



## FULL VISITATION REPORT

To the Ankara University, Ankara, Türkiye

On 12 - 16 May 2025

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### Introduction

The Military Veterinary School in Istanbul was founded in 1842. The Military and Civil Veterinary Schools in Istanbul were merged in 1921, and in 1928, and the institution's name was changed to Higher Veterinary School. In 1933 the Higher Veterinary School was transferred to Ankara and renamed Faculty of Veterinary Medicine. Ankara University was established in 1946 as Türkiye's first university of the Republic and the Faculty of Veterinary Medicine was incorporated in Ankara University in 1948.

Ankara University has 19 faculties, 1 state conservatory, 1 school, 15 vocational schools, and 16 institutes.

In 1990, the VEE became a full member of EAEVE. In 2007 the VEE was Approved by EAEVE. In 2016 the VEE was classified as Non-Approved. And in 2018 the VEE was reclassified as Approved. The VEE was granted national programme accreditation in 2015 by the Association for the Evaluation and Accreditation of Veterinary Medicine Educational Institutions and Programs (VEDEK), and this status was renewed in 2022.

The education period at the VEE is five years, with the first four years consisting of theoretical courses, practical training, clinical practice, and EPT, while the final year consists of practical training for 11 months. The VEE offers two programs: one in Turkish and one in English (introduced in 2015).

The VEE has put into effect a new strategic plan in 2024, covering the years 2024–2028. The VEE emphasises the One Health concept.

In 2022 the VEE obtained ISO 9001:2015 (Quality Management System), ISO 14001:2015 (Environmental Management System), and ISO 22000:2018 (Food Safety Management System) certifications. A Biosecurity Guide was created in 2022.

The organisation was restructured establishing new coordination units, including Research and Innovation, Education Programs, Quality Management, Social Contribution, International Relations, and Management Systems. Additionally, subcommittees were formed under these units to enhance operational efficiency. Clinical practice courses were added to the curriculum for 3<sup>rd</sup> and 4<sup>th</sup>-year students, and a rotation programme was introduced starting in 2025.

An External Advisory Board has been established.

A Logbook-Blueprint was developed based on D1C.

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New software was introduced at the VTH including modules for patient registration, stock tracking, financial tracking and collecting, student tracking, appointments, and reporting was introduced. The software allows intern students to track patient cases and access their evaluation scores based on blueprints. A Public Relations Unit has been established within the VTH and a website has been created. Information, feedback, and appointment services are managed through this site. The isolation unit of the small animal clinic was relocated to a new unit and the small and large animal isolation sections, which were previously physically located together, were completely separated.

A milk processing unit has been established at ERAF (Education, Research and Application Farm); a Clinical Skills Laboratory has been implemented; the Aquatic Research Center was founded in 2022, and the Experimental Animal Unit was established in 2024.

The VEE has established a virtual reality laboratory with Beekeeping, Surgical Preparation, Pathology and Animal Nutrition modules.

The National Salmonella Reference Laboratory has moved to the VEE and a BSL3+ laboratory has been established within the Virology Department. In 2018, the Wildlife Unit was established.

The original flooring, which has been in use since 1933 in the main waiting foyers, Emergency Clinic, Infectious Diseases Clinic and Isolation Unit, Advanced Diagnostic Imaging Unit, and Operating Room areas of the Animal Hospital, was preserved in accordance with the recommendations from the previous EAEVE visit and with the approval of the Cultural Heritage Preservation Board. It was covered with suitable materials to ensure hospital hygiene.

A new lecture hall was established in honour of Türkiye's first female veterinarian, Merver Ansel. The 5<sup>th</sup> year student programme has been revised and group sizes were reduced to 4-7 students. A new clinical practice course was introduced for third- and fourth-year students, incorporating a rotation programme across departments. Elective courses have been added to the curriculum, ensuring representation across all departments.

The SER was written with relevant references to the Annexes and commendable inclusion of fully accessible hyperlinks. The proficiency of the great majority of the teaching staff and most of the students in English is remarkable. The visitation was conducted, with the participation of a VEDEK observer, in a friendly and collegial atmosphere.

**The 2023 ESEVT SOP, approved 8 June 2023, was valid for this visitation.**

## **Area 1. Objectives, Organisation and Quality Assurance Policy**

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

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

### **1.1.1. Findings**

#### **A. LSP**

The VEE is offering 5-year training, preparing students for all branches of the veterinary profession. The study programme is designed so that the requirements of Directive 2005/36/EC

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(as amended by 2013/55/EC), of the “Regulation on the Determination of Minimum Education Requirements for Doctorate, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education Programs” (2008), and the Day-One Competences (D1C) of the World Organization for Animal Health (WOAH) are met. The curriculum is compliant with the National Core Curriculum of Veterinary Medicine, the Turkish Higher Education Qualifications Framework (TYYÇ), the latest ESEVT SOP, as well as with the Association for Evaluation and Accreditation of Veterinary Medicine Education Institutions and Programs (VEDEK-TVHEDS) standards.

The mission and vision of the VEE were developed in the framework of strategic planning. AU is a research university. In harmony with the AU’s mission and incorporating stakeholder contributions, the VEE’s mission is “to produce graduates who can compete in the international arena and for this purpose, in addition to the realization of education and training activities at world standards, to train qualified veterinarians who comprehend current and developing technologies, are equipped with research-based knowledge and skills, have ethical principles and attitudes, and adopt lifelong learning as a principle”. The VEE’s vision is to carry out research which answers needs and is acknowledged at the national and international level; to provide high-standard education; foster multidisciplinary and priority research topics; and provide social and sectoral benefits. Core values are: commitment to Atatürk’s principles and reforms, scientific and ethical values, respect for the environment and nature, sensitivity to national priorities, social problems, animal rights and welfare, transparency and participation, reliability, innovation, student-centeredness and academic freedom. All this information is readily available on the website of the VEE.

### B. ESP

No differences from the LSP.

#### **1.1.2. Analysis of the findings/Comments**

##### A. LSP

The mission and vision of the VEE are comprehensive and cover all aspects contributing to the research and evidence-based training of veterinarians with firm professional, ethical, environmental and social values.

##### B. ESP

No differences from the LSP.

#### **1.1.3. Suggestions for improvement**

##### A. LSP None.

##### B. ESP None.

#### **1.1.4. Decision**

##### A. LSP

The study programme is compliant with Standard 1.1.

##### B. ESP

The study programme is compliant with Standard 1.1.

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

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

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

### **1.2.1. Findings**

#### **A. LSP**

The VEE has been part of Ankara University since 1948, and as one of the 19 faculties of a public university it belongs under the Higher Education Law of Türkiye. It offers a 5-year course for the veterinary degree which integrates a bachelor's and a master's degree. 98% of the academic staff consists of veterinarians, including the Dean, the deputy dean responsible for the curriculum, and the head of the VTH.

The organisation of the VEE follows the regulations valid for AU, but with modifications to enhance the achievement of its strategic goals and internal quality assurance. The head of the VEE is the dean who is appointed for three years by the Council of Higher Education. The dean is chosen from among three professors recommended by the rector of AU. The Faculty Board is the body elaborating principles, plans, programmes, and schedules for education, research and publication activities. The Faculty Board consists of the dean (chairperson), 5 division heads, 3 professors, 2 associate professors, 1 assistant professor) and meets at the beginning and end of each semester. Members are elected by their academic groups. The Executive Board is helping the dean in performing all executive duties in line with the principles outlined by the Faculty Board. It is chaired by the Dean, and its members are three professors, two associate professors and an assistant professor. The Executive Board ensures the implementation of the educational program, plans, and the academic calendar. It prepares investment, programme and budget proposals. It makes decisions in matters regarding the faculty management, admission, course equivalencies, dismissals, procedures related to education, teaching, and exams.

There are special units under the Dean such as an Emergency and Catastrophe Board, IT Management Unit, Ethics Committee, Career Counselling Unit, and the External Advisory Board. There are two vice deans appointed by the dean also for three years. One of them is responsible for education, training, research, quality assurance and internationalisation, while the other is responsible for management and administrative affairs and social contribution. Vice deans may rely on the so-called coordination offices (Education/Training Programmes, Quality Assurance, International Relations, Research and Development; and Social Contribution, Management System) and commissions in all fields. This structure offers a flexible and effective organisation for the management of processes.

In accordance with the Higher Education Law, the VEE organises academic councils at department, division and faculty level. Meetings, in which all the teaching staff of the given level participate, are held with monthly, bi-monthly and annual frequency. The role of academic councils is to evaluate the educational and research activities, providing a strong internal scientific audit and sharing relevant opinions.

Student representatives have been appointed by the Dean since 2022. There are class representatives for each year and section. The Faculty has one representative at the AU Student Council. The faculty-appointed student representatives support activities and communication within the VEE especially with the Dean's Office. Student representatives are involved and are active in all boards and commissions that concern students.

Collaboration with the private sector, public institutions and organisations and non-governmental organisations in education, research and development and social contribution are

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governed by so-called protocols elaborated by the Protocol Branch of the AU Rectorate. The protocols contain the procedural framework, scope, responsibilities, timelines, and governance of the collaboration (e.g. academic, clinical, technical, internship placements, joint projects, resource sharing). These partners are also represented in the External Advisory Board.

There are 21 departments under 5 divisions: Division of Basic Sciences, Division of Preclinical Sciences, Division of Clinical Sciences, Division of Animal Husbandry and Animal Nutrition, Division of Food Hygiene and Technology. The Education, Research and Application Farm (with a Farm Manager), and the Animal Hospital (under a Chief Medical Director) are separate organisational units.

### B. ESP

No differences from the LSP.

#### **1.2.2. Analysis of the findings/Comments**

##### A. LSP

The VEE is part of a larger public university. The Dean, the deputy dean responsible for the curriculum and the head of the VTH hold a veterinary degree. The VEE has transformed its organisational structure to enhance the realisation of its strategic goals and provide for the quality assurance of its programmes. The academic staff is represented in the most important boards by their elected representatives and can directly express their opinion in the academic councils. Student representatives are appointed (according to Turkish legislation) and are also active in different boards and commissions on issues affecting the student community. The system of coordination offices and commissions under them allows a flexible and coordinated action.

##### B. ESP

No differences from the LSP.

#### **1.2.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **1.2.4. Decision**

##### A. LSP

The study programme is compliant with Standard 1.2.

##### B. ESP

The study programme is compliant with Standard 1.2.

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

### **1.3.1. Findings**

#### **A. LSP**

There are national regulations concerning the process of strategy development for public institutions. The VEE has been governed by strategic plans for the past 30 years. The last one for the period 2024–2028 was elaborated on the basis of feedback and data from units, internal and external stakeholder meetings, the evaluations of EAEVE and VEDEK and in line with the AU strategic plan. A participatory approach was followed. Both academic and administrative staff as well as students were involved in the preparation through surveys, focus group discussions and participatory workshops. Staff members were also asked to give feedback on the draft. The VEE has reviewed its stakeholders, made a detailed SWOT analysis, and determined 7 strategic goals and 31 objectives (targets). The AU strategy has a timeframe for strategic and also for interim targets and annual milestones. Performance indicators are linked to a specified target period. The accomplishment of goals and targets and the indicators are monitored annually by the AU Strategic Planning Team, which prepares an annual report. The strategic plan is available on the VEE's website.

#### **B. ESP**

No differences from the LSP.

### **1.3.2. Analysis of the findings/Comments**

#### **A. LSP**

Both the mission and vision of the VEE, its SWOT analysis and strategic plans reflect their awareness of being Türkiye's oldest VEE, and their intention to maintain its unique status by constantly increasing the level of education, research and public service. Internal and external stakeholders were widely consulted and involved in the strategy making process. The strategy holds formal status, with clearly defined interim targets, performance indicators, a specified timeframe, and designated responsible individuals. There are also annual quality improvement plans. The strategy is public.

#### **B. ESP**

No differences from the LSP.

### **1.3.3. Suggestions for improvement**

#### **A. LSP**

None.

#### **B. ESP**

None.

### **1.3.4. Decision**

#### **A. LSP**

The study programme is compliant with Standard 1.3.

#### **B. ESP**

The study programme is compliant with Standard 1.3.

**Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality,**

**and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.**

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

#### **1.4.1. Findings**

##### **A. LSP**

Ankara University has an Accreditation, Academic Evaluation, and Quality Coordination (ADEK) body which supports and supervises all internal and external quality processes and accreditations in the field of education, research and administration. The quality directives of AU conform with the Higher Education Quality Assurance Regulation and specify the formation and operation of Quality Commissions and sub-commissions (for Education and Teaching, Research and Development, Public Service, Management System). The VEE has its own Quality Commission which is responsible for preparing annual internal assessment reports, conducting evaluations, identifying areas for improvement, and proposing enhancement strategies. This commission monitors performance indicators, follows improvement actions, organises QA-related training sessions for the faculty staff, provides information for faculty members, organises surveys and seeks feedback from students, staff and other stakeholders. The Quality Commission of the AU meets monthly, while the VEE's Quality Commission meets at least six times a year, or whenever an issue occurs.

Units suggest measurable quality objectives which are considered by the Quality Commission and included in the Quality Plan. Departments contribute their part to the annual quality report compiled by the Quality Commission and forwarded to the AU Quality Commission which in turn provides a unified report to the Higher Education Quality Council (YOKAK).

The VEE has an Integrated Quality Manual (prepared in 2021, revised in 2023) prepared along the outlines of ISO 9001:2015 which covers all fields of QA including the VEE's Quality and Environmental Policy. Both the preamble of the manual, and the policy includes the aspiration to involve all stakeholders in QA, and establish, maintain and develop a culture of QA at the VEE. The manual, policies, process cards, process flows, and performance indicators are shared with the public on the VEE's website.

In 2022 the VEE gained certification of its Quality Management System being compliant with TS EN ISO 9001:2015, and its Environmental Management System being compliant with TS EN IS 14001:2015 and TS EN ISO 22000:2018 standards. Processes are designed to ensure continuity and continuous improvement in conformity with these standards.

The Quality Manual includes the requirement of participation, transparency, fairness and accountability" in the management processes, while the Student Selection and Placement Centre, the official body of Türkiye for organising and conducting national examinations ensure transparency, fairness and standardisation of examination procedures. The Accountability Policy of the VEE also emphasises transparency, integrity, honesty and responsibility.

The document "Higher Education Council Principles of Ethical Attitude" outlines the ethical principles and values to be followed by higher education institutions in Türkiye. It serves as a guide in ethical dilemmas and ensures integrity in various aspects of academic life. The "Regulation on Ethical Conduct Principles for Public Officials and Application Procedures and Principles" issued by the Prime Minister's office aims to establish an ethical culture in the public sector. Students are also informed about these principles and the relevant procedures during their orientation lectures.

##### **B. ESP**

No differences from the LSP.

#### **1.4.2. Analysis of the findings/Comments**

##### **A. LSP**

The VEE is commended for its dedication to maintaining and strengthening a culture of quality. The VEE has been developing its QA system for a long time, achieving ISO certification both for its quality management system, and its environment management system. It has an established and highly elaborated quality management system with detailed policies and procedures. Its guiding principles of participation and transparency are realised and contribute to the fulfilment of the VEE's aspiration to involve all stakeholders in QA.

Ethical behaviour and academic integrity are regulated at the national level with a focus on academic freedom, autonomy, integrity, responsibility, respect for others, and academic merit. Responsibilities of the teaching staff are emphasised, and there is an AU Ethics Commission safeguarding adherence to these principles.

##### **B. ESP**

No differences from the LSP.

#### **1.4.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

None.

#### **1.4.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 1.4.

##### **B. ESP**

The study programme is compliant with Standard 1.4.

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

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

#### **1.5.1. Findings**

##### **A. LSP**

Providing the public with information on all of its activities belongs to the AU's strategy, and it uses traditional and new media effectively to this end. Public information is provided systematically and regularly on education, research, and social contribution. There is the Institutional Communications Coordination and several units responsible for public relations. The AU has a magazine UNIHABER, printed and electronic bulletins, and a radio (Radyo İlef). A Faculty Information Management Unit was established at the VEE in 2021. Its duty is to keep the VEE's website up to date. Stakeholders are informed through announcements and shared news which cover all fields of the VEE's life.

The VEE issues its annual Self-assessment Report also on its homepage which contains

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information about student admissions and development. Moreover, the website contains detailed information about the study programme and qualification including information on admission, ongoing courses, examinations and weekly calendar, student representation, psychological help, etc.

The VEE is also accessible through its social media and YouTube channels, and there are multilingual presentations of the VEE on the website and in Wikipedia.

An independent website was created for the VTH which is not only an important source of information, but also a means for making online appointments. Some units also have social media accounts of their own. A Public Relations Unit monitors the social contribution performance. They also provide information, feedback and support services for the public.

The VEE makes efforts to involve stakeholders. Internal stakeholder opinions are usually collected through focus group meetings and face-to-face interviews. There are satisfaction surveys for both the students, and staff, and complaints, suggestions may also be submitted in 'Requests and Suggestions' boxes at the campus. External stakeholders from public and private sector institutions, organisations, and professional chambers are represented in the External Advisory Board which has regular meetings. Different surveys contribute to the quality assurance of the VEE which will soon be transferred to a digital platform to make them more effective. The Alumni Office gathers employment information about graduates' employment, continuing education, income, and employer/graduate satisfaction.

The VEE's website has a subpage for quality issues where both EAEVE and VEDEK accreditation certificates and reports are published.

### B. ESP

No differences from the LSP.

### 1.5.2. Analysis of the findings/Comments

#### A. LSP

Both the AU and the VEE have units responsible for communication. Traditional and modern channels are used to provide up-to-date and reliable information on all aspects of the AU and the VEE, including information on the study programmes. Stakeholder feedback is actively elicited and utilised in QA. The SERs and audit reports of both ESEVT and VEDEK are shared on the homepage of the VEE.

#### B. ESP

No differences from the LSP.

### 1.5.3. Suggestions for improvement

#### A. LSP

None.

#### B. ESP

None.

### 1.5.4. Decision

#### A. LSP

The study programme is compliant with Standard 1.5.

#### B. ESP

The study programme is compliant with Standard 1.5.

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

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

#### **1.6.1. Findings**

##### **A. LSP**

Ankara University Quality Commission operates within the framework defined by the Higher Education Quality Assurance Regulation. According to the Quality Directive, the VEE prepares its Annual Unit Self-Assessment Report which is – upon assessment by the Senate – incorporated into the Institutional Self-Assessment Report and uploaded to the THEQC (Turkish Higher Education Quality Council) system.

AU has also established an Institutional Data Management Coordination Office in 2022 to harmonise and make more efficient data gathering at the university, to manage stakeholder-related processes, and create institutional data and information that may serve as input for reports, documentation, rankings and indicators.

The VEE conducts a number of surveys and gathers data to monitor its procedures and the fulfilment of strategic and quality goals and objectives and takes the necessary actions. These are the following: student admission and progression data; student surveys on courses and the educational performance of the VEE (see also 3.3); feedback on distance education (see also 7.8); Academic Staff Satisfaction Survey; Graduate Students Satisfaction Survey; Administrative Staff Satisfaction Survey; Intern Student Satisfaction Survey; continuous monitoring of graduates' employment, continuing education, income and employer/graduate satisfaction; surveys by AU to determine in-service training needs of academic and administrative staff; patient owner satisfaction survey; national and international accreditation standards and performance indicators to monitor outcomes (see also 3.4).

There is an institutional survey management process, and a survey management software (Limesurvey) has been used to enhance the process. The results are published mostly on the VEE's website, but also directly to smaller audiences.

The VEE has also introduced internal, departmental self-assessment with the same structure as the unit/institutional reports. The department reports were evaluated by teams, formed by the Quality Commission operating under the Faculty Quality Coordination Office, which also visited the departments and prepared written so-called Unit Feedback Reports. The findings provided departments with valuable feedback serving as the background for corrective measures.

Since 2020 the AU has organised special workshops for the VEE focusing on identifying strengths, areas for improvement, and resource requirements to ensure the institution continues to meet its predefined objectives. Departments give presentations in which their performance in education, research and community service are characterised both quantitatively with a great number of indicators, and the results are assessed qualitatively. Plans for further development and resources needed are also discussed with the AU management. The VEE organises a so-called academic council every year where all activities are discussed, and the academic staff is invited.

B. ESP

The Student Satisfaction Survey is available in English and is actively used to collect feedback from students enrolled in the English-language programme.

**1.6.2. Analysis of the findings/Comments**

A. LSP

The VEE is commended for its comprehensive QA system which is based on participation, and in which practically all the units are involved. The extensive gathering of data and feedback from staff and students also enhance QA and is to be commended.

The quality management system of the VEE is underpinned by a great number of quantitative and qualitative analyses which are enhanced by services provided by the AU and by tools developed by the VEE. The gathered data, indicators, information are regularly checked, analyses are made and objectives for the improvement of processes are set. Students and staff are invited to participate in these processes, and the results are communicated broadly not only on the internet, but also in forums where the participation of the target community is possible (e.g. department presentations). Still, the VEE feels the need for even more surveys.

B. ESP

No differences from the LSP.

**1.6.3. Suggestions for improvement**

A. LSP

None.

B. ESP

No differences from the LSP.

**1.6.4. Decision**

A. LSP

The study programme is compliant with Standard 1.6.

B. ESP

The study programme is compliant with Standard 1.6.

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

**1.7.1. Findings**

A. LSP

The VEE was first accredited by EAEVE in 2007. It had its next visitation in 2015 when two major deficiencies were identified. These were rectified, and the VEE got approval status after a re-visitation in 2018. The findings of the EAEVE visitations contributed to several developments, corrective actions and improvements.

The VEE was accredited by VEDEK in 2015, and as part of Ankara University it received certification from the Higher Education Quality Board of Türkiye in 2024.

Several academic staff members participate in different accreditation related bodies as experts or board members, such as ESEVT, VEDEK, High Education Quality Board.

B. ESP

No differences from the LSP.

**1.7.2. Analysis of the findings/Comments**

A. LSP

The VEE regularly undergoes external evaluations by EAEVE, and also by Turkish accrediting agencies (e.g. VEDEK). The VEE has not only corrected major and minor deficiencies but strengthened its quality management system thus demonstrating its commitment to continuous improvement. The VEE also got ISO 9001:2015, 14001:2015 and 22000:2018 certification in 2022 and was assessed by the Higher Education Quality Board (2024).

B. ESP

No differences from the LSP.

**1.7.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

**1.7.4. Decision**

A. LSP

The study programme is compliant with Standard 1.7.

B. ESP

The study programme is compliant with Standard 1.7.

## **Area 2. Finances**

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

**2.1.1. Findings**

A. LSP

Ankara University Rectorate Strategy Development Department prepares the strategic report including the finances annually. It is approved by the University Board of Directors, and then sent to the central government. After the Ministry of Finance approves the budget proposal, it is sent to the Parliamentary Budget and Plan Commission. The commission approves the budget proposal and presents the report at the General Assembly of the Grand National Assembly of Türkiye. Then the budget is discussed by the Ministry of Finance in the General Assembly and sent to the President of the Republic of Türkiye for final approval. After that the budget must be published in the Official Gazette, and it enters into force at the beginning of the financial year. The budget transferred to the university is allocated to the VEE by the senior management within

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the needs. Salaries of the faculty staff, social insurance payments, and some other expenses are covered by the rectorate through the general budget. Apart from the general budget, revolving fund revenues from the hospital, farm, consultancy services, and other diagnostic and laboratory services constitute the second important financial source of the faculty. Another important source of VEE income is from external research funds.

Practices regarding the management of financial resources are carried out under defined processes. The management of movable and immovable resources is carried out within the framework of the relevant legislation and is subject to internal audit. The expenditure authority of the VEE is given to the Dean.

In addition to the general budget transferred by the AU Strategy Development Department, the VEE's budget also includes some income from consultancy services, egg, milk, and animal sales revenues, clinical services, VTH and Central Diagnostic Laboratory services.

A portion of the total monthly revenues of the VEE's Circulating Fund is transferred to the authorities through current transfers under the heading of "Shares from Revenues and Profits". Circulating money from clinical service goes directly to the University and is not distributed back to the VEE.

The share given to the general budget consists of 1% treasury share. The shares given to the administrations with special budgets are 5% AU Rectorate Centre Share and 5% BAP share.

The income and expenses balance for the years 2022, 2023 and 2024 are positive.

### B. ESP

In 2024-2025 the tuition fee is ₺146.300,00 for foreign students studying Veterinary Medicine in the Turkish language, and ₺219.450,00 for foreign students studying in the English language. Turkish students don't pay at all, even if they are enrolled in ESP.

#### **2.1.2. Analysis of the findings/Comments**

##### A. LSP

The financial resources are clearly sufficient to support the VEE in fulfilling its mission and achieving its goals in education, research, and service. The financial overview details all expenditures and revenues, categorised by public funding, tuition fees, service income, research grants, and other sources. The financial balance is positive.

##### B. ESP

Only the foreign students pay tuition for the English language.

#### **2.1.3. Suggestions for improvement**

##### A. LSP

It is suggested that a part of the circulating money from clinical services be used for rewarding the clinical staff.

##### B. ESP

None.

#### **2.1.4. Decision**

##### A. LSP

The study programme is compliant with Standard 2.1.

##### B. ESP

The study programme is compliant with Standard 2.1.

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

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

### **2.2.1. Findings**

#### **A. LSP**

The VEE management regularly collects requests from the heads of departments and divisions, academic staff, support staff, and requests for the needs required for education and research activities. Expenditure requests are listed according to priorities, and the decisions taken are submitted to the Rectorate. The Rectorate submits all expenditure requests and investment and development budgets to the University Senate consisting of the Rector, Vice-Rectors, deans, directors (Vocational Schools, Institutes, etc.), and faculty representatives for final approval and decision.

Clinical and field services are carried out by the Circulating Fund Fee Schedule. The Circulating Fund Fee Schedule is evaluated and updated by the relevant Commission and shared with the public on the VEE website.

The expenditures for educational purposes come from consumables, maintenance and repair, stationery, travelling expenses, and planning is carried out every semester by considering the needs for educational equipment, consumables, and laboratory materials from the VEE budget. In the VTH clinical services are carried out on the circulating fund fee tariff, which is generally established in accordance with the fee tariff determined by the Chamber of Veterinary Physicians.

The VEE management has autonomy in the use of the budget regulated by the relevant laws and regulations. The priorities regarding the needs and demands of the units (ERAF, VTH, divisions, diagnostic laboratories, Food Production and Sales Units, etc.) are met by the management from the autonomous circulating fund budget.

For the clinical services carried out within the hospital, the plans regarding fees, revenues, and expenditures are made in a way to ensure their financial self-sufficiency.

#### **B. ESP**

No differences from the LSP.

### **2.2.2. Analysis of the findings/Comments**

#### **A. LSP**

The VEE possesses adequate autonomy, as permitted by national regulations, to allocate its resources effectively in support of its strategic objectives and to fulfil both national and ESEVT requirements.

#### **B. ESP**

No differences from the LSP.

### **2.2.3. Suggestions for improvement**

#### **A. LSP**

None.

B. ESP

None.

#### **2.2.4. Decision**

A. LSP

The study programme is compliant with Standard 2.2.

B. ESP

The study programme is compliant with Standard 2.2.

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

#### **2.3.1. Findings**

A. LSP

The unit chiefs and the relevant vice dean are responsible for the decision-making mechanism of the requests received through the circulating fund. The financial data are presented to stakeholders at the Academic General Assembly and AU Rectorate workshops held in June in accordance with the Regulation on Academic Organisation.

Low-budget investments and renovations are organised by the dean's office and upon request by the university administrative units. High-budget investments and renovations are covered in line with a master financing plan accepted by the university administration.

The distribution of financial resources is carried out in accordance with the principle of transparency and accountability. The Annual Reports, which include budget implementation results, explanations on basic financial statements, financial audit results, etc., are submitted annually to the Rectorate Strategy and Development Department and shared with the public on the VEE's website. The request and supply of basic teaching materials for the Turkish and English Programs in the Faculty are carried out with the same methods and resources.

B. ESP

Turkish nationals enrolled in the English track of the veterinary programme do not pay any additional tuition fees. The foreign students are required to pay a tuition fee determined annually by the Senate of AU, in accordance with national regulations.

#### **2.3.2. Analysis of the findings/Comments**

A. LSP

The VEE possesses adequate autonomy, as permitted by national regulations, to allocate its resources effectively in support of its strategic objectives and to fulfil both national and ESEVT requirements.

B. ESP

No differences from the LSP.

#### **2.3.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

#### 2.3.4. Decision

##### A. LSP

The study programme is compliant with Standard 2.3.

##### B. ESP

The study programme is compliant with Standard 2.3.

### Area 3. Curriculum

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

This concerns:

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

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

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

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

#### 3.1.1. General findings

##### 3.1.1.1. Findings

##### A. LSP

The curriculum of the VEE is designed to ensure that all graduates meet the qualifications specified in Annex V.4.1. of the EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and is in full compliance with the "Regulation on the Minimum Educational Conditions for Medical, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy, and Architecture Education Programs" (Annex 3.1.1) published in the Official Gazette on February 2, 2008, No. 26775, as well as the National Core Curriculum for Veterinary Medicine (VUÇEP-Annex 3.1.2) approved by the HEC in 2021.

The curriculum includes subjects (input) and provides the opportunity to acquire the D1C (output) listed in ESEVT SOP Annex 2. The Turkish and English Veterinary Medicine curricula are

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conducted simultaneously and have recently been accredited for seven years (until 2029) by the national accreditation body VEDEK. The core curriculum is implemented in accordance with the regulations, procedures, and principles of the AU associate and undergraduate degree education and training regulation. The elective courses for both language programmes are provided in Annex 3. 1. 4.

The academic calendar and the course schedules for Turkish and English programmes are announced in the student affairs section of the VEE website.

The curriculum is designed to provide graduates with the knowledge, philosophy, professional and technical skills that will ensure the science of veterinary medicine and the expected level of applicability of the D1C. The curriculum has a spiral programme structure that includes the integration of basic sciences, preclinical sciences, clinical sciences, farm animals and nutrition and food sciences in an integrated manner. The curriculum, offered to develop the personal and professional qualities and skills that graduates need in their professional lives, includes both horizontal and vertical interaction of professional and clinical skills.

The VEE has structured the graduate qualifications expected from graduates within the 5-year education period as eight main domains. Basic subjects, Basic Veterinary Sciences and Supervised Self Learning courses are given in the first 4 semesters. Core veterinary medicine teaching, including traditional medicine-related courses such as Anatomy, Physiology, Pharmacology, Toxicology, Pathology, Microbiology and Parasitology, as well as research-oriented topics such as Scientific Methodology, Epidemiology and Biostatistics, is embedded within the curriculum.

A wide variety of teaching methods are used in the courses; online/active learning approaches supported by videos, short quizzes, e-teaching applications, practical and clinical skills teaching, virtual reality modules and OSCE are included in the curriculum and brief information is given in Annex 3. 1. 6.

Courses in Semesters 5 to 6 are composed of basic, clinical and animal sciences which are Helminthology, Microbiology-2, Pathology-2, Virology-2, Animal Husbandry-1, Pharmacology-1 and Prescription. Knowledge, Feedstuffs, Feed Hygiene and Technology and Medical Arthropodology courses are given in the 5<sup>th</sup> semester. Epidemiology, Pharmacology-2, Animal Nutrition and Nutritional Disease, Animal Breeding, Pathology-3, Protozoology, Animal Husbandry-2, Clinical Examination Methods and Clinical Practice courses are given in the 6<sup>th</sup> semester. The main strategies of these courses are to prepare students for clinical training-learning and to provide skills for basic diagnostic methods and pathology examinations.

The 7<sup>th</sup> and 8<sup>th</sup> semesters are the periods in which clinical sciences, veterinary public health and professional knowledge and skills are developed and reinforced. Students also attend Meat Hygiene, Inspection and Technology, Livestock Economics, Poultry Diseases, Necropsy, Milk Hygiene and Technology, Public Health in Veterinary Medicine, Veterinary Medicine Legislation and Ethics, Toxicology and Environmental Protection, Honeybee Diseases and Pests and Physiopathology and Aquatic Animal Diseases courses in the 7<sup>th</sup> and 8<sup>th</sup> semesters. In the 6<sup>th</sup> and 8<sup>th</sup> semesters, students are subjected to clinical practice rotation in internal medicine and surgery clinics.

Students are required to complete a pre-clinical elective practical training (EPT) of 30 working days (240 hours) during the summer break at the end of the 6<sup>th</sup> semester and a clinical internship of 30 working days (240 hours) during the summer break at the end of the 8<sup>th</sup> semester. Pre-clinical internships must be conducted in diagnostic and research laboratories operating in the field of veterinary medicine, as well as in livestock farming, companion animal businesses, aquatic animal facilities, and beekeeping enterprises, etc.

The curriculum focuses on teaching the principles of animal production, including dairy and beef cattle, sheep, goats, poultry, and pig production at both national and global levels.

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The concept of animal production encompasses an overview of livestock economics, business models, marketing, production cycles of animal products from farm to table, quality assurance, animal care, feeds and animal nutrition principles, breeds, reproduction and genetics, herd and flock health management, welfare of farm animals, animal health, and the professional development processes in veterinary medicine.

Additionally, the curriculum is integrated with epidemiological approaches related to the diagnosis, monitoring, and control of major breeding/infectious/zoonotic diseases affecting livestock.

The importance of animal production, as well as existing regulations related to hygiene and animal welfare in livestock farming and the production of animal-derived foods, are also included in the curriculum.

These topics, which are given predominantly during the first three years of the curriculum, are reinforced with both theoretical and skill acquisition practices in the 4<sup>th</sup> year courses starting from the spring semester of the 3<sup>rd</sup> year, which is the clinical period, and in the fifth-year rotations, which is the professional development period.

During their training in VPH, legislation, environment and toxicology, students gain knowledge and skills on topics such as the duties and responsibilities of veterinarians, food safety and technology, policy development, inspection and supervision of animal products, national and international legislation, zoonotic diseases and their control, environmental pollution and its relationship with food.

In the 3<sup>rd</sup> and 4<sup>th</sup> years students are trained to communicate with clients.

### B. ESP

The curriculum of the English programme fully corresponds with that of the Turkish programme. However, the number of elective courses available in the English programme is more limited.

#### **3.1.1.2. Analysis of the findings/Comments**

##### A. LSP

The VEE is compliant with the concerned standard after the analysis of the supplementary information contained in the SER and on-site interviews provided a clear insight into the design of the Turkish curriculum. Overall, the list of subjects is consistent with the EU Directive.

##### B. ESP

No differences from the LSP.

#### **3.1.1.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **3.1.1.4. Decision**

##### A. LSP

The study programme is compliant with Standard 3.1.1.

##### B. ESP

The study programme is compliant with Standard 3.1.1.

### **3.1.2. Basic Sciences**

#### **3.1.2.1. Findings**

##### **A. LSP**

Basic subjects, Basic Veterinary Sciences and Supervised Self Learning courses are given in the first 4 semesters. Along with the theoretical information, they gain laboratory work discipline, become familiar with biosafety issues and supervised self-learning.

Core veterinary medicine teaching, including Anatomy, Physiology, Pharmacology, Toxicology, Pathology, Microbiology and Parasitology, as well as research-oriented topics such as Scientific Methodology, Epidemiology and Biostatistics. The teaching methods used in the courses are: online/active learning approaches supported by videos, short quizzes, e-teaching applications, practical and clinical skills teaching, and virtual reality modules.

Courses at Semesters 5 to 6 are composed of basic, clinical and animal sciences which are Helminthology, Microbiology-2, Pathology-2, Virology-2, Animal Husbandry-1, Pharmacology I and Prescription Knowledge, Feedstuffs, Feed Hygiene and Technology and Medical Arthropodology courses are given in the 5<sup>th</sup> semester. Epidemiology, Pharmacology-2, Animal Nutrition and Nutritional Disease, Animal Breeding, Pathology-3, Protozoology, Animal Husbandry-2, Clinical Examination Methods and Clinical Practice courses are given at 6<sup>th</sup> semester. The main strategies of these courses are to prepare students for clinical training-learning and to provide skills for basic diagnostic methods and pathological examinations. In addition, lessons are provided in the 6<sup>th</sup> semester.

Students take a total of 238 hours of elective courses, 112 hours of non-departmental university electives, and 28 hours of general social elective courses over the 5-year teaching program. Each student selects 17 programme electives (51 ECTS), 4 non-programme electives (12 ECTS at University level), and 1 general social elective course based on their interests. Specific veterinary subjects for Basic Sciences are: Anatomy, histology and embryology, Physiology, Biochemistry, General and molecular genetics, Pharmacology, pharmacy and pharmacotherapy, Pathology, Toxicology, Parasitology, Microbiology, Virology, Immunology, Epidemiology, Information literacy and data management1, Professional ethics and communication.

Animal health economics and practice management, Animal ethology, Animal welfare, Animal nutrition. Those subjects comprise 742 hours of lectures, 672 hours of laboratory and desk-based work. The total number of hours in basic sciences is 1,414.

The Curriculum hours for Basic Sciences taken as electives for each student are 168. Each elective course must have at least 10 students enrolled for it to be offered each semester. Elective courses can be taken from the 1<sup>st</sup> year until the end of the 4<sup>th</sup> year, on a semester basis.

##### **B. ESP**

No differences from the LSP.

#### **3.1.2.2. Analysis of the findings/Comments**

##### **A. LSP**

The information provided before the visit and the on-site interviews showed that the overall amount of theoretical and practical training in the basic sciences of the curriculum is well balanced. The practical laboratory activities, mainly in the skills lab carried out by students during the teaching of basic sciences, help to consolidate students' professional identities from the beginning. Teaching basic veterinary sciences makes students aware of the importance of knowledge of these subjects.

##### **B. ESP**

No differences from the LSP.

### **3.1.2.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

### **3.1.2.4. Decision**

A. LSP

The study programme is compliant with Standard 3.1.2.

B. ESP

The study programme is compliant with Standard 3.1.2.

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

### **3.1.3.1. Findings**

A. LSP

The Clinical Science curriculum in companion animals (including equine and exotic pets) complies with the EU Directive 2005/36/EC, and enables the acquisition of Day One Competences.

The VEE offers a parallel veterinary medicine programme 100% in English, the curriculum of this programme being fully compatible with that of the Turkish programme. The curriculum has been designed to include the integration of basic sciences, preclinical and clinical sciences, farm animals, and nutritional and food sciences. Pre Clinical preparation of students begins in the 6<sup>th</sup> semester (clinical examination methods and clinical practice courses). The main strategies of these courses are to prepare students for clinical training-learning and to provide skills for basic diagnostic methods and pathological examinations. During the 7<sup>th</sup> and 8<sup>th</sup> semesters, students receive theoretical clinical training in surgery, traumatology, anesthesiology and resuscitation, radiology, obstetrics and gynaecology. In the 6<sup>th</sup> and 8<sup>th</sup> semesters, students undertake clinical practice rotations in internal medicine and surgery clinics. The rotations are specified in table 3.1.3, and are divided into five types of activity: Intramural Clinics (VTH), Outpatient Clinics, Herd Health Management, HPV (including FSQ) and Other. There are preclinical subjects in the semesters 3, 4 and 5. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> semesters include Internal Medicine I and II, Surgery and Radiology.

The curriculum hours taken as electives per student seem sufficient, but it is striking that the number of hours for Clinical Sciences (28) is low compared to Basic Sciences + Basic Subjects (168 + 140 = 308). Students take a total of 238 hours of electives, 112 hours of non-core university electives and 28 hours of general social electives over the 5 years of the teaching program.

The curriculum hours in each academic year taken by each student are detailed in Table 3.1.1, students take 56 hours of Professional Practice and Clinical Skills Methods.

EPTs take place for students during the summer of the 6<sup>th</sup> and 8<sup>th</sup> semester. Students can choose from over one hundred or more private companies. Students are required to complete a 30-working day (240 hours) pre-clinical elective practical training (EPT) during the summer holiday

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at the end of the 6<sup>th</sup> semester and a 30-working day (240 hours) clinical internship during the summer holiday at the end of the 8<sup>th</sup> semester. Students are expected to enhance their knowledge, skills and experience by doing their internship in external companies under real field conditions. Pre-clinical placements should take place in diagnostic and research laboratories operating in the field of veterinary medicine, as well as in livestock farms, companion animal enterprises, aquatic animal facilities and beekeeping enterprises, etc. Clinical EPTs are performed in the VTH, slaughterhouses and meat and dairy processing plants.

Indicators I12, I15, I16 show a negative balance.

### B. ESP

There are some electives in ESP that are not available in the LSP

#### **3.1.3.2. Analysis of the findings/Comments**

##### A. LSP

The preclinical elective practical training (EPT) and the clinical internship (5<sup>th</sup> year) are compulsory. Some activities are elective and there is a preclinical internship. The clinical practice rotation in internal medicine and surgery clinics is compulsory.

Several subjects use case based learning and problem-based learning; these methods, as the use of simulation material, help to use less live animals in practice following the 3R.

In case of small animals, the indicator I16 is low, and the VEE has strategies to improve this indicator. In case of swine the VEE proposes use of simulation models and an increase of the number of stakeholders and companies, mainly increasing the visitation to small producers in rural areas, and increasing the ambulatory clinical activity, so the students have more chances to practice with swine, and increase the number of cases.

In the Turkish programme students can choose between 96 elective courses (Annex 3.1.4, table 3.1.4.1), but in the English programme students can choose between 74 elective courses. Both programmes, however, are designed to meet the requirements of veterinary education in line with EAEVE standards, ensuring that students in both tracks are provided with sufficient elective options to develop competences.

The structure of the core curriculum in case of small animals and equine is in line with the standard, and the distribution of subjects in semesters is adequate, letting students learn preclinical subjects and prepare them for the last semesters, where the students acquire the whole clinical competences.

### B. ESP

In the English programme students can choose between 74 elective courses (Annex 3.1.4, table 3.1.4.2). The difference to the Turkish programme is primarily due to the longer establishment history and broader academic staff involvement in the Turkish programme, which has allowed the development and offering of a wider range of electives over time. Additionally, the availability of teaching staff proficient in English and the progressive structuring of the English programme slightly influences the number of elective courses offered. Both programmes, however, are designed to meet the requirements of veterinary education in line with EAEVE standards, ensuring that students in both tracks are provided with sufficient elective options to develop Competences.

#### **3.1.3.3. Suggestions for improvement**

##### A. LSP

None.

B. ESP

None.

#### **3.1.3.4 Decision**

A. LSP

The study programme is compliant with Standard 3.1.3.

B. ESP

The study programme is compliant with Standard 3.1.3.

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

#### **3.1.4.1. Findings**

A. LSP

The curriculum offers a structure for clinical education in food-producing animals, ensuring alignment with the EU Directive 2005/36/EC and the acquisition of the Day One Competences. Teaching begins from the 5<sup>th</sup> semester with relevant subjects such as Animal Husbandry I, Feed Hygiene and Technology, and continues through semesters 6, 7 and 8 with core topics including Animal Nutrition and Nutritional Diseases, Animal Breeding, Clinical Examination Methods, and Herd Health Management. Clinical sciences in food-producing animals are taught through a blend of theoretical courses, hands-on practical training, and clinical rotations. Students undertake supervised clinical practice in both internal medicine and surgery clinics (Semesters 6 and 8), and are exposed to public health and food safety topics in semesters 7 and 8.

During the summer breaks of semesters 6 and 8, students complete 240 hours each of pre-clinical and clinical EPTs in external settings such as farms, slaughterhouses, and meat/dairy processing plants. Additional practical exposure is provided in the 5<sup>th</sup> year through structured intra- and extra-mural clinical rotations, including ambulatory clinics and herd health visits.

Eight graduate qualification domains guide the competency development, including Preventive Medicine, Clinical Reasoning and Decision Making, and Animal Welfare, Feeding and Breeding. The integration of food-producing animal topics occurs across multiple disciplines and years, culminating in extensive clinical and herd-level management training in the final year.

B. ESP

The English curriculum mirrors the structure and content of the Turkish curriculum. However, the elective course pool is more limited. Students in the English programme follow the same progression in food-producing animal training and complete the same EPT requirements.

#### **3.1.4.2. Analysis of the findings/Comments**

A. LSP

The curriculum delivers a progressive and comprehensive education in food-producing animal medicine, with an emphasis on both individual animal care and herd health. Practical skills are reinforced in later semesters and rotations.

B. ESP

While students follow a similar curriculum, there are more limited elective options.

### **3.1.4.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

### **3.1.4.4. Decision**

A. LSP

The study programme is compliant with Standard 3.1.4.

B. ESP

The study programme is compliant with Standard 3.1.4.

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

### **3.1.5.1. Findings**

A. LSP

During training in VPH students gain knowledge and skills on topics such as the duties and responsibilities of veterinarians, food safety and technology, policy development, inspection and supervision of animal products, national and international legislation, zoonotic diseases and their control, environmental pollution and its relationship with food. Skill acquisition is realised through senior rotation training, internships and farm visits. In the 3<sup>rd</sup> and 4<sup>th</sup> years students are also trained to communicate effectively with relevant stakeholders in the public, private sector and society by having a holistic and interdisciplinary perspective on the epidemiology and control of notifiable diseases that pose a risk to human health, national and international animal food trade.

The topics of food safety and hygiene related to animal origin food begin in the spring semester of the third year. Subjects related to this area like Food Hygiene and Control (6<sup>th</sup> semester, 42 hrs, 2 ECTS), Milk Hygiene and Technology (7<sup>th</sup> semester, 42 hrs, 3 ECTS), Meat Hygiene, Inspection, and Technology (7 hrs, 14 hrs, 2 ECTS) are taken during the 3<sup>rd</sup> and 4<sup>th</sup> years. The mandatory slaughterhouse and dairy plant rotations of 32 hours per student are part of the rotations during the 5<sup>th</sup> year. The rotations consist of groups of 10-12 students.

During this period, students attend two full-day sessions each week, focusing on practical training in both meat and milk hygiene and other courses like honey and bee products etc. Students focus on food chemistry, food microbiology, food-borne pathogens, hygiene, national and international regulations, milk hygiene, and dairy technology, meat hygiene, inspection, red and white meat processing technologies, as well as ante- and post-mortem inspection, animal welfare, and zoonotic diseases during the slaughterhouse rotations. Additionally, each student from LSP can choose 14 hours of elective subjects related to VPH/FSQ (there are 3 such subjects). EPT on VPH/FSQ is not mandatory but can be chosen if a student is interested in this area.

B. ESP

There are no electives related to the FSQ specially offered for ESP, but if the students ask for such a possibility, electives can be opened.

### **3.1.5.2. Analysis of the findings/Comments**

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### A. LSP

The use of a well-equipped and modern dairy plant for practical class on FSQ is commendable. VPH and FSQ-related subjects are taught in a way which gives the students both practical and theoretical knowledge.

In the private slaughterhouse belonging to an external company and used for practical classes on FSQ, some animal welfare issues during the slaughtering process were not met (even if it is halal processing).

### B. ESP

No differences from the LSP.

#### **3.1.5.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **3.1.5.4. Decision**

##### A. LSP

The study programme is compliant with Standard 3.1.5.

##### B. ESP

The study programme is compliant with Standard 3.1.5.

### **3.1.6. Professional Knowledge**

#### **3.1.6.1. Findings**

##### A. LSP

The veterinary curriculum is a competence-based curriculum, spans 5 years, equivalent to 300 ECTS (Annex 3.1.5). In addition, students have free choice to participate in any course outside their programme, [Coursera](#) and [Edx](#) etc. It focuses on the acquisition of D1C with sample hands-on training and problem-based learning in a research-based environment. The broad-based coverage from the development of veterinary medical expertise to the development of personal, scientific, and social skills is its primary goal.

The VEE curriculum offered to develop the personal and professional qualities and skills that the graduates need in their professional lives includes both horizontal and vertical interaction of professional and clinical skills.

The curriculum uses realistic scenarios and clinical cases to provide the basis for integrating clinical and scientific perspectives of veterinary medicine practice. An active learning approach is adopted to encourage self-directed learning, and continuous professional development is supported through lifelong learning through teamwork and individual activities.

In the curriculum, professional development and skills training are provided with the support of many disciplines, such as “History of Veterinary Medicine and Deontology”, “Information and Communication Technologies”, “Professional Skills Practices”, “Internship”, “Hospital and Ambulatory Clinic Rotations” carried out in the last year, “Veterinary Public Health”, “Legislation and Ethics”, “Adaptation to Professional Life”, elective courses of the university and [VetAnka](#)

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[Career Events](#) organized by students every year and supported by representatives of the sectors, theoretical and practical professional development trainings supported by experts in the field (such as project development, scientific meetings and congresses).

In collaboration with Hacettepe TEBAD, the Simulation-Based Teaching is adapted in the VEE, employing standardised patients or standardised clients services provided at no cost to the VEE. The effectiveness of the simulation-based teaching method used in the research was measured using standardised checklists. Students were assessed through a two-station OSCE method. In the first station, basic communication skills were evaluated. In the second station, delivering bad news skills were assessed.

In a study conducted during the 2019-2020 Fall Semester, all students from first to fifth year at Ankara University Faculty of Veterinary Medicine participated in an initiative aimed at improving feedback-giving skills in veterinarian-client communication.

As part of this study, students engaged in role-playing exercises, simulating veterinarian-client consultations. The study also incorporated peer education, and the effectiveness of peer assisted learning was also evaluated. In this study, students were assessed through two different OSCE stations:

The first station evaluated basic communication and history taking skills. The second station assessed feedback-giving skills.

In 2023, an undergraduate student submitted a research proposal to the TÜBİTAK 2209-A University Students Research Projects Support programme entitled "Developing an Alternative Learning Material in Veterinary Communication Skills". As part of the project, video-based learning materials were developed to provide an accessible, flexible, cost-free, and repeatable alternative learning environment for teaching communication skills in veterinary medicine. These materials were made available on the LearnFlex YouTube channel. The videos were also used as course materials in the undergraduate course "Communication in Veterinary Medicine." Since 2018, standardised client consultations, role plays and scenario-based teaching methods have been included in the EPT for all students - Communication in Veterinary Medicine. Students participate in role-play exercises simulating veterinarian-client consultations. These role-play consultations are scenario-based and conducted voluntarily, allowing students to choose between playing the role of the veterinarian or the client. By having students play the role of a client, they are encouraged to understand the client's perspective and empathy.

Communication skills for students as a curriculum part are taught to students in first year, the theoretical part and in the third year for the practical part. Students can voluntarily attend a recently established communication skills lab to participate in one-on-one standardised cases of communication learning.

### B. ESP

No differences from the LSP.

#### **3.1.6.2. Analysis of the findings/Comments**

##### **A. LSP**

The communication skills laboratory at the VEE became operational in April 2025. Since then, it has provided practical training to volunteer intern students, including role-plays and simulated interviews. Although communication skills are already included in the curriculum, full-scale OSCE evaluation is still being phased in. A pilot OSCE was conducted in Spring 2025; however, due to the lab opening mid-semester, not all students participated. Starting from the Autumn semester of 2025-2026, communication training and structured OSCE assessments will be fully integrated and routinely applied for all students.

B. ESP

No differences from the LSP.

### **3.1.6.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

### **3.1.6.4 Decision**

A. LSP

The study programme is compliant with Standard 3.1.6.

B. ESP

The study programme is compliant with Standard 3.1.6.

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

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

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

### **3.2.1. Findings**

A. LSP

Learning outcomes were defined by the VEE for each course unit after mapping ESEVT Day-One Competences, the Veterinary National Core Education programme (VUÇEP) and the AU competency framework to the curriculum. This ensures the integration of all D1Cs into the curriculum, and their acquisition is validated in the logbooks and at examinations. Thus students are equipped with the knowledge, competences and attitudes required for the veterinary profession.

The qualifications veterinary students receive at graduation were harmonised with European and national regulations (cf. 1.1.1) and fit in the Bologna System. The Turkish regulation also gives the core curriculum for all VEEs in the country. Upon completion of their studies, students receive the Doctor of Veterinary Medicine ("Bachelor of Science + Master of Science" degree in Veterinary Medicine) qualification. All information and requirements can be found on the AU website ([https://bbs.ankara.edu.tr/Amac\\_Hedef.aspx?bno=4420&bot=2057](https://bbs.ankara.edu.tr/Amac_Hedef.aspx?bno=4420&bot=2057)) including the description of the programme, learning outcomes, course list with credits, course and programme learning outcomes matching, qualification awarded, admission requirements, occupational profile of graduates, graduation requirements, information on academic staff, level of qualification, requirements and rules, recognition of prior learning, examinations, assessment and grading, mode of study, access to further studies. The Bologna Information System of AU (BBS) visualises relationships between courses and competences in matrix form,

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thus helping to avoid gaps and overlaps. The Ankara University Learning Management System (LMS) not only integrates course materials, assessments but also offers tools for self-assessment and progress tracking.

The Council of Higher Education runs the Turkish Qualification Framework (TQF) aligned with its European counterpart. The VEE has integrated its qualifications into the TQF database in 2023 the Doctor of Veterinary Medicine being on level 6, thus it is entitled to display the TQF/EQF logos on its diplomas which enhances the graduates' international recognition and mobility.

The VEE strives to operate in a student-centred way, creating opportunities for self-learning and independent decision-making, thus preparing students for life-long learning. It is the Education and Training Programs Coordination Unit which – with student representation with a right to participate and express opinions – is responsible for creating the motivating learning environment in collaboration with other committees (Education and Training Programs Committee, Continuous Education Committee, Internship Committee, Open Course Access Monitoring Committee, Alumni Office, and the Specialization in Veterinary Medicine Committee) to ensure the continuous enhancement of educational activities.

The learning environment provides the essential tools for self-learning and self-assessment. The VTH, the ERAF and fieldwork offer opportunities to develop skills and encourage independent decision making as well as to apply knowledge in practice. During EPT individual learning is combined with practical experience. Research activities are also open to students in TÜBİTAK projects. The requirement of writing a graduation thesis also contributes to the development of independent learning skills. Professional organisations are also involved in the spread of a culture of lifelong learning at the VEE.

### B. ESP

No differences from LSP.

#### **3.2.2. Analysis of the findings/Comments**

##### A. LSP

The VEE has elaborated a curriculum harmonising with EU and national regulations and offers a BS+MS degree in veterinary medicine that fits into the European and national qualification framework for DVM-training. The learning outcomes were elaborated incorporating ESEVT D1Cs and the national and university requirements. Regular updates and a complex committee structure (with student representation) ensure the continuous monitoring and enhancement of the curriculum and the motivating learning environment preparing students for lifelong learning.

##### B. ESP

No differences from LSP.

#### **3.2.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **3.2.4. Decision**

##### A. LSP

The study programme is compliant with Standard 3.2.

B. ESP

The study programme is compliant with Standard 3.2.

**Standard 3.3: Programme learning outcomes must:**

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

**3.3.1. Findings**

A. LSP

The Education and Training Programs Coordinatorship and Commission is responsible for curriculum development taking into account the criteria set by HEC, VUÇEP, ESEVT, RCVS and AVMA-COE. There is a high level of awareness of the need of integrative approaches, case-based learning, research-oriented and multidisciplinary methods. Course content is elaborated following a broad overview of materials, as well as national and international standards related to the course. There are discussions with the academic boards of the relevant departments which are responsible for teaching the given subject. When defining learning objectives and outcomes Bloom's taxonomy is used, and objectives are categorised into cognitive, affective, and psychomotor domains. There are 14 so-called programme competences (such as acquiring and applying theoretical and practical knowledge related to the field, mastering professional skills, developing research and analytical thinking abilities, problem-solving, ethical decision-making, communication and social competences) with the long-term objective of supporting career development, academic advancement, specialisation and lifelong learning after graduation. Both these and Day-One Competences are mapped to subjects and can be found in the logbook prepared for internships during the 5<sup>th</sup> year. Appropriate teaching and assessment methods are selected in the light of the learning objectives and outcomes. Innovative teaching methods were introduced to develop students' problem-solving and clinical decision-making skills, such as scenario-based learning. Online platforms, simulation-based training materials and interactive methods are also employed. The assessment of the acquisition of D1Cs takes place during clinical rotations and extramural practical training. Its results – from performance reports and logbooks – are used as pre-graduation feedback for improvement. Graduation is only possible if the requirements are met which is checked in time for possible corrections.

Stakeholders are regularly surveyed and asked about their satisfaction with the curriculum, and with its capacity to equip students with relevant competences. Feedback is analysed and used by the Commission to determine the priority areas to be included in the annual development plans.

The learning outcomes of all courses are included in the course descriptions available in the AU Bologna Information System. Minor changes are communicated to staff and the student representatives.

B. ESP

No differences from the LSP.

### **3.3.2. Analysis of the findings/Comments**

#### **A. LSP**

Learning outcomes are guiding the improvement of the curriculum at all levels. Feedback is gathered from both internal and external stakeholders which are considered at all levels from the departments responsible for the given unit of the study programme to the Education and Training Programs Coordinatorship and Commission. The Commission determines priorities to be included in the annual development plan.

#### **B. ESP**

No differences from the LSP.

### **3.3.3. Suggestions for improvement**

#### **A. LSP**

None.

#### **B. ESP**

None.

### **3.3.4. Decision**

#### **A. LSP**

The study programme is compliant with Standard 3.3.

#### **B. ESP**

The study programme is compliant with Standard 3.3.

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

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

### **3.4.1. Findings**

#### **A. LSP**

There is an established organisational structure for managing the curriculum. One of the Vice-Deans oversees the Education and Training Programs Coordination Unit, led by a coordinator. The coordinatorship is working on the basis of principles and procedures with an annual schedule and annual improvement plans. The Education and Training Programs Commission was established by the Faculty Board in 2021 to coordinate the development, implementation

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and QA of the curriculum in close cooperation with the International Relations Coordination Office and the Student Council. The Commission consists of 11 members including one student representative. The coordinator of the field is elected by the Faculty Board for three years and chairs the following commissions (Education and Teaching Programs Commission, Continuing Education Commission, Diploma and Degree Determination Commission, Internship Commission, Open Course Access Monitoring Commission, Alumni Office, Veterinary Medicine Specialisation Commission). Commissions meet at least every three months, and prepare an annual report. Feedback from students, suggestions from departments, the External Advisory Board, veterinarians participating in extramural training, alumni, and results of annual departmental self-evaluations are reviewed by the Education and Training Programme Commission, and recommendations are given. Besides the permanent student representative, the Student Council is invited to give their opinion on questions directly affecting students, and then the joint proposal is discussed at the Faculty Board. The next step is a review by the Educational Programs Review Committee of the AU, and finally the proposed changes are approved by the University Senate.

Strategic goals and objectives, educational policy and philosophy, updates of the National Core Program, the requirements of national and international accreditation, feedback from surveys and questionnaires, feedback from staff, students after extramural training, meetings with the External Advisory Board, and Career Day activities are considered during curriculum design and development. The focal points of curriculum enhancement are student competences, instructor qualifications, and the learning environment and resources. The methods of teaching and assessment are aligned with a matrix linking competences to cognitive levels and are defined in the course descriptions. The curriculum underwent a review in 2020–2021. There are minor adjustments every year, while complete reviews take place every seven years. The last major review introduced changes such as the increase of the number of field elective and interdisciplinary courses, making the preparation and presentation of the graduation thesis mandatory, dividing pre-clinical and clinical internships, introducing logbooks and OSCE, etc. There is a multifaceted system for monitoring different aspects of the realisation of the curriculum with a variety of evaluation methods, and with a schedule for reviewing and introducing corrective and improvement measures. The performance indicators are gathered for monitoring the following: the attainment of competences; the functionality and quality of the learning and teaching program; the effectiveness of teaching methods and the teaching environment; the students' success and the assessment methods; the attitudes and behaviours of instructors; and internationalisation. Feedback is gathered through the analysis of relevant data, surveys among graduates, students and staff, from accreditation reports, the self-evaluation and feedback from departments and extramural practical training places, and the External Advisory Board. The Education and Training Programs Commission, the Student Council and the departments and sub-departments take part in the evaluation process and make proposals.

The AU In-Service Training Coordination provides for the further training of academic and administrative staff in light of curriculum developments.

The changes in the curriculum are communicated through the Bologna Information System, the VEE's website, and social media.

### B. ESP

No differences from the LSP.

#### 3.4.2. Analysis of the findings/Comments

##### A. LSP

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The VEE has a clear committee structure and a complex system for managing and monitoring the curriculum with extensive stakeholder participation.

B. ESP

No differences from the LSP.

### 3.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 3.4.4. Decision

A. LSP

The study programme is compliant with Standard 3.4.

B. ESP

The study programme is compliant with Standard 3.4.

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

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

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

### 3.5.1. Findings

A. LSP

The EPT which in the VEE is called summer practice or external practice training is performed only outside of the VEE and is supervised directly by specialists or other non-academic professionals. EPT aims to enhance and supplement their academic education and improve professional knowledge, soft skills, and preparedness for day-one competences.

Through the EPT programme, students are expected to achieve these competences: Acquire a knowledge of livestock management, apply the concepts of herd health management, develop clinical and surgical skills, enhance teamwork and communication, encourage legal obligations and professional ethics, prioritise animal welfare, increase knowledge of public health.

The compulsory internship programme is divided into 2 sections:

1. 30-day pre-clinical EPT: emphasises key competences such as animal husbandry, biosecurity, welfare, and professional demeanour. It is held in the 4<sup>th</sup> - 6<sup>th</sup> semesters and seeks to improve students' knowledge of animal production, farm management, laboratory diagnostics and teamwork in agricultural environments. EPT can offer a variety of operations on different species (dairy and beef cattle, small ruminants, poultry, horses, and bees). In this

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phase, students are included in training activities at laboratory and radiodiagnostic level in companion animals.

2. 30-day clinical EPT: This stage, which takes place in the 7<sup>th</sup> - 8<sup>th</sup> semesters, focuses on One Health concepts, food hygiene, public health, and the diagnostic, therapeutic, and preventive applications of veterinary medicine. Before starting clinical internships, students must finish the pre-clinical phase. This phase includes both production and companion animals.

The 6<sup>th</sup> (pre-clinical) and 8<sup>th</sup> (clinical) semester curricula include each EPT stage, which is worth 4 ECTS. With a minimum of 15 workdays per area, students can choose to do EPT in two different competency areas.

Students must submit a formal request to the Student Affairs Office for the Faculty Executive Board's permission, if they are unable to finish the required internships within the desired period.

### B. ESP

No differences from the LSP.

#### 3.5.2. Analysis of the findings/Comments

##### A. LSP

The EPT (which is called summer practice in the VEE) is compulsory and performed extra-murally of the VEE in licensed external institutions. The EPT task is to improve academic education and professional knowledge, soft skills. Through the EPT program, students are expected to achieve listed competences. The EPT is divided into 2 sections; 30-day pre-clinical EPT in 4<sup>th</sup> - 6<sup>th</sup> semesters and 30-day clinical EPT in the 7<sup>th</sup> - 8<sup>th</sup> semesters (4 ECTS) and meets ESVET requirements. Students must submit a formal request for permission if they are unable to finish the required internships within the desired period. The internship commission monitors all activities and ensures quality assurance through annual reviews.

##### B. ESP

No differences from the LSP.

#### 3.5.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 3.5.4. Decision

##### A. LSP

The study programme is compliant with Standard 3.5.

##### B. ESP

The study programme is compliant with Standard 3.5.

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

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

### **3.6.1. Findings**

#### **A. LSP**

The EPT providers are listed in Tables 3.6.1, 3.6.2. and 3.6.3 in Annex 3.6.13., which provide diverse and comprehensive internship opportunities for veterinary students in a variety of professional settings. Official institutions, including Provincial and District Agriculture Directorates, Veterinary Control Central Research Institutes offer structured environments for students to enhance their skills in public and clinical services. Private enterprises such as animal hospitals, clinical laboratories, large animal farms, and TJC Stud Farms allow students to develop hands-on expertise in specialised areas, such as clinical diagnostics, livestock management, and equine medicine. International and domestic enterprises, including poultry and seafood production facilities, further broaden students' exposure to global veterinary practices.

The planning, implementation and coordination of the EPT is provided by the Internship Commission. The Commission carries out the measurement and evaluation of the gains obtained at the end of the EPT or establishes cooperation with the responsible instructor (student's academic advisor) and the educational staff of the enterprise to have this process done. The responsible instructor monitors the practical training of the student, ensures coordination between the enterprise and the institution, guides the students in the practical training processes and takes part in internship measurement and evaluation practices.

The enterprise assigns enterprise training personnel who have at least five years of professional competence or who have completed post-graduate education and/or specialisation programs to practical training. The enterprise is expected to give the trainee student roles and responsibilities that develop the ability to make independent decisions, as well as routine work covering the training processes.

The enterprise is obliged to ensure that practical training is carried out in environments suitable for the provisions of the Occupational Health and Safety Law dated 20/6/2012 and numbered 6331 and to provide occupational health and safety trainings to students, considering the nature of the working environment and practices in the enterprise (Annex 3.6.1).

The company approves the "Internship Application and Acceptance Form" (Annex 3.6.2) filled out by the training staff. The training staff of the enterprise is obliged to receive pedagogical training by watching the video "[Pedagogical Training at the Enterprise](#)" prepared by the VEE in cooperation with relevant institutions and broadcast through the official YouTube channel.

Trainees fill out the "Trainee EPT Logbook Form" in the Trainee Notebook. Trainees give their opinion and sign the form. In addition, the student gives feedback about the EPT place and processes. Trainers fill out the "Trainer Evaluation Form" for each student. Absence, discipline, and other issues related to practical training are carried out in cooperation with the responsible instructor.

Provider Agreements and Responsibilities, the EPT Application and Acceptance Form emphasises the collaboration between the VEE, the provider and the student. Students provide feedback using the "EPT Evaluation Form of Student" (Annex 3.6.7). The academic advisors are participating in the evaluation of internships (Supervisor's EPT Evaluation Form). After the internship, students will fill out an Internship Final Report Student Form, to report their opinions and results that were gained during the internship.

In the fall semester of the second year, a seminar/panel meeting is organised on internship promotion, responsibilities, occupational health and safety, and biosecurity on farms.

B. ESP

No differences from the LSP.

**3.6.2. Analysis of the findings/Comments**

A. LSP

The VEE has a clear process for students performing EPT. The providers are listed in Annex . The responsible instructor monitors the practical training of the student, ensures coordination between the enterprise and the institution, guides the students in the practical training processes and takes part in internship measurement and evaluation practices. There are evaluation forms from both ends to evaluate EPT quality, environment and gained skills.

B. ESP

No differences from the LSP.

**3.6.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

**3.6.4. Decision**

A. LSP

The study programme is compliant with Standard 3.6.

B. ESP

The study programme is compliant with Standard 3.6.

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

**3.7.1. Findings**

A. LSP

Before starting their internship, students fill out the “The Pre-clinical EPT Application and Acceptance Form or "The Clinical EPT Application and Acceptance Form" together with their academic advisor, who also acts as their supervisor. Students are required to maintain a daily log using the “Pre-Clinical Trainee EPT Logbook Form-Third Class or Clinical Trainee EPT Logbook Form-Forth Class”. The logbook is signed weekly by the institution's trainer, who evaluates the student's weekly progress. In case of any problems during the EPT, students can submit formal complaints to the Dean's Office or other relevant university units.

After completing the internship, the hosting institution fills out the Evaluation Form of Trainer and submits it to the Dean's Office within a week. Within 10 days of completing their internship, students submit the EPT file which includes the EPT Logbook Form, the Final Student EPT Report, the EPT Evaluation Form of Students. The Dean's Office compiles the file with the Evaluation

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Form of Trainer provided by the hosting institution and sends it to the student's academic advisor.

The academic advisor evaluates the EPT file within 10 days. The advisor determines whether the student has successfully completed the internship and provides feedback and recommendations for improvement.

The Practical Training Commission performs the final evaluation, calculating the student's overall grade based on 70%, score from the hosting institution's evaluation, 30%, score from the academic advisor's evaluation.

A minimum score of 60 out of 100 is required to pass the internship. Students who fail must repeat the internship. In cases of conflicting evaluations between the hosting institution and the academic advisor, the final decision is made by the Practical Education Commission.

The Practical Education Commission conducts annual reviews to analyse data from the Trainee EPT Logbook Form, Trainer Evaluation Form, Final EPT Result Report Student Form and EPT Evaluation Form of Student.

The commission evaluates whether the objectives outlined in the Internship Directive are met and assesses the hosting institutions' performance. Recommendations for improvement are submitted to the Education and Training Programme Coordination Office, which forwards them to the Dean's Office for further action.

Any recommendations not implemented or addressed from the previous year are documented with justifications in the annual report. Improvements are finalized by the Faculty Board and announced to students via the Faculty's website for the next academic year.

### B. ESP

No differences from the LSP.

#### **3.7.2. Analysis of the findings/Comments**

##### A. LSP

For the practical training students are taking full responsibility to either choose a practical place by themselves or from the list that is provided by the VEE. The PDCA-cycle is closed in full with the presented procedures.

##### B. ESP

No differences from the LSP.

#### **3.7.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **3.7.4. Decision**

##### A. LSP

The study programme is compliant with Standard 3.7.

##### B. ESP

The study programme is compliant with Standard 3.7.

## Area 4. Facilities and equipment

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

### 4.1.1. Findings

#### A. LSP

The VEE consists of two main campuses: the Dışkapi campus, which includes the Dean's office, the VTH and other academic and administrative units, and the campus where VEE ERAF is located.

The VEE was awarded the Accessibility in Facilities - Orange Flag by the Higher Education Council of Türkiye in 2024. In addition, the campus has a Zero Waste Campus Certificate and several ISO certificates (ISO 9001, ISO 14001, ISO 22000) for its environmentally friendly practices.

The VEE includes departments, administrative section, conference room and classrooms, VTH clinical services, animal hospital, hospitalization and isolation units, full-time pharmacy, outpatient clinic and animal transport.

The VEE ERAF is located 30 minute's drive from the main campus of the Faculty, its land is 1,462 acres. Some facilities are used to produce fodder crops. The ERAF has units for cattle breeding (dairy barn, semi-open and closed fattening barns), sheep and goat breeding and chicken breeding (egg poultry breeding in traditional and enriched cages, broiler houses), and beekeeping. There are also small units for horses and pigs. All the above facilities are used for education, research and animal production. The production of raw cow's milk, eggs, honey, pasteurised milk and the production of animal feed is taught practically at the undergraduate level. Buildings have biosecurity rules and instructions for both students and staff. Some buildings and laboratories are displaying instructions only in Turkish. In most buildings instructions are provided by a QR code which can be scanned to get information and instructions. The majority of these are only in Turkish. There are biosecurity challenges such as risk of contamination and cross contamination when changing shoes and clothes in the necropsy and dissection anterooms, absence of possibility to wash and disinfect hands and boots properly both before and after exiting these rooms. Further to this there are personal safety issues. These include poorly maintained equipment and non-appropriate personal protection equipment (eg. when handling knives and pointed instruments), inappropriate storage of hazardous substances (formaldehyde in the necropsy room, flammable materials stored in wooden cabinets in several laboratories),

#### B. ESP

No differences from the LSP.

### 4.1.2. Analysis of the findings/Comments

The storage of pharmaceuticals in secure, modern dispensing machines in the VTH is commendable.

#### A. LSP

The VEE has a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities comply with all Turkish legislation including health, safety, biosecurity,

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accessibility to people including students with a disability, and EU animal welfare and care standards. Most VEE buildings comply with biosecurity rules and instructions for both students and staff. Some buildings and laboratories are providing instructions only in the Turkish language. In most buildings instructions are provided by QR code which can be scanned to get information and instructions. There are biosecurity and personal safety challenges in some facilities.

### B. ESP

In addition to LSP; The majority of the instructions and signage are not available in English.

#### **4.1.3. Suggestions for improvement**

##### A. LSP

It is suggested to review biosecurity/barrier procedures and facilities in the necropsy and dissection rooms, to reduce the risk of cross contamination. Furthermore, it is recommended to review the procedures for handling hazardous materials (formaldehyde, and inflammable materials wherever used). Furthermore, it is recommended to increase awareness about personal protection when handling dangerous equipment in the necropsy hall (e.g. knives, scissors).

##### B. ESP

In addition to LSP: It is recommended to provide English translation of all instructions and signage in all facilities in the VEE.

#### **4.1.4. Decision**

##### A. LSP

The study programme is not compliant with Standard 4.1. because of insufficient procedures for access to the necropsy and dissection rooms, insufficient procedures for handling hazardous materials, insufficient procedures for personal protection when handling dangerous equipment and insufficient translation of signage into English.

##### B. ESP

No differences from the LSP.

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

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

#### **4.2.1. Findings**

##### A. LSP

All facilities in this standard are presented in annexes 4.2.1 to 4.2.8.

The service areas on the VEE campus include: Education, VTH Services, Accommodation, Canteen, Culture, Sports, Academic Staff Office, Administrative Staff Office, Storage Facilities, Archive and others. Table 4.2.2 describes the distribution of spaces in the Educational Research and Application Farm areas. Table 4.2.3 describes the capacity and number of educational

spaces in the Diskapi VEE campus; most notable is the capacity of the 10 classrooms and 11 lecture halls, i.e. 101–150 students. The cafeterias/canteens, restaurants and the student and staff canteen have sufficient capacity.

Table 4.2.8 describes the area for the Animal Hospital: Emergency Clinics, Operating Theatres, Consulting Rooms, Laboratories, Radiology Area, Staff and Technical Areas, in these facilities the distribution is sufficient.

The VEE has a suboptimal amount of equipment (refrigerators) to keep fresh material for necropsy, pathology and anatomy lectures and internship rotation, which can affect the quality of the fresh material.

**B. ESP**

No differences from the LSP.

**4.2.2. Analysis of the findings/Comments**

**A. LSP**

Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces are adequate for research activities, and well-equipped for instructional purposes and well maintained. The access is adequate. There are sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

The facilities are adapted to the number of students enrolled. Offices, teaching preparation and research laboratories are sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

The Team noted that VEE has a suboptimal amount of equipment to keep fresh material for necropsy, pathology and anatomy lectures and internship rotation. However, this does not interfere with the access to materials used for teaching purposes.

**B. ESP**

No differences from the LSP.

**4.2.3. Suggestions for improvement**

**A. LSP**

None.

**B. ESP**

None.

**4.2.4. Decision**

**A. LSP**

The study programme is compliant with Standard 4.2.

**B. ESP**

The study programme is compliant with Standard 4.2.

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

- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
- be of a high standard, well maintained and fit for the purpose
- promote best husbandry, welfare and management practices

- ensure relevant biosecurity
- take into account environmental sustainability
- be designed to enhance learning.

#### 4.3.1. Findings

##### A. LSP

At the ERAF cattle, sheep, goats, horses, pigs, poultry and bee breeding are carried out on an area of approximately 9,500 m<sup>2</sup>. The ERAF VEE houses healthy animals for scientific and educational purposes. The surface area and capacity of the facilities for healthy animals, including horse stables and individual paddocks, uncovered riding arena for horses, covered area for horse examination, free stalls for cattle, sheep and goats, laying hens, stables for pigs, bees and wild animals is large.

Facilities for hospitalised animals (farm animals, horses, cats, dogs and wild animals) are located in the farm animal unit, hospitalisation unit and wild animal unit of the VTH, and include the farm animal hospitalisation barn, horse hospitalisation barn, cat hospitalisation ward, dog hospitalisation ward, wild animal hospitalisation ward and wild animal hospitalisation cage. The Educational and Research Farm has facilities for the hospitalisation of cattle and the hospitalisation of sheep and goats. The wildlife unit is located in a separate building.

Premises for research animals are located at the VEE, including in the Aquatic Experimental Animal Research Centre and in the Wildlife Unit and are described in table 4.3.3 and include units for the aquatic experimental animal research centre, the experimental animal unit of the Veterinary Faculty and the BSL3+ laboratory experimental animal unit.

The VTH offers facilities for clinical teaching, with 24/7 emergency care for companion animals, equine and farm animals.

In the Department of Internal Medicine, there are a total of 10 consultation and treatment rooms. These rooms are used for cardiology procedures, endoscopy, ultrasound, intensive care, routine examinations, treatments and preventive care (vaccinations and microchipping). The Infection Clinic has 3 consultation rooms and isolation units for cats and dogs.

The Surgery Department has 8 consultation rooms for neurology, ophthalmology, orthopaedics, general examination, physiotherapy and electrophysiology procedures. There is space for preparation, anaesthesia, resuscitation and dental, orthopaedic, endoscopic, ophthalmological, neurological and general surgeries on pets.

The Obstetrics and Gynaecology Clinic has three consultation rooms in a building separate from the main VTH building on the same campus.

The Farm Animals and Equine Clinic has two consultation rooms, an anaesthetic induction and resuscitation room, two operating theatres, a doctor's room and storage rooms. The operating theatres are designed for equine and ruminants and are open for use by all clinical departments. The Emergency Clinic has a large common hall with computers and an automatic first aid kit, 2 consultation rooms, 1 intensive care area and 1 operating theatre located at the side of this corridor. Each consultation room is 15 m<sup>2</sup> and is used for pets. The operating theatre is used for immediate intervention in emergency pet cases.

The Triage Clinic is 41 m<sup>2</sup> in total, of which 15 m<sup>2</sup> is used as a consultation room. The Wildlife Clinic has a consultation room, 6 ordinary hospitalisation rooms and an isolation unit. The Animal Behaviour Clinic has 1 consultation/therapy room and 1 control room for companion animals.

Tables 4.3.4 to 4.3.10 include all detailed information about the premises, department, type, species, area and equipment.

Diagnostic Services support the animal hospital processes, and are detailed in table 4.3.11, including data from the Diagnostic Imaging Unit. The Central Diagnostic Laboratory is equipped

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for examination of biological samples.

The Central Diagnostic Laboratory performs complete blood count, biochemical, electrolytic, hormonal, urine, antigen-antibody, microbiological, parasitological, pathological, pharmacological, toxicological and genetic analyses.

The departments serve the VTH through the central diagnostic laboratory. The laboratories of the Pathology Department consist of 3 separate sections: clinical pathology, the necropsy hall and the tissue processing room. The department has laboratories dedicated to histopathological and immunohistochemical analysis. The Diagnostic Imaging Unit offers advanced imaging techniques, such as X-ray, ultrasonography and fluoroscopy for different species and CT and MRI for companion animals. Within the VTH, several units also have their own ultrasonography and endoscopy systems.

Premises used for practical teaching of FSQ and VPH are in the Department of Food Hygiene and Technology. There is no poultry or red meat slaughterhouse within the main campus or on the ERAF premises. Arrangements are made with external abattoirs to carry out meat inspection practices. In each rotation group, students visit both slaughterhouses for practical sessions. These sessions last the whole day and cover the entire process from ante-mortem inspection to systematic post-mortem meat inspection, all under expert supervision.

Three meat processing facilities and slaughterhouses used by the VEE are: Beypiliç (Broiler slaughterhouse and meat processing facility): 188 km away, Meat and Milk Board (ruminant slaughterhouse), Sincan 32 km away, and Temelli Et Kombinası (ruminant slaughterhouse), Temelli 60 km away.

B. ESP

No differences from the LSP

### 4.3.2 Analysis of the findings/Comments

A. LSP

The livestock facilities, animal housing and core clinical teaching facilities and equipment used are sufficient in capacity for the number of students enrolled. Biosecurity rules are implemented (please refer to 4.1. also), and husbandry, welfare and management practices are cared for at the VEE's premises.

B. ESP

No differences from the LSP.

### 4.3.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 4.3.4. Decision

A. LSP

The study programme is compliant with Standard 4.3.

B. ESP

The study programme is compliant with Standard 4.3.

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

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

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

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

#### **4.4.1. Findings**

##### **A. LSP**

The VTH has a 24/7 emergency service, accepting patients by appointment, except for pets, which have to meet emergency triage criteria, but do not require an appointment.

Emergency clinics have subunits for all specialities. Most sections operating within the VTH serve as referral centres. Many private veterinary clinics and polyclinics operating in Ankara and several cities in Türkiye refer their patients to the VTH.

Service protocols have been signed between the VEE and 42 institutions. In the case of the Ankara Metropolitan Municipality, a separate protocol is in place for the treatment of stray animals.

In the case of wild and stray animals, the Turkish Grand National Assembly has highlighted the VTH as a 'best practice example' for the whole country.

Students receive practical training in 24 of the 38 weekly rotations in groups of up to six students, before they receive clinical practical courses in the lower semesters, and during the rotation they are assigned night and weekend shifts in the emergency clinic, triage, infectious diseases and inpatient units.

Students must perform triage in the emergency clinic, completing the triage form and being supervised by the physician in charge of the emergency room. For this activity, students rotate in groups.

The VEE has obtained Animal Hospital status through the licensing authority for the Ministry of Agriculture and Forestry.

##### **B. ESP**

No differences from the LSP.

#### **4.4.2. Analysis of the findings/Comments**

##### **A. LSP**

Triage is a preclinical activity which is commendable.

The VTH has been highlighted as a "best practice example" by the Turkish Grand National Assembly for cases of wild and stray animals which is commendable. The VTH operates a 24/7 Emergency Clinic for companion animals, with on-call veterinary services also available for horses and other species. The VTH receives referred patients from private veterinary clinics and polyclinics around Ankara and other cities across Türkiye. To support this collaboration, the VEE has signed service protocols with 42 institutions and maintains a formal agreement with the

municipal animal shelter.

The VTH, practices and facilities which are involved with the core curriculum are compliant with the ESEVT Standards.

B. ESP

No differences from the LSP.

#### **4.4.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

#### **4.4.4. Decision**

A. LSP

The study programme is compliant with Standard 4.4.

B. ESP

The study programme is compliant with Standard 4.4.

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

#### **4.5.1. Findings**

A. LSP

Students have access to several skills laboratories in preparation for small and large animal practice. The VEE has a 3D printer with which items are prepared for the skills laboratories. The skills labs are well-equipped and offer possibilities for a variety of activities.

Students actively participate in various clinical activities, discussing clinical cases and following daily planning under supervision, and have access to some research facilities during lectures and their activities in student research groups.

They have access to the emergency clinics and to the intensive/critical care, pharmacy and necropsy facilities, critical care, pharmacy and necropsy facilities. In the emergency clinics, triage of presenting patients is performed by 5<sup>th</sup> year students under supervision. Students also have (restricted) access to the electronic patient database to consult all necessary patient information. Students are trained in the communication module during their clinical skills training. In CCT, students can communicate directly with the patient owner, take anamnesis of patients and inform the patient owner about the processes under supervision.

Students can experience veterinary-client communication through the course 'Communication in Veterinary Medicine' in the first-year curriculum and advanced practice of communication skills during the Veterinary History and Deontology practical rotation in the fifth year. As part of these routine training sessions, students not only perform role-playing exercises with each other, but also conduct clinical interviews with standardised clients based on predetermined scenarios.

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The 3<sup>rd</sup> and 4<sup>th</sup> year students have clinical practice classes, where they visit the VTH clinics, including the Emergency Clinic, on a rotational basis. During the placement, students have access to all parts of the clinic (small animal/large animal clinics). In addition, students can attend behavioural therapy consultations in the behavioural clinic, or participate in all preparation and rehabilitation processes in the Wildlife Unit. In the 5<sup>th</sup> year, students assist in initial patient management, such as inserting an intravenous catheter, administering premedication, monitoring anaesthesia, participating in pre-surgical preparation of patients and surgeons, preparing the surgical instrumentation table, depending on the surgical process, observing/participating in surgical and anaesthetic procedures and patient recovery. During surgical procedures, students take an active role as assistants to surgeons and anaesthetists to ensure hands-on experience.

Fifth year students are also encouraged to actively participate in weekly case discussion meetings during their rotation in the Departments of Surgery and Internal Medicine and in daily discussions in the Department of Obstetrics and Gynaecology.

### B. ESP

No differences from the LSP.

#### 4.5.2. Analysis of the findings/Comments

##### A. LSP

The VEE is commended for its well-equipped and managed skills laboratories.

Students actively participate in various clinical activities, discussing clinical cases and following daily planning under supervision, and have relevant access to research facilities. Students have different activities in preclinical subjects and in clinical subjects, performing clinical procedures on patients, mainly in the 5<sup>th</sup> year.

##### B. ESP

No differences from the LSP.

#### 4.5.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 4.5.4. Decision

##### A. LSP

The study programme is compliant with Standard 4.5.

##### B. ESP

The study programme is compliant with Standard 4.5.

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

**provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.**

#### **4.6.1. Findings**

##### **A. LSP**

At the VTH, the management of infectious diseases is carried out in separate physical areas for large and small animals. The Infectious Disease Clinic for companion animals is managed by the Department of Internal Medicine, in a separate section of the VTH. The clinic consists of Category 3 (orange) and Category 4 (red) infection zones, according to the VEE Biosecurity Guide. Category 4 serves as an isolation zone.

The pet isolation area consists of three rooms for grooming, cats and dogs. Each room is equipped with cages, an examination table, medical devices and equipment necessary for treatment and waste containers. SOPs for entry and exit protocols are in place. Precautionary measures are in place to ensure that infections present in animals admitted do not pose a risk to other patients.

The isolation area designed for farm animals and equine is located in the same courtyard as the clinic that cares for these species. Triage of farm animals and equine begins while the animals are still inside the transport vehicle. Based on a standard workflow diagram, the appropriate unit for admission is determined, and the process is carried out in accordance with the SOPs for each unit.

The wild animals facility operates in a separate building, isolated from all other species.

##### **B. ESP**

No differences from the LSP.

#### **4.6.2. Analysis of the findings/Comments**

##### **A. LSP**

The VEE has isolation areas for pets, equine and farm animals, and for wild animals in a separate building. The cleaning and disinfection protocols for the isolation facilities are detailed in the Biosafety Manual, and the process is periodically monitored by the Biosafety Committee. The students have to wear their own white coats, but additional protective equipment is provided by the Faculty. The VEE has laundry facilities.

##### **B. ESP**

No differences from the LSP.

#### **4.6.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

None.

#### **4.6.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 4.6.

##### **B. ESP**

The study programme is compliant with Standard 4.6.

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

#### **4.7.1. Findings**

##### **A. LSP**

The outpatient clinic is a part of the programme in which student interns make field visits to farm animal, equine and pig facilities. Clinic visits take place once a week from the beginning to the end of the semester and are compulsory for each student; during this period students visit swine production units, horses in equine hospitals in the Ankara region, and companion animals in stables in the municipalities of the Ankara province. Clinical activity related to livestock health is also important.

The Ambulatory Clinic operates a 14-seater van and a mini caravan with the necessary equipment to provide clinical treatment and herd health management. The Outpatient Clinic provided long-term services by travelling to the region with volunteer academic staff and students to treat animals affected by the large forest fire in southern Türkiye in 2021.

##### **B. ESP**

No differences from the LSP.

#### **4.7.2. Analysis of the findings/Comments**

##### **A. LSP**

The ambulatory clinic for production animals is managed with a van and a mini caravan fully equipped for clinical treatment and herd health. Students practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

##### **B. ESP**

No differences from the LSP.

#### **4.7.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

None.

#### **4.7.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 4.7.

##### **B. ESP**

The study programme is compliant with Standard 4.7.

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

#### **4.8.1. Findings**

##### **A. LSP**

There are two vans, one 14-seater and one 23-seater, designated for student transport, mainly for outpatient clinics, farm visits and extramural facilities. A mini-caravan accompanies the vans during extramural visits. The equipment of the vehicles includes veterinary instruments and other utensils necessary for farm visits. Due to national regulations, medicines are not transported in the vehicle.

For the transport of cadavers/organs in boxes and buckets of different sizes, the VEE operates a van equipped with a rear loading space. On-campus transfers of cadavers are carried out using stretchers or boxes for this purpose. Medical or hazardous waste (pathological, microbiological, animal hospital) is collected, transported, stored and disposed of according to national regulations and the VEE Biosafety Guide. The whole process is in accordance with the Waste Management Regulation of the Ministry of Environment, Urban Planning and Climate Change and the Regulation of the Ministry of Agriculture and Forestry on the management of animal by-products not intended for human consumption. The VEE has a trailer for large animals. However, apart from some cattle and horses, the VTH does not provide transport services for sick animals. In addition, there are well-equipped facilities for large animals on the farm, with an official veterinarian available 24/7.

Under the signed service protocols, the transport of injured wildlife to the VTH is provided by the Ministry of Agriculture and Forestry, while the transport of stray animals is provided by the Ankara Metropolitan Municipality.

##### **B. ESP**

No differences from the LSP.

#### **4.8.2. Analysis of the findings/Comments**

##### **A. LSP**

The VEE does not use private transport. All vehicles are operated by authorised personnel. There is a van used for the transport of cadavers/organs in boxes and buckets of different sizes, equipped with a rear loading space.

The vehicles used to transport cadavers are cleaned and disinfected, in accordance with the established biosafety protocols and national regulations.

##### **B. ESP**

No differences from the LSP.

#### **4.8.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

None.

#### **4.8.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 4.8.

##### **B. ESP**

The study programme is compliant with Standard 4.8.

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

#### **4.9.1. Findings**

##### **A. LSP**

Operating policies and procedures are controlled by the Biosafety Committee, referring to the Management Systems Coordinator and the corresponding Vice-Dean.

The Biosafety Guide covers standard operating procedures prepared by AUFVM for students, administrative and academic staff; and it includes detailed guidelines ranging from general biosafety standards to procedures for specific animal groups such as equine, ruminants, cat-dog clinics, food biosafety, standards for training and practice farms, anatomy unit, necropsy practices and viral zoonosis laboratory procedures. It includes protocols for cleaning, disinfection, waste management, infection control and personnel hygiene. In most buildings instructions are provided by QR code which can be scanned to get information and instructions. The VEE is ISO 14001 certified and has a zero-waste certificate.

Internal evaluation visits of the unit are carried out annually by teams composed of administrative and academic staff as well as students.

##### **B. ESP**

In addition to LSP:

The team noted that biosecurity, emergency and safety rules, instructions and procedures for both students and staff in many places are provided only in Turkish.

#### **4.9.2. Analysis of the findings/Comments**

##### **A. LSP**

It is commendable that safety training sessions for students, academic staff, and auxiliary personnel are provided every year. In addition, students are trained at the beginning of each academic year and/or before a clinical rotation. Although the biosecurity guide is very wide and comprehensive and covering relevant topics, it is not fully implemented in all areas of the VEE.

##### **B. ESP**

In addition to LSP: The majority of signage instructions are not available in English.

#### **4.9.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

It is suggested to make all instructions, signage, procedure protocols and QR code information available in English.

#### **4.9.4. Decision**

**A. LSP**

The study programme is compliant with Standard 4.9.

**B. ESP**

The study programme is partially compliant with Standard 4.9. because of suboptimal instructions via signage.

## **Area 5. Animal resources and teaching material of animal origin**

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

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

### **5.1.1. Findings**

**A. LSP**

The VEE provides a variety of healthy and diseased animals for undergraduate and postgraduate practical training performed at the Veterinary Teaching Hospital (VTH), the Education, Research and Application Farm (ERAF), and departmental laboratories, as well as external sources like private clinics, animal shelters, and city slaughterhouses, contribute to ensuring sufficient and diverse clinical exposure.

A wide range of species, including domestic animals, wildlife, and farm animals, is available through MoUs and agreements, enabling students to engage in practical, hands-on training both on-site and externally. The VTH maintains a case load across multiple species and specialities, aided by an online appointment system and software-supported clinical tracking (E-VET system). Referral cases are increasing in numbers, especially in speciality clinics like ophthalmology.

The number of cadavers and fresh animal-derived products is insufficient. In particular ruminants, pigs and equine. Because of cultural factors, pigs are uncommon in Türkiye but this is not compensated for by more material from other species. Although the agreements with private companies with laboratory animals and military facilities have the potential to increase the number of cadavers.

The faculty ensures systematic recording of animal data and case management through the automation system, allowing regular monitoring and evaluation. Cadavers and biological specimens are sufficiently available for anatomy and pathology teaching, supplemented by a museum collection and VR-based training is being developed to compensate for any occasional lower number of necropsy material, particularly in large animal necropsies.

Clinical skills development is strongly supported through a Clinical Skills Laboratory, offering structured and self-directed training with models and mannequins. Biological waste disposal and animal welfare monitoring procedures are in place and comply with national regulations. Indicators reflect suboptimal figures in the number of necropsies performed on pigs, ruminants, and equines (I15 and I16). Similarly, the number of farm visits to ruminant and pig herds is below the optimal level (I12).

**B. ESP**

No differences from the LSP.

### **5.1.2. Analysis of the findings/Comments**

#### **A. LSP**

The VEE's agreement with the Jockey Club and the military allowing veterinary students and VEE staff to attend equine clinical work in these institutions is commendable.

The VEE's agricultural farm is commendable, as it provides students with the opportunity to gain hands-on experience with dairy cows, broiler chickens, laying hens, and small ruminants.

The VEE provides ample resources and infrastructure for animal-based training, with diversified case sources and strong technological support. VR training, pathology/anatomy museums, and digitised systems (E-VET) enhance practical education. The variety of live animals is close to the minimum level but well-adapted to the student population, with systematic monitoring and access mechanisms. The number of cadavers is insufficient in 2 out of 4 categories, however the VEE is in the process of increasing these numbers.

#### **B. ESP**

No differences from the LSP.

### **5.1.3. Suggestions for improvement**

#### **A. LSP**

It is suggested that further mechanisms are identified to increase the number of whole-body cadavers for necropsies and anatomy dissection.

#### **B. ESP**

No differences from the LSP.

### **5.1.4. Decision**

#### **A. LSP**

The VEE is partially compliant with Standard 5.1. because of suboptimal numbers of large animal necropsies and whole-body dissections.

#### **B. ESP**

No differences from the LSP.

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

### **5.2.1. Findings**

#### **A. LSP**

The VEE supplements internal training with a well-structured programme of practical training at external sites, organised under the direct supervision of teaching staff and following the same standards applied at the VEE itself.

The ambulatory clinic is mandatory for all final-year students, and the clinic organises regular supervised visits to a range of facilities under MoUs, including municipal shelters, equine centres, pig farms, poultry farms, cattle farms, and rural villages. Activities are individually recorded for each student. Emergency response training is also included through special initiatives, such as the deployment to forest fire areas.

Additional supervised external training is organised by the Department of Animal Husbandry, providing weekly visits to livestock research centres, private farms, and military equestrian

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centres. Students receive practical experience in animal management, welfare assessment, breeding, and handling.

The Department of Food Hygiene and Technology ensures training in meat hygiene and inspection through systematic student visits to red meat and poultry slaughterhouses, covering ante-mortem and post-mortem inspections and regulatory frameworks.

### B. ESP

No differences from the LSP.

#### 5.2.2. Analysis of the findings/Comments

##### A. LSP

Practical training at external sites is organised and supervised by academic staff, implemented by the ambulatory clinics and other departments.

External training assures hands-on experience with dairy cows, broiler chickens, laying hens, and small ruminants, as well as animal management, welfare assessment, meat and milk production hygiene.

##### B. ESP

No differences from the LSP

#### 5.2.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 5.2.4. Decision

##### A. LSP

The study programme is compliant with Standard 5.2.

##### B. ESP

The study programme is compliant with Standard 5.2.

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

#### 5.3.1. Findings

##### A. LSP

Students receive both theoretical and practical training in veterinary nursing care. The educational programme includes an intensive and mandatory orientation in biosafety, laboratory, and occupational safety.

Starting from the fourth semester, students engage in structured nursing skills training through the Professional Practice and Clinical Skills courses, with hands-on sessions conducted in small groups at the Ankara Veterinary Clinical Skills Laboratory. Training covers patient record management, client communication, auxiliary clinical services, and preliminary laboratory skills. Self-directed and peer-assisted learning further supports skills development.

From the sixth semester onwards, students are actively involved in clinical work at the VTH,

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progressing to full participation during the ninth and tenth semesters as interns. Clinical rotation schedules ensure small group sizes, promoting effective hands-on learning and problem-oriented diagnostic workups.

The VTH automation system (Intern Module) monitors individual student participation in diagnostic, treatment, care, surgery, anaesthesia, necropsy, communication, and biosafety procedures, ensuring comprehensive supervision and tracking of clinical competences. It also provides an opportunity for students to follow up on the cases they were involved in.

B. ESP

No differences from the LSP.

### 5.3.2. Analysis of the findings/Comments

A. LSP

The VEE offers comprehensive instruction in veterinary nursing procedures and ensures active student participation in patient care and clinical decision-making. The structured progression, low student-to-instructor ratios, and digital tracking system strengthen teaching outcomes.

B. ESP

No differences from the LSP.

### 5.3.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 5.3.4. Decision

A. LSP

The study programme is compliant with Standard 5.3.

B. ESP

The study programme is compliant with Standard 5.3.

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

### 5.4.1. Findings

A. LSP

The VEE has comprehensive and systematically organised patient records through the E-VET electronic automation system. This system supports clinical, pre-clinical, and research activities, and is accessible across the Dışkapı campus and via authorised personal devices for staff.

All clinical data, including written reports, laboratory results, and medical images, are stored within the system. Patient referrals between departments are managed electronically. Integration with PACS allows digital storage of medical images, and further development is ongoing to fully implement the DICOM standard for seamless data sharing.

An automation system coordinator oversees continuous updates, error correction, and user

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feedback, ensuring system improvements. Staff and students receive regular training on the use of E-VET, and access is role-based, aligned with data protection laws. The online appointment system is integrated into E-VET, supporting tracking of patient history and follow-up. During ambulatory clinic and herd health visits, records are currently maintained on paper but are being progressively integrated into the electronic system.

### B. ESP

No differences from the LSP.

#### 5.4.2. Analysis of the findings/Comments

##### A. LSP

The E-VET system provides a robust framework for managing clinical records and supporting teaching, learning, and research. Accessibility, data integrity, and role-based permissions ensure secure and efficient usage. The integration of imaging data and the development of digital records for extramural visits would further enhance its functionality.

##### B. ESP

No differences from the LSP.

#### 5.4.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 5.4.4. Decision

##### A. LSP

The study programme is compliant with Standard 5.4.

##### B. ESP

The study programme is compliant with Standard 5.4.

## Area 6. Learning resources

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

### 6.1.1. Findings

##### A. LSP

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The VEE offers student and research laboratories, as well as well-equipped classrooms in basic and pre-clinical sciences. Beyond slaughterhouse practices, key learning resources include the ambulatory clinic, professional skills labs, virtual reality laboratories, and digital learning platforms.

At the beginning of each academic year, a designated academic coordinator leads new students on an orientation tour, providing information about library services, the virtual campus, and the tools, equipment, and learning materials available for the academic year.

The VEE offers the option of remote education, also known as "[e-campus](#)", with distance learning through simultaneous or multi-time technologies. The board of the relevant unit and the Senate decide when to open new distance education programs and courses in formal education. The Open Course Materials ([ANKADEM](#)) platform, available online at <https://acikders.ankara.edu.tr/>, provides a wide range of course resources, enabling open and free access to courses offered at AU.

[The Ankara University \(AU\) Open Access System](#) publishes scientific studies, including scientific articles, papers, reports, theses, and promotions, produced by university members at a fixed annual rate. Students have access to the books and periodicals included in the university's databases.

Students and staff can search catalogues on the main library website ([AU Library](#)). The [VEE Library](#) is also used as a reading room. Electronic books, open course materials, and various databases can be accessed intramurally and extramurally with the overdrive/digital library system through the [AU Library and Documentation Department](#). Students can easily access electronic databases remotely with their AU email addresses.

### B. ESP

Some learning materials were absent in English, for instance the instructions at the clinical skillslab, haematology and other laboratories. Students can request translation to be made if those are not already available.

#### 6.1.2. Analysis of the findings/Comments

##### A. LSP

The VEE provides students and academic staff with continuous access to learning materials, including journals, books, and databases, in both print and digital formats. The VEE offers student access to research laboratories, as well as well-equipped classrooms in basic and pre-clinical sciences. Beyond slaughterhouse practices, key learning resources include the ambulatory clinic, professional skills development laboratories, virtual reality laboratories, and digital learning platforms.

The VEE offers the option of remote education.

##### B. ESP

In addition to what is written at A. LSP: English materials are not readily available at all teaching locations.

#### 6.1.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

All educational materials should be provided in English.

#### **6.1.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 6.1.

##### **B. ESP**

The study programme is partially compliant with Standard 6.1. due to insufficient access to some written material in English.

**Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

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

#### **6.2.1. Findings**

##### **A. LSP**

Students can access libraries on both other university campuses and AU libraries. There are a total of 36 libraries at AU, 18 affiliated with faculties, 1 with institutes, 7 with research and application centres, 1 with the State Conservatory, and 9 with vocational schools.

The VEE library is staffed by three personnel and is managed by a Library Commission consisting of at least four academic staff members and a librarian. The library includes a main reading hall, book and magazine storage units, workstations, and dedicated offices for library staff. The Library serves students, faculty members, and visiting researchers.

The standard opening hours of Ankara University's libraries are 8:30 to 17:30 on working days, with modifications made in accordance with the academic calendar. Capabilities may allow for 24/7, especially during the midterm and final exam periods. Library users receive training on effective library use at the beginning of each academic year and whenever necessary, this ensures that they can fully utilise the available resources. Academic staff are allowed to borrow up to 10 books for one month, while students can borrow up to 5 books for 15 days.

To optimise resource allocation, usage and cost analyses are conducted through regular database usage statistics. Databases with low usage performance are identified, and unnecessary subscriptions are discontinued to ensure efficient budget utilisation. Additionally, the university provides a proxy service, allowing all internal stakeholders to access electronic resources remotely from outside the campus.

##### **B. ESP**

No differences from the LSP.

#### **6.2.2. Analysis of the findings/Comments**

##### **A. LSP**

The VEE library is effectively managed by a Library commission and staffed by dedicated personnel, ensuring a structured and supportive environment for students, faculty, and researchers. Facilities such as reading halls, storage, and staff offices support focused study and resource management. Standard operating hours (08:30 - 17:30) meet academic needs,

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with potential 24/7 access during exams. A wide range of services including lending, consultation, electronics databases, and training supports effective resource use. Service policies are appropriate for both students and staff. Regular usage and cost analyses guide efficient subscription management, and the proxy service enables remote access to digital resources, further enhancing accessibility and academic support.

### B. ESP

No differences from the LSP.

#### 6.2.3. Suggestions for improvement

A. LSP None.

B. ESP None.

#### 6.2.4. Decision

A. LSP

The study programme is compliant with Standard 6.2.

B. ESP

The study programme is compliant with Standard 6.2.

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

#### 6.3.1. Findings

A. LSP

There are 31,916 registered books in the VEE Library. All postgraduate theses accepted in Türkiye are accessible through the Tez Merkezi/[Thesis Center](#) website.

The [AU Library and Documentation Department](#) provides access to electronic books, open course materials, and various databases through the overdrive/digital library system. Students can also access electronic databases remotely using their AU e-mail addresses through a proxy change.

The AU e-library provides access to electronic journals and databases, and the Library and Documentation Department. The AU Library and Documentation Centre encompasses 2,461,170 books (both print and electronic), 85,052 articles, and an open access policy that allows access to research journals, university-published books, author-granted theses, and the university's monthly bulletins archive via the online publishing portal.

There are approximately twenty-five books (including print and electronic) available for each student in 2024. Ankara University currently has 97,758 enrolled students. Budgets for the library and documentation resources total 33,500,000 TL in 2024, 23,700,000 TL in 2023, and 15,450,000 TL in 2022.

The "[Clinical Skills Laboratory](#)" (CSL) includes an operating room, an examination room, and an x-ray unit. It offers 12 distinct modules, which students complete through a weekly rotation system.

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Every clinical branch carries out CSL modules in a multidisciplinary manner, and instructors provide interactive-applied training in both Turkish and English to module groups of 6-8 students every week. Modules perform all examinations, diagnoses, treatments etc. in veterinary clinics. Simulations of all laboratory tests for clinics are carried out through activities. The VEE oversees that each student performs the same practice an equal number of times.

The VEE is in the final stages of preparing e-learning materials and creating a database with the support of instructors. Additionally, distance learning and self-directed learning methods are offered to the students.

[Virtual Reality \(VR\) Laboratories](#) have been established to overcome the limitations of traditional practical training by providing students with a realistic, immersive, and risk-free learning environment for hands-on practice (“never the first time on a live animal”). This laboratory features the Basic Beekeeping Training Module, Animal Nutrition and Nutritional Diseases Module, and Pre-Surgical Basic Training Module. Additionally, in 2024, a virtual reality application incorporating Horse Necropsy training has been introduced.

### B. ESP

No differences from the LSP.

#### **6.3.2. Analysis of the findings/Comments**

##### A. LSP

The VEE is commended for the application of modern technology in distance education, the skills labs, and VR applications in several fields of the study programme.

The AU and VEE libraries have access to an abundant number of books, postgraduate thesis, articles, open access materials, that can be accessed digitally. Library funding has steadily increased in 2024. Ankara university offers extensive digital resources through overdrive and proxy access. Practical training in the VEE is supported by the clinical skills laboratories and the Virtual Reality laboratory.

##### B. ESP

No differences from the LSP.

#### **6.3.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **6.3.4. Decision**

##### A. LSP

The study programme is compliant with Standard 6.3.

##### B. ESP

The study programme is compliant with Standard 6.3.

## **Area 7. Student admission, progression and welfare**

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

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

**Formal cooperation with other VEEs must also be clearly advertised.**

### **7.1.1. Findings**

#### **A. LSP**

The AU and the VEE have a set of regulations covering the whole student life cycle including the Regulations for the Graduate and Undergraduate Education of Students. These can be found under “Student Affairs” on the VEE’s and the AU website. Besides all relevant laws and regulations can be accessed under the VEE’s Our Faculty/Academic and Student Affairs Regulations page where the reader is directed to the website of the Council of Higher Education. The regulations – with few exceptions – can be read in Turkish.

Would-be students can find correct and up to date information on the VEE’s website, also accessible through and partly hosted on the AU portal (Bologna Information System for course details cf. 3.2.2). Information covers educational programs, learning outcomes, application processes and requirements for domestic and international students, progression and certification, tuition fees, the academic calendar, and collaborations with other institutions. Information can also be asked for in printed form (Student Handbook) from the Student Affairs Office.

To promote its programme, the VEE participates in national and international educational fairs. For pre-university students it also organises Introduction Days once a year, and information visits and presentation programmes at the Prof. Dr. Ferruh Dinçer Museum of Veterinary Medicine History and the Ankara Veterinary Anatomy Museum. Foreign visitors are also welcome.

The newbies and anybody interested can follow the YouTube Channel of the VEE with short presentations, films, some with English subtitles. New students are required to participate in the Adaptation Programme of the VEE before the first semester begins where they learn about a wide range of topics, such as registration, the education system, social facilities, biosecurity, workplace safety. Orientation programmes are further conducted at the beginning of each academic year.

The international relations are handled mostly at the AU level by the International Relations Office who also operate a webpage with announcements, events, documents in Turkish, and provides information on cooperations, scholarships, etc. via local networks for staff, students and partners. The cooperations and relations of the VEE with domestic and international VEEs and institutions are mostly described in news and announcements.

The EU Projects and Erasmus Office of AU manage Erasmus+ projects. The VEE was the first faculty in Türkiye to engage in the Erasmus exchange programme organised by the Erasmus Coordinatorship in cooperation with the EU Education Coordinatorship.

#### **B. ESP**

The English programme is announced, and admission is managed by the AU Rectorate. The AU International Student Office provides information and support for international students, including admission procedures, visa requirements, and orientation programs. This office plays a crucial role in facilitating the integration of international students into the university community.

The Regulations for the Graduate and Undergraduate Education of Students are not yet available

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in English on the homepage of the VEE. Its translation and official approval by the AU Legal Advisory Office is going on. Other regulations and forms are available in English.

### 7.1.2. Analysis of the findings/Comments

#### A. LSP

The VEE's operation is made transparent on its website, and up to date information on the qualifications, career and courses, as well as on the conditions for admission, progression, and student life is also provided. There are news and announcements on the cooperations of the VEE appearing on the website.

#### B. ESP

Some of the most important regulations are available in English only in an unofficial translation. The propagation of and admission to the English study programme is managed by the AU Rectorate.

### 7.1.3. Suggestions for improvement

#### A. LSP None.

#### B. ESP The regulations concerning the student life cycle should be made available in English, too.

### 7.1.4. Decision

#### A. LSP

The study programme is compliant with Standard 7.1.

#### B. ESP

The study programme is compliant with Standard 7.1.

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

### 7.2.1. Findings

#### A. LSP

There is a centralised placement system for all the higher education institutions in Türkiye belonging to the Student Selection and Placement Centre (ÖSYM) which is part of the Council of Higher Education (HEC). The system covers the organisation of the national placement exams, and HEC determines the quota of the VEEs. The VEE would like to have fewer students to provide them with adequate facilities, laboratory supplies, materials of animal origin and live animals, etc. Official letters were submitted to HEC about the problem in 2017 and 2020, and negotiations are going on. For the upcoming academic year, the VEE asked for 120 students for the Turkish programme but expects the quota to surpass these numbers. In the past three years the average number of students admitted for the Turkish programme by the VEE was 240, ranging from 3 in the preparatory class, and 270 (5<sup>th</sup> year) to 323 (4<sup>th</sup> year). There was an average of 228 graduating students in the same period.

Since students may only enrol in the 5<sup>th</sup> year (locally called “internship year”) when they have passed all preceding exams and practices.

74% of the 2024 graduates finished their studies in 5 years, 16% in 6 years, 6% in 7, and 4% in 8 or more years. While female students constitute the majority of students, they represent less than 50% of the graduating students.

**B. ESP**

The VEE would like to have fewer students for the English programme as well. Their suggestion for 2025/2026 would be 60 but they expect the quota to surpass these numbers. In the past three years the average number of students admitted by the VEE for the English programme was 75 ranging from 39 in the preparatory class, and 37 (5<sup>th</sup> year) to 95 (4<sup>th</sup> year). There were an average of 34 graduating students in the same period.

69% of the 2024 graduates in the English programme finished their studies in 5 years, 23% in 6 years, 5% in 7, and 3% in 8 or more years. While female students constitute the majority of students, they also represent less than 50% of the graduating students also in the English programme.

**7.2.2. Analysis of the findings/Comments**

**A. LSP**

The number of students to be admitted is determined not by the VEE but by the HEC. Though the VEE expresses its request for fewer students, more compatible with the capacities of the VEE, they are assigned more than double the number of students for the Turkish programme. Their difficulties are also reflected in the indicators (calculated for the two programmes together). Due to the great number of students, the workload of the teaching staff is great, and the organisation of clinical rotations is difficult.

**B. ESP**

The number of students to be admitted is determined not by the VEE but by the HEC. Though the VEE expresses its request for fewer students more compatible with the capacities of the VEE, they are assigned over 50% more for the English programme. International students pay full fee for attending the English language programme. The tuition fees are not registered separately but are included in other lines of the AU budget.

**7.2.3. Suggestions for improvement**

**A. LSP**

The VEE is suggested to make further efforts to reduce the number of students to the optimal level.

**B. ESP**

No differences from the LSP.

**7.2.4. Decision**

**A. LSP**

The study programme is partially compliant with Standard 7.2. because the great number of students hinders an optimal delivery of the veterinary programme.

**B. ESP**

The study programme is partially compliant with Standard 7.2. because the great number of students hinders an optimal delivery of the veterinary programme.

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

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**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

#### A. LSP

In Türkiye all VEEs admit students after a national placement exam organised by the ÖSYM affiliated with HEC. The Higher Education Institutions Exam consists of multiple-choice questions in two stages: the basic proficiency test (in Turkish, mathematics, science, social sciences) and the field proficiency test (literature-social sciences 1, social sciences 2, mathematics, science). The results are announced in July, and registration at universities takes place in August. Admission to the VEE is based on scores in science and mathematics.

Procedures with deadlines are prescribed in the guide available on the ÖSYM website and candidates may also appeal against the exam results here.

Due to the central exam the VEE cannot ask for any other qualification or prerequisite besides the general acceptance criteria. Students are admitted based on a fixed quota and their preferences. The VEE's staff is not involved with the selection process.

#### B. ESP

Both Turkish and foreign students may be admitted to the English programme. Turkish students, giving the majority of the classes, have the same placement requirements as the students of the Turkish programme, supplemented by the English language competence which they have to prove or register for the preparatory course. For Turkish students the English programme is free of charge.

International students must meet the criteria set by the HEC. The admission is primarily based on the International Student Exam results. If students meet the eligibility criteria, they submit their application to the AU. Candidates are required to complete the application form and upload the necessary documents. Missing documents lead to exclusion from the process. Application is free of charge, there is no age limit, but dual applications are not accepted. The documents are checked, and if acceptable the applicant receives an admission offer outlining programme details, tuition fees, and steps to finalise the enrolment. Students without Turkish language certification must take an exam, and if necessary, enrol in a Turkish language course.

Students applying for the English study programme must go through a compulsory English language preparatory course. Those who pass the English proficiency test or have other approved exams in English may get an exemption.

International students receive support from the International Relations Office.

### 7.3.2. Analysis of the findings/Comments

#### A. LSP

The VEE has no influence on the admission of students to the veterinary programme.

#### B. ESP

No differences from the LSP.

### 7.3.3. Suggestions for improvement

#### A. LSP

None.

B. ESP

None.

#### **7.3.4. Decision**

A. LSP

The study programme is compliant with Standard 7.3.

B. ESP

The study programme is compliant with Standard 7.3.

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

#### **7.4.1. Findings**

A. LSP

There is no other prerequisite (e.g. medical check) for admission to the veterinary programme. The Accessible Campus Initiative aims to ensure a physically inclusive environment. The VEE is committed to creating an inclusive and barrier-free campus and provides physical and instructional accessibility for students with disabilities or health conditions. Adaptations (accessible paths, stairs, ramps, elevators, restroom adjustments, parking places, etc.) were made at classrooms, clinics, laboratories, the VTH, the ERAF, the canteen, the library, etc. for persons with disabilities. Students with learning difficulties may apply to the Disability Support Unit of AU or the AUFVM Accessible Campus Commission which prepares a “Personal Adaptation Letter” with measures tailored to the student’s disability or health condition. Such measures may be note-takers, computer support, and voice recording, alternative course materials, exam modifications.

B. ESP

No differences from the LSP.

#### **7.4.2. Analysis of the findings/Comments**

A. LSP

The VEE accepts students with disabilities and health conditions and has an integrative policy and an almost completely barrier-free campus. Individual students may apply for solutions and aids tailored to their handicaps.

B. ESP

No differences from the LSP.

#### **7.4.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

#### 7.4.4. Decision

##### A. LSP

The study programme is compliant with Standard 7.4.

##### B. ESP

The study programme is compliant with Standard 7.4.

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

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

#### 7.5.1. Findings

##### A. LSP

Progression criteria of the VEE are described in the Student Handbook. The most important elements are the following: there is a minimum attendance that has to be met in order to sit for exams. It is 70% for theoretical, and 80% for practical classes. To pass an exam the total score must exceed 60 points (40% of the midterm score and 60% of the final exam score). Students are entitled to two retakes after a failed exam. Failing any course does not prevent students from registering for the next academic year. At least 240 ECTS (190 ECTS in compulsory courses) and all compulsory and elective courses must be completed until the end of semester 8 to continue with the internship programme. Before the internship programme students may take the “Three Course Exam for Graduation”. If students reach the maximum study duration and still have failed courses, they are given two additional exam rights. If they still fail, they are allowed unlimited exam rights without student status. Graduation is possible if all exams are passed, the D1Cs are acquired, all compulsory courses are finished, and a Graduation Thesis is successfully presented.

During the COVID-19 period guidelines were made for the introduction and use of different online services (learning management system, recorded sessions), and a new e-learning platform was implemented. Also new evaluation criteria were introduced for the Graduation Thesis.

Every student has an academic advisor from the enrolment till graduation. Advisory support is also provided for students who do not perform adequately.

Students may postpone their studies for a maximum of 4 semesters in case of illness or other problems. However, non-registration for four years or failure to complete the programme within the maximum allowed study period leads to the termination of studies. Drop-out students are eligible to apply for re-enrolment under specific conditions. Students dismissed for criminal offences, for submitting fraudulent documents, or threatening national security may not re-register.

Students may appeal to the institution from which they were relegated.

##### B. ESP

No differences from the LSP.

#### 7.5.2. Analysis of the findings/Comments

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### A. LSP

The criteria for progression are clearly defined and published in the AUFVM Student Handbook.

### B. ESP

No differences from the LSP.

#### **7.5.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **7.5.4. Decision**

##### A. LSP

The study programme is compliant with Standard 7.5.

##### B. ESP

The study programme is compliant with Standard 7.5.

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

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

#### **7.6.1. Findings**

##### A. LSP

The students have to complete their undergraduate education within eight years. If they fail to do so, their affiliation with the VEE is terminated upon the decision of the Executive Board. Policies and regulations regarding appeals and grievances from admission to graduation are transparent. Disciplinary procedures are carried out in accordance with the Higher Education Law, Regulation of Student Disciplinary Procedures in Higher Education Institutions. According to these rules, sanctions from warnings to exclusion may result from academic dishonesty, violent behaviour, substance abuse on campus, damaging institutional property, actions to disrupt education, political or illegal group activities within the institution, criminal acts, etc. Students may appeal against these sanctions at the AU Administrative Board or may turn to administrative courts.

##### B.

ESP

No differences from the LSP.

#### **7.6.2. Analysis of the findings/Comments**

##### A. LSP

The cases when students may be suspended or excluded from the programme are enumerated in the Higher Education Law and the disciplinary regulations at the national level. There are local and judicial appeal mechanisms for students.

##### B. ESP

No differences from the LSP.

### 7.6.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 7.6.4. Decision

A. LSP

The study programme is compliant with Standard 7.6.

B. ESP

The study programme is compliant with Standard 7.6.

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

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

### 7.7.1. Findings

A. LSP

Students are supported by their advisors all through their studies. The University's Student Affairs Department, Student Management Office and the VEE's Student Affairs Unit provide academic support ex officio.

The AU as well as the VEE operate several units to meet the physical, emotional, and social needs of students which are presented on the respective websites. These are: AU Health, Culture, and Sports Department and Clothing Bank; Barrier-free AU Unit; AU Sexual Harassment and Sexual Assault Support Unit (CTS); AU Anti-Bullying Support Unit; AU Women's Platform Coordination; AU Career Planning and Human Resources Application and Research Center; AU Ethics Committee; Veterinary Faculty Professional Information, Evaluation, and Guidance Commission; Veterinary Faculty Support Commission for the Disabled; Veterinary Faculty Unit Ethics Committee; Veterinary Faculty Student Support Commission. The Health, Culture, and Sports Department manages many events.

Student clubs (Atatürkist Thought Student Society, Archery Student Society, Theater Student Society, Equestrian Sports Student Society, IVSA Student Society, History and Culture Student Society, VetAnka Student Society, Museum Education Student Society, Music Student Society, Beekeeping Research and Development Student Society, Veterinary Sciences Research and Project Development Society, Sports Student Society, Clinical Skills Student Society, World Aquatic Veterinarians Association) offer a wide range of activities for interested students. In 2025 a new regulation was introduced to improve the quality of student clubs and their contribution to personal development.

There are Career Days and a Career Counselling Unit helps the 5<sup>th</sup> year students to find career opportunities.

Psychological counselling is available for students. A Student Support Commission deals with

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supporting students in difficult situations. There are also scholarships and financial aid available for students after application.

The Accessible Campus Commission oversees actions for supporting students with disabilities and health conditions (cf. 7.4).

Student dormitories are managed and operated by the AU Health, Culture and Sports department. There are also public and private dormitory options in the neighbourhood. On-campus cafeteria services offer cheap menus. The prices are determined by AU and it also gives financial support to the service providers.

Health service is covered by the parents' insurance for students under 25. The AU Health, Culture and Sports Department provides guidance and support to students in health-related matters and ensures their treatment at the hospitals of the Faculty of Medicine. The Student Solution Centre is available by phone or through an app and offers immediate support in case of emergency both physically and psychologically.

The remediation of student grievances is governed by the AU Anti-Discrimination and Anti-Harassment Policy and institutional regulations and guidelines. The relevant units are: AU Sexual Harassment and Sexual Assault Support Unit (CTS), AU Anti-Bullying Support Unit, AU Women's Platform Coordination Office.

### B. ESP

No differences from the LSP.

#### 7.7.2. Analysis of the findings/Comments

##### A. LSP

The close and supportive relationship between the teaching staff, especially the advisors and the students is commendable.

The AU and the VEE offer a wide range of services and possibilities for students. The individual advisor plays an important role in following and mentoring the students through their academic life. Efforts are made to provide a barrier-free campus for those with disabilities. Different units provide help in case of harassment or bullying, or other psychological issues. There is a vivid cultural and sports life in which students may engage. Student clubs are important communities for relevant cultural and scientific activities.

There are career centres both at the university and the VEE.

Social provisions include scholarships or financial aid, affordable accommodation, cafeteria, health services.

AU's Anti-Discrimination and Anti-Harassment Policy is realised by regulations and units.

##### B. ESP

No differences from the LSP.

#### 7.7.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 7.7.4. Decision

##### A. LSP

The study programme is compliant with Standard 7.7.

B. ESP

The study programme is compliant with Standard 7.7.

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

**7.8.1. Findings**

A. LSP

Students can submit suggestions, comments, complaints anonymously as well through petitions, e-mails, social media, and a suggestion box system (also available for stakeholders). There are periodic meetings with student representatives and student clubs for gathering feedback. Student representatives in committees also convey student opinions and participate in the decision-making process.

The AU provides suggestion/complaint forms for the departments. Students may also submit their complaints regarding the educational process through a call centre and the suggestion box. Complaints are first reviewed by the Faculty Quality Commission which forwards the issues to the relevant units and monitors the implementation of solutions. Feedback on comments, complaints, suggestions is provided through email or official communication platforms, announcements on the VEE's website, bulletin boards, meetings with students, etc. depending on the nature of the problem. The most frequently occurring suggestions and complaints concern social, cultural activities and sports facilities.

Feedback on distance education may be gained through the e-learning platform which can also be used for carrying out surveys, holding meetings, etc.

Students may also complain through the Presidency Communication Centre (CÍMER).

B. ESP

No differences from the LSP.

**7.8.2. Analysis of the findings/Comments**

A. LSP

The VEE has different mechanisms for conveying suggestions, wishes, complaints anonymously, if the student prefers that. Complaints are managed within 48 hours, and feedback is provided.

B. ESP

No differences from the LSP.

**7.8.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

**7.8.4. Decision**

A. LSP

The study programme is compliant with Standard 7.8.

B. ESP

The study programme is compliant with Standard 7.8.

## Area 8. Student assessment

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

### 8.1.1. Findings

A. LSP

The education and training system is easily understandable and comparable, meets society's needs, and protects students' rights. Student evaluations are made according to the Ankara University Associate and Undergraduate Education and Training Regulations (Annex 8.1.1) and the Ankara University Associate and Undergraduate Examination Principles Senate Decision (Annex 8). These regulations, directives, and decisions determine how students' learning outcomes are assessed, the necessary forms, methods, criteria, information requirements, feedback, student communication, the mechanism for appealing results, and the assessment processes. In addition, the objectives and contents of all courses in the curriculum, learning outcomes, the relationship of learning outcomes with programme competences, teaching, assessment, and evaluation methods and techniques used during the course, course workloads (ECTS), and resources used in the course are announced publicly on the web page. The AU Bologna Information System tab includes the matching of programme and learning outcomes and the evaluation information for each course under the heading 'Evaluation Systems'. The responsible lecturer assesses the course's learning outcomes using multiple-choice tests, written exams, exams via an e-learning system, practical exams, homework and seminars, computer-assisted and oral exams.

Clinical practical skills are acquired through academically supervised practice in the clinics for small and large animals and the farms. Student assessment systems include theoretical knowledge, pre-clinical practical, clinical, and social skills. In addition, case evaluations may be part of assessing theoretical knowledge. Theoretical knowledge is evaluated at midterm, final, and make-up exams. Students' pre-clinical skills practices are carried out on mannequins, live animals, cadavers or in the laboratory in farms. Students are evaluated through presentations, written reports, supervised work and exams, and the student's attitude and level of proactivity are also considered. In the evaluation of clinical practical skills approaches aimed at measuring high-level skills and competences defined as assessment for medical practice (objective structured clinical exams, observation, and evaluation in skills laboratory, on-the-job assessment, etc.); assessment for knowledge (case analysis, decision making, synthesis and evaluation questions); assessment for individual and professional attitudes and behaviours (internship, intern development file, etc.) are preferred. Students acquire social skills through teamwork in curriculum lessons, oral presentations or written reports. D1C is evaluated during the internship training.

The midterm and final exam schedules are prepared in coordination with the Dean's Office and AU Registrar's Office and published on the web page. Students are allowed to improve all courses taken at the end of each semester based on feedback. Feedback forms also include questions related to student evaluation. After each exam, students are given feedback about

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their exam result. Feedback forms are evaluated in coordination with the Education and Training and Quality Coordinatorships and PDCA cycles are closed. Evaluations regarding the execution of quality processes are stated in all departments' unit self-assessment reports prepared annually.

B. ESP

No differences from the LSP.

### **8.1.2. Analysis of the findings/Comments**

A. LSP

Periodic peer review of assessment performance and changes to the assessment strategy are performed. Students have the opportunity to provide feedback on the assessment strategy. National legislation regulates in detail the evaluation of student performance during exams.

B. ESP

No differences from the LSP.

### **8.1.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

### **8.1.4. Decision**

A. LSP

The study programme is compliant with Standard 8.1.

B. ESP

The study programme is compliant with Standard 8.1.

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

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

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

### **8.2.1. Findings**

A. LSP

The assessment tasks and grading criteria for each unit of study in the programme are determined by AU Regulation on Associate and Undergraduate Education and Training (Annex 1.2. 1). Accordingly, at the beginning of each academic year, the start and end dates of the courses of the autumn and spring semesters, as well as the dates of the final, make-up, and three-course exams are published on the AU and VEE web pages. The midterm exam programme is published approximately two weeks before the exams begin. The Dean's Office announces the time intervals for the final exams. Student evaluation practices are coordinated by the faculty members responsible for the courses, the department Heads, the Education and Training

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Programmes Coordinatorship, and the Dean's Office.

The AU Regulation on Associate and Undergraduate Education and Training states the responsibilities, grades, attendance requirements, obligations, rights, and responsibilities that students must fulfil to be considered successful in the courses they choose. Students must reach an average of at least 60 points out of 100 (letter grade equivalent to C3) to succeed. Students who scored 49.99 or below out of 100 in the final, make-up and three-course, single course exams fail that course regardless of their academic achievement grade point average. A graduation thesis writing guide is available for research theses but not for the general literature review theses. All students have an advisor whom they can ask for help in structuring their thesis. The evaluation form is accessible to all students. Students defend their graduation thesis by an oral presentation in front of the Graduation Thesis Evaluation Jury, which consists of three faculty members.

B. ESP

No differences from the LSP.

### 8.2.2. Analysis of the findings/Comments

A. LSP

The VEE has a well-structured and well-organised review process. Each course evaluation criterion (e.g., the weight of each partial evaluation in determining the final grade) are adequately detailed.

B. ESP

No differences from the LSP.

### 8.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 8.2.4. Decision

A. LSP

The study programme is compliant with Standard 8.2.

B. ESP

The study programme is compliant with Standard 8.2.

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

### 8.3.1. Findings

A. LSP

The evaluation criteria are updated and published on the relevant web pages. The satisfaction levels of the students who take the course are evaluated and a feedback mechanism is provided

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to the lecturer on these issues. Information on examinations, assessment, and grading, as well as the purpose, content, and learning outcomes of all courses to be taken during the undergraduate programmes, is shared publicly via the AU Bologna Information System.

Programme qualifications and learning outcomes are determined according to the TYYÇ Standards, Veterinary Medicine National Core Education Programme (VUÇEP; Annex 3.1.2), and national and international accreditation (VEDEK and EAEVE) requirements and form the basis for assessment designs.

### B. ESP

No differences from the LSP.

#### 8.3.2. Analysis of the findings/Comments

##### A. LSP

The annual review of assessment methods ensures continuous monitoring of issues relating to student assessment.

##### B. ESP

No differences from the LSP.

#### 8.3.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 8.3.4. Decision

##### A. LSP

The study programme is compliant with Standard 8.3.

##### B. ESP

The study programme is compliant with Standard 8.3.

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

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

#### 8.4.1. Findings

##### A. LSP

The veterinary medicine education programme has a student-centred approach and applies interactive methods to encourage students to participate actively in the learning process. Laboratory applications (Clinical Skills Laboratory, Virtual Reality - Vet-VR Laboratory, Department laboratories) and individual performances of students are monitored in the VTH, Ambulatory Clinic, and ERAF. Educational processes include simulation-based teaching, case/scenario-based teaching, problem-based teaching, flipped classrooms, and peer-based learning. In the Clinical Skills Laboratory, students are provided with practice opportunities. With the Virtual Reality laboratory in the Department of Pharmacology and Toxicology and Pathology,

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digital technologies have been actively used in undergraduate education. Students take part in departments and laboratory studies outside the clinics in their free time outside the courses and can find employment opportunities as part-time students.

B. ESP

No differences from the LSP.

### 8.4.2. Analysis of the findings/Comments

A. LSP

The VEE has a well-established system for certifying students' achievement of learning objectives at the programme and individual unit level and for their active involvement.

B. ESP

No differences from the LSP.

### 8.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 8.4.4. Decision

A. LSP

The study programme is compliant with Standard 8.4.

B. ESP

The study programme is compliant with Standard 8.4.

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

### 8.5.1. Findings

A. LSP

To meet the D1C, a student-centred and real-time (process and outcome-oriented) assessment-evaluation system has been developed in which each student is evaluated and student success is measured by a number of parameters. Calculations are made based on coefficient averages determined according to the education periods offered to the students, and detailed tracking and reporting of course outcomes. Since 2023 each department has prepared

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blueprints including learning objectives, course outcomes, and evaluation criteria to conduct practical exams (OSCE), and the documents created have been shared in open access on the faculty website. The evaluation of intern training is carried out through the blueprints and checklists. Through the Simulation Laboratory, which will be operational in the faculty in 2025, the effectiveness of simulation-based teaching offered to students will be measured through OSCE.

### B. ESP

No differences from the LSP.

#### 8.5.2. Analysis of the findings/Comments

##### A. LSP

Continuous assessment of each subject helps monitor students' progress in acquiring skills. The skills and competences to be acquired in different animal species are harmoniously listed in a software developed specifically for the VEE.

##### B. ESP

No differences from the LSP.

#### 8.5.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 8.5.4. Decision

##### A. LSP

The study programme is compliant with Standard 8.5.

##### B. ESP

The study programme is compliant with Standard 8.5.

## Area 9. Teaching and support staff

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

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

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

#### 9.1.1. Findings

##### A. LSP

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The VEE ensures that all teaching and support staff are appropriately qualified and recruited through transparent, merit-based processes, in accordance with Turkish national laws and EU expectations. Recruitment involves clear criteria for academic performance and is coordinated centrally through the AU Rectorate and relevant national institutions.

Support staff recruitment is managed centrally via national systems, based on quotas and civil servant law.

All staff roles are clearly defined and publicly available through job descriptions and workflow diagrams.

A mandatory teacher training programme for newly appointed academic staff is in place and includes diverse modules such as academic ethics, curriculum design, digital tools, and biosecurity. Continuing education is encouraged through various training sessions organised by the AU Personnel Department and government bodies, covering both technical and pedagogical skills.

Guest lecturers and field trainers must also complete pedagogical and biosecurity training tailored to veterinary education.

The majority of core instruction is delivered by veterinarians, and teacher training is also extended to guest lecturers and field trainers, who must comply with educational and ethical guidelines. Preparatory materials, including biosecurity protocols and pedagogical resources, are provided.

Job descriptions and workflows are publicly accessible online, promoting transparency.

Clinical staff also use workflow diagrams for management. A recent initiative introduced new assessment strategies (e.g., OSCE, DOPS, mini-CEX, and e-Logbook) to improve the evaluation of clinical competences

### B. ESP

No differences from the LSP.

#### **9.1.2. Analysis of the findings/Comments**

##### A. LSP

The VEE demonstrates compliance with both the qualifications and transparency requirements of the standard. The mandatory teacher training programme and continuous education options are robust and diverse, supporting quality improvement.

The involvement of external juries and adherence to national academic promotion laws ensure a fair and objective recruitment.

Job descriptions are available online.

The recent implementation of modern assessment methods (OSCE, etc.) is a strong step forward but may require monitoring to assess actual impact on educational quality.

### B. ESP

No differences from the LSP.

#### **9.1.3. Suggestions for improvement**

##### A. LSP

None.

### B. ESP

None.

#### **9.1.4. Decision**

A. LSP

The study programme is compliant with Standard 9.1.

B. ESP

The study programme is compliant with Standard 9.1.

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

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

### **9.2.1. Findings**

A. LSP

The VEE employs a total of 151 academic staff in 2024, of which 98% are veterinarians. Only 3 staff members have non-veterinary degrees but have completed veterinary-related postgraduate studies.

Staff includes 75 Full Professors, 28 Associate Professors, 17 Assistant Professors, 28 Research Assistants, and 5 Lecturers, along with 2 foreign academic staff. Additionally, there are 33 doctoral students supported by scholarships.

All teaching staff have participated in the Training of Trainers programme, which covers a broad curriculum aligned with student-centred education, including active learning, curriculum development, instructional design, and evaluation.

Support staff across units total 155 individuals, with notable allocations to the Veterinary Teaching Hospital (45) and Education and Research Farm (24). Cleaning staff make up a significant portion in each unit.

AU TEKNOKENT and the Technology Transfer Office facilitate consultancy and service provision by academic staff to external stakeholders, strengthening the VEE's community and private sector engagement.

B. ESP

No differences from the LSP.

### **9.2.2. Analysis of the findings/Comments**

A. LSP

The VEE demonstrates strong staffing capacity in both quantity and qualifications, fulfilling the requirement to sustain education, research, and community service.

The high proportion of veterinarians (98%) ensures compliance with EU standards regarding veterinary-led teaching.

The ongoing participation in structured training programmes improves teaching quality and aligns with modern pedagogical standards.

The inclusion of technology transfer and consultancy activities suggests a dynamic academic environment that encourages staff engagement beyond teaching.

Balance for workload management is ensured through legal frameworks, institutional promotion criteria, and administrative oversight. Academic staff are expected to contribute to teaching, research, and consultancy, with performance monitored through evaluations and annual

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reports. Consultancy activities via Technopark are permitted under specific regulations and limited to two days per month per assignment.

Support staff numbers are regularly reviewed based on facility usage and student load. The university uses tools like the “Kullanım Metre” system and the IMF (Human-Space-Function) consultancy to monitor efficiency, assess needs, and guide resource allocation through data-driven evaluations and audits.

### B. ESP

No differences from the LSP.

#### 9.2.3. Suggestions for improvement

##### A. LSP

None.

##### B. ESP

None.

#### 9.2.4. Decision

##### A. LSP

The study programme is compliant with Standard 9.2.

##### B. ESP

The study programme is compliant with Standard 9.2.

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

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

#### 9.3.1. Findings

##### A. LSP

The VEE ensures job stability and benefits for academic positions, promoting continuity and retention of qualified teaching staff.

Academic staff benefit from a balanced workload that includes teaching, research, and service. The UBED program offers financial rewards and recognition for research and development performance. The VEE ranks 6<sup>th</sup> among 26 academic units in terms of benefit from this programme.

The Ankara University Awards Ceremony, established in 2023, recognises top-performing faculty based on transparent evaluation criteria, awarding plaques and financial support to top-ranking academics.

Award-winning researchers receive additional research budgets, with increased amounts for those leading in broader university rankings or those receiving Young Scientist Awards.

The VEE publicly celebrates academic achievements (e.g., projects, patents, awards) via the faculty website.

Faculty workflows, appointments, and benefits are outlined in the Public Service Standards

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Table, supporting transparency and procedural clarity.

At the national level, the HEC's Academic Promotion System uses ATÖSİS (Academic Incentive Allowance Process Management System) to assess staff performance, linked to incentive payments.

The AVESİS (Academic Data Management System) supports institutional performance tracking, transparency, and strategic planning by recording academic achievements and allowing quality assurance through data analysis.

Staff also benefit from external support via ULAKBİM's (Turkish Academic Network and Information Center) UBYT (Türkiye's International Scientific Publication) programme for international publications.

### B. ESP

No differences from the LSP.

#### **9.3.2. Analysis of the findings/Comments**

##### A. LSP

The VEE and AU offer multiple, well-structured mechanisms to support academic development and strengthen excellence. Reward systems are diversified and include institutional, faculty-level, and national frameworks, combining financial and non-financial forms of recognition. AVESİS ensures performance tracking and transparency, enabling evidence-based academic planning. Although teaching performance is encouraged, most reward and monitoring systems are research focused.

Ankara University implements an international Scientific Events Support Programme (UBED) for all academic staff. In order to apply for this programme, there is a requirement of 70% satisfaction in the student feedback surveys conducted for each faculty academic member. Within the scope of this programme, additional support is also provided to faculty members teaching in English.

There is no separate formal reward system solely for teaching quality, but teaching performance is a criterion in the UBED support program. Academic staff must achieve at least 70% student satisfaction to qualify, with additional support for those teaching in English.

Opportunities for pedagogical specialisation and improvement are mentioned in other sections (e.g., 9.1 and 9.2).

##### B. ESP

No differences from the LSP.

#### **9.3.3. Suggestions for improvement**

##### A. LSP

None.

##### B. ESP

None.

#### **9.3.4. Decision**

##### A. LSP

The study programme is compliant with Standard 9.3.

##### B. ESP

The study programme is compliant with Standard 9.3.

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

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

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

#### **9.4.1. Findings**

##### **A. LSP**

Promotions for academic and support staff follow national regulations along with AU-specific Appointment and Promotion Criteria and Implementation Principles. Promotion criteria include teaching, research, publications, awards, patents, and community engagement. Criteria are regularly updated and publicly available.

Support staff promotions are governed by a national regulation ensuring merit-based progression and transparency. The VEE conducts annual Unit Self-Assessment Visits for all departments and facilities (including hospital and farm), lasting 2-3 days and involving faculty, admin staff, and students.

These assessments serve as formal appraisals of teaching, research, and administration, and results are used for continuous improvement.

Academic and administrative staff actively participate in governance via representation in Faculty Boards, Ethics Committees, hospital/farm boards, and departmental structures.

Staff members also engage in decision-making at the university level through councils, administrative units, commissions, and coordinator roles.

Support staff training programs are offered regularly and announced through the BEYAS system, with course notes publicly accessible.

##### **B. ESP**

No differences from the LSP.

#### **9.4.2. Analysis of the findings/Comments**

##### **A. LSP**

The VEE has a comprehensive, inclusive, and well-institutionalised system of professional development and governance participation for staff. The self-assessment process is a strong example of formal internal quality assurance and a best practice model within the university.

Promotion and development opportunities are transparent, merit-based, and grounded in national and institutional policies.

Staff have structured channels to contribute to strategic decisions at both the VEE and AU levels. Beyond formal training, junior staff benefit from informal mentoring by senior faculty. This includes daily guidance, collaborative teaching, and support in research and professional development, helping them integrate effectively into the academic environment.

Teaching excellence is recognised as a significant criterion for academic performance evaluations and university-level awards at Ankara University. Educational activities including quality of teaching, supervision of theses, and contributions to academic programs are formally considered among the factors for evaluating applications for university grants and awards.

B. ESP

No differences from the LSP.

#### **9.4.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

#### **9.4.4. Decision**

A. LSP

The study programme is compliant with Standard 9.4.

B. ESP

The study programme is compliant with Standard 9.4.

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

#### **9.5.1. Findings**

A. LSP

The VEE conducts student satisfaction surveys at the end of each semester. These include course-specific evaluations covering teaching delivery, use of resources, clarity of learning outcomes, and assessment methods.

Survey questions are available online for transparency (Annex 3.3.2).

Results are analysed annually and published at the VEE website the following year.

Academic staff members can access individual course feedback through the OBS system, allowing for self-reflection and improvement. The VEE also performs broader satisfaction surveys covering alumni, academic staff, administrative staff, and intern students.

These tools collectively aim to monitor the quality of education and institutional satisfaction.

B. ESP

No differences from the LSP.

#### **9.5.2. Analysis of the findings/Comments**

A. LSP

The cyclical and systematic implementation of student feedback surveys meets the basic expectations of this standard. Publishing results and allowing individual staff access to course evaluations are strengths that enhance transparency and enable personal development.

The inclusion of other stakeholder feedback surveys reflects a holistic approach to quality monitoring.

Student feedback and learning outcomes are incorporated into staff development, particularly in Clinical Skills courses. Regular evaluations are reviewed by a coordination committee and used to improve teaching. In some cases, consistently poor evaluations have led to instructor replacement, ensuring that student input directly influences instructional quality.

B. ESP

No differences from the LSP

**9.5.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

**9.5.4. Decision**

A. LSP

The study programme is compliant with Standard 9.5.

B. ESP

The study programme is compliant with Standard 9.5.

**Area 10. Research programmes, continuing and postgraduate education**

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

**10.1.1. Findings**

A. LSP

Ankara University has a specialised unit for research coordination – the Office of the Dean of Research (ARDEK). ARDEK, managed by the Vice Rector for Research and supported by three vice-deans and a coordinator, is responsible for strategic planning, organising events (e.g., Interactive Coffee Days), and fostering interdisciplinary and international collaboration.

Research activities are supported by internal units such as the Research Projects Support Office (BAP) and external funding agencies including TÜBİTAK, TAGEM, and TÜSEB. Projects align with the priorities of the Ministry of Agriculture and Forestry, HEC, and TÜBİTAK, while also responding to the needs and suggestions from stakeholders.

In 2024, the VEE was ranked 6<sup>th</sup> among all AU faculties (up from 14<sup>th</sup> in 2023), due to its high number of projects, students in the TÜBİTAK 2244 program, and accredited programmes.

The VEE is involved in several international research collaborations (e.g., with Ruhr and Columbia Universities, Horizon Europe, COST, PRIMA). The faculty also participates in the interdisciplinary Selene Consortium, promoting *EU Green Deal* and *One Health* initiatives.

For newly appointed academics, the “Bas’t Ankara Training Programme” was organised to introduce them to AU’s research infrastructure and support units.

Annexes include lists of research projects funded by BAP, TÜBİTAK, and HEC-ADEP between 2022 and 2024.

B. ESP

No differences from the LSP.

#### **10.1.2. Analysis of the findings/Comments**

##### **A. LSP**

It is commendable that the VEE is proceeding with significant and wide range research which resulted in highly scored publications.

Research results are disseminated and implemented into the veterinary programme to support evidence-based studies.

##### **B. ESP**

No differences from the LSP

#### **10.1.3. Suggestions for improvement**

##### **A. LSP**

None.

##### **B. ESP**

None.

#### **10.1.4. Decision**

##### **A. LSP**

The study programme is compliant with Standard 9.5.

##### **B. ESP**

The study programme is compliant with Standard 10.1.

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

#### **10.2.1. Findings**

##### **A. LSP**

Research components are embedded in both mandatory and elective courses throughout the veterinary curriculum, aiming to equip students with lifelong learning skills, including critical thinking, information analysis, and research methodology.

Year 1 Foundation Courses: Modern Research Methods (Elective) - Teaches how to search databases (e.g., PubMed), understand study designs, formulate hypotheses, and write research proposals. Scientific Bibliography Evaluation - Covers types of scientific information, research methods, and how to evaluate scientific literature. Information and Communication Technologies - Introduces basic computer literacy (e.g., Word, Excel, PowerPoint). Biostatistics - Explains statistical concepts, hypothesis testing, study validity, and evidence evaluation.

From 2021, students complete a graduation thesis during their internship (final year). Under the VEE's supervision, they conduct research aligned with ethical standards and defend their thesis before a committee. In the final year they select the thesis advisor they wish to work with, subject to the approval of the faculty member who will serve as the advisor. The students initiate and carry out the graduation thesis in collaboration with the thesis advisor. The students defend the thesis, prepared in accordance with the Graduation Thesis Writing Guide, by presenting it orally before the Graduation Thesis Evaluation Committee. The thesis, assessed according to the Graduation Thesis Evaluation Form, is considered successful if the average score given by the

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committee is 60 or higher (out of 100).

With respect to Teaching & Learning Methods, Departments use interactive techniques such as case studies, brainstorming, and project-based work. During the pandemic, online tools like Kahoot and YouTube supported virtual learning. Clinical education prioritized case-based, hands-on methods.

Undergraduates actively participate in projects, especially those receiving scholarships or involved in TÜBİTAK programmes (e.g., 2209-A, 2209-B, 2247). AUFVM showed strong performance in TÜBİTAK 2024 applications. Research-related training is provided, and project participation is mandatory for students in funded programs.

The participation in additional training programs is not compulsory. However, part-time students, scholarship recipients, and students involved in the 2209 and 2247 programmes are required to participate in the project activities for which they are responsible.

B. ESP

No differences from the LSP.

### 10.2.2. Analysis of the findings/Comments

A. LSP

Students are trained for ethical research, scientific methods and research techniques, and students can participate in research programmes. It is a possibility for students to get funding for the research projects.

B. ESP

No differences from the LSP

### 10.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

None.

### 10.2.4. Decision

A. LSP

The study programme is compliant with Standard 10.2.

B. ESP

The study programme is compliant with Standard 10.2.

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

### 10.3.1. Findings

A. LSP

Graduates can pursue MSc in veterinary medicine areas and PhD programmes. Programmes are offered based on departmental proposals and follow national postgraduate education regulations. Student admissions occur twice a year.

The application form for opening postgraduate programmes is published on the institute's

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website, and units that want to open a programme are expected to fill out the form completely and submit it to the institute board. Student application and acceptance stages for the opened programme are carried out twice a year on the dates determined by the institute.

The Experimental Animal Usage Certificate is offered biannually through ANKUSEM, with the VEE conducting the training. Between 2022–2024, over 160 participants received certification, with 40 students per course.

The academic staff contribute to professional and social development through invited talks, expert panels, and events such as congresses and workshops. The Faculty also supports student-led activities, including journal clubs and scientific meetings organised by 14 official student clubs.

In clinical education, graduate students collaborate with undergraduates on real cases under faculty supervision—from diagnosis to discharge. In preclinical departments, they assist with laboratory applications aligned with graduate-level research training.

The *Experimental Animal Usage Certificate Training programme* (Category A – rodents and rabbits) is regularly conducted at the VEE in collaboration with the Local Ethics Committee and ANKÜSEM. The programme accepts numerous researchers each term, including those from outside AU, and spans a minimum of 76 certified hours. All procedures, including registration and exams, are managed by ANKÜSEM which offers diverse training programmes to university members and external organisations. Programs can be proposed online, and are developed with transparency. In 2021, a 20-hour interdisciplinary course on AI and digitalisation in veterinary medicine was held, evaluated through feedback forms.

A veterinary pharmacy training programme led to a cooperation protocol between the VEE and Lokman Hekim University. Collaborative discussions with the Ministry of Agriculture and Forestry are ongoing to align veterinary specialisation training with national regulations. The VEE is among the few faculties authorised to provide such specialisation and plays an active role in shaping these processes.

Since the last EAEVE visit, the VEE has increased its number of residents. Notable achievements include: A faculty member becoming a Diplomate of the European College of Animal Welfare and Behavioural Medicine (2023), another registered as a European Diplomate in Veterinary Public Health (2023), and one accepted into ECAR's programme for 2025.

The VEE supports postgraduate education, encouraging participation in international programmes such as those offered by ESAVS. Although residencies are not officially recognised in Turkish higher education, the Rectorate now supports them, simplifying administrative processes.

Additional certifications are also promoted. For instance, one academic received the Certified Aquatic Veterinarian (CertAqV) title from WAVMA in 2019 and renewed it in 2024. She also serves as WAVMA's Middle East Regional Representative since 2023.

### B. ESP

No differences from the LSP

#### **10.3.2. Analysis of the findings/Comments**

##### A. LSP

The VEE is providing postgraduate degree programmes that are available for all graduate students, and for continuing education to strengthen the veterinary community.

##### B. ESP

No differences from the LSP

### **10.3.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

### **10.3.4. Decision**

A. LSP

The study programme is compliant with Standard 10.3.

B. ESP

The study programme is compliant with Standard 10.3.

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

### **10.4.1. Findings**

A. LSP

ARDEK evaluates research activities annually to support student learning, faculty promotion, and curriculum integration. The evaluation follows HEC's three core criteria: Research Capacity (40%), Publications in indexed journals, citations, projects, patents. Research Quality (40%), High-impact publications, funded projects (e.g., TÜBİTAK 1004), open-access output, Interaction & Collaboration (20%), International collaborations, exchanges, and programs like TUBITAK 2244.

Performance scores are calculated using Monte Carlo Simulations and min-max normalisation. Results guide improvement actions such as training in project writing and infrastructure upgrades. Findings are published annually in the Internal Quality Report, contributing to the national YOKAK University Quality Report.

Academic participation in congresses is supported by UBED, and publication fees are covered under ULAKBİM's read/publish model. Faculty appointment/promotion is based on a quantitative scoring system (e.g., publications, presentations, citations).

Undergraduate students are actively involved in research via programs like TÜBİTAK 2247-C Intern Researcher Scholarship and TÜBİTAK 2209-A/B project grants.

Between 2021–2024, 60+ students received support. They can act as project leaders (e.g., in TÜBİTAK, BAP) and often receive “How to Write a Project” training (2237-A program).

Graduating students complete a research project or thesis, gaining skills in scientific planning, experimentation, and presentation. They also attend and present at national/international congresses, often organised by student communities or NGOs, with scholarship opportunities available.

The participation of academic staff in scientific congresses is supported by the university through UBED. In addition, it provides support in terms of staff promotion by covering scientific publication fees within the scope of read/publish provided by ULAKBİM, which includes Ankara University. Academic staff appointment/promotion criteria are determined by the Rectorate and announced at regular intervals. In the appointment/promotion criteria, different activities (publication, congress presentation, book chapter authorship, citation, etc.) are scored and a quantitative evaluation is made.

B. ESP

No differences from the LSP

**10.4.2. Analysis of the findings/Comments**

A. LSP

Research activities are evaluated annually to support researchers and student learning, faculty promotion, and curriculum integration. The evaluation system has comprehensive criteria and performance scores.

B. ESP

No differences from the LSP

**10.4.3. Suggestions for improvement**

A. LSP

None.

B. ESP

None.

**10.4.4. Decision**

A. LSP

The study programme is compliant with Standard 10.4.

B. ESP

The study programme is compliant with Standard 10.4.

**ESEVT Indicators**

Name of the VEE:	Ankara University, Faculty of Veterinary Medicine				
Name & mail of the VEE's Head:					
Date of the form filling:	15 May 2025				
Raw data from the last 3 complete academic years					
1	n° of FTE teaching staff involved in veterinary training	2022	2023	2024	Mean
2	n° of undergraduate students	216	202	188	202,00
3	n° of FTE veterinarians involved in veterinary training	1458	1491	1490	1479,67
4	n° of students graduating annually	203	202	184	196,33
5	n° of FTE support staff involved in veterinary training	272	269	246	262,33
6	n° of hours of practical (non-clinical) training	155	160	161	158,67
7	n° of hours of Core Clinical Training (CCT)	1860	1860	1780	1833,33
8	n° of hours of VPH (including FSQ) training	1074	1074	1176	1108,00
9	n° of hours of extra-mural practical training in VPH (including FSQ)	222	222	174	206,00
10	n° of companion animal patients seen intra-murally	64	64	32	53,33
11	n° of individual ruminant and pig patients seen intra-murally	58495	50127	43844	50822,00
12	n° of equine patients seen intra-murally	974	778	794	848,67
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	127	159	64	116,67
14	n° of companion animal patients seen extra-murally	5506	4604	3846	4652,00
15	n° of individual ruminants and pig patients seen extra-murally	4	70	101	58,33
16	n° of equine patients seen extra-murally	1881	1867	1434	1727,33
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	446	418	537	467,00
18	n° of visits to ruminant and pig herds	3500	1500	1425	2141,67
19	n° of visits to poultry and farmed rabbit units	110	120	150	126,67
20	n° of companion animal necropsies	15	17	27	19,67
21	n° of ruminant and pig necropsies	543	313	300	385,33
22	n° of equine necropsies	89	72	101	87,33
23	n° of rabbit, rodent, bird and exotic pet necropsies	16	25	26	22,33
24	n° of FTE specialised veterinarians involved in veterinary training	144	169	394	235,67
25	n° of PhD graduating annually	127	128	135	130,00
		41	49	36	42,00

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Name of the VEE:	Ankara VEE	VEE values	Median values <sup>1</sup>	Minimal values <sup>2</sup>	Balance <sup>3</sup>
Date of the form filling:	15 May 2025				
<b>Calculated Indicators from raw data</b>					
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,14	0,15	0,13	0,011
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,75	0,84	0,63	0,118
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,60	0,88	0,54	0,065
I4	n° of hours of practical (non-clinical) training	1833	954	701	1132,743
I5	n° of hours of Core Clinical Training (CCT)	1108	942	705	403,200
I6	n° of hours of VPH (including FSQ) training	206	294	192	14,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	53	75	32	21,533
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	193,95	67,37	44,01	149,943
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stude	9,82	18,75	9,74	0,080
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	2,22	5,96	2,15	0,075
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	25,90	3,11	1,16	24,737
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,48	1,29	0,54	-0,057
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,07	0,11	0,04	0,030
I14	n° of companion animal necropsies / n° of students graduating annually	1,47	2,11	1,40	0,069
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0,33	1,36	0,90	-0,567
I16	n° of equine necropsies / n° of students graduating annually	0,09	0,18	0,10	-0,015
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,90	2,65	0,88	0,018
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduatin	0,50	0,27	0,06	0,436
I19	n° of PhD graduating annually / n° of students graduating annually	0,16	0,15	0,07	0,090

### Findings

The spreadsheet was recalculated during the visitation because the number of horses was underestimated by the VEE. Indicators I12, I15 and I16 are below the minimal values.

The number of students to be admitted is determined not by the VEE but by the HEC. Though the VEE expresses its request for less students more compatible with the capacities of the VEE, they are assigned more than double the number of students for the Turkish programme. These issues are also reflected in the indicators (calculated for the two programmes together). Due to the great number of students, the workload of the teaching staff is great and the organisation of clinical rotations is difficult.

### Analysis of the findings/Comments

The VEE has no influence on the number of students admitted annually and has suggested reducing this number.

### Suggestions for improvement

The VEE is suggested to make further efforts to reduce the number of admitted students to the optimal level.

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

**A. LSP**

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
<b>Standard 1.1:</b> The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. <b>The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.</b>	X		
<b>Standard 1.2:</b> The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
<b>Standard 1.3:</b> The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
<b>Standard 1.4:</b> The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. <b>The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.</b>	X		
<b>Standard 1.5:</b> 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. <b>The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.</b>	X		
<b>Standard 1.6:</b> The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. <b>Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</b>	X		
<b>Standard 1.7:</b> 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		
Area 2. Finances	C	PC	NC
<b>Standard 2.1:</b> 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		
<b>Standard 2.2:</b> Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. <b>The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.</b>	X		
<b>Standard 2.3:</b> Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum	C	PC	NC
<b>Standard 3.1:</b> The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.  <b>This concerns:</b> <ul style="list-style-type: none"><li>● Basic Sciences</li><li>● Clinical Sciences in companion animals (including equine and exotic pets)</li><li>● Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</li><li>● Veterinary Public Health (including Food Safety and Quality)</li><li>● Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).</li></ul> <b>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</b>	X		

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If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.			
<b>3.1.1. General findings</b>			
<b>3.1.2. Basic sciences</b>	X		
<b>3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)</b>	X		
<b>3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</b>	X		
<b>3.1.5. Veterinary Public Health (including Food Safety and Quality)</b>	X		
<b>3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)</b>	X		
<b>Standard 3.2:</b> Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.	X		
<b>Standard 3.3:</b> Programme learning outcomes must: <ul style="list-style-type: none"> <li>● ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework</li> <li>● include a description of Day One Competences</li> <li>● form the basis for explicit statements of the objectives and learning outcomes of individual units of study</li> <li>● be communicated to staff and students</li> <li>● be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.</li> </ul>	X		
<b>Standard 3.4:</b> 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: <ul style="list-style-type: none"> <li>● determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum</li> <li>● 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</li> <li>● perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned</li> <li>● identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.</li> </ul>	X		
<b>Standard 3.5:</b> Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.	X		
<b>Standard 3.6:</b> The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
<b>Standard 3.7:</b> 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		
<b>Area 4. Facilities and equipment</b>	C	PC	NC
<b>Standard 4.1:</b> All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must			X

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comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.			
<b>Standard 4.2:</b> Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.	X		
<b>Standard 4.3:</b> The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: <ul style="list-style-type: none"> <li>● be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students</li> <li>● be of a high standard, well maintained and fit for the purpose</li> <li>● promote best husbandry, welfare and management practices</li> <li>● ensure relevant biosecurity</li> <li>● take into account environmental sustainability</li> <li>● be designed to enhance learning</li> </ul>	X		
<b>Standard 4.4:</b> Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	X		
<b>Standard 4.5:</b> The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
<b>Standard 4.6:</b> Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
<b>Standard 4.7:</b> The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
<b>Standard 4.8:</b> The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
<b>Standard 4.9:</b> Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.	X		
<b>Area 5. Animal resources and teaching material of animal origin</b>	C	PC	NC
<b>Standard 5.1:</b> The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.		X	
<b>Standard 5.2:</b> In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
<b>Standard 5.3:</b> 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		
<b>Standard 5.4:</b> Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
<b>Area 6. Learning resources</b>	C	PC	NC
<b>Standard 6.1:</b> State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to	X		

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databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.			
<b>Standard 6.2:</b> Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.  The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
<b>Standard 6.3:</b> The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
<b>Area 7. Student admission, progression and welfare</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
<b>Standard 7.1:</b> The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.  In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.  Formal cooperation with other VEEs must also be clearly advertised.	X		
<b>Standard 7.2:</b> 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	
<b>Standard 7.3:</b> 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		
<b>Standard 7.4:</b> 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		
<b>Standard 7.5:</b> 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.	X		
<b>Standard 7.6:</b> 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		
<b>Standard 7.7:</b> Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.  There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
<b>Standard 7.8:</b> Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
<b>Area 8. Student assessment</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
<b>Standard 8.1:</b> 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		
<b>Standard 8.2:</b> 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		
<b>Standard 8.3:</b> 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		
<b>Standard 8.4:</b> 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		
<b>Standard 8.5:</b> Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may	X		

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be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.			
<b>Area 9. Teaching and support staff</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	X		
<b>Area 10. Research programmes, continuing and postgraduate education</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

## B. ESP

<b>Area 1. Objectives, Organisation and Quality Assurance Policy</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	X		

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Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
<b>Area 2. Finances</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
<b>Area 3. Curriculum</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.  This concerns: <ul style="list-style-type: none"><li>● Basic Sciences</li><li>● Clinical Sciences in companion animals (including equine and exotic pets)</li><li>● Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</li><li>● Veterinary Public Health (including Food Safety and Quality)</li><li>● Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).</li></ul> When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.  If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER. 3.1.1. General findings	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		

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3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
<p><b>Standard 3.2:</b> Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p><b>Standard 3.3:</b> Programme learning outcomes must:</p> <ul style="list-style-type: none"> <li>ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework</li> <li>include a description of Day One Competences</li> <li>form the basis for explicit statements of the objectives and learning outcomes of individual units of study</li> <li>be communicated to staff and students</li> <li>be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.</li> </ul>	X		
<p><b>Standard 3.4:</b> The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> <li>determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum</li> <li>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</li> <li>perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned</li> <li>identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.</li> </ul>	X		
<p><b>Standard 3.5:</b> Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, <i>inter alia</i> by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.</p> <p>EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.</p>	X		
<p><b>Standard 3.6:</b> The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p><b>Standard 3.7:</b> Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
<b>Area 4. Facilities and equipment</b>	C	PC	NC
<p><b>Standard 4.1:</b> All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.</p>			X
<p><b>Standard 4.2:</b> Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.</p>	X		
<p><b>Standard 4.3:</b> The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> <li>be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students</li> <li>be of a high standard, well maintained and fit for the purpose</li> <li>promote best husbandry, welfare and management practices</li> </ul>	X		

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<ul style="list-style-type: none"> <li>ensure relevant biosecurity</li> <li>take into account environmental sustainability</li> <li>be designed to enhance learning</li> </ul>			
<p><b>Standard 4.4:</b> Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.</p> <p>The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.</p> <p>The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.</p>	X		
<p><b>Standard 4.5:</b> The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.</p>	X		
<p><b>Standard 4.6:</b> Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.</p>	X		
<p><b>Standard 4.7:</b> The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.</p>	X		
<p><b>Standard 4.8:</b> The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.</p>	X		
<p><b>Standard 4.9:</b> Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.</p>	X		
<b>Area 5. Animal resources and teaching material of animal origin</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
<p><b>Standard 5.1:</b> The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>	X		
<p><b>Standard 5.2:</b> In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.</p>	X		
<p><b>Standard 5.3:</b> 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.</p>	X		
<p><b>Standard 5.4:</b> Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.</p>	X		
<b>Area 6. Learning resources</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
<p><b>Standard 6.1:</b> State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.</p>	X		
<p><b>Standard 6.2:</b> Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p>	X		
<p><b>Standard 6.3:</b> The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		

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Area 7. Student admission, progression and welfare	C	PC	NC
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.  In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.  Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.		X	
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.  The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.  Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.  The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.  The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.  There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment	C	PC	NC
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.  The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.  Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.  The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	X		
Area 9. Teaching and support staff	C	PC	NC
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.  A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place	X		

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<p>for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.</p> <p>Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>			
<p><b>Standard 9.2:</b> The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.</p> <p>A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.</p>	X		
<p><b>Standard 9.3:</b> 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.</p> <p>Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>	X		
<p><b>Standard 9.4:</b> The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.</p> <p>Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>	X		
<p><b>Standard 9.5:</b> A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.</p>	X		
<b>Area 10. Research programmes, continuing and postgraduate education</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
<p><b>Standard 10.1:</b> The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).</p>	X		
<p><b>Standard 10.2:</b> All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p>	X		
<p><b>Standard 10.3:</b> The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.</p>	X		
<p><b>Standard 10.4:</b> The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.</p>	X		
<p><i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i></p>			

## Executive Summary

The Military Veterinary School in Istanbul was founded in 1842. The Military and Civil Veterinary Schools in Istanbul were merged in 1921, and in 1928, and the name was changed to Higher Veterinary School. In 1933 the Higher Veterinary School was transferred to Ankara and renamed Faculty of Veterinary Medicine. Ankara University was established in 1946 and the Faculty of Veterinary Medicine was incorporated in Ankara University in 1948.

In 2007 the VEE was Approved by EAEVE. In 2016 the VEE was classified as Non-Approved. And after a revisit in 2018 the VEE was reclassified as Approved. The VEE was granted national programme accreditation in 2015 by VEDEK, and this status was renewed in 2022.

The DVM curriculum is five years, with the first four years consisting of theoretical courses, practical training, clinical practice, and extramural practical training, while the final year consists of practical training for 11 months. The VEE offers two programmes, Turkish and English (introduced in 2015).

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The SER was delivered a few days too late and at 125 pages it exceeded the maximum length as stipulated in the SOP. The SER was written with relevant references to the Annexes and fully working hyperlinks.

The visitation was carried out in a friendly and effective atmosphere.

### **Recommendations**

#### **Introduction**

The SER was written with relevant references to the Annexes and commendable inclusion of fully accessible hyperlinks.

#### **1.4.**

The VEE is commended for its dedication to maintaining and strengthening a culture of quality.

#### **1.6.**

The VEE is commended for its comprehensive QA system which is based on participation, and in which practically all the units are involved.

The extensive gathering of data and feedback from staff and students also enhance QA and is commended.

#### **3.1.5.**

The use of a well-equipped and modern dairy plant for practical class on FSQ is commendable.

#### **4.1.**

The storage of pharmaceuticals in secure, modern dispensing machines in the VTH is commendable.

#### **4.4.**

Triage is a preclinical activity which is commendable.

The VTH has been highlighted as a “best practice example” by the Turkish Grand National Assembly for cases of wild and stray animals which is commendable.

#### **4.5.**

The VEE is commended for its well-equipped and managed skills laboratories.

#### **4.9.**

It is commendable that safety training sessions for students, academic staff, and auxiliary personnel are provided every year.

#### **5.1.**

The VEE’s agreement with the Jockey Club and the military allowing veterinary students and VEE staff to attend equine clinical work in these institutions is commendable.

The VEE’s agricultural farm is commendable, as it provides students with the opportunity to gain hands-on experience with dairy cows, broiler chickens, laying hens, and small ruminants.

**6.3.**

The VEE is commended for the application of modern technology in distance education, the skills labs, and VR applications in several fields of the study programme.

**7.7.**

The close and supportive relationship between the teaching staff, especially the advisors and the students is commendable.

**10.1.**

It is commendable that the VEE is proceeding with significant and wide range research which results in highly scored publications.

## **Recommendations**

**4.1.3.**

A. LSP

It is recommended to review biosecurity/barrier procedures and facilities in the necropsy and dissection rooms, to reduce the risk of cross contamination. Furthermore, it is recommended to review the procedures for handling hazardous materials (formaldehyde, and inflammable materials wherever used). Furthermore, it is recommended to increase the awareness about personal protection when handling dangerous equipment in the necropsy hall (e.g. knives, scissors).

B. ESP

In addition to LSP: It is recommended to provide English translation of all instructions and signage in all facilities in the VEE.

**4.9.3.**

B. ESP

It is recommended to make all instructions, signage, procedure protocols and QR code information available in English.

**5.1.3.**

A. LSP

It is recommended that further mechanisms are identified to increase the numbers of whole-body cadavers for necropsies and anatomy dissection.

B. ESP

No differences from the LSP.

**6.1.3.**

B. ESP

All educational materials should be provided in English.

**7.2.3.**

A. LSP

The VEE is recommended to make further efforts to reduce the number of students to the optimal level.

**B. ESP**

No differences from the LSP.

**List of items of partial compliance with the ESEVT Standards**

**4.9.**

**B. ESP**

The study programme is partially compliant with Standard 4.9. because of suboptimal instructions via signage.

**5.1.**

**A. LSP**

The VEE is partially compliant with Standard 5.1. because of suboptimal numbers of large animal necropsies and whole-body dissections.

**B. ESP**

No differences from the LSP.

**6.1.**

**B. ESP**

The study programme is partially compliant with Standard 6.1. due to insufficient access to some written material in English.

**7.2.**

**A. LSP**

The study programme is partially compliant with Standard 7.2. because the great number of students hinders an optimal delivery of the veterinary programme.

**B. ESP**

No differences from the LSP.

**List of items of non-compliance with the ESEVT Standards**

**4.1.**

**A. LSP**

The study programme is not compliant with Standard 4.1. because of insufficient procedures for access to the necropsy and dissection rooms, insufficient procedures for handling hazardous materials, insufficient procedures for personal protection when handling dangerous equipment, and insufficient translation of signage into English.

**B. ESP**

No differences from the LSP.

## Glossary

ADEK: Accreditation, Academic Evaluation, and Quality Coordination  
ANKADEM: Ankara University Open Course Materials Platform  
ANKUSEM: Ankara University Continuing Education Center  
ANKUZEF: Ankara University Faculty of Open and Distance Education  
AU: Ankara University  
AUFVM: Ankara University Faculty of Veterinary Medicine  
AUHSI: Ankara University Health Sciences Institute  
AVAM: Ankara Veterinary Anatomy Museum  
AVESiS: Academic Data Management System  
AYT: Field Proficiency Test  
BAP: Scientific Research Projects  
BBS: Bologna Information System  
BEYAS: Document Management and Archiving System  
CCT: Core Clinical Training  
CIMER: Presidential Communication Center of the Republic of Türkiye  
COST: European Cooperation in Science and Technology  
CSL: Clinical Skills Laboratory  
D1C: ESEVT Day-One Competences  
EAEVE: European Association of Establishments for Veterinary Education  
EBVS: European Board of Veterinary Specialisation  
ECTS: European Credit Accumulation and Transfer System  
ECOVE: European Committee on Veterinary Education  
EPT: Elective Practical Training  
EQF: European Qualifications Framework  
ERAF: Education, Research and Application Form  
ESAVS: European School for Advanced Veterinary Studies  
ESEVT: European System of Evaluation of Veterinary Training  
ESG: Standards, Guidelines for Quality Assurance in the European Higher Education Area  
ESP: English language study programme  
FSQ: Food Safety and Quality  
FTE: Full-Time Equivalent  
FVE: Federation of Veterinarians of Europe  
HEC: Higher Education Council  
HEC-ADEP: Research University Support Programme  
IT: Information Technology  
IVSA: International Veterinary Students Association  
KAP: Institutional Accreditation Program  
KARBIR: Faculty Student Representative and Career Counseling Unit  
KDDP: Institutional External Evaluation Program  
LMS: Learning Management System  
LSP: Local language study programme  
OBS: Student Information System  
OSCE: Objective Structured Clinical Examination  
ÖSYM: Student Selection and Placement Center  
PDCA: Plan-Do-Check-Act  
PRIMA: Partnership for Research and Innovation in the Mediterranean Area

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QA: Quality Assurance

QC: Quality Commission

SER: Self Evaluation Report

SOP: Standard Operating Procedure

SWOT: Strengths, Weaknesses, Opportunities and Threats

TAGEM: Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Policies

THEQC: Turkish Higher Education Quality Council

TJC: Turkish Jockey Club

TQF: Türkiye Qualifications Framework

TÜBITAK: Scientific and Technological Research Council of Türkiye

TÜSEB: Health Institutes of Türkiye

TYT: Basic Proficiency Test

TYYÇ: Turkish Higher Education Qualifications Framework

UBED: International Scientific Activity Support

UBYT: Türkiye's International Scientific Publication Programme

ULAKBİM: Turkish Academic Network and Information Center

VEDEK: Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Association (Türkiye)

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VR: Virtual Reality

VTH: Veterinary Teaching Hospital

VUÇEP: The Veterinary National Core Education Program

WOAH: World Organization for Animal Health

YOS: International Student Exam

**Decision of ECOVE**

The Committee concluded that one Major Deficiency has been identified.

The Veterinary Education Establishment (VEE) of Ankara University is therefore classified as holding the status of: PENDING ACCREDITATION.