student conference, which is currently running in its third version (in English).

10.2.2. Comments
Students are provided with further opportunities, but these are not necessarily formalised.

10.2.3. Suggestions for improvement
Students must get involved in research and this is a must pass activity.

Considering the number of postgraduate students that each academic can supervise (15), there may be limitation to effectively supervise (or accept) a student keen on volunteering for research. Perhaps centralising and advertising opportunities for volunteering in research could: increase visibility for students (of where opportunities are), help to manage records (how many students are volunteering), and reduce the risk of potential overloading of academics.

Including postgraduate students in the supervision of volunteers, while providing them with formalise training in teaching and learning (perhaps formalised teaching qualification if available/feasible) could reduce academic burden, while providing postgraduate students with further/soft skills (increasing employability).

10.2.4. Decision
The VEE is compliant with Substandard 10.2.

10.3 The VEE 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.

10.3.1. Findings
The VEE has ongoing Master and PhD programmes. Internal funding is available for research projects in these programmes.

Currently, there are more than a hundred (176) students registered in postgraduate courses (MSc and PhD), in clinical sciences and preclinical sciences.

The VEE offers continuous education on two courses: experimental animals and artificial insemination. Further activities on knowledge transfer are delivered, though not aimed at veterinarians, but other stakeholders, such as farmers or food handlers.

10.3.2. Comments
The VEE runs Master and PhD programmes in several disciplines. A supervisor can supervise up to 15 postgraduate students. No European Board residents or residence programmes were identified.

10.3.3. Suggestions for improvement
If relevant for the VEE, the organisation could explore the possibility of encouraging academic staff to register in residence programmes for European specialisation.

10.3.4. Decision
The VEE is compliant with Substandard 10.3.

10.4 The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.
10.4.1. Findings
Applying and obtaining grants, as well as publishing articles, are considered as indicators for career progression of academic staff.
Information on requirements for carer progression (including research indicators) is available to staff.
The Faculty´s Committee of Education and Training and Education and the Faculty Board are responsible for assessing assess the impact of training and teaching.

10.4.2. Comments
None.

10.4.3. Suggestions for improvement
None.

10.4.4. Decision
The VEE is compliant with Substandard 10.4.

11. ESEVT Indicators

ESEVT Indicators

	Name of the Establishment:	Faculty of Veterinary Medicine, Atatürk University				
	Name & mail of the Head:	Yavuz Selim Sağlam (Dean), yssaglam@atauni.edu.tr				
	Date of the form filling:	26/08/2021				
	Raw data from the last 3 full academic years		**2019**	**2018**	**2017**	**Mean**
1	n° of FTE academic staff involved in veterinary training		79	74	67	73.33
2	n° of undergraduate students		441	416	357	404.67
3	n° of FTE veterinarians involved in veterinary training		70	65	51	62.00
4	n° of students graduating annually		71	54	56	60.3333333
5	n° of FTE support staff involved in veterinary training		38	39	37	38
6	n° of hours of practical (non-clinical) training		1232	1232	1232	1232
7	n° of hours of clinical training		882	882	882	882
8	n° of hours of FSQ & VPH training		742	742	742	742
9	n° of hours of extra-mural practical training in FSQ & VPH		296	144	144	194.666667
10	n° of companion animal patients seen intra-murally		4895	1450	2330	2891.66667
11	n° of ruminant and pig patients seen intra-murally		3147	230	1041	1472.66667
12	n° of equine patients seen intra-murally		104	6	40	50
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally		525	121	419	355.0
14	n° of companion animal patients seen extra-murally		0	0	0	0.0
15	n° of individual ruminants and pig patients seen extra-murally		699	24	0	241.0
16	n° of equine patients seen extra-murally		1	0	0	0.3
17	n° of visits to ruminant and pig herds		471	12	0	161.0
18	n° of visits of poultry and farmed rabbit units		1	0	0	0.3
19	n° of companion animal necropsies		18	10	20	16.0
20	n° of ruminant and pig necropsies		11	17	24	17.3
21	n° of equine necropsies		0	1	0	0.3
22	n° of rabbit, rodent, bird and exotic pet necropsies		6	11	12	9.7
23	n° of FTE specialised veterinarians involved in veterinary training		56	55	51	54.0
24	n° of PhD graduating annually		6	11	6	7.7

ESEVT Indicators

Name of the Establishment:	Faculty of Veterinary Medicine, Atatürk University				
Date of the form filling:	26/08/2021				
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	0.181	0.16	0.13	0.055
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.028	0.87	0.59	0.438
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.630	0.94	0.57	0.063
I4	n° of hours of practical (non-clinical) training	1232.000	905.67	595.00	637.000
I5	n° of hours of clinical training	882.000	932.92	670.00	212.000
I6	n° of hours of FSQ & VPH training	742.000	287.00	174.40	567.600
I7	n° of hours of extra-mural practical training in FSQ & VPH	194.667	68.00	28.80	165.867
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	47.928	70.48	42.01	5.919
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	24.409	2.69	0.46	23.945
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0.829	5.05	1.30	-0.469
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	5.884	3.35	1.55	4.339
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.000	6.80	0.22	-0.223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	3.994	15.95	6.29	-2.300
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.006	2.11	0.60	-0.589
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	2.669	1.33	0.55	2.121
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.006	0.12	0.04	-0.039
I17	n° of companion animal necropsies / n° of students graduating annually	0.265	2.07	1.40	-1.135
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0.287	2.32	0.97	-0.683
I19	n° of equine necropsies / n° of students graduating annually	0.006	0.30	0.09	-0.087
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0.160	2.05	0.69	-0.533
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annu	0.895	0.20	0.06	0.832
I22*	n° of PhD graduating annually / n° of students graduating annually	0.127	0.15	0.09	0.039

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

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Although some of the Indicators show a very high positive balance (i.e., I4 n° of hours of practical (non-clinical) training, I5 n° of hours of clinical training, I6 n° of hours of FSQ & VPH training and I7, n° of hours of extra-mural practical training in FSQ & VPH) only three of the Indicators for the real caseload are positive, while the rest stay low (i.e., I10 n° of equine patients seen intra-murally, the lowest I13 n° of individual ruminants and pig patients seen extra-murally, I14 n° of equine patients seen extra-murally) as well as the numbers of necropsies in all species (i.e., I17 n° of companion animal necropsies, I18 n° of ruminant and pig necropsies, I20 n° of rabbit, rodent, bird and exotic pet necropsies). There is no change in those Indicators when compared to the previous teaching period of three years (2017-2019) provided for comparison, in order to exclude the 1.5 COVID-19 years from the calculation of the Indicators.

12. ESEVT Rubrics (summary of the decision on the compliance of the VEE for each ESEVT Substandard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.	X		
1.2 The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.	X		
1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
1.7 The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
2.2 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. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.			
3.1.1. General findings	X		
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)			X
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)			X
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge		X	
3.2 Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		

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The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.			
3.3 Programme learning outcomes must: • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4 The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.	X		
3.5 External Practical Training (EPT) is compulsory training activities organised outside the VEE, 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, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	X		
3.6 The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Standard 4: Facilities and equipment			
4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.	X		
4.2 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. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning.			X
4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that 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, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.		X	

4.5 The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.			X
4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.			X
4.7 The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.		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 and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.			X
5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	X		
5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.		X	
5.4 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 VEE.	X		
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
6.3 The VEE must provide students with unimpeded access to learning resources, 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 changes in learning resources.	X		
Standard 7: Student admission, progression and welfare			
7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.	X		
7.2 The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.		X	
7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place	X		

to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.			
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.7 Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT standards.	X		
Standard 8: Student assessment			
8.1 The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.3 The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.4 Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
8.5 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 student 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 VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal 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 academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	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 VEE's mission. A procedure must be in place to assess if they 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
9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.		X	
9.4 The VEE 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 VEE's direction and decision-making processes. 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	
9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		

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Standard 10: Research programmes, continuing and postgraduate education			
10.1 The VEE 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 and must have opportunities to participate in research programmes.	X		
10.3 The VEE 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		
10.4 The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

The Faculty of Veterinary Medicine in Erzurum (called the Veterinary Education Establishment (VEE) in this Report), as part of the ATAU, was established in 1997, due to the need for veterinarians in a highly populated animal farming area. The VEE moved to the new building in 2009. The ATAU is a pioneer of progress in the region, with a logo that expresses its mission to serve life ("In service of life") and vision ("always forward").

The VEE provides education aiming to train skilled veterinary professionals to serve the society and carry out research in their field, ensuring national and international progress of veterinary science. The number of students that enrol every year is around 100, taught by a total of 80 teaching staff. The total number of graduates from the VEE since its establishment in 1997 will reach in 2021, 835. The VEE's VTH is the largest in the region, including a small animal clinic, a large animal and an equine clinic.

The VEE was conditionally approved for two years by VEDEK, the national accreditation body in Turkey. The FV of November 2021 will be the first on site visitation of the VEE by the EAEVE. The ESEVT SOP 2019 as approved by the Zagreb General Assembly in May 2019 is valid for the Erzurum FV.

The VEE implemented measures to overcome the difficulties caused by the COVID-19 pandemic, described in detail and exemplified during the on-site Visitation.

The SER was well written, complete and provided on time to the Visitation Team along with the Appendices. The questions asked by experts before the Visitation as well as all the documents asked for during the Visitation were willingly provided.

We would like to thank everybody who made this Visitation possible, also the staff and students for their welcome and support during the visit. The Visitation was very well prepared, well organised and carried out in a cordial and professional atmosphere. Both the Dean and the Liaison Officer were very efficient, diligent and always helpful. The programme of the Visitation was designed ahead of the Visitation, some minor changes being made on the spot and easily implemented upon request of the Visitation Team. The Visitors were greeted with enthusiasm and given all courtesy and assistance needed, had full access to all the information, facilities and individuals they asked for, in a very transparent manner.

Areas worthy of praise (i.e. commendations), e.g.:

- The commitment and enthusiasm of staff and students
- Transparency and openness
- Aspiration to comply with national and international accreditation standards
- Well-equipped laboratories of basic sciences
- Positive interaction between students and staff, in a learning inductive atmosphere
- Enthusiastic students
- Willingness to further develop teaching and research

Additional commendations are described in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):

1. Partial compliance with Substandard 3.1.6 because suboptimal acquisition of understanding and use of principles of clinical governance, and practice evidence-based veterinary medicine.

2. Partial compliance with Substandard 4.4. because research-based and evidence-based clinical training is sub-optimal.

3. Partial compliance with Substandard 4.7 because not all, but only volunteer students, can practise field veterinary medicine and Herd Health Management under academic supervision within the ambulatory clinic.

4. Partial compliance with substandard 4.9 because of sub-optimal delivery of biosafety and biosecurity in all departments.

5. Partial compliance with Substandard 5.3 because not under all circumstances students are active participants in the clinical workup of patients.

6. Partial compliance with Substandard 7.2 because the number of students admitted is sub-optimally consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7. Partial compliance with Substandard 8.5 because of a sub-optimal implementation of Day One Competencies in the assessment of clinical skills.

8. Partial compliance with Substandard 9.3 because the balance of the workload of teaching, research and service and the rewarding system for teaching excellence are sub-optimal.

9. Partial compliance with Substandard 9.4 because the program for professional growth and development of academic and support staff is sub-optimal.

Additional suggestions for improvement are described in the Visitation Report.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):

1. Non-compliance with Substandard 3.1.3 because the curriculum does not allow sufficient acquisition of Day One Competences in Clinical Sciences in companion animals (including equine and exotic pets).

2. Non-compliance with Substandard 3.1.4 because the curriculum does not allow sufficient acquisition of Day One Competencies in Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management).

3. Non-compliance with Substandard 4.3 because the core clinical teaching facilities do not offer sufficient education support for best husbandry, management, biosafety and biosecurity, and animal welfare practices.

4. Non-compliance with Substandard 4.5 because the students do not have access to all required diagnostic and therapeutic facilities (i.e., anesthesia, intensive/critical care, ophthalmology, etc.)

5. Non-compliance with Substandard 4.6 because the isolation facilities do not meet the need for containment of animals with communicable diseases.

6. Non-compliance with Substandard 5.1 because the number and variety of healthy and diseased animals, cadavers, and material of animal origin is not adequate for providing the practical and safe hands-on training to students.

7. Non-compliance with Substandard 9.2 because of insufficient numbers of teaching and technical and support staff.

Glossary

ATADEM: Atatürk University Medical Experimental Application and Research Center
ATAU: Atatürk University
BAP: Scientific Research Projects Coordination Unit
DVM: Doctor of Veterinary Medicine
D1C: Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
ECOVE: European Committee of 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
EVET: Patient Registration System
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
FVE: Federation of Veterinarians of Europe
GHUAM: Food and Livestock Application and Research Center
IT: Information Technology
ÖBS: Student Information System
ÖSYM: Student Choosing and Placement Center
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities, Threats
TYYÇ: Turkish Higher Education Qualifications Framework
VEDEK: Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital
YÖK: The Council of Higher Education

Decision of ECOVE

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

1. Non-compliance with Substandard 3.1.3 because the curriculum does not allow sufficient acquisition of Day One Competences in Clinical Sciences in companion animals (including equine and exotic pets).

2. Non-compliance with Substandard 3.1.4 because the curriculum does not allow sufficient acquisition of Day One Competencies in Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management).

3. Partial compliance with Substandard 4.3 because the core clinical teaching facilities do not offer sufficient education support for best husbandry, management, biosafety and biosecurity, and animal welfare practices.

4. Non-compliance with Substandard 4.5 because the students do not have access to all required diagnostic and therapeutic facilities (i.e., anesthesia, intensive/critical care, ophthalmology, etc.).

5. Non-compliance with Substandard 4.6 because the isolation facilities do not meet the need for containment of animals with communicable diseases.

6. Non-compliance with Substandard 5.1 because the number and variety of healthy and diseased animals, cadavers, and material of animal origin is not adequate for providing the practical and safe hands-on training to students.

7. Non-compliance with Substandard 9.2 because of insufficient numbers of teaching and technical and support staff.

The Veterinary Education Establishment (VEE) of the Atatürk University, Erzurum is therefore classified as holding the status of: **NON-ACCREDITATION**.