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FULL VISITATION REPORT

To the Erciyes University, Kayseri, Türkiye

On 5 - 9 May 2025

By the Full Visitation Team

Thierry CHAMBON (Chairperson), Brest, France: Practitioner

Maria dos Anjos Clemente PIRES, Vila Real, Portugal: Visitor in Basic Sciences

Alexander James GERMAN, Liverpool, United Kingdom: Visitor in Clinical Sciences in Companion Animals

Daniele DE MENEGHI, Turin, Italy: Visitor in Clinical Sciences in Food-Producing Animals

Andrej KIRBIS, Ljubljana, Slovenia: Visitor in Veterinary Public Health (including Food Safety and Quality)

Elisa ESCUDERO, Murcia, Spain: Visitor in Quality Assurance

Stella KOVAČIC,´Zagreb, Croatia: Student Member

Pierre LEKEUX, Liege, Belgium: ESEVT Coordinator

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Introduction

The Faculty of Veterinary Medicine of Erciyes University (called the VEE in this report) was established in 1995. Initially, the VEE was operated in Kayseri city centre, but it moved to its current site on the main campus of the Erciyes University (ERÜ), in 2012. The VEE was first evaluated by EAEVE in November 2012, when 10 major deficiencies were identified. There was a full visitation by EAEVE in September 2018, with 10 major and 13 minor deficiencies being identified. After a Re-visitation in September 2021, the VEE was granted the status of Accreditation. In March 2022, the VEE also received its accreditation from the National Veterinary Accreditation Unit (VEDEK).

The main features of the VEE are:
-) A significant contribution to animal health and livestock management in Kayseri and the surrounding regions through its Veterinary Teaching Hospital (VTH) and teaching farm;
-) Extended facilities for teaching, research and social activities;
-) Access to interdisciplinary research opportunities through collaborations with various centres and institutes.

Since the last visit, the main developments are:
-) Enhancement of the student experience and expertise, in agreement with the recommendations of last ESEVT visitation, ensuring the implementation of a comprehensive clinical training programme and the integration of practical hours, seminars, and SSLs into the curriculum;
-) Enhancement of biosecurity, EPT training, operational policies, VTH standards, monitoring of the student life cycle, training of staff and QA loops in all areas of the SOP;
-) Enrichment of the skill laboratories with new simulators and educational materials;
-) Revision of the study programme;
-) Renovation of the VTH;

-) Development of the logbook;
-) Additional collaborations with external stakeholders for enhancing the students' practical training.

The major problems encountered by the VEE include:
-) Delays in funding of major infrastructure projects for maintenance and renovation, mainly resulting from the COVID-19 pandemic, the last earthquake and the economic situation in Türkiye, all of which resulted in the imposition of austerity measures;
-) Difficulties in aligning the study programme imposed in Türkiye (300 ECTS) with what is required for the acquisition of the ESEVT Day One Competences.

The ESEVT SOP 2023 is valid for this Full 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

The mission of the VEE states that the VEE is to be an establishment of higher education committed to quality teaching and comprehensive training in veterinary medicine. The mission emphasises the provision of high-quality education grounded in research, producing competent and ethical graduates committed to the "one health" concept, contributing to knowledge through research and collaboration, and adapting to future challenges like climate change and technological advancements. This training aims to enable new graduates to function as competent veterinarians capable of entering all recognised branches of the veterinary profession, and to be aware of their professional responsibilities. Additionally, the VEE is committed to preparing graduates who can ensure food safety and contribute to the national economy. There is also a focus on lifelong learning for alumni and all students, as well as enriching PhD and Masters programmes and enhancing their national and international visibility. The mission statement is available on the VEE's public website in both Turkish and English.
The strategic plan of Erciyes University (ERU), which includes FVM-EU parameters, was prepared by ERU's Department of Strategy Development and Board of Strategy Development for the period 2022-2026 and is publicly available on the web, but it is difficult to clearly understand how the objectives outlined in this report are specifically intended to be achieved by the VEE.
The general design of the core curriculum of the VEE aims to be compliant with relevant EU Directives and Turkish official requirements. The VEE organises the curriculum, infrastructure, staff, resources, and student evaluation processes to ensure alignment with these standards and to prepare graduates to practice in any branch of veterinary medicine in line with D1C requirements outlined by EAEVE and VEDEK. In addition, compliance with the Turkish Qualifications Database (TQD) standards, implemented by the High Education Council (YOK; a member of EHEA), is also ensured. The curriculum is organised in 5 years (300 ECTS; 1 ECTS = 25 student work hours). The current EAEVE accreditation status is valid until September 2025,

whilst that of VEDEK is valid until 2027.

1.1.2. Analysis of the findings/Comments

The VEE has 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 new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession, whilst being aware of the importance of lifelong learning.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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

1.2.1. Findings

The VEE is part of Erciyes University, which is a higher education institution in Türkiye, founded in 1978. The University is led by the Rector who is assisted in various aspects by a team of 3 Vice-Rectors and 2 advisors. The University has 19 Faculties, one of which is the VEE. The VEE has 3 separate but intrinsically-related components: The VEE, the Veterinary Teaching Farm (VTF) and the Veterinary Teaching Hospital (VTH).
The VEE is directed and managed day-to-day by the Dean and 2 Vice-Deans. The Dean, who is a veterinarian, is assigned by the Rector for a period of three years. The Rector also nominates the Vice-Deans and the Secretary. The Dean oversees the main academic domains, working closely with administration and 30 related committees to ensure coordination between academic programmes and research. This responsibility is shared through the Vice-Deans, committees and department heads, delegating tasks across various departments and divisions within the VEE. The VEE Secretary acts as the manager of support and administrative staff and is responsible for financial, administrative and general services.
The VEE Council, which is responsible for the decision-making process, comprises 12 members with heads of all divisions, 3 representatives for professors, 2 representatives for associate professors, 1 representative for assistant professors and 1 representative for students.

1.2.2. Analysis of the findings/Comments

The VEE is part of a University, and all the responsible persons hold veterinary degrees.
Decision-making within the VEE is conducted by the VEE Council, which comprises 12 members: the heads of all divisions, three representatives of professors, two representatives of associate professors, one representative of assistant professors, and one student representative. This

inclusive structure ensures that decisions reflect a wide spectrum of academic and student perspectives, although the number of student representatives in committees responsible for teaching is less than what is typical for most VEEs.

1.2.3. Suggestions for improvement

It is suggested that the VEE:

-) increase the number of student representatives on committees responsible for teaching matters;

-) arrange for coordinators and student representatives from each course to convene in person at the end of each semester. This would facilitate the verification of the effective delivery of teaching, as well as the prompt resolution of any issues that may arise.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The VEE is committed to advancing veterinary education and research through a broad, collaborative, and resource-efficient approach. Its mission emphasises teamwork, transparency, quality, democracy and the development of alternative solutions to global challenges.

The VEE aligns with the 2022–2026 strategic plan of Erciyes University (ERU), developed by the university's Department and Board of Strategy Development (which is only available in the Turkish language). The VEE's research and development (R&D) indicators are monitored annually by the University Institutional Data Management and Analytics Coordinatorship (ERU-IDMAC) and shared with the VEE to guide its strategic planning in key areas such as education, research, institutional growth, social service and environmental responsibility.

The annual internal evaluation report (BIDR) serves as a critical self-assessment tool, reflecting on progress, identifying improvement areas, and setting new objectives with input from all stakeholders.

The VEE uses formal mechanisms to monitor and review its programmes for continued relevance. Key documents such as the annual report, internal operating plan, and internal evaluation reports are publicly available. Additionally, the integrated university quality assurance system (BKYS software) enhances decision-making by collecting and facilitating analysis of real-time, objective data, supporting the effective and informed management of the VEE activities.

1.3.2. Analysis of the findings/Comments

The strategic plan of Erciyes University (ERU), which includes FVM-EU parameters, for the period 2022-2026 is publicly available on the university's website, albeit only in the Turkish language. In this plan, ongoing or planned improvements are earmarked for the VEE, although these plans were not mentioned in the SER as possible solutions for the current weaknesses identified during preparation for this EAEVE accreditation visit.

The VEE has developed a SWOT analysis in this section of the SER, but this is not included in the Strategic Plan document, which is publicly available on their website. This document must set out the different objectives to be achieved in the short, medium and long term, the activities to be carried out within a period of time, and the necessary indicators for their achievement by the different stakeholders.

1.3.3. Suggestions for improvement

The annual internal evaluation report (BIDR) serves as a critical self-assessment tool. It is suggested that this report also includes figures to illustrate the evolution of each indicator over time. It also describes measures that must be taken to improve certain areas that could be considered for inclusion in the strategic plan.

1.3.4. Decision

The VEE is partially compliant with Standard 1.3 because the strategic plan is not publicly available and does not include a timeframe and indicators for the implementation of the specific objectives of the VEE.

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

In Türkiye, quality assurance (QA) of higher education is overseen by the Higher Education Quality Board (YOKAK), a full member of ENQA since 2020. YOKAK ensures institutions conduct internal evaluations based on five key areas: QA systems, education and training, R&D, social contribution, and management. At Erciyes University (ERU), the QA Committee has conducted QA processes since 2016, in line with national regulations. The university received full institutional accreditation for five years in July 2021. Academic and administrative procedures at the University and the VEE are guided by the ERU QA Directive, based on YOKAK standards.
To support ongoing QA efforts, the university established the Quality and Strategy Development Coordination Unit in 2024, aiming to integrate QA, strategic planning, performance monitoring, and data management across all university units. A participatory management approach involves internal and external stakeholders, emphasising societal and environmental responsibility.
From 2024, the integrated quality management system (BKYS) software began tracking departmental quality and strategic performance, supported by key performance indicators and compulsory annual reporting.
At the VEE, QA efforts are aligned with national (VEDEK, TURKAK) and international (EAEVE) standards. Decisions are made inclusively with input from internal control committees, advisory boards, academic units, and both internal (students, staff) and external stakeholders (including employers, municipalities and veterinarians).
The VEE QA Committee, VEE Council, VTH Administrative Board, and Administrative Board are responsible for planning and evaluating quality activities. These include the development of

internal evaluation reports (BIDR), and action plans. The QA Committee comprises diverse representatives across all departments and staff ranks, as well as student and external stakeholder groups. It reviews and standardises the work of other committees and collaborates with the Dean's Office to implement recommendations.

Feedback from multiple channels (including student surveys, focus groups, stakeholder meetings, social media comments, suggestion boxes and the CIMER complaint system) is used in evaluation and improvement efforts, supporting the continuous PDCA (Plan-Do-Check-Act) cycle. Patient feedback from the Veterinary Teaching Hospital (VTH) is also collected and analysed.

VEE members are evaluated annually for their scientific productivity, receiving a performance-based scientific incentive allowance. The Academic Incentive Application and Review Committees manage evaluations at the departmental level. Outstanding contributions, especially in teaching, are recognised through a Success Incentive and Award Directive, incorporating student feedback. Promotions follow university official criteria, managed by the Appointment and Promotion Committee.

Student skill acquisition will be monitored through tools such as Vetopratik software (clinical sciences) although, currently, this is monitored by FSQ logbooks and practice notebooks (preclinical and basic sciences). The VEE ensures compliance with EAEVE, VEDEK, and VUÇEP criteria via directives covering education assessment, clinical training, EPT and graduation projects.

Monitoring is supported by annual activity reports and BIDR evaluations. To enhance teaching competences, ERU offers "training of trainers" courses through the national e-government platform, along with student-led course and staff evaluation surveys. The Deanery of Research organises workshops, seminars and information sessions on national and international research funding opportunities. ERU Teknopark also hosts regular seminars on intellectual property rights.

1.4.2. Analysis of the findings/Comments

The VEE has a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. The VEE is also explicitly committed to the development of a culture which recognises the importance of quality, and QA within the VEE. In addition, the VEE has developed and implemented a strategy for the continuous enhancement of quality. Finally, the VEE and the University have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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

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

1.5.1. Findings

The VEE facilitates active stakeholder engagement by developing comprehensive mechanisms to monitor and respond to social, professional, and regulatory changes. The VEE emphasises continuous quality improvement and stakeholder involvement through various formal and informal channels. Key engagement tools include the QA Committee, which oversees cyclical evaluations involving students, academic staff, the Dean's team, the University QA Unit, and external stakeholders. The Student Council ensures that student voices are represented in decision-making processes. Regular conferences with alumni, students, and employers foster open dialogue and transparency, while panels with expert veterinarians help align the curriculum with real-world needs.

The VEE maintains a strong digital presence through social media and an up-to-date official website, which serves as a central hub for communicating its vision, mission, academic programmes, research activities, career development events, and stakeholder outreach. The website also provides access to strategic documents, evaluation reports, and accreditation information, reinforcing transparency and accountability.

The VEE engages its alumni through several channels including the University Alumni Information System, satisfaction surveys and professional associations. Social media is used as an additional platform to maintain connections and share updates about postgraduate opportunities and academic developments. By publicly sharing its workflows, documents, services and strategic evaluations, the VEE fosters accountability and sustained collaboration with its stakeholders, demonstrating a commitment to social responsibility and continuous institutional development.

Finally, the VEE website provides information on its ESEVT status and mentions the latest visitation and Self Evaluation Reports (2018, 2021).

1.5.2. Analysis of the findings/Comments

The VEE is commended for its efficient procedures used for developing, deciding and efficiently communicating information such as detailed lecture and study plans for both current and prospective students (prior to selection) for education. The VEE interacts with its stakeholders and the wider society. Publicly available information includes information about the study programme, and is up-to-date, clear, objective and readily accessible. The VEE's public website includes the VEE's ESEVT status and its last Self-Evaluation Reports and Visitation Reports.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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

1.6.1. Findings

The VEE has established mechanisms to monitor and periodically review its activities through a cyclical QA process involving various stakeholders. The VEE utilises data management systems and actively seeks feedback to ensure it meets its objectives and responds to the needs of students and society. Whilst the document states that the VEE makes information public on its website, it does not explicitly detail how the analysis of the monitored information has been utilised in the further development of its activities as is required for compliance within this standard. However, the emphasis on continuous improvement and the cyclical QA process implies that the gathered information informs future developments.

1.6.2. Analysis of the findings/Comments

The VEE monitors and periodically reviews its activities. Students, staff and external stakeholders are involved in the monitoring and reviewing processes. Actions planned or taken are communicated to all concerned in a variety of ways. Documentation is available, e.g. on the VEE's website. QA loops are fully closed.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings

The VEE has undergone external review by ESEVT on multiple occasions, with the most recent full accreditation being held in 2021. The VEE has demonstrated that progress made since previous evaluations, particularly the 2018 visit, has been linked to a continuous quality assurance process through implemented improvements and ongoing efforts to meet ESEVT standards. The positive outcomes of the accreditation are also noted.

The 2018 visitation identified major and minor deficiencies, in areas including biosecurity, practical training hours for Day One Competences (D1C) acquisition, the implementation of a QA system and insufficient equine cases and support staff. Following the 2018 visit, the VEE engaged in intense consultations and implemented a set of measures to mitigate the identified deficiencies. This included significant upgrades and improvements including curriculum revisions and the establishment of new committees and student clubs, as well as the development of QA strategies. The 2018 Revisitation Report served as a guide for all administrative staff and committee members in these efforts, particularly focusing on improving hands-on training.

Since the 2021 revisitation, the academic and administrative staff have continued to work hard to undertake corrective actions, strengthen the VEE, preserve its advantages and ensure alignment with ESEVT standards

1.7.2. Analysis of the findings/Comments

On a cyclical basis, the VEE undergoes external review through the ESEVT and the national

agency VEDEK. The VEE has also provided evidence of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process. Examples are the correction of major and minor deficiencies in the 2018 ESEVT evaluation.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings

ERU, a state-owned university in Türkiye, is financed by the Turkish government. The budget process involves the ERU Strategy Development Unit preparing proposals, which are then reviewed and approved by various governmental bodies, including the Turkish Parliament and the President. Once finalised, funds are allocated to faculties based on their needs.

The VEE manages its budget autonomously, prioritising expenditures through internal meetings. Funding sources include government grants, research funds (BAP) and revenue from veterinary hospital (VTH) services. Essential expenses such as salaries, utilities, and security are covered by the Rectorate, whilst the VEE handles operational costs, hospital expenditures and project funding.

Over the last three years, the university's budget has significantly increased, particularly in personnel costs and project expenditures. Revenue from public authorities and hospital services has also grown, ensuring a positive financial balance. In 2024, ERU recorded a surplus of 4.6 million TL.

Additional financial support comes from student scholarships, Erasmus mobility programmes, rectorate incentives for research, and student-led projects funded by TÜBİTAK. Major research projects planned for 2025 will enhance veterinary education through advanced diagnostic tools and innovative teaching methods.

Overall, ERU demonstrates sound financial management, maintaining a steady surplus while expanding its academic and research activities.

2.1.2. Analysis of the findings/Comments

Despite very high inflation rates in the past years (2022 = 64.3%, 2023 = 64.8%, 2024 = 44.3%), the VEE successfully secured an increase in their budget. The revenues coming from the VTH have also increased substantially, meaning that activities and profits are growing.

2.1.3. Suggestions for improvement

It is suggested that the VEE aim to secure regular annual increases in their budget, to fulfil both current requirements and future needs.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.
The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings
Veterinary education in Türkiye requires substantial financial support due to its intensive practical nature, yet there are no specific legal regulations governing VEE budgets. Funding is primarily derived from the Rectorate's annual grants and income generated from the FVM-EU through its VTH and diagnostic units. The VEE administration, acting within current legal regulations, manages expenditures aside from salaries and insurance.
VTH revenue is allocated for education, maintenance, and consumables, ensuring financial autonomy. Clinical services are diversified to provide students with training in key areas such as internal medicine, surgery, obstetrics, artificial insemination, and feed analysis, and also postgraduate courses. Extramural field visits to farms, shelters, zoos, and processing plants are supported by the Rectorate, which provides transport and covers necessary supplies.
The financial aspect of field training does not override its educational purpose because core funding comes from the Rectorate. The VTH Management Committee makes decisions on major expenditures for clinical training, whilst additional VEE committees oversee purchasing, financial resources, and service management.
Beyond regular funding, various stakeholders, including the Kayseri Metropolitan Municipality and ERU Faculty of Medicine, provide grants and equipment, such as mobile clinic buses, sterilisation units, and medical devices, further supporting veterinary education and training.

2.2.2. Analysis of the findings/Comments
The diversity in fundings allows the VEE to enhance financial autonomy.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
The financial planning and budget distribution of FVM-EU are managed in accordance with current legislation and approved by the VEE Council (FC). A three-year investment plan for equipment and teaching resources is regularly reviewed. Digitalisation, facility renovations, and energy efficiency improvements are ongoing and are planned to be completed in phases over the next three years, contingent on the availability of financial resources.
Infrastructure maintenance, repairs, and purchases are coordinated with the Rectorate, with

annual requests submitted to the ERU. The Rectorate prioritises projects and allocates the budget accordingly. Since 2021, significant improvements have been made, including smart cameras in student labs, self-learning tools in the Anatomy Lab, clinic upgrades, a renovated vet cafeteria, a new seminar hall and the maintenance of the Mehmet Akif Conference Hall.
Extraordinary expenditures require Rectorate approval, with decisions based on budget availability. Revenue from VTH and emergency clinical services is expected to increase, supporting further financial growth. Past trends indicate that both expenditures and revenues will continue rising while maintaining a positive financial balance.

2.3.2. Analysis of the findings/Comments
During the visitation, the team learnt that, due to the current economic climate (a high and variable inflation rate), the consequences of the COVID-19 pandemic and a recent earthquake, the VEE has struggled to secure an appropriate budget for near-term planning. Notwithstanding these challenges, it is important for the VEE to outline a clear timeframe for the completion of planned projects, particularly those involving the construction of new facilities such as the large animal hospital.

2.3.3. Suggestions for improvement
It is suggested that the VEE finalises an appropriate budget for fulfilling its financial commitments in order to secure funding for purchase and renewal of equipment and for planned construction and renovation projects.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.
This concerns:
- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

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

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are

differences or not with the basic programme and all this information must be provided as a formal annex to the SER.
Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

In the 2021-2022 academic year, the VEE created a new curriculum, in accordance with national recommendations (National Regulation on the National Basic Veterinary Education Programme, published in the Official Journal of 2 February 2008, no. 26775), the Turkish rectors - VUÇEP, with EAEVE, as well as European Directive 2005/86/EC, amended by 2013/55/EU.
This curriculum comprises a total of 300 ECTS and 10 semesters and is designed to comply with the EAEVE D1C. It covers the 5 groups of compulsory subjects: Basic Sciences, Pre-clinical, Clinical, Animal Nutrition, Production and Genetics, and Veterinary Public Health (including FSQ). The first 9 semesters cover the basic curriculum, while the 10th semester, consisting of 30 ECTS, is dedicated to the development of practices and skills.
Thus, in the current year, the VEE has the first 4 years with the new curriculum, and the last year (5th) with the old one. The process of continuously updating the curriculum is monitored through regular follow-up meetings with subject coordinators and external stakeholders, the involvement of student representatives and delegates in related committees, surveys, a mailbox for complaints and suggestions, continuously aiming to identify and resolve any issues that might arise within the programme. The different subjects in the curriculum are taught and assessed independently.
Theoretical and practical timetables are created by the Vice-Rector and the CTE and are managed and supervised by the ETC and the QC and approved by the FC. Once approved by the FC, the subject coordinators adjust the content and timetables, and the changes are incorporated into the study programme. The ETC and QC are responsible for integration, eliminating overlaps, redundancies and omissions in the curricula. The course coordinators for each course, for each academic year, are appointed by the head of department. These teachers are responsible for the integrated design of the programme and course requirements and for updating them, which is approved by the Departmental Council. The content is coordinated with the Teaching and Training Committee (CEF) and the QC.
Classes are taught in groups of different sizes, depending on its type: large groups (50-60 students) for theoretical classes, seminars, supervised self-study and some practical classes; medium groups (25-30 students) for clinical and non-clinical practical classes. Small groups (5-10 students) for practical VTH classes and rotations. In general, there is more than one professor in the class, with a typical ratio of 10:1 (students to staff).
In the 3rd and 4th years, in groups of 50-60 students (which are then subdivided), students visits food production facilities (e.g., slaughterhouses, food processing plants), attend seminars, undertake case studies, perform laboratory diagnoses, visit farms (mainly ruminants) and undertake clinical practice at the VTH.
There are 480 hours devoted to clinical practice, comprising 120 hours in 3rd year (5th and 6th semesters, 4 hours per week), 240 hours in 4th year (7th and 8th semesters, 8 hours per week) and 120 hours in the final year (9th semester, 8 hours per week). Students receive clinical training on healthy animals, cadavers, animal models and simulators, in a gradual and progressive manner, from the 1st to the final year. During CCT, students gain experience in the treatment and surgery of animals, including anaesthesia, diagnostic imaging, surgery, ophthalmology, dermatology, internal medicine, diagnostic pathology, reproduction,

hospitalisation and intensive care. Students also receive training in animal production and management in units for cattle, horses, small ruminants and poultry, among others. For cattle, sheep and horses, rotations take place in the ambulatory clinic.

During the 9th semester, students complete 120 hours of night shifts, according to schedules, including weekdays (afternoon and evening), as well as emergency clinic hours on weekends, under the supervision of professors. During the 10th semester, students are required to complete 120 hours of clinical tasks at predetermined times and locations. This clinical training is delivered in various clinical rotations where students apply their knowledge of subjects such as clinical anatomy and physiology; physical, chemical and molecular processes; reproduction principles; genetic improvement; animal management; welfare practices; structural and functional changes caused by diseases, and individual animal and herd health. They also have opportunities to implement prevention strategies, with a special emphasis on zoonoses and notifiable diseases.

Skills and competences in the subject of Food Safety and Quality (FSQ) are acquired throughout the 7th to 9th semesters and in the VTH rotation in the 10th semester, comprising a total of 288 hours of training. This includes 224 hours of the basic curriculum and 64 hours of rotational training in veterinary public health (VPH). They receive practical training in milk hygiene and technology, including 21 hours of laboratory training and theoretical work for each student (in groups of 15 to 20 students); this covers raw milk quality, dairy technologies (yoghurt, kashar and Turkish white cheese, kefir) at the Milk and Milk Products Processing Pilot Plant of Faculty of Agriculture, located on the ERU campus (0.7 km from FVM-EU).

During the 2-week VTH rotation, students participate in animal food production processes and inspection procedures used in the food industry and food preparation facilities, the practical application of HACCP principles in the food industry and industrial kitchens. These rotations involve organised visits to slaughterhouses, milk processing plants and kitchens. In addition, students participate in FSQ laboratories to experience laboratory routines and food analysis processes.

Visits to slaughterhouses with signed protocols are carried out in groups of 15 to 20 students, and each student completes a total of 36 hours of practical training under the supervision of the teaching staff. Students acquire knowledge about ante-mortem and post-mortem examinations of cattle, sheep and goats, animal welfare, possible signs of zoonoses and notifiable diseases and appropriate protective measures, assessment of the physical condition of animals and determination of conditions affecting the quality and safety of food of animal origin.

3.1.1.2. Analysis of the findings/Comments

The curriculum complies with the basic parameters set out in the various laws and standards required by EAEVE. The current curriculum was implemented four years ago, such that the current final-year students are still following the previous curriculum, explaining why some subjects appear to be repeated in the SER. The new curriculum includes subjects such as diseases of birds, fish, laboratory animals and diseases of bees, the first four subjects with five ECTS each and the last with four ECTS.

Some subjects are overvalued in terms of ECTS credits, whilst others are undervalued. Assuming that each ECTS credit corresponds to real hours of student work, this balance should be adjusted to reflect the actual time needed for students to learn these different subjects (e.g. 5 ECTS for Avian Diseases and 4 for General Pathology). The distribution of subjects across semesters and years is not balanced in terms of the number of subjects per semester and year. In this respect, some semesters have 11 subjects and others have 5, and a wide variety of ECTS credits exists between subjects.

Some basic subjects are taught simultaneously with others that require them, for example, the subject of Immunology is taught after the subject of Fish and Poultry Diseases. There is no clear definition of when necropsies are performed, and some subjects such as poultry and swine are not very evident in the programme and in the way the subjects are taught and trained.

3.1.1.3. Suggestions for improvement

It is suggested that the VEE review the balance between the number of subjects across years and semesters, as well as the balance between the number of ECTS credits of the disciplines. It is further suggested that content of the programmes for the different subjects be reviewed to ensure that there are no gaps or significant overlap.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The curriculum covers all subjects listed in Annex 2 of the ESEVT SOP 2023 and facilitates the acquisition of the D1C listed in the same SOP. Basic subjects (230h) and basic sciences (2700h) represent 38.8% of the curriculum, comprising a total of 2930 hours. Most of the basic subjects are taught in the 1st and 2nd years, but some are still taught in the 3rd year, such as immunology, general pathology and pathophysiology.

The VEE has four English courses (two technical English and two foreign language English) during the two semesters of the first year, totalling 6 ECTS. The objectives of these courses are that by the end of the disciplines, the students will be able to make PowerPoint presentations, read articles and books in English, and attend European universities.

3.1.2.2. Analysis of the findings/Comments

The distribution of ECTS credits across different subjects varies greatly, with significant disparities between similar subjects (e.g. 7 ECTS credits for parasitology and 10 for virology and microbiology combined). Subjects such as Diseases of Fish, Poultry and Laboratory Animals, which precede subjects such as Immunology and General Pathology, and at the same time as Physiopathology.

In terms of learning English, we found that most of the students we met had great difficulty holding a conversation in English. Even the books we found were rarely in English.

3.1.2.3. Suggestions for improvement

Better preparation in English is recommended so that students are equipped to communicate abroad, make contacts and connections, and even conduct future research abroad.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

Teaching in companion animals is included within the following subjects (for hours, see Table 3.1.2):

- Obstetrics, reproduction and reproductive disorders (138 hours);
- Diagnostic pathology (120 hours);
- Medicine (181 hours) and surgery (125 hours);
- Anaesthesiology and analgesia (9 hours);
- Clinical practical training (588 hours);
- Infectious diseases (93 hours);
- Preventive medicine (25 hours);
- Diagnostic imaging (25 hours).

Various teaching approaches are used including those involving large-sized groups (50–60 students: for theoretical lectures, some practical sessions and seminars), medium-sized groups (25–30 students: for clinical and non-clinical practical activities) and small-sized groups (5-10 students mainly for clinical rotations). Most of the teaching of companion animal clinical sciences occurs in the 3rd, 4th and final years, with the aim that students have met day-one competences by the time they graduate. Students begin their core clinical training (CCT) within the VTH in their 5th semester and continue until graduation. Clinical rotations aim to provide students with hands-on experience in animal care and treatment, including triage, anaesthesia, diagnostic imaging, surgery, ophthalmology, dermatology, internal medicine, diagnostic pathology, reproduction, and intensive care. Rotations are undertaken in intramural facilities (in the VTH) and extramurally (most notably at the JAKEM). The curriculum focuses on problem-solving and decision-oriented diagnostic skills, gradually developing from the first to the fifth year, ensuring that students acquire comprehensive, practical competence in veterinary medicine. Clinical rotation training is used to help students build knowledge and skills in diagnosing and treating animals, while also developing an understanding of animal behaviour, anatomy, physiology, and disease processes.

The 10th semester of study is dedicated to clinical rotations, allowing students to gain hands-on practice in line with the VMRP Directive, after completing all prior courses. This is the component of the course when students can gain practical experience in performing common clinical procedures, anaesthesia, and obstetric techniques. Most of the clinical training in companion animals is with cats and dogs both in the VTH and during extramural clinical rotations (e.g., at the JAKEM). Students are grouped into 14 teams for training across 9 departments over 14 weeks, while also working on their final degree thesis. These shifts allow students to apply their clinical knowledge in real-world settings, working with lecturers in specialised areas such as internal medicine, surgery, and wild animal diseases. Within each department, the students undertaking a particular clinical rotation are usually subdivided in two groups, with one group responsible for initial triage and routine cases (vaccinations), and the other group assisting with clinical procedures for cases requiring investigation and therapy. Most cases are seen as outpatients; although wards are available, very few cases are admitted for hospitalisation. In addition to technical training, students develop essential soft skills through activities such as seminars, presentations, and report writing. Some departments have introduced scientific topics for students to prepare and present, further enhancing their skills and contributing to their final grade, especially for those in clinical rotations. Further, there is support for the

development of research skills using journal clubs during some rotations in the CCT.

There are opportunities for students to gain experience in various aspects of care including triage, diagnostic investigations, treatment and patient care, with students being directly involved in many aspects. Students can undertake routine surgical procedures such as castration of cats, but opportunities to practise or be involved in other surgical procedures (in all companion animal species) are limited. Further, whilst student training in some disciplines (e.g. dentistry) is limited intramurally (e.g., within the VTH, there are opportunities when on rotations in extramural facilities, most notably in the JAKEM (for example, dental procedures comprise most operations at this facility). The VTH also sees many emergency cases and students are involved in care of these patients. Students also complete 120 hours of night shifts during their 9th semester, working in emergency services under the supervision of various departments.

For exotic animal species, students gain experience in handling and husbandry of healthy rodents and rabbits at the laboratory animal facility. However, whilst students often see pet birds e.g., budgerigars and parrots) during rotations in the VTH, there are relatively few opportunities for hands-on clinical practice with other exotic species (e.g., rodents, rabbits, chelonians, reptiles and aquatic pets).

Husbandry and handling of healthy horses is covered early in the course. There are opportunities for clinical training in equine medicine, surgery and gynaecology both within the VTH but, more notably extramurally (in the JAKEM), where students have opportunities to observe routine procedures (farriery and tooth rasping), as well some medical and surgical procedures. Reported numbers of horses are again low (~70 per year), whilst the large group size (~30 students) results in student participation in clinical procedures and case management being limited. Good facilities are available for equine surgery at the JAKEM, with a well-equipped operating theatre and recovery suite; however, currently, only minor surgical procedures (e.g., standing castration) are typically performed, with more advanced cases (colic and orthopaedic surgery) being sent elsewhere and, notably, not to the VTH. As with other clinical procedures, student involvement in surgery is limited.

3.1.3.2. Analysis of the findings/Comments

Theoretical teaching of clinical sciences of companion animals is sufficient and appropriate. However, clinical and practical training is more variable. Clinical case exposure for small companion animal species is sufficient for cats and dogs with deficiencies in training provided intramurally (in the VTH) compensated by clinical experience extramurally (at the JAKEB). That said, experience with surgical training in cats and dogs is limited other than for castration in cats. There is some clinical training in exotic animal species, which is sufficient for birds, whilst handling and husbandry of rodents and rabbits is also sufficient. However, there are insufficient opportunities for students to gain clinical experience with many exotic pet species including rabbits, rodents, chelonians, reptiles and aquatic pets.

Clinical and practical training in horses is also suboptimal on account of insufficient numbers of horses used in CCT (see standard 5.1), which results in large groups and limited opportunities for each student to participate actively in cases. The inability for students to observe major surgical procedures in horses (e.g., orthopaedic and colic surgery) is partly because equipment necessary for gaseous anaesthesia is not currently available, although this should be resolved in the near future with the arrival of new equipment.

3.1.3.3. Suggestions for improvement

It is suggested that VEE attempts to increase the caseload in horses and exotic procedures, which should resolve the suboptimal hand-on clinical training with horses and exotic pet species.

3.1.3.4 Decision

The VEE is partially compliant with Standard 3.1.3 because of suboptimal practice in surgical procedures in all species and suboptimal teaching in some exotic pet species.

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

3.1.4.1. Findings

One of the main objectives set by the VEE, throughout the entire curriculum, is the acquisition of clinical knowledge, skills and competences, including those in food-producing animals and in herd-health management. An integrated stepwise approach (theoretical lectures, seminars, laboratory and desk-based activities, work with non-clinical animals, and –finally- clinical practice with animals) is implemented. Clinical practice courses involve a total of 480 hours including 120 h in 5th and 6th semesters (4 h/week), 240 hours in 7th and 8th semesters (8 h/week), and 120 hours in 9th semester (8 h/week).

The VEE devotes the whole of the 10th semester to a programme of clinical rotations, enabling students to gain hands-on clinical practice experience and skills. Clinical rotations are scheduled in 5th year, and all students rotate in clinical stations at all VTH clinical units. In particular, curriculum hours including clinical animal work related to Clinical Sciences in food-producing animals, and in Animal Production & Herd Health management account for 150 hours, as detailed in table 3.1.2., pg 33 of the SER.

Practical rotations under teaching staff supervision (excluding EPT) are offered according to different types/categories of training (e.g. intra-mural and ambulatory clinics, herd health management) and according to different disciplines/animal species (e.g. at ruminant, equine, and poultry farms; see Table 3.1.3 of the SER). A list of approved private and public institutions where to perform the compulsory EPT is provided on the VEE website. Students can take their EPT also intramurally, as well as in a foreign country

All students are required to complete 400 hours of EPT (EPT1, EPT2 and EPT3, for 10, 15, and 25 working days, respectively); the pre-clinical subjects of interest for production animals account for 80 hours per fortnight, whilst 200 hours all weeks on clinical subjects are seen, based on selection amongst production or companion animals, or VPH.

3.1.4.2. Analysis of the findings/Comments

Overall, curriculum contents and the number of hours dedicated to clinical sciences of food-producing animals, animal production and herd health management are adequate to acquire the basic preclinical and clinical knowledge needed for further developing the overall practical skills and competences in clinical sciences in food-producing animals. However, teaching hours dedicated to pig production and health are suboptimal, and the teaching is mainly theoretical in nature. There is partial compensation by the provision of video-based training materials covering specific diseases of swine. Whilst these materials would be sufficient to compensate for the insufficient hands-on training, procedures for checking and verifying that students have fully engaged with this material are suboptimal (based on discussions held with students).

Regarding practical training in poultry production and poultry health management, the number of visits in poultry flocks and farms is suboptimal, which is reportedly due to recent outbreaks of contagious diseases of poultry (e.g. avian influenza), which have occasionally prevented visits to poultry farms by students. There is adequate compensation by making available (on the VEE website) videos on poultry production and health management. There is also suboptimal

provision of hands-on necropsy training in poultry species. Although there is compensation by the very occasional availability of necropsies on birds (e.g., ducks), this compensation is insufficient.

3.1.4.3. Suggestions for improvement

It is suggested that the VEE increases the extent of practical training in pig production, management and health.

It is further suggested that the VEE implement a robust system of verifying that students have accessed the available training videos in pig medicine and engaged fully with the content. Besides the use of videos -already applied- as a compensation for pig diseases, it is suggested that the VEE implements the use of specific pig manikins to compensate for routine clinical procedures (e.g. piglet castration, blood sampling, artificial insemination).

To increase the frequency of visits, it is suggested that the VEE expand its portfolio of poultry farms that it collaborates with, ideally within a reasonable distance of Kayseri. Finally, it is suggested that the VEE increase the number of avian necropsies used in student teaching, either by increasing the number of poultry necropsies, or by compensating with an increase in necropsies on wild birds.

3.1.4.4. Decision

The VEE is partially compliant with Standard 3.1.4 because of suboptimal compulsory practical training in pigs and poultry.

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

3.1.5.1. Findings

The curriculum for the VPH and FSQ programme emphasises practical training, interdisciplinary skills and relevance to industry. Core competences such as food safety legislation, hazard analysis and zoonotic disease monitoring are directly addressed through structured modules. For example, HACCP principles and microbiological/chemical analysis of water, eggs and milk ensure that students understand key food safety protocols, whilst abattoir inspections and VPH practical provide hands-on experience in meat hygiene and disease surveillance. Dairy and meat technology is reinforced through on-campus pilot plants where students produce cheese, yoghurt and salami in addition to CCP analysis. Practical training includes a total of 288 hours (224 core hours and 64 rotation hours). Facilities such as the dairy pilot plant, food hygiene laboratories and partnerships with external producers ensure exposure to modern equipment and real-life environments. Supervised visits to abattoirs, poultry farms (187 km away) and trout hatcheries (25 km) enhance industry-specific knowledge. Students will gain insights into poultry, fish and dairy supply chains, which will enhance their adaptability to different food safety challenges. Logbooks, presentations and case discussions promote reflective learning and competency-based assessment, while seminars and teamwork activities foster communication skills and critical thinking essential for public health roles.

3.1.5.2. Analysis of the findings/Comments

Practical training is provided through visits to abattoirs and dairies near the VEE or even on the university campus. Inspection of pork remains a logistical challenge and is currently not undertaken, due to cultural/geographical constraints meaning an absence of suitable abattoirs near the VEE. To compensate, videos are made available for students to access. Although the student groups are large (15-20 students), during the abattoir visit, these students are

subdivided into smaller groups of 6-8 students, each supervised by qualified teaching staff. The chemistry, bacteriology and physics laboratory exercises conducted at the VEE are up to standard.

3.1.5.3. Suggestions for improvement

It is suggested that the VEE develop local partnerships or portable simulation tools for pork inspection training.
It is further suggested that the VEE expand its collaboration with poultry farms, where possible, to reduce travel and increase frequency of visits.
Finally, it is suggested that the VEE consider making use of a 'virtual slaughterhouse' as a means of teaching slaughter of pigs.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

In the first year, students receive specialised training in veterinary laws, learn to prepare expert reports and legal documents, and practice obtaining both written and verbal consent from animal owners for diagnostic and treatment procedures.

By the 3rd year, students obtain hands-on experience in the physical examination of both healthy and sick animals (including the use of models of small and large species for practice). Students also study pathophysiology to develop their understanding of disease mechanisms and case presentations, and they also receive practical training in histopathology as part of their general pathology studies.

During the 3rd and 4th years, students participate in various activities such as visits to slaughterhouses, food processing plants, and farms (especially focusing on ruminants). Students also engage in seminars, case studies, evidence-based veterinary medicine (EBVM) discussions and laboratory diagnostics. Clinical practice courses, totalling 480 hours over several semesters, further reinforce their practical experience.

Throughout the curriculum, students develop soft skills by engaging in activities like seminars, report writing, and delivering presentations using IT tools. These activities foster essential cross-disciplinary competences in oral and written communication. Additionally, students on rotations often undertake alternative scientific projects and deliver presentations, evaluated by academic staff, providing a substitute for the traditional graduation thesis and further enhancing the development of soft skills.

3.1.6.2. Analysis of the findings/Comments

The students are well prepared to communicate with clients, to experiment the concept of never the first time on live animals. Students are also trained to run a private practice in terms of management and economics.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings
The VEE's educational curriculum is competency-based and designed with programme outcomes that align with the EHEA Qualifications Framework and the Turkish Higher Education Qualifications Framework (TQF), specifically the "Veterinary Medicine Core Area Qualifications" and prepared with reference to EU Directive 2005/36/EC (amended by Directive 203/55/EU). The curriculum fully complies with the "Regulation on the Determination of Minimum Education Requirements for Medicine, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education Programmes" and meets the standards of VUÇEP (Veterinary National Core Education Program). This ensures that the qualifications obtained from the VEE refer to the correct levels within both national and European Higher Education frameworks. The VEE implements a curriculum with programme learning outcomes aligned with these frameworks. Learning outcomes have been created for each course and matched with programme outcomes, with the aim of teaching specific content and the transferable skills including reflection.
All VEE courses are presented to students in a course information package (DBP), which details the competency-based learning strategy and the assessment criteria for each competency, as well as the training activities. The general conditions regarding students passing or failing assessments are well documented in a directive, which outlines principles related to education and training, including the orientation programme for new students and the duration of the learning period, which is 5 years, comprising 10 semesters over a maximum of 17 weeks per semester, and totalling 300 ECTS credits with a maximum completion time of 8 years. The directive also covers the process of registration renewal and the development of educational-training plans by the Education-Training and Coordination Committee. It further details aspects of courses, such as prerequisites for the veterinary internship education (VHİE), elective courses, and mandatory clinical rotations at the end of the 4th, 6th, and 8th semesters. The document also covers academic advising, where each student is assigned a VEE member as an advisor until graduation, and regulations regarding foreign language proficiency exams and course enrolment. The third section focuses on attendance, examinations, evaluation, and transitions. There is reference to the university regulations for attendance and details the scheduling and conduct of examinations, including mid-term and final exams, the use of student IDs, rules for online examinations, and the possibility of process-based and product-based assessments. It specifies the evaluation of EPT, clinical skills lab courses, graduation projects, and clinical courses. The directive also outlines procedures for announcing exam results. The

principles of measuring and evaluating success are described, including the weighting of final exams and mid-term exams in calculating the course success grade. It also covers the process for appealing exam results, the requirements for the graduation project, regulations for clinical rotations, the use of the practice logbook, and the student logbooks for tracking competences.
The process of curriculum renewal involves representatives from students, stakeholders, and alumni, indicating student involvement in shaping learning opportunities.
The VEE aims to cultivate an academic environment highly conducive to learning, including self-learning. The programmed activities are designed to foster the transferable competences required for self-learning. The VEE describes how it encourages and prepares students for self-learning and lifelong learning.
The VETOPRATIK automation module will be used in the next future to monitor students' Day One Competences (D1C) and skills. A QA system is responsible for promoting and monitoring this conducive learning environment. Further, life-long learning is emphasised by mentors of students from their first day to their time after graduation. Finally, the VEE organises periodic seminars and conferences, to transmit the concept that the veterinary profession is dynamic and constantly in change.

3.2.2. Analysis of the findings/Comments
The veterinary programme provided by the VEE is competence-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme is clearly specified and communicated and it refers 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 implements 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 are clearly described, as well as the involvement of students. The VEE encourages and prepares students for lifelong learning.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

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

3.3.1. Findings
The VEE curriculum, course contents, and student assessment strategy are designed in accordance with VUÇEP (National Core Education Program for Veterinary Education), national (VEDEK) and international (EAEVE) standards, as well as the requirements of the Bologna

Process. The programme qualifications have been defined to align with the D1C set forth by these institutions and are structured to reflect the VEE's mission and vision.

The Education-Training Commission (ETC) prepares the curriculum in line with VUÇEP. After acceptance by the VEE Council (FC), it is submitted to the University Senate for approval. For minor changes, the decisions of the ETC and the approval of the FC are sufficient. All changes adopted in the curriculum are shared with students and VEE on relevant websites and in official communication tools.

The VEE has mechanisms in place to:

- Align curriculum content, teaching, learning, and assessment: The curriculum design is guided by national and international standards and the Bologna Process.
- Incorporate Day One Competences: programme qualifications are defined to align with the D1C set by VEDEK and EAEVE.
- Form the basis for unit objectives: Learning outcomes and the contribution of courses are defined.
- Communicate outcomes: Curriculum changes are shared with staff and students through official channels.
- Review and update outcomes: The ETC is responsible for preparing the curriculum and changes are subject to approval processes, implying a review mechanism.

As stated above, programme learning outcomes have been created and mapped to each subject (course unit), whilst a mapping of each subject to the EAEVE day-one competences (D1C), has also been created. In this mapping, not only are the relevant D1C indicated, but the strength of alignment is also shown (using a grading system from one star to five stars).

3.3.2. Analysis of the findings/Comments

Day One Competences are described and communicated to students, although they mainly refer to this as "the checklist" and are, perhaps, less aware of the concept of D1C in general. Objectives and learning outcomes of individual units of study are explicitly stated and communicated on the VEE's website. The study programme and learning outcomes are regularly reviewed, managed and updated.

Whilst this system of mapping of learning is good, and the star-based grading system is an excellent innovation, the actual mapping amongst learning outcomes, subjects and D1Cs is suboptimal for some subjects. For some subjects, the D1C linked to the subject and learning outcomes do not seem to be a good fit (e.g., linking of the DIC "evaluate protocols for biosecurity or demonstrate lifelong learning" to the histology course; linking "perform aseptic procedures appropriately" to the special pathology course) whilst, for other subjects, D1C that would be a good fit have not been linked (e.g., the DIC "Recommend and evaluate protocols for biosecurity, and apply these principles correctly" not linked to the animal husbandry course). However, this suboptimal mapping is adequately compensated by the fact that the learning outcomes are detailed and thorough, being consistent with those taught in other VEEs. Despite the suboptimal mapping, the visitors were confident that the DICs are appropriately delivered during the programme.

3.3.3. Suggestions for improvement

It is suggested that the VEE enhances the mapping between learning outcomes, subjects and EAEVE D1Cs, ensuring accuracy throughout, to ensure adequate constructive alignment.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings

The VEE curriculum adheres to both national and international veterinary education standards, ensuring sound pedagogical foundations and coherent teaching methods. The Education and Training Committee (ETC), chaired by the Vice Dean and consists of representatives from various departments, a member of the Faculty of Education , and a student representative, oversee the curriculum's design, delivery, and assessment.

To maintain curriculum quality and address emerging issues, the ETC evaluates feedback gathered through student and stakeholder satisfaction surveys, peer reviews, meetings with subject coordinators and stakeholders, and student participation. This feedback is processed by the Survey and SWOT Analysis Committee and then evaluated and refined by the Quality Assessment Committee (QC). The QC submits findings to the Dean's Office, which further reviews and discusses them in the VEE Council (FC) for action planning. Outcomes are communicated to all relevant units and stakeholders through meetings and advisory boards.

Additionally, periodic training, including pedagogical and biosecurity training, is offered to academic staff via internal programmes and the Presidential Distance Education Portal, supporting ongoing professional development and curriculum enhancement.

3.4.2. Analysis of the findings/Comments

To oversee and manage the study programme, the VEE has a formally constituted committee structure with effective student representation, and clear and empowered reporting lines, to oversee and manage the curriculum and its delivery, including design, delivery methods and assessment methods of the curriculum.

The VEE and the university oversee the QA of the curriculum including gathering, evaluating, making changes and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes.

The VEE and the university periodically review the curriculum. Staff, students and stakeholders are involved in the review. Examples of improvement of the curriculum are defined learning objectives and evaluation system for EPT, and the development of the VETOPRATIK programme that will be available soon to register all student activities related to EAEVE D1C. Action plans

or decisions taken because of reviews are communicated to all those concerned, e.g. through the VEE's website and other varieties of ways.
Different formal systems are introduced to identify training needs for academic staff to obtain, maintain and enhance their competence for the ongoing curriculum development. Staff belonging to the VTH and external contracted teachers, who also participate in teaching and demonstrations, informally receive knowledge on teaching and assessment by a tutor system based on on-the-job training and supervision by colleagues. Teaching training courses are available and compulsory for new or novel lecturers.
See Standard 1.2 for the students' representation on committees.

3.4.3. Suggestions for improvement
See Standard 1.2.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings
FVM-EU is dedicated to enhancing students' professional growth by combining theoretical learning with hands-on practical experience. The EPT programme mandates 400 hours of practical training divided into three phases:

- EPT I (10 Working Days): conducted at the end of the 4th semester in the Department of Basic Sciences.
- EPT II (15 Working Days): conducted at the end of the 6th semester in the Departments of Animal Science, Animal Nutrition, and Preclinical Sciences.
- EPT III (25 Working Days): conducted at the end of the 8th semester in the Departments of Clinical Sciences, Food Hygiene and Technology, and Public Health at various external institutions.

Many students complete these placements during the summer vacation. Intramural EPTs are supervised by academic staff. Extramural EPTs are supervised by non-academic practitioners, with their oversight monitored remotely by the EPT Committee. Students are evaluated through logbooks and detailed reports that assess participation, professional conduct, task performance, and problem-solving skills.
An "EPT Evaluation Survey" is required to be submitted by students within one week of completing their training. The EPT Committee verifies proposed training entities and updates the entity list annually based on student feedback. Students may propose their own preferred EPT

locations.
There is also provision for elective practical training in specific subjects (e.g., production animals, companion animals, clinical applications), ensuring comprehensive exposure across various veterinary disciplines. International EPT options are available for students who can provide the necessary documentation from an employer veterinarian and evidence of an active training site. This structured approach integrates practical experience with academic learning, fostering the development of essential professional skills and competences.

3.5.2. Analysis of the findings/Comments
The VEE provides a well-organised system for the delivery and oversight of EPT. Students have many opportunities to find intra- or extramural training in various professional disciplines, in order to enhance their skills, knowledge and competences.

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The VEE is compliant with Standard 3.5.

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

3.6.1. Findings
During the Elective Practical Training (EPT) process at FVM-EU, students engage in real-world problems external to the university, supervised by external instructors. The EPT Committee manages the process, including selecting locations, handling applications, ensuring compliance with agreements, and evaluating student progress. Students choose their EPT locations based on career interests, and protocols define the roles of all parties. FVM-EU provides insurance for students during training. Feedback is gathered from students and instructors, and the committee reviews evaluations to confirm skill acquisition. The committee includes VEE members and student representatives.

3.6.2. Analysis of the findings/Comments
Students participate in the EPT committee to oversee and verify the process at each level. The feedback given by students demonstrates an absence of negative reports to date, indicating the good prior preparation of EPT providers for undergraduate training and a broad diversity of locations.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

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

3.7.1. Findings
FVM-EU requires students to maintain a logbook during their EPT, where they track daily activities and clinical cases. The EPT process is guided by the EPT committee, with students also involved in choosing their training locations. Activities are verified by external instructors, and feedback is collected through surveys for evaluation and improvement. Additionally, students can participate in voluntary Extracurricular External Practices (EEPT) to further enhance their skills, following similar procedures to EPT.

3.7.2. Analysis of the findings/Comments
During the visitation, the team checked the logbooks and verified that students are writing on a daily basis all activities performed during EPT. Logbooks are signed both by students and EPT providers.

3.7.3. Suggestions for improvement
None.

3.7.4. Decision
The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings
The facilities of the VEE are housed in three primary buildings: the Main VEE Building (MFB), the Veterinary Teaching Hospital (VTH), and the Veterinary Teaching Farm (VTF). These facilities are situated in the eastern part of Kayseri, with easy access via public transportation, and support a variety of veterinary education, research, and clinical services.
The VTH plays a central role in animal hospitalisation, diagnostic services. It houses a small necropsy room, anatomy dissection rooms, and diagnostic laboratories (for microbiology, pathology, and clinical pathology), where students have opportunities for hands-on training. There is a separate pharmacy, which has restricted access and is staffed, and which stocks a range of pharmaceuticals, described further under Standard 4.9. The VTF, 20 km away, serves

as a research and application unit for the veterinary faculty. Additionally, various shared facilities on campus provide resources for veterinary education, including a research centre, a library, and specialised technology laboratories. The Experimental Research Application and the Research Centre (DEKAM) includes an animal production area, laboratories and research areas. This facility is used for handling classes in rodents and rabbits and is of high standard with well-maintained biosecurity protocols.

For food hygiene and technology, FVM-EU's Food Safety and Quality (FSQ) Department has several specialised laboratories, including food microbiology, chemistry, and molecular food microbiology laboratories. Although the VEE does not have a bespoke slaughterhouse, it has fostered strong partnerships with local processing plants and other facilities, which provide practical learning for students. These include visits to slaughterhouses, milk processing plants, and water supply management units, where students participate in inspections, analyses, and food safety practices.

The teaching of basic sciences, including anatomy, physiology and histology, are conducted in the classrooms, teaching laboratories within the MFB. These areas are well equipped and well maintained. Practical anatomy classes are held in a bespoke and in the anatomy dissection room. Preparation of specimens for teaching (cadaver preparation, preservation-storage, dissection, boiling, injection, skeletal assembly) is undertaken in the anatomy laboratory work and preparation rooms in the basement of the main building. Bespoke machinery is available for the preservation of specimens using various methods which include formaldehyde preservation. The ventilation in this area is suboptimal, and formaldehyde fumes were evident when the machine was demonstrated to EAEVE visitors.

Several extramural facilities are used for CCT including the ERU Agricultural Research and Application centre (ERUTAM) and the Gendarmerie Horse and Dog Training centre Command (JAKEM). The ERUTAM is located 12 km from the campus and provides practical training and research resources for students and staff. It spans 4,500 decares and supports animal husbandry studies with units for cattle, sheep, poultry, and other species, offering essential infrastructure such as barns and corrals. The ERUTAM also provides dormitories, classrooms, and veterinary offices. The JAKEM is located 83 km (1 hour 12 minutes) from the University and provides students with experience of managing healthy and sick companion animals (dogs and horses).

Available facilities include:

- an equine clinic equipped with a diagnostic imaging suite (radiography and ultrasound), a laboratory, an anaesthesia suite and surgical theatre, a pain section and a farrier.
- a clinic for small companion animals (dogs) which includes a pharmacy, sterilisation unit, diagnostic imaging, a bathing unit, operating theatre and a dog observation section.

In these facilities, services are available for examination, diagnosis and treatment of horses and dogs, in coordination with FVM-EU.

The VEE has a strategy for facility upgrades and equipment acquisition, guided by ERU's strategic plan and budget. Recent investments have focused on improving clinical training spaces and laboratories, with significant renovations to the VTH and the main building, including additions like a pathology museum, student laboratories, and diagnostic units. Specialised equipment, such as autoclaves, ultrasonography devices, and sperm analysers, has been purchased to enhance research and clinical capabilities. The VEE has also had long-standing plans to develop its intramural clinical facilities by constructing a new large animal hospital adjacent to the existing VTH. During the initial construction work, the site was excavated to a depth of >10m and building foundations were laid. However, this construction work was subsequently halted due

to external factors (COVID-19 pandemic, earthquake, national austerity measures) that resulted in insufficient available funds, and there is no clear timeframe for completion. The building site is not secure; specifically, barriers preventing students, staff and the public from entering the site are either incomplete or missing altogether, presenting a hazard of injury. There is also no clear signage in place warning of the risks.

In all facilities, biosecurity protocols are available and are displayed throughout all areas (using a QR code system). However, rather than location-specific information, there is only a general link to the main biosecurity manual. Further, especially the VTH (including isolation and necropsy facilities as described further in standard 4.6), there is insufficient signage and markings (such a 'red line' system) to control access to areas requiring greater cleanliness and sterility (e.g., operating theatres). Further, implementation of the VEE's biosecurity protocol is inconsistent, especially within the VTH, with clear breaches in protocol observed evidence observed during the visitation (e.g., poor state of disinfection and cleanliness throughout the clinical areas, biosecurity standards that were inadequately observed).

Most clinical facilities are reasonably well stocked with equipment, pharmaceuticals and clinical consumables (e.g., syringes and needles, giving sets, suture materials). However, many of the drugs and consumables have expired. Further, some cytotoxic drugs (e.g., vincristine) are stored in unrestricted areas of the VTH (e.g., an unlocked fridge in the obstetrics department), presenting a possible risk of harm to staff and students. Moreover, the provision of first aid kits is inconsistent throughout the VEE, whilst they are available in some areas, they are missing elsewhere. Further, in some first-aid kits, materials were out of date.

X-ray machines are available in the diagnostic imaging suite (as described in standard 4.2), which has been constructed for taking radiographs, with dosimeters used by staff. Most patients are physically restrained by staff when taking radiographs, with only a minority (~10%) sedated. Students are not directly involved in taking radiographs; dosimeters are not provided for them.

The extramural facilities used for CCT (especially the JAKEM) are well-maintained and well-stocked with equipment. As with the VTH, the available range of drugs equipment and clinical consumables is somewhat limited, and again, many of the drugs and clinical consumables are out of date. Further, as with the VTH, although there are established protocols for biosecurity, these are inconsistently implemented, not least cleaning and disinfection protocols and biosecurity rules. During the visit, examples of deviations from the official hygiene, disinfection and biosecurity procedures were observed.

4.1.2. Analysis of the findings/Comments

Several factors were identified during the visit suggesting suboptimal health protection of staff and students, with potential risks from physical, chemical and biological hazards. There is a risk of physical injury from the construction site for the new large animal hospital, which is adjacent to the VTH. This is partially compensated for by there being barriers in some places. However, this is suboptimal because there are areas where the barriers are missing altogether and there was no clear signage warning of the risk of injury at these points.

A chemical hazard arises from inadequate control of cytotoxic drugs (e.g., vincristine), as described further under standard 4.6. There is partial compensation by the limited amount of available stock and the fact that only vincristine is used in the VTH. There is a further chemical hazard from the use of formaldehyde for tissue preservation in the anatomy laboratory work and preparation rooms in the basement of the main building. This is compensated by the existence of some ventilation in the room, although this is suboptimal given the notable formaldehyde fumes encountered during the visitation.

Biological hazards arise both from potential exposure to ionising radiation (since staff physically restrain animals when taking X-rays) and from inadequate implementation of biosecurity

protocols as discussed further in standard 4.3. The risk from ionising radiation is partially compensated by the provision of dosimeters for staff, by not involving students (who do not have dosimeters) in taking X-rays, and using sedation for some (albeit a minority of) cases. The risk of biological hazards arising from inadequate biosecurity practices is partially compensated by the availability of a biosecurity protocol throughout the VEE, although this compensation is limited because specific information is not available. Compensation is also inadequate because, despite the existence of biosecurity protocols and the provision of training to staff and students, these protocols are not consistently implemented. Finally, there are suboptimal measures to mitigate harms from minor injuries because of the inconsistent availability of first aid kits throughout the VEE, with kits being absent in some areas, as well as the fact that materials in some kits are out of date. Therefore, the VEE cannot guarantee that minor injuries are appropriately and rapidly treated at the time and location where they arise.

4.1.3. Suggestions for improvement

It is suggested that the VEE review its entire health and safety provision and biosecurity procedures to improve the protection of staff, students who work at the VEE as well as the public.

4.1.4. Decision

The VEE is partially compliant with Standard 4.1 because of suboptimal health protection of staff and students (e.g. unsystematic availability of first aid kits in laboratories, unsystematic protection against physical, chemical and biological hazards).

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

4.2.1. Findings

The VEE provides a variety of facilities to support both teaching and student activities. The main buildings include 10 lecture rooms accommodating a maximum capacity of approximately 800 students, featuring technological equipment such as computers, projectors, and wi-fi. The student body is divided into two groups to ensure compliance with relevant regulations, with additional lecture spaces available at nearby Central Lecture Theatres. The VEE's infrastructure supports both face-to-face and online learning, with digital imaging systems, clinical skill simulators, mobile cameras, and data management systems integrated into the learning environment.
The VEE also offers dedicated study spaces such as a library with a limited range of books and journals, complemented by access to a wide range of online materials. Students almost exclusively use these latter resources, with hard copies rarely needing to be accessed. External library resources, including the ERU Kadir Has Central Library and several local municipal libraries, are easily accessible to students. Additionally, group work and seminar rooms are available throughout the main building and VTH for student collaboration and discussions.
For hands-on clinical education, the VEE has two skills laboratories located in both the main building and the VTH. These laboratories feature various simulators for practicing veterinary procedures on models of dogs, horses, cows, and other animals. Training can be provided to

students in areas such as anaesthesia, animal restraint, and diagnostic techniques. There is also a mock consulting room, where students can practise their communication skills by role playing with one another.

The VEE houses a canteen with a capacity for 240 people, which provides a range of meals for students and staff, along with several other dining options across the campus. Students are also provided with locker rooms, showers, and personal lockers for secure storage of belongings and training clothing. For extracurricular activities, the VEE offers sports facilities, including basketball and volleyball courts, as well as access to a variety of sports complexes and student clubs. Social events, concerts, and annual spring festivals foster community engagement among students and staff.

The main and VTH buildings also include approximately 81 staff offices and 38 research laboratories, supporting academic and research needs, organised into separate departments. The facilities accommodate both senior academic staff in individual offices and junior staff, such as postgraduate students and assistants, who share office spaces. These resources ensure that FVM-EU can effectively deliver both education and research opportunities to its students and staff.

4.2.2. Analysis of the findings/Comments

The places available for didactic teaching are generally well-equipped and have sufficient capacity to accommodate the current number of students. Although fit for purpose, there are no power sockets within lecture theatres for use by students and wi-fi is not available in all areas (as discussed further in standard 6.3). The VEE has constructed its own mannequins for teaching some clinical skills and these are of good quality. The clinical skills laboratories are sufficient for the purpose, although the available they are relatively limited compared with similar laboratories at other VEE, as discussed further in standard 6.2

4.2.3. Suggestions for improvement

It is suggested that the VEE install power sockets in lecture rooms for use by students.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings

The main VTH is divided into different areas, including a central laboratory, clinical service units (internal medicine, surgery, obstetrics, gynaecology, artificial insemination, and pathology), as well as a department for wild animal diseases. The VTH has hospitalisation units for companion animals (mainly small species), horses, cattle, small ruminants, equines, rabbits and birds. However, the design of the rooms is only suitable for smaller ruminants, calves and foals. The

welfare and ethics care of hospitalised animals are regularly monitored by staff and housing units (discussed below), a small necropsy room (discussed further under standard 4.6), anatomy dissection rooms, and diagnostic laboratories for microbiology, pathology, and clinical pathology, where students have opportunities for hands-on training. There is a separate pharmacy (discussed further under standard 4.9), which has restricted access and is staffed. Other intramural facilities include the VTF (as discussed under standard 4.1). There are also several extramural facilities used for CCT including the VTF, ERUTAM and JAKEM; details of these facilities are discussed under standard 4.1.

In the facilities used for CCT, services are available for examination, diagnosis and treatment of horses and dogs. There is a range of equipment available across these facilities including radiography, ultrasonography, microscopy and endoscopy. However, this is somewhat limited compared with most VTHs in other VEEs, both in terms of number of units, their quality and range. For example, there is no access to advanced imaging (computed tomography, fluoroscopy and magnetic resonance imaging). Further, whilst instruments for manual dental procedures (scale and polish, extractions) on small companion animals are available in the VTH, an ultrasonic dental scale and polish machine is not available. The VEE has procedures for the replacement and repair of equipment as necessary. However, with the VTH, some pieces of equipment had not been repaired (e.g. a flexible endoscope with damage to its outer sheath). The available range of drugs is limited, and many have expired (as discussed further under standard 4.9). The limited range is a particularly problematic for analgesic drugs, since the variety of available non-steroidal analgesic drugs (NSAIDs) is limited, and very few opioids are available. The VTH is relatively-well stocked with clinical consumables (suture material, syringes and needles, bandages), but many of these are out of date.

The extramural facilities used for companion animal CCT (e.g., JAKEB) are generally well designed and equipped. This includes some equipment that is not available in the VTH (e.g., ultrasonic dental scale and polish machine). As with the VTH, extramural sites used for CCT are relatively well stocked with clinical consumables (suture material, syringes and needles, bandages), but many of these are out of date. A similar range of pharmaceuticals is available, as seen in the VTH but, once again, many drugs have expired, and the range of analgesic drugs is limited.

In all VEE buildings, biosecurity protocols are available and are displayed throughout all areas (using a QR code system). However, rather than location-specific information, there is only a general link to the main biosecurity manual. Further, especially within the VTH (including isolation and necropsy facilities as described further in standard 4.6), there is insufficient signage and markings are inadequate, including the absence of an effective ‘red line’ system to control access to areas requiring greater cleanliness and sterility (e.g., operating theatres). Moreover, the practical implementation of the VEE’s biosecurity protocol is inconsistent, especially within the VTH, with clear breaches in protocol observed evidence observed (e.g. poor state of disinfection and cleanliness throughout the clinical areas, biosecurity standards that were inadequately observed).

Similar to the VTH, there are established protocols for biosecurity in the extramural facilities used for CTT e.g. the JAKEM. However, these protocols are again inconsistently implemented, not least cleaning and disinfection protocols and biosecurity rules. As with the VTH, the visitation panel observed examples of deviations from the official hygiene, disinfection and biosecurity procedures. For example, there were no restrictions on which personnel could enter clinical facilities requiring greater cleanliness and sterility (e.g. operating facilities), no consistency in the clothing and footwear required to enter such locations, and no bespoke areas to enable personnel to change from outdoor clothes and footwear.

In the VTH, most facilities used for housing and hospitalisation (of all species) are poorly

maintained, and available equipment (bedding, monitoring equipment) is limited. This includes the facilities used for isolation (as discussed in standard 4.6). In some cases, their design and construction make them difficult to clean and disinfect. Construction and maintenance of hospitalisation and housing facilities at other intramural (e.g., VTF) and extramural (e.g. JAKEM) sites used in CTC are satisfactory, although disinfection and hygiene standards are not maintained as discussed above.

4.3.2 Analysis of the findings/Comments

Overall, the facilities and student rotations and clinical treatment of smaller companion animal species are sufficient in number for their purpose. The availability of both diagnostic and therapeutic equipment is somewhat limited, compared with other VTHs, although it is sufficient to enable students to meet EAEVE day-one competences, not least because deficiencies in VTH equipment are compensated for by available equipment in extramural facilities. Of more concern is the suboptimal implementation of procedures for repair and replacement of clinical equipment, given the identification of damaged equipment in clinical areas. This presents a potential husbandry risk to patients, although it is partially compensated by the availability of other equipment (e.g., a second flexible endoscope).

The finding of out-of-date pharmaceuticals and clinical consumables indicate shortcomings of quality assurance procedures, both within the VTH and at some extramural sites, and will be discussed further under standard 4.9. Therefore, implementation of best clinical practice and best animal husbandry practice is suboptimal. There is evidence of partial compensation in light of statements from VEE staff indicating that expired drugs are only used for demonstration to students. However, the fact that they are so widely available throughout the VTH, and are mixed up with in-date drugs, means that inadvertent use of expired drugs in patients remains a potential concern.

There are similar issues arising from the presence of expired clinical consumables within many clinical areas, both in intramural and extramural facilities. The potential for use of expired materials on patients once again suggests that implementation of best clinical practice and best animal husbandry practice is suboptimal. As with expired drugs, there is evidence of partial compensation considering statements from the VEE that such expired materials are only used for student demonstration. That said, it is not clear why, if such materials are indeed only used for student practice (e.g., suturing bandaging, practising blood sampling and injection), they are not stored in or near the clinical skills laboratories.

In the VTH, facilities used for hospitalisation of smaller companion animal species and exotics are adequate in number. This is not the case for horses and food-producing animals where the number of available pens and cages is limited; the design of the rooms is only suitable for smaller ruminants, calves and foals. Even then, equipment and facilities are again limited relative to what is usually expected for a VTH. The suboptimal number and design of housing and hospitalisation facilities issues are further factor that makes implementation of best clinical practice and best animal husbandry practice suboptimal. However, the suboptimal farm animal facilities in the VTH are adequately compensated by the extramural facilities, particularly at the ERUTAM, where the facilities are sufficient to support teaching in clinical studies for farm animals. These facilities are fit for purpose, with equipment being well maintained and functional.

Finally, the limited range of analgesic drugs means that management of pain is suboptimal for some patients, such as those in pain from either illness (e.g., pancreatitis, peritonitis, colic) or after surgery (e.g., abdominal surgery, orthopaedic surgery). This is partially compensated by the fact that some NSAIDs are available and are used for these patients, as well as the fact that major surgical procedures in horses (e.g., orthopaedic and colic surgery) are not undertaken

either in the VTH or extramurally (in the JAKEM).

4.3.3. Suggestions for improvement

It is suggested that the VEE invest in additional equipment and drugs to enable better care of patients, whilst enhancing the experience gained by students during the CCT.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3 because of suboptimal management of pain in patients and promotion of best husbandry practices.
The VEE is not compliant with Standard 4.3 because of insufficient posting and implementation of the biosecurity procedures in intra- and extramural clinical facilities, and insufficient maintenance and cleaning of some facilities.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

The VTH of the VEE operates 24/7, adhering to both national (VEDEK, 2022) and ESEVT standards, with licensure from the National Veterinary Practice Standards since 2017. The facilities within the VTH are equipped with a range of diagnostic and therapeutic equipment (see standard 4.3), which is also used to support emergency services for companion animals (mainly smaller species, but few exotic pets) as well as occasional horses and few food-producing animal species (mainly small ruminant species or calves). Specialist consultants are available for emergency consultations. When patients are admitted to the VTH, there is a triage system to enable cases to be directed to the correct department. The main departments (internal medicine, surgery and reproduction) are housed in different regions within the VTH with clear separation amongst these departments, and each has its own equipment, drugs and facilities.
A wide range of student teaching is undertaken within the VTH during the CCT, with students gaining hands-on experience in areas such as triage, anaesthesia, diagnostic imaging, surgery, ophthalmology, dermatology, internal medicine, reproductive health, and intensive care. Students are divided into 14 teams for training across 9 departments over 14 weeks, with a focus on real-world application in areas like internal medicine and surgery. The rotations are structured to allow students to manage routine cases (vaccinations, triage) and assist with more complex cases. Most cases are seen in outpatients, and there are limited opportunities for experience with hospitalised patients. Students gain experience in emergency care and are involved in managing emergency cases at the VTH. In the 9th semester, students complete 120

hours of night shifts in emergency services, and the 10th semester is dedicated to EPT, ensuring compliance with the VMRP Directive.
Although it is stated in the SER that there is ambulatory clinic training for farm animals conducted during the 10th semester, there was limited evidence provided for this during the visitation. The training programme also includes practical activities, report writing, and data management systems, as described in Area 3, with rotation tables available in Annex 2.3 of the SER.

4.4.2. Analysis of the findings/Comments

Overall, the core clinical teaching facilities are sufficient to enable effective teaching of students in clinical sciences and compliance with both ESEVT and national veterinary practice standards. However, inefficiencies in patient care and teaching are introduced by the clear separation among departments. This hinders efficient collaboration between services where this might be needed, for example, cases where the presenting complaint is unclear (making the choice of service difficult) and complex cases with multisystem disease that do not fit within the scope of a single clinical service. This is partially compensated for by the initial triage system, which decides on the most suitable department.

4.4.3. Suggestions for improvement

It is suggested that the VEE fully integrate all services within the VTH to improve its ability to deliver holistic patient care and to ensure acquisition of all D1C by all students.

4.4.4. Decision

The VEE is partially compliant with Standard 4.4 because of suboptimal collaboration between the different VTH units to ensure efficient and coherent functioning.

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

During their practical courses, veterinary students have access to various diagnostic and therapeutic facilities, including diagnostic imaging, clinical pathology, anaesthesia, surgery, intensive care, pharmacy, and necropsy, under academic supervision in their 3rd, 4th, and 5th years. Details of the necropsy facilities are discussed in detail under standard 4.6. Ambulatory clinic training for farm animals is organised in the 10th semester with groups of 5-8 students. Clinical skills laboratories are available for hands-on learning, with written guides for self-study. Students also create teaching materials, such as bone skeletons and 3D printed models, often in collaboration with peers and EPT students. Communication skills training (including role-playing and soft skills development) is integrated into the curriculum, commencing at the start of the final year. Students engage in research projects, which culminate in presentations at the "International Veterinary Medicine Students Scientific Research Congress," where FVM-EU has won first place for six consecutive years. Clinical records from VTH are also available for students to enhance their practical skills.

4.5.2. Analysis of the findings/Comments

The VEE should be commended for their creation of bespoke mannequins for use in the clinical skills laboratories to facilitate EAEVE's "never the first time on a live animal" concept. These are of high quality and provide realistic opportunities for students when they practice in the clinical laboratories. The provision in the clinical skills laboratories could ofcourse be expanded, as discussed in the suggestions for standard 6.3.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE 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

Within the VTH, the visitors observed several buildings intended for use as isolation facilities. There were separate facilities for dogs (capacity: one dog) and cats (capacity: one cat), whilst two further blocks were viewed, which were intended to house horses (one room) and ruminants (two blocks, each with two separate rooms). There are separate airspaces and separate ventilation in the cat and dog facilities, with the latter being provided by a large, central drainage channel in the floor, which was not covered, and running water was not available at some sinks. There was very little clinical equipment, and that present was not adequately labelled to indicate that it should remain within the isolation facilities (and not be mixed with general VTH equipment). There was also very little available bedding, clinical consumables (disposable towels, disinfectants, syringes, needles, bandaging, catheters, giving sets, fluids etc) and insufficient personal protective equipment (PPE; e.g., full-coverage protective suits and facemasks) to enable safe patient management whilst respecting biosecurity protocols. There was no system for entry and exit to the facilities, no clearly designated areas for staff and students to change into and out of PPE, limited facilities for disposal of PPE and inadequate facilities for hand hygiene (absence of running water and soap in the hand dispensers).

Regarding the blocks designated for isolation of horses and ruminants, two different facilities were shown to the visitors, and there was confusion amongst staff as to which facility was in active use and, indeed, whether either was actually used. The first facility comprised two separate isolation rooms which were elevated from ground level (~1.5m), with personnel access by stairs. Access for patients would require the animal to be guided up a steep, temporary ramp. In this first facility, the construction materials were porous and not well finished, there was no running water, no soap/hand cleanser, no facilities for disposal of clinical waste, insufficient ventilation and no obvious inflow-outflow system for personnel. There were patient records displayed on the walls of the room, which were from 2018.

The second facility that the visitors were shown appeared still to be under construction; there was rubble/building debris in outside area, and walls were not finished with waterproof material.

Although there was running water, there was no hand cleanser in the dispensers, no clinical materials for use in managing isolated cases (e.g., bedding, paper towel, bandaging, syringes and needles, catheters, giving sets) and, again, the rooms did not have an adequate inflow-outflow system for personnel. Finally, it was not obvious how clinical waste materials could be disposed of.

There were similar, as well as many additional problems identified in the facility used for necropsy. Within this facility, there is one main room, with one large necropsy table. There are several sinks in the room, but the taps for most do not have running water. There were some facilities to enable biosecurity protocols to be implemented (e.g. some boots, plastic aprons, gloves and clinical waste bags), but other aspects of the room make implementation of biosecurity difficult. For example, there are inadequate boots and PPE for student use; instead, students must use their own laboratory coats and boots, which they must clean themselves after use. However, there are no facilities to wash boots in the necropsy facility. There is also no hand cleanser in the dispensers, no running water or soap in the shower, no changing areas (for changing and before/after showering), no proper flow system for entering and leaving the facilities. Within the main necropsy room, there is a fridge-freezer which is in a poor state of cleanliness. The freezer compartment is filled with ice blocks and also many unlabelled clinical samples including syringes (with capped needles still attached) containing frozen bodily fluids. There are numerous cupboards, most of which are empty, although one contained empty glass jars with screw tops (which appeared to be repurposed food jars).

There is no adequate refrigeration system for dead animals, and the room shown to us for this purpose does not appear to be at a suitable temperature for storing small animals, let alone large ones. Since this is the room used for the entry of dead large animals, easy entry and exit from the room would be difficult. There were also no biosafety instructions or signs regarding the use of the room, inflow-outflow system and sterilisation facilities, nor a changing room.

Carcases are transported to and from the necropsy unit using a handheld stretcher. Although carcasses are placed in clinical waste bags, they are not appropriately identified and not transported in watertight containers that prevent spillage of biological fluids.

4.6.2. Analysis of the findings/Comments

There were multiple problems identified with all isolation facilities within the VTH, including problems with design, layout, available equipment and clinical consumable materials. Many of these issues coalesce to make it difficult for staff and students to comply with biosecurity principles (e.g., problems with safe entry and exit to the rooms, inadequate PPE and problems with room design, making it difficult to clean and disinfect the facilities). It was also not clear how the VEE ensured that there was bespoke equipment (with a separate identification), to ensure that this is only used within the isolation facilities and not in other parts of the hospital. Further, although records of patients that were isolated were available on the hospital computer system, there were no available paper records (for example hospitalisation records) to enable the visitors to check the standard of care. The only records that were seen during the visitation were records that were still in the rooms of one of the isolation facilities for large animals. The fact that these were dated 2018 either suggests that the rooms have not been used for ~ 7 years, or that formal records have not been maintained.

Numerous issues were encountered with all isolation facilities in the VTH, but there were significant additional problems with the isolation facilities for horses and ruminants. There was inconsistency amongst staff when providing answers about exactly which isolation facilities were in use, and this was confounded by the fact that signage to these rooms was changed during the visit (with signs being removed from some rooms and added to others). However, neither block was fit for purpose based on poor design, construction and the equipment and an absence

of running water. In the opinion of the visitors, it would not be possible to maintain an appropriate standard of patient care and husbandry in any of these facilities.

Similar problems were identified with the necropsy facilities, once again including significant problems with design, construction, maintenance and availability of equipment, PPE, and clinical consumables. Problems with the design of the facility make it impossible for students to change into and out of their PPE. Instead, they must change into their own boots and laboratory coats in a locker room within the VTH (where there are limited facilities for privacy), walk through and exit the VTH before walking to the necropsy room. Since there are no facilities to change into and out of PPE in the necropsy unit, students must return to the locker room in the VTH wearing their own laboratory coats and boots, before changing back. This is a major breach of biosecurity. Further, it is unacceptable to expect students to clean their own PPE and boots.

The poor layout and design also make it difficult for the bodies of a horse or large ruminant to be transported into and out of the necropsy room. The only available entry is through an anteroom, and it was not clear to the visitors whether entry would even be feasible via this route. Besides this, the state of cleanliness and hygiene was suboptimal, suggesting that there was inadequate disinfection of the facilities. This presents a major hazard for staff and students who use the facilities. The records of disinfection were also suboptimal; there was a document on the wall of the facility with a checklist, and this had been ticked on each of the days just before and during the visit. However, since there had been no necropsies performed, it was unclear what cleaning and disinfection had been conducted including replacement of foot baths, and thorough cleaning. The fridge-freezer in the room presents an additional hazard to biosecurity, being in a poor state of cleanliness and containing unlabelled clinical samples that have been stored inappropriately.

Finally, the procedures for transporting dead animals within the establishment (between the VTH and the necropsy room) are inappropriate. There is no cold-storage facility in the necropsy room, where animals can be stored before and after necropsy, bodies are not appropriately identified during transit across campus (to and from the necropsy facility), the method of transit (use of a handheld stretcher) is inappropriate, and records of transit of dead bodies are not accurately maintained.

4.6.3. Suggestions for improvement

It is suggested that the VEE review, revamp and improve its entire provision of necropsy and also revamping the isolation facilities.

4.6.4. Decision

The VEE is not compliant with Standard 4.6 because of inadequate isolation and necropsy facilities, especially for large animals, and inadequate changing rooms for students and staff.

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

The VEE operates a mobile clinic service from Monday to Friday, providing scheduled appointments for field visits to practice farms and handling daytime emergencies for horses and ruminants. The VTH patient registration unit is available by phone to schedule visits, primarily focused on herd health management for production animals. These visits are conducted with students, supervised by academic staff. Fifth-year students participate in these mobile clinic

practices in groups of up to 8 students per staff member. Students engage in tasks like taking anamnesis, diagnosing, treating animals, performing surgeries, assisting with births, and preparing rations.
The mobile clinic provides students with hands-on experience in field veterinary medicine and herd health management, including diagnosis and treatment of common diseases, preventive care, vaccination, and biosecurity practices. Students also gain exposure to farm operations, such as milking parlours, calf units, and feed stores, along with farm data analysis and animal welfare.
The mobile clinic service is supported by an ambulance minibus and transport trailer, equipped with a variety of medical supplies, including thermometers, stethoscopes, surgical instruments, emergency drugs, intravenous fluids, and biosecurity materials such as disposable aprons, plastic boots, and disinfectants. Additionally, the clinic includes portable diagnostic equipment, such as an X-ray machine and an ultrasonography device with a rectal probe, in line with national procedures for mobile veterinary practice.

4.7.2. Analysis of the findings/Comments
The ambulatory clinic enables students also to engage in clinical activities for horses and large ruminants (but not sheep), supervised by academic and non-academic staff, and is a means of compensating for deficiencies in the provision of intramural production animal facilities within the VTH (see standard 4.4).

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The VEE is compliant with Standard 4.7.

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

4.8.1. Findings
The "ERU Garage Administrative Authority" manages transportation for students to extramural facilities. It ensures that buses and other vehicles with the required capacity and features are available according to demand. The authority oversees vehicle management, including periodic maintenance, safety measures, inspections, and traffic insurance. It also handles the procurement of necessary materials for the vehicles and operates in compliance with relevant legislation and ethical codes.
For live animal transportation, in most cases, animals are transported by the livestock or horse owners. However, the VEE owns a transport vehicle (animal ambulance), which is occasionally used to transport companion animals to the VTH when the owner is unable to. This vehicle is fitted with a cage, for transporting the animal, a stretcher for transfer to the VTH, various emergency equipment (including oxygen cylinders), drugs and bandaging materials. Whilst the clinical supplies are in date, one of the oxygen cylinders was out of date. Besides this vehicle, there is also a horse box, for transporting horses if needed. This box appears to be well-maintained and fit for purpose.
When cadavers or organs are purchased for educational or research purposes, the vendor

transports them under appropriate biosecurity conditions outlined in the contract with the VEE. After use, these materials are collected by an authorised private company (TURANLAR) for incineration, ensuring proper disposal in line with biosecurity standards.

4.8.2. Analysis of the findings/Comments

The procedures for the transport of live animals, cadavers, materials from animal origin and other teaching materials are compliant with relevant national and EU standards for animal welfare and prevention of infectious disease spread, ensuring compliance with this aspect of standard 4.8. However, as discussed in standard 4.6, procedures for transporting dead bodies across campus are suboptimal. The vehicles used for animal transit were appropriate for the purpose and generally well maintained, although one of the oxygen cylinders had passed its expiry date.

4.8.3. Suggestions for improvement

It is suggested that the VEE review and revise its internal procedures for transporting cadavers within and around the VTH.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

Biosecurity protocols are implemented and displayed in all VEE buildings (using a QR code system), although location-specific information is not available, there is only a link to the main biosecurity manual. Problems encountered with implementation of biosecurity protocols have already been described in standard 4.6).

Within the VTH, there is a separate pharmacy, which has restricted access, is staffed by individuals with pharmacy experience, and stocks a range of pharmaceuticals including antibacterials, analgesics and fluids. The range of analgesic drugs is limited, with only some NSAIDs and few opioid drugs stocked, presenting challenges with adequate pain management as discussed in standard 4.3. Besides pharmaceuticals stored in the pharmacy, many others are stored elsewhere in the VTH, in the clinical rooms of the internal medicine, surgery and obstetrics departments. In these areas, the use of these drugs is not controlled by the pharmacists. Further, many of these drugs had expired. One of the drugs stored in an unlocked fridge in the obstetrics department was the cytotoxic drug vincristine, the only cytotoxic drug available to clinicians. There were no facilities available for safe handling and administration (e.g., fume cupboard) and no register to record its use. Handling and storage of pharmaceuticals were similar in extramural sites used for CCT and, once again, many expired preparations were present in clinical areas.

4.9.2. Analysis of the findings/Comments

Despite the availability of biosecurity information in all facilities (in an electronic format through means of an innovative QR code system), there is inconsistency in how the protocols are applied, as described in detail in standard 4.3. In many areas, cleaning and disinfection protocols and practices are deficient, not least in the necropsy room and isolation facilities, but also elsewhere in the VTH. This means that compliance with biosecurity protocols is suboptimal.

Given the many problems with stocking, availability, storage, handling and administration of pharmaceuticals both in the VTH and in the extramural facilities used for CCT, compliance with Good Pharmacy Practices is also suboptimal. In this respect, the range of available drugs for use in the VTH is limited, and less than would be expected in most VTHs. Specifically, stocking of analgesic drugs is suboptimal, leading to suboptimal pain management (as discussed in standard 4.3), whilst the limited availability of cytotoxic drugs makes it difficult for clinicians to provide an expected standard of care when treating patients with neoplasia. Further, control of vincristine, the only available cytotoxic drug, is suboptimal with inadequate restrictions on use and exposure of staff and students to this drug. This creates a chemical hazard which is inadequately compensated, as described in standard 4.1

Deviations from Good Pharmacy Practices also arise from the storage of many pharmaceuticals in clinical areas throughout the VTH. Dispensing and administration of drugs in these is overseen by pharmacists. A further deviation stems from not recording the date of opening and initial use on multi-use bottles (e.g., bottles of injectable drugs) or packages of tablets; thus, there is a potential risk of drugs being administered to patients beyond the maximum period usually recommended after opening. Continuing to stock drugs throughout the VTH is a further deviation from Good Pharmacy Practices. During the visit, clinical staff stated that these expired drugs were not used on patients and only used for student demonstration and not used in patients. However, it was unclear how inadvertent use of such drugs could be prevented, since they were mixed up with in-date drugs, and there was no labelling to indicate that the drug had expired.

Similar problems with handling, storage and use of pharmaceuticals were also observed in extramural facilities used for CTT. This suggests that deviations from Good Pharmacy Practices are extensive and widespread.

4.9.3. Suggestions for improvement

It is suggested to implement Good Pharmacy Practices in all clinical facilities in agreement with the specifications provided for each drug.

4.9.4. Decision

The VEE is not compliant with Standard 4.9 because of insufficient Good Pharmacy Practices in the intra- and extramural clinical facilities.

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

The SER summarises the VEE's global strategy for the use of animals and material of animal origin in student education, and strategies that are used to ensure that all students get the practical experience they need, especially in the CCT component of the programme, in order to meet the EAEVE D1Cs. The VEE's strategy is based on a fair and ethical approach to animal use, ensuring that the welfare of animals used for educational and research activities is respected. Regarding the number and variety of healthy and diseased animals, cadavers, and material of animal origin used for hands-on practical training during the period 2022-2024, the VEE has provided the relevant figures in dedicated summary tables in the SER.

The most significant of these figures (medians for the 3-year period) are:

- Numbers of healthy live animals used for pre-clinical training: cattle: 2378; small ruminants: 0; pigs: 47; small animals: 1238; horses: 231; poultry and rabbits: 60; aquatic animals: 1; exotic pets: 0; others: 0.
- Numbers of patients seen intramural at the VTH: cattle 704; small ruminants:159; pigs: 0; companion animals: 19786; horses: 56; poultry and rabbits: 112; exotic pets: 173; others (lion):1 .
- Numbers of patients seen extramurally in the ambulatory clinics: cattle: 197; small ruminants: 92; Pigs 2; companion animals: 513; horses: 71; poultry and rabbits: 45; aquatic animals: 1; exotic pets: 0; others: 0.
- Percentages (%) of first opinion patients used for clinical training (both VTH and ambulatory clinics): cattle: 94%; small ruminants: 92; pigs: 0; companion animals: 80; horses: 68; poultry and rabbits: 75; aquatic animals: 8; exotic pets: 66; others: 0%.
- Numbers of visits in herds/flocks/units for training in animal production and herd health management: cattle: 71; small ruminants: 4; pigs: 0; horses: 5; poultry and rabbits: 5; aquatic animals: 1; others (unspecified): 1.
- Number of visits in slaughterhouses and related premises for training in the VPH (including FSQ): ruminants: 20; pigs: 0; poultry: 1; milk & dairy plants: 9; others (ERU Dining Hall; Kaski; Fish farm): 4.
- Cadavers, material of animal origin, and other resources, used in practical anatomical training: cattle: 2; small ruminants: 2; pigs: 2; companion animals: 8; horses: 2; poultry and rabbits: 13; aquatic animals: 63; exotic pets: 12; others (unspecified): 3.
- Numbers of cadavers used in necropsy: cattle: 7; small ruminants: 46; pigs: 0; companion animals: 83; horses: 7; poultry and rabbits: 27; aquatic animals: 8; Exotic pets: 66; Others: 0.

The numbers of clinical cases and species are recorded and monitored in a data management system (EruVetO) in VTH.

5.1.2. Analysis of the findings/Comments

Annually, the departmental heads of the VTH council evaluate the numbers of healthy and diseased animals used in preclinical and clinical training, and the numbers of cadavers and organs used for necropsy and anatomy practices. Their evaluations are received by the Dean's Office and then forwarded to the Education & Training Committee (ETC) to inform the VEE of the need for appropriate action to be taken, if necessary. Since the VEE is in the middle of the city, the number of intra-mural companion animal cases seen is greater than the number of cases involving food-production animals and horses.

The values of the indicators relating to the number of animals seen intramurally and extramurally per number of students graduating annually (I8, I9, I10, I11) show that the VEE generally complies with the values set for those indicators. However, the number of horses and exotic pets (other than birds) seen is suboptimal, resulting in excessive numbers of students per case

and limiting opportunities for every student to participate actively in clinical training.
The number of ruminant and pig necropsies (I15) and the number of equine necropsies (I16) relative to the number of students graduating annually is less than the recommended minimum (the balance has a negative value). Further, the number of poultry necropsies is suboptimal.
Finally, there are few cadavers and material of animal origin used in practical anatomical training from cattle, small ruminants, pigs and horses. The VEE compensates for this by using 3D images, anatomical models and videos (especially for necropsy). These videos are shown to students when there are no necropsy cases; videos are accessible anytime on the website.

5.1.3. Suggestions for improvement
It is suggested that the VEE increases the number of agreements with external stakeholders to increase the number and diversity of patients (e.g. in horses and exotic pets) and cadavers (e.g. in poultry).

5.1.4. Decision
The VEE is not compliant with Standard 5.1 because of an insufficient number and variety of equine and exotic pet patients, which leads to overcrowded student groups during core clinical training.

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
The VEE provides practical training at external facilities and sites (e.g., shelters, farms, slaughterhouses, food-processing plants, etc) where training conditions and services meet both national and the VEE's own standards. At ERUTAM and externally contracted farms, students can directly participate in herd health and preventive medicine. The VEE also offers an EPT programme where students gain experience and practical training that complements the training provided in the CCT. The VEE provides a list of external EPT providers from which students can select and advises students on how to organise their EPTs. Students can freely choose the preferred EPT locations and providers according to their inclinations and interests in their professional careers.

5.2.2. Analysis of the findings/Comments
EPT training activities are regularly monitored and checked by the VEE EPT Committee to ensure that the EPT providers issue the training with the same standards as those applied in the VEE. Thanks to specific agreements with modern private farms (e.g. Plato dairy farm) students receive additional training to meet the needs for practical work in animal husbandry, animal nutrition, zootechnical aspects, thus being exposed to diverse livestock production systems and their management. All activities organised and carried out at external sites are done under the supervision of academic teaching staff, as well as veterinarians incharge who have been ad hoc trained.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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

5.3.1. Findings

Students obtain both theoretical and hands-on experience with basic nursing care at the VTH, allowing them to build the skills necessary to meet the EAEVE D1C. Instructions in nursing procedures start with theoretical courses followed by practical demonstrations: students learn basic skills including basic restraint, handling practices, animal nutrition, treatment practices, patient care and follow-up.

More complex hand-on nursing skills are acquired in subsequent CCT during clinical rotations and night shifts; therefore, students can gradually progress to more complex procedures as they gain experience and competence. Nursing care skills are acquired through a structured and comprehensive approach under the responsibility of a team of experienced veterinary professionals, including lecturers, PhD students, veterinary health technicians, etc.

5.3.2. Analysis of the findings/Comments

There is evidence that the VEE enables its students to develop nursing care skills, and that students have sufficient direct responsibility on cases and different clinical tasks. In particular, the students have direct involvement in: client communication, different clinical examination procedures, diagnostic tests (including post-mortem diagnosis), administration of treatments and medication, nursing and critical care, surgery and anaesthesia (in this case, mainly supervising), and saving data in the patient record system (ErüVetO).

There is evidence that students are an active part of the clinical workup of patients in strict collaboration and under the supervision of veterinarians, technicians, and other healthcare professionals at the VTH. Students actively contribute to discussions regarding patient management, participate in case rounds, and engage in interdisciplinary teamwork to provide comprehensive care. Training in communication skills is undertaken, and students take active part in mock communication simulations to acquire adequate communication skills with clients.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and 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

Within the VTH, the VEE has implemented an electronic patient record system (hospital automation system), called “ErüVetO”, where numbers of cases and species are recorded, and all patient files are stored. Such a data management system is accessible by staff and students, via unique usernames and passwords. Through this automation system, staff and students can

access patient histories, anamnesis and examination findings, diagnostic test results and treatment plans. ErüVetO assigns to each new patient, a unique ID/protocol number, so as to prevent multiple records being created for the sample animal over subsequent visits. ErüVetO also enables laboratory results (e.g., blood counts, biochemistry, hormone results, bacteriological culture, antibiogram and histopathology results) to be linked to patient records, although not all laboratories are able to enter results of diagnostic tests directly into the electronic patient record system; these laboratories must first record results in a paper register, before manually transferring them to the electronic patient record.

Medical records of patients seen extramurally (outside the VTH) are maintained either electronically (e.g. at ERUTAM farm) or in written form (es. caseload books and patient registers at the Gendarmerie Horse and Dog Training Centre [JAKEM]). These different records are not integrated into the ErüVetO electronic system.
The keeping of the necropsy records is suboptimal because necropsy and histopathology results are recorded in paper registers, and these records are not always complete. Results are only sporadically sent, electronically, to clinicians. Most of the necropsy and histopathology results are not integrated into the ErüVetO electronic system.

5.4.2. Analysis of the findings/Comments
There is a discrepancy between the number of necropsies reported in Table 5.1.6 and the records presented during the visit. This highlights the suboptimal record-keeping of the service and some inconsistencies between the records of dead animals entering and leaving the necropsy room and those performed in class. ErüVetO has a crucial role in documenting all clinical activities within the VTH, providing simultaneous access to data regarding diagnosis, treatment protocol and prescriptions.
Staff, and students, can have access to ERUTAM electronic Patient Records and to JAKEM paper records, the fact that these different records are not integrated into ErüVetO electronic system, makes it difficult to have timely and real-time access and follow-up of the clinical cases.

5.4.3. Suggestions for improvement
As in ERUVetO there are 2 different circumstances where records are created, ‘inside the VTH’ and ‘outside the VTH’; it is suggested that the VEE improves its use of medical records, particularly in extramural locations, ideally using an electronic method and, if possible, better integrating all medical records. It is suggested that all records, from necropsies and from patients seen extramurally, which so far are kept on paper registers, are stored into the ERUVetO.

5.4.4. Decision
The VEE is partially compliant with Standard 5.4 because of suboptimal recording system for patients seen extramurally and for necropsy cases.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to

students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

The VEE provides state-of-the-art learning resources that support veterinary education, research and training. The facility emphasises the principle of "never the first time on a live animal" by providing students with hands-on skills in three clinical skills laboratories. These laboratories feature simulators (e.g. ruminant, equine and canine models), cadavers from the Veterinary Teaching Hospital (VTH) and additional tools such as 3D-printed anatomical materials.
In addition, the VEE integrates multilingual support through mandatory English courses to provide access to global scientific literature. To improve research and access to resources, VEE offers structured training on bibliographic searches and digital tools. The evaluation and procurement of resources is systematically managed by the Central Library Committee, which evaluates requests based on user demand and budget. Post-graduation access is facilitated by the ERU Alumni Information System, which ensures continued use of College resources.

6.1.2. Analysis of the findings/Comments

VEE ensures equal student access to simulators by ensuring that group sizes are generally small during rotations and through free laboratory time. However, technical issues (e.g., broken links to online resources, especially those in English) can interfere with accessibility. Library resources are variable: The library in the VEE offers some current clinical texts, but those in the Kadir Has Central Library (KHCL) are outdated editions. However, staff and students can access a wide range of electronic resources, including current electronic versions of textbooks as well as veterinary and other journals. Technical errors in course platforms and limited access to digital tools after graduation can hinder long-term skills development.

6.1.3. Suggestions for improvement

It is suggested that the VEE ensures that the English connection to the clinical skills laboratory is repaired and remains functional. It is further suggested that the VEE conducts routine technical audits to prevent access disruptions. Finally, it is suggested that annual reviews of all library collections and digital subscriptions be conducted to ensure accessibility, and aim to speed up inter-college lending of textbooks.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

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

6.2.1. Findings

In terms of academic library facilities, the KHCL meets the main requirements with its qualified staff (6 librarians), extended opening hours (daily 08:30–23:00) and well-established infrastructure, including study rooms, 41 desktop computers and remote access to electronic resources (e.g. 189 electronic journals for veterinary medicine, 2,780 e-books). The FVM-EU library collection includes 457 veterinary textbooks and 408 printed journals. The KHCL offers a wide range of electronic resources (76,939 e-books, 75,130 e-journals), while the veterinary textbook collection includes 1,078 books and 31 journals. The university offers comprehensive Wi-Fi coverage (742 Eduroam access points), secure remote access via VPN/YETKİM and access to the most important scientific databases (e.g. ScienceDirect, Web of Science). E-learning is supported by ERUZEM, which integrates Moodle, Zoom (300 concurrent sessions) and ERUDM for asynchronous learning as well as cloud storage (ERU Depo). IT administration is divided into specialised departments (cybersecurity, software development), which achieve improvements through regular user feedback.

6.2.2. Analysis of the findings/Comments

The KHCL has a well-established digital infrastructure. It offers extensive e-resources (e.g. 76,939 e-books), remote access and IT support (Eduroam, VPN), complemented by specialised staff and extended opening hours. The veterinary e-resources of the KHCL are comprehensive (189 e-journals), but the physical collection of the FVM-EU library (457 textbooks, 408 journals) is limited compared with the veterinary collection in the KHCL (1,078 books, 31 journals), indicating a possible imbalance. The integration of e-learning (ERUZEM, Zoom, Moodle) and IT specialisation (cybersecurity, software teams) underline the strong technological adaptability, which is reinforced by feedback mechanisms for users. The omission of mentioning user training or outreach programmes indicates a potential gap in maximising resource utilisation, especially for remote databases and e-learning platforms. However, sub-optimal Wi-Fi coverage and bandwidth in some teaching facilities (especially the VTH) can present a problem for staff and students.

6.2.3. Suggestions for improvement

It is suggested that the VEE improve network coverage and bandwidth across all its teaching facilities.

6.2.4. Decision

The VEE is partially compliant with Standard 6.2 because of suboptimal Wi-Fi coverage and bandwidth in teaching facilities.

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

6.3.1. Findings

The facility provides students and staff with robust physical, digital and clinical resources tailored to curriculum objectives. Clinical skills laboratories equipped with simulators, models and tools are accessible at designated times and directly support practical learning outcomes. Digital resources, including 2,780 veterinary e-books, 189 e-journals and remote access via

VPN/proxy systems, ensure flexibility for onsite and remote learners. The extensive library with its 4,535 publications provides additional support for theoretical and practical training. The clinical laboratories are only open at the scheduled times.

6.3.2. Analysis of the findings/Comments

The facility effectively integrates digital resources (e-books, e-journals, remote access) to support flexible; hybrid learning and improve accessibility for both onsite and distance learners. Clinical laboratories are well equipped for practical skills development but are restricted to scheduled times, which can limit spontaneous practice and equitable access for learners with conflicting commitments. The library's extensive physical publications complement the digital resources but cannot adequately leverage modern trends unless they are integrated with the digital platforms to enable seamless resource navigation.

6.3.3. Suggestions for improvement

It is suggested that the VEE consider developing hybrid learning modules (e.g., virtual simulations, augmented reality tools) to augment teaching in their physical laboratories and bridge gaps between theoretical knowledge and practical application in remote contexts.
It is also suggested that the VEE further develop the scope of the resources in its clinical skills laboratories.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.
In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.
Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

The VEE has integrated student life-cycle monitoring into its strategic plan, ensuring consistent application of published regulations, which are updated based on feedback from students and staff. The Deanery of Students and the Student Affairs Department at the University coordinate all student-related processes, supported by the VEE's Education and Training Committee (ETC) and Assessment and Evaluation Committee (AEC).
Admission to the veterinary programme is through the national Higher Education Institutions Examination (YKS), organised by Student Selection and Placement Centre (ÖSYM). Information on admission, education, scholarships, and campus life is available in both Turkish and English on the University and the VEE websites. The VEE actively promotes its programmes through websites, social media, television, and events such as high school seminars. The VEE also offers information about the required EPT, support and scholarships, and so on.
The VEE ensures transparency by regularly updating its website with detailed programme information, academic calendar, course contents, international collaborations, and student services. It uses platforms like Facebook, Twitter, LinkedIn, and Instagram to share news and

events. Nationally, the VEE collaborates with other VEEs through the Medical Health Council and the Council of Veterinary Faculties under the Council of Higher Education (YÖK), coordinating on curriculum development, research, and accreditation.
Internationally, student exchanges via Erasmus, Farabi, and Mevlana are supported by dedicated coordinators. The VEE also holds formal collaboration agreements with Ankara University and Mehmet Akif Ersoy University for joint education and research initiatives.

7.1.2. Analysis of the findings/Comments
The VEE consistently applies 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 provides accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students. Formal co-operation with other VEEs is clearly advertised.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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

7.2.1. Findings
The annual uptake is approximately 125-130 students per year, whilst the total number of current veterinary undergraduate students is approximately 630. The number of veterinary students graduating annually varies (81 in 2021/2022; 45 in 2022/2023; 50 in 2023/2024). Only 38% of students graduated on time in 2023-24, whilst approximately 50% typically graduate within 6 years.
The decision and the current activities to establish new facilities are acknowledged. ESEVT indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 17, 18, and 19 exceed the minimum expected values, but ESEVT indicators 15 and 16 are less than the minimum value, as discussed in Area 5.

7.2.2. Analysis of the findings/Comments
The number of students admitted is consistent with the resources available at the VEE for staff, buildings, and equipment, but there are some concerns regarding the animal resources available at the VEE, as described in Standard 5.1.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

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

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

7.3.1. Findings

Regarding selection criteria, the SER states that the admission of students to the VEE is managed centrally by the YOK (The Council of Higher Education in Türkiye) through a national examination organised and evaluated by OSYM. Students have the right to appeal their examination results. There is no additional VEE-specific entrance examination. The results of the admission process for all public universities are simultaneously published online.
Concerning progression criteria, the VEE states that the rules for taking and dropping courses, the requirements for academic success, and the conditions for advancing to the next year of study are clearly defined and available on the VEE website. The student life cycle is monitored using data management programmes. For international students, their application, registration, and admission are governed by specific guidelines published as "academic rules" on the University website, with a detailed international student guide outlining all necessary requirements and processes. Finally, VEE quotas are determined by YOK based on criteria such as the number of academic staff, facilities, and biosafety conditions. The VEE intends to maintain stable student numbers for the following three academic years.
At the start of each academic year, the VEE proposes student quotas based on educational capacity, resources and biosecurity standards, which are reviewed internally and reported to University's Governing Council, then submitted to YÖK for final approval. To manage increasing student numbers, the VEE divides students into two main groups and further into sub-groups for practicals and clinical rotations.
Practical course materials of animal origin are sourced via purchase or donation, and biosecurity equipment is provided jointly by students and the VEE. Biosecurity training is integrated into the curriculum starting from the first semester and reinforced through regular courses, visits, and seminars for both students and staff. Visual aids, QR codes, and a published biosecurity manual support this education. Laboratory animal studies follow a specific code of practice.

7.3.2. Analysis of the findings/Comments

The election and progression criteria of the VEE are clearly defined, consistent and defensible, free from discrimination or bias, and consider the fact that students are admitted in the knowledge that they will subsequently enter the veterinary profession. The VEE regularly reviews and reflects on its selection processes, primarily by suggesting the number of admissible students, to ensure that students can complete the programme successfully. The selection process is not under the direct control of the VEE, instead being determined by national authorities. As a result, it is not possible for the VEE to provide or secure adequate training for those involved in the selection process as a means of ensuring applicants are evaluated fairly and consistently. All students can access the Psychological Counselling and Guidance Research Centre of ERU (ERREM) by phone and by email. Students can also access health services through the central health and insurance system in Türkiye.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision
The VEE is compliant with Standard 7.3.

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

7.4.1. Findings
The policy of the VEE does not impose any restrictions or quotas for the admission or education of disabled or ill students, who are admitted via a central national examination. The University Barrier-Free Campus Unit, along with the Dean's Office, Student Affairs, and the VEE's Student Liaison Office, coordinate support for such students, ensuring full accessibility to all educational facilities. The VEE received the "Orange Flag" award from YÖK (Council for Higher Education) for meeting national accessibility standards. Two academic staff members are assigned to assist disabled students and coordinate with the Barrier-Free Campus Unit. During orientation, students are informed about available support, and individual needs are assessed for tailored educational or assessment accommodations.
Mentor academic staff and the Vice Dean provide ongoing support. In cases of illness, students can report needs to their mentors or the Vice Dean, and requests are reviewed by the VEE Council for possible adjustments, ensuring they don't disrupt the broader academic schedule. Additionally, the VEE's official procedures outline student rights during justified absences (e.g., illness, accidents, family emergencies), and students can access ERU's medical services by appointment.

7.4.2. Analysis of the findings/Comments
At the VEE, there are 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.

7.4.3. Suggestions for improvement
None.

7.4.4. Decision
The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

At the beginning of each academic year, the VEE organises orientation programmes for new students, during which key information about the student life cycle is introduced, including details of the mentoring programme, student representation and progression criteria. Graduation from the veterinary programme requires students to complete 300 ECTS over 10 semesters, in compliance with academic regulations regarding registration, attendance, assessment and appeals. To be eligible to sit final examinations, the attendance of students must be at least 70% in theoretical courses and 80% in practical courses. The assessment strategy includes one mid-term and one final examination per course, contributing 40% and 60% to the final grade, respectively. To pass a course, students must score at least 50 in the final examination and obtain a minimum final score of 60. Students maintaining a GPA above 2.00 can progress, enabling them to enrol in courses in later semesters. Student progression is monitored through several data management systems, including ERUVETO, VETOPRATIC (in next future), INSTRUCTOR, ADVISOR, and OBISIS, which track academic performance, attendance, and attrition rates.

Mentors and Vice Deans provide ongoing support and guidance throughout the student's education. Students who underperform are supported through a structured mentoring system, with mentors submitting evaluation reports at the end of each semester. The VEE offers remediation options such as resit examinations, practical training sessions and the ability to retake courses. Students who are absent from examinations for valid reasons can request remedial examinations, whilst those failing final examinations are given the opportunity for resit examinations. Students at the graduation stage with only one failed course may take a "single course examination". Catch-up training is also available during the rotation programme for students who fail up to four courses. Students struggling due to financial issues are directed to scholarships managed by a dedicated committee, whilst the university also offers part-time employment to eligible students based on academic success and financial need.

All academic regulations, progression criteria, and examination schedules are transparently published on the VEE website. Students also receive updates via mobile messages, emails, and WhatsApp groups. VEE announcements and academic news are shared through social media and the official website. Students access their individual academic information and results through password-protected portals. The primary cause of attrition is the demanding nature of the veterinary curriculum, with additional factors including financial or familial issues and student transfers. The Veterinary Deans Council is in discussions with YOK to extend the veterinary programme in Türkiye from five to six years to alleviate the pressure on students.

7.5.2. Analysis of the findings/Comments

The basis for decisions on progression (including academic progression and professional fitness to practise) is explicit and readily available to the students. The VEE has provided 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 has mechanisms in place to monitor progression and is able to respond and amend admission selection criteria (to the degree allowed by national or university law) and student support if required.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Students at the VEE can be excluded from the programme under certain conditions: failing to enrol for two consecutive academic years, not completing the degree within the maximum allowed eight years, or repeatedly missing examinations without valid reasons. These cases are reported by the Central Student Affairs Unit to the Dean's Office, and the VEE Council (FC) makes the final decision about exclusion. However, students may return if an amnesty law is issued by the central authority, under specified conditions.
Disciplinary actions, including temporary suspension (of 3-6 months), may be applied for serious misconduct, following established national and university regulations. Students can also request that their registration to be frozen for up to two semesters, subject to FC approval.The examination grade appeal process allows students to challenge results within 7 days of announcement by submitting a petition to the Dean's Office. An examination committee of three academic staff members then reviews the case and must conclude the process within 15 days. Broader appeals related to illness, family emergencies, or legal issues are handled according to the University's general procedures and can be directed to various university bodies, including the Dean's Office and Rectorate. Final decisions in disciplinary matters are made by the University Disciplinary Board and the University Board of Directors, based on YOK's national disciplinary regulations.

7.6.2. Analysis of the findings/Comments

At the VEE there are mechanisms for the exclusion of students from the programme for various reasons that are explicitly defined by law. The internal policies at the VEE for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, are transparent and publicly available.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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

7.7.1. Findings

The VEE provides comprehensive support for students' emotional, physical and welfare needs through various established mechanisms coordinated by the Central Student Affairs Unit of Erciyes University. Student support begins with an orientation programme introducing new students to the VEE, facilities, biosecurity procedures, and external training environments. Each student is assigned a mentoring academic staff member for continuous guidance and career advice. Student engagement is promoted through active participation in decision-making, student clubs, extracurricular activities, and VEE committees.

Special attention is given to students with disabilities or special needs, supported by VEE representatives and the University's inclusion policies. Medical care is freely accessible under Turkey's general health insurance system, and students can receive psychological support through ERU's Psychological Counselling and Guidance Centre (ERREM). Facilities such as the library, canteens, dormitories, sports fields and study areas meet high standards, whilst the cost of meals is affordable and transport to campus is easily accessible.

The VEE also supports participation in national and international student exchange programmes (e.g., Erasmus, Farabi, Mevlâna) and provides occupational accident insurance for students in practical training. For grievances or complaints, students can submit petitions or contact relevant offices, including the Dean's Office, Student Affairs Department, or University Rectorate. If needed, cases are escalated to the ERU Disciplinary Board. Mechanisms are also in place to address interpersonal conflicts or harassment, guided by legal consultancy and clearly defined procedures published online.

7.7.2. Analysis of the findings/Comments

At the VEE, comprehensive provisions are in place to support the physical, emotional and overall welfare of students. These include dedicated services such as academic support, counselling and career guidance. The institution ensures the existence of fair, transparent and legally compliant procedures to accommodate students experiencing illness, impairment or disability during their studies, including the implementation of reasonable adjustments in accordance with relevant equality and human rights legislation. Furthermore, effective and structured mechanisms are established for the resolution of student grievances, including those arising from interpersonal conflicts or incidents of harassment.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

At the VEE, students can easily communicate their concerns, needs, requests and complaints directly to mentors, coordinators or the Dean's Office, and can do this either in-person, via email or by phone. Regular follow-up meetings with administrative staff also facilitates open communication. Formally, students can voice their input through elected student

representatives in the Student Delegation or VEE Committees, playing key roles in quality assurance processes under FVM-EU's student-centred policy.
The VEE offers a "complaints and suggestions service" where students can anonymously evaluate courses, the VEE and teaching staff through online surveys. These anonymous evaluations are analysed by the Survey and SWOT Analyses Committee each semester, with results reviewed by the Quality Committee for action.
Students can also submit feedback through national or university-wide systems, such as the Presidential Communication Centre (CIMER) or ERU's Integrated Quality Management System (BKYS), all handled confidentially under Türkiye's personal data protection law (KVKK). Additional channels include official email addresses for FVM-EU, the quality assurance coordinators, and Student Affairs Departments.

7.8.2. Analysis of the findings/Comments
At the VEE, established mechanisms enable students to communicate their needs and preferences to the institution. Additionally, systems are in place that allow students to anonymously submit suggestions, feedback and complaints concerning the VEE's adherence to national and international legislation, as well as compliance with ESEVT Standards.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings
The purpose of assessments is to verify whether students have met learning outcomes and EAEVE D1Cs associated with each subject. Each semester lasts 17 weeks, including final examinations. There is a mid-term examination, a resit examination and a remedial examination. In addition, each subject may have other additional assessments.
The assessment methodology for each subject is announced and discussed with students at the beginning of each semester by the professor responsible. Students are informed in advance, and on the website, about the timing and details of the assessment week. The exact date and time of the assessment is announced two weeks in advance, as well as the location, assessment methods and duration of the examination. Types of assessment include written examinations, oral examinations or continuous assessment during practical classes. The AEC committee supervises all assessments. Students give their opinion on the assessment through surveys on the VEE website and to student representatives.
Pre-clinical practical skills are evaluated by continuous assessment, written reports, supervised assignments, oral presentations and examinations, basic demonstration of skills acquisition and oral presentations or written reports. Practical examinations may also be conducted on healthy animals, organs, cadavers, patients or in the laboratory. The student's attitude and level

of proactivity are also considered in the final assessment.
Clinical practical skills are assessed continuously through practical examinations and clinical activities during their rotations, and the students record their activities in a logbook. At the end of the semester, they submit the logbook to the respective department, which assesses it in accordance with the D1C, biosafety rules and animal welfare. Soft skills are assessed in different subjects, in group work, written reports and oral presentations.
In the new curriculum, most of these skills will also be assessed through the graduation thesis (GTh), which is used to verify oral and non-verbal skills, the ability to conduct research and give presentations in the field of veterinary medicine.

8.1.2. Analysis of the findings/Comments
Students are duly informed in advance and on the website about the assessment week and the assessment methodology. The tests have different types of questions and are written, oral or continuous during practical classes. VEE has a committee that scrutinises assessments before being used with students, in agreement with national regulations. The VEE should be commended for the thorough job this committee does, as well as for having robust regulations with guidelines for student assessment and test design, which make them more uniform and consistent.

8.1.3. Suggestions for improvement
None.

8.1.4. Decision
The VEE is compliant with Standard 8.1.

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

8.2.1. Findings
The details of the assessment system are described in detail in Turkish, in the regulations published on the university website (education and training regulations). The grading criteria and pass requirements for each unit are communicated and discussed with students at the beginning of the semester to ensure their clarity and understanding of the assessment methodologies. An overview of the assessment methods and specific grading criteria is presented to students at the start of each semester.
The mid-term and final examinations are worth 40% and 60% of the overall mark, respectively. To obtain a pass grade, students must achieve at least 50 points in the final examination and a final mark of 60. Results are communicated to students within 7 days of the examination. Students wishing to appeal do this by submitting a formal request in writing to the Rector's Office within seven days of the grade being announced. The entire process, including the examination and assessment of the appeal, must be completed within fifteen days of submission. Appeals are analysed by a committee appointed by the Rector, but students can also submit their concerns directly to the Rectorate or even to national authorities such as the Presidential

Communications Centre (CİMER).

The tests and their results are retained for a period of time to ensure the transparency of the evaluation system. Teachers can have pedagogical training that is not compulsory, and are encouraged to apply innovative teaching, learning and assessment methods.

8.2.2. Analysis of the findings/Comments

Students are informed about the assessment methodology and how to appeal against grades or any other matter relating to their assessment. Although this system is addressed to the rector, to date, these problems have been resolved efficiently at the VEE level. Further, although there are teacher training programmes, these are not compulsory, and few teachers attend them.

8.2.3. Suggestions for improvement

It is suggested that the VEE motivate Professors to attend training courses on pedagogical innovation.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

The AEC is responsible for monitoring, communicating and defining the VEE assessment strategies. It is composed of members of the VEE, its pedagogical coordinator and a representative from the Faculty of Education. The professor responsible for the course sends the assessments, together with the corrections, grades and the content of the programme to which the assessment refers, at least one week before the scheduled date of the examination. This committee assesses whether the content complies with the programme and whether the grading and type of questions (multiple choice, true/false, fill-in-the-blanks, short answers, correct identification of images or written essays) are balanced and in accordance with the assessment regulations and standards set by national regulations and the EAEVE. The AEC may propose modifications before the assessment is approved. Only after the test has been approved by this committee are the exact date and duration of the test communicated to students.

The assessment mode, after AEC approval, is available on the VEE website, where the subject leaders' professors update the learning outcomes that form the basis of the assessment process for each course. At the end of each semester, the AEC and each teacher analyse the students' responses to the surveys available on the VEE website. These surveys allow students to provide detailed feedback on the subjects and the Professors who teach them. There is a curriculum committee which, in close collaboration with the ETC committee, the AEC and the teaching staff, evaluates the management of the curriculum in terms of learning outcomes, subjects and assessment.

8.3.2. Analysis of the findings/Comments

The procedures used by the VEE comply with EAEVE parameters, and the committees involved

in this item are functioning and effective.

8.3.3. Suggestions for improvement

8.3.4. Decision

The VEE is compliant with Standard 8.3.

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

8.4.1. Findings

Students must attend lectures, seminars and practical classes and are continuously monitored. During class activities, they are encouraged to work continuously to improve their understanding of the subject and to achieve the required standards. In practical classes, they have a list of objectives that need to be achieved and are assessed on their completion.
The assessment strategy and exam grading system ensure that students who successfully complete their courses have effectively acquired the required knowledge and skills. Students are encouraged to participate in their learning process with supervised teaching methodologies, such as oral presentations and practical exams, ensuring that they have acquired the skills. Students are considered to have passed a course when they obtain the following grades: AA, BA, BB, CB, CC. Students are also encouraged to participate in research projects.

8.4.2. Analysis of the findings/Comments

In certain basic subjects, students must complete a portfolio of their own drawings in addition to completing a list of objectives. Although this teaching method promotes memorisation of content, there are now tools that are superior in promoting such memorisation using more realistic and current images.
Although students are aware they must complete a checklist to pass each class, they are not fully aware of how this relates to the EAEVE D1C and their future professional responsibilities. Inadequate knowledge of the importance of D1C could lead to students becoming disengaged with the programme or dropping out altogether.

8.4.3. Suggestions for improvement

It is suggested that students be better informed about the EAEVE D1C, so that they fully understand their purpose and importance. This should include explaining how mastery of the skills promoted by the checklist will prepare them for their future careers.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular

quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

Each student has the opportunity to practise on the different simulators, some of which have been made by VEE teachers. Only when the student is competent with models does the teacher allow them to move on to practice with animals. It is the professor who decides whether the students are competent. There are two types of assessment, formative and summative and details of both types are clearly communicated to students. Formative assessments involve short questions to assess each student's understanding. In summative assessments, the methods included oral and written examinations, and also practical assessments. Student attendance is also an essential component of the assessment process. A significant proportion of the assessments focus on clinical competences, specifically assessing the competences included in the ESEVT D1C.

During the 10th semester (for clinical rotations), assessments focus predominantly on practical training for the CCT, animal production, pathology and VPH courses (including FSQ). Students record the activities they undertake in logbooks. Each student has two types of logbooks to document their clinical results: the CCT (where they record tasks undertaken under the supervision of teaching staff) and the EPT (where they record tasks supervised by EPT professionals). They serve as a tool for checking that all the clinical skills and practical experiences described in the study programme have been completed by each student. In the absence of VETOPRACTIC, each department has a different logbook for recording different practical competences, including recording many transferable skills. These logbooks are regularly evaluated by the EPT Committee and the corresponding academic and clinical staff, ensuring that both (academic staff and student) are aware of the competences they have already acquired and those that need to be worked on to achieve them. In some subjects in the rotation semester, assessments may include oral examinations, case reports and interactive discussions.

8.5.2. Analysis of the findings/Comments

Although they mention the existence of the VETOPRACTIC programme, which connects the different D1Cs amongst departments, the system is not yet operational, requiring written records to be kept and assessed in different departments, which increases the likelihood of content overlap and multiplies the teaching workload in assessments. The use of simulators should be encouraged, as well as the assessment of certain clinical parameters in these.

8.5.3. Suggestions for improvement

It is suggested that the VEE effectively implement the VETOPRACTIC programme because this tool should prevent overlap amongst the various logbooks in current across departments, improve student interest and learning and reduce teacher workload.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.
Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

In Turkish universities, veterinary teachers and researchers have to show appropriate academic qualifications according to national criteria, and the VEE obeys to the relevant regulations. The VEE Departments forward to ERU Rectorate the requests for the relevant academic and support staff positions, and these requests are sent to the Council for Higher Education (YOK) for further approval. The academic staff positions authorised by YOK are published on the FVM-EU website and on the Legal Gazette of Türkiye.
The main criteria for entering the academic track and becoming a professor or researcher at the VEE is holding a PhD degree and proving their ability to perform independent research and research-based academic teaching. Academic and support staff participate in government-mandated in-service training for professional development. The VEE provides in-service training programmes for all academic staff (e.g. pedagogical seminars on good teaching, courses for student assessment and evaluation practices, including QA loops in teaching and assessment).
According to data provided in the relevant tables (SER p104), more than two thirds of the courses given at the VEE are taught by qualified veterinarians, and most (nearly 90%, calculated as FTE) teaching staff involved in veterinary education are veterinarians.

9.1.2. Analysis of the findings/Comments

The recruitment and appointment of teaching staff (professors, researchers) is conducted in accordance with strict national regulations, under the Turkish Higher Education Law No. 2547 and its relevant procedures. A qualitative and quantitative evaluation of teaching and research merits is applied, considering various indicators for scientific relevance, which are publicly available.
Support staff (e.g., technical, administrative, service) are recruited and appointed within the recruitment planning of the State Personnel Directorate, under the National Civil Servants Law No. 657. All support staff must pass national selection exams (KPSS). The recruitment system of all staff at FVM-EU agrees with national and EU regulations.
As declared by the VEE, great emphasis is placed on training in biosecurity; support and academic staff undergo specific training (8 hours duration), compulsory for all newly recruited members of staff, both academic and support. No examinations are conducted in these trainings; only feedback is collected through surveys.

9.1.3. Suggestions for improvement

It is suggested that the VEE further develop the compulsory pedagogical courses offered to newly employed staff, as refresher courses on a regular basis also for all teaching staff.
Within the scope of the Internationalisation strategy of the VEE, it is also suggested to enhance English training for both teaching and support staff.

9.1.4. Decision
The VEE is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings
At present, the teaching staff of the VEE involved in the veterinary programme comprise a total of 85.7 FTE [D1] (the mean over the last 3 year-period). Details on the FTE figures for Professorial staff (full and associate professors, lecturers, assistant professors and research assistants) are provided in Tables 9.2.1, 9.2.3 and 9.2.4. The VEE prioritises the competences (qualifications, specialisation within field of study, skills) of academic staff in considerations about teaching and assessing students. The promotion procedures of the academic staff at FVM-EU are set by ERU in strict agreement with national rules and are based on open competition(s).
A system to assess the educational performance and teaching skills of academic staff has been implemented, by use of an online survey where students can rate teachers (from 1 to 5). The results of this student satisfaction survey are analysed by the FMV-UE QC.

9.2.2. Analysis of the findings/Comments
In terms of FTE, the permanent academic teaching staff accounts for 57.3 FTE, while temporary teaching staff accounts for the remaining 28.3 FTE. Research staff of the Establishment (both permanent and temporary) and support staff of the vet programme (only permanent) account respectively for 85,7 and for 52.3 FTE. The above-mentioned figures allow the VEE to provide the required veterinary teaching.
With special reference to clinical training, although the current ratio of students to academic and support staff is adequate, it could be increased to support small group clinical training and increased patients' number.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for

didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.
Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings
The VEE provides various opportunities to its academic staff for regular training on legislation on education; training, assessment and evaluation processes; and regulations and directives within the FVM-EU and ERU internal training process. Training materials are made available on the VEE's website.
Academic staff also receive pedagogical training on assessment and evaluation methods from external experts. ERU also offers support to its academic staff in their research activities via the Scientific Research Projects (ERUBAP) office, as well as providing funding for publication and enabling participation of staff at national and international conferences.

9.3.2. Analysis of the findings/Comments
The ERU Rectorate rewards teaching staff who have been highly rated in student surveys, which is one way that the VEE rewards excellence in teaching. Further, the ERU Research Deanery (ARDEK) offers a set of services for the development of academic staff in scientific fields (e.g., article editing, public-private sector cooperation, data analysis, project support).
During the meetings and discussions held during the visitation, teaching staff stated that they had a reasonably balanced workload of teaching, research and service, albeit varying according to their role.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings
Some of the initiatives taken by the VEE and ERU to support professional growth and development of teaching staff, as well as support staff have been already described earlier on.

The "Higher Education Law No. 2547" and the "Regulation on Academic Organization in Universities" give the legislative backbone for academic promotions in Turkish Universities.

Moreover, the "Academic Promotion and Appointment Criteria Directive" –which includes national and international publications, scientific activities, projects, awards and patents- is implemented at ERU.
As regards mentoring, ARDEK provides support in this respect to the ERU academic staff.

Besides taking part in teaching, research and support activities, VEE members can be part in university council, VEE management boards, administrative and managerial units, and in various committees managed in coordination between FVM-EU and ERU; this allows the staff to participate also in scholarly activities and in decision-making mechanisms at different level of the Academic governance.

9.4.2. Analysis of the findings/Comments
In meetings and discussions during the visitation, teaching and support staff stated that the promotion criteria are clear and explicit. Support staff declare that the promotion procedures are executed in accordance with the local regulations (i.e. "Regulation on Promotion and Title Change of Higher Education Institutions Staff").
Moreover, services for personal development (e.g. yoga, family therapy, language courses, sports training, ..) offered to all staff by ERSEM are highly appreciated.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.

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

9.5.1. Findings
An assessment system of teaching staff has been implemented by the VEE and ERU; both students and staff must take part in satisfaction and evaluation surveys (e.g., VEE, courses, student EPT, infrastructures/facilities, and teaching) through online questionnaires administered by ARDEK. This is undertaken on a cyclical basis, and students' opinions serve as guidance for teachers, providing insights about their teaching activities, including both positive experiences and negative aspects providing opportunities for improvement. The Survey and SWOT Analysis Committee of the VEE evaluates the results of these surveys, analysing them on a regular basis, and at meetings of the VEE Committee (FC); whenever needed, the FC and the QC suggest remedial measures to enhance the excellence and effectiveness of education.

9.5.2. Analysis of the findings/Comments
In meetings and discussions during the visitation, both teaching staff and the students stated that the participation and contribution by students is the foundation of the whole evaluation process to assess the teaching staff and education.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings
The VEE has research activities supported by various funding sources (e.g. BAP, TUBITAK, EU grants) and an average annual output of three indexed publications per academic staff member reflects productivity. Research is further strengthened through specialised Centres (e.g. ERAGEM for vaccine development, GENKOK for genetics) and interdisciplinary collaborations involving students and graduates. Students are actively involved through programmes such as TUBITAK 2209-A grants, EPT (2247C STAR), and opportunities to present results at conferences, consistent with the principles of research-based teaching. The curriculum is regularly updated to incorporate current research findings, and VEE project data are integrated into clinical education and coursework.

10.1.2. Analysis of the findings/Comments
The VEE demonstrates robust research productivity through diversified funding, specialised Centres and interdisciplinary collaboration, supported by active student engagement in grants and EPT. The integration of current research findings into the curriculum and clinical education bridges the gap between theory and practice, in line with the principles of research-based teaching. However, relying on average publication metrics can mask differences in individual contributions, and the focus on student engagement could benefit from structured mentorship to maximise the impact.

10.1.3. Suggestions for improvement
It is suggested that the VEE expand international partnerships and cross-institutional collaboration to diversify research perspectives, attract competitive funding and increase global visibility of results.

10.1.4. Decision
The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

The VEE provides students with a structured education in scientific methods through a blend of practical and theoretical approaches. Practical experiences include laboratory sessions, clinical rotations, computerised ration preparation applications and extramural visits to facilities such as research centres, farms and food processing plants.

In the second semester, a course in "scientific research and presentation techniques" is taught, which covers many aspects of scientific methods, epidemiology, study types and many aspects relevant to evidence-based veterinary medicine (EBVM), including the evidence pyramid. However, the fundamental principles of EBVM (including how to formulate an answerable clinical question using the PICO method, systematically searching for appropriate evidence, critically appraising the accumulated evidence, incorporating this evidence into clinical practice and then evaluating the impact of this intervention) are not covered in any significant detail. That said, some aspects of EBVM are incorporated into clinical sciences teaching, for example in critique of scientific papers and in clinical decision making.

The curriculum requires a mandatory thesis (introduced in August 2022) in which students must conduct in-depth research, analyse data and present the results scientifically. Prior to this, students complete department-based final reports as part of their internship to familiarise themselves with research methods, scientific writing and critical thinking. In addition, final year students can gain practical experience in small groups in different departments to develop further their specialist knowledge.

Students at all levels (from undergraduate to PhD) engage in research through funded programmes such as TUBITAK 2209-A and BAP projects designed to prepare them for professional decision-making and active participation in scientific inquiry. A college-wide platform matches students with academics for research fellowships, improving access to research opportunities. Academic events such as seminars, conferences and congresses, many of which are free for students, complement formal training, with seminars for PhD and Masters students also open to undergraduates.

The institution places great emphasis on postgraduate education and contributes to the academic infrastructure of veterinary medicine in Turkey through Masters and PhD programmes that promote lifelong learning and scientific development. Finally, the FVM-EU takes a data-driven approach to monitor student performance and continuously improve the quality of education to ensure compliance with evidence-based medicine principles and research competences.

10.2.2. Analysis of the findings/Comments

The VEE has successfully integrated research components into its curriculum by combining hands-on training, mandatory research projects and sponsored programmes (such as TUBITAK 2209-A) to promote practical scientific skills and critical thinking from undergraduate to postgraduate level. Fundamental aspects of the scientific method, epidemiology, study design and quality of evidence are covered in the preclinical stage of the course. However, based on discussions during the visitation, students and staff did notably understand the meaning of the term EBVM, and struggled to provide relevant examples of how this was taught in the programme. Further, there was no evidence that students had opportunities for practising the EBVM cycle, from formulating an appropriate research question to evaluating an intervention. Moreover, the evidence provided to the visitation panel, about management of cases in the VTH (patient records), does not fully support the VEE's assertion that treatments administered are always based on the latest and most up-to-date scientific research. That said, the suboptimal teaching of EBVM is adequately compensated by the fact that most aspects of EBVM are taught (even

though they are not signposted clearly enough), the fact that there are strong research components throughout the programme and the fact that some aspects of EBVM are incorporated into the CCT (e.g., use of journal clubs to critique published papers).

10.2.3. Suggestions for improvement

It is suggested that that the VEE review its teaching to ensure that principles of EBVM are explicitly taught early in the course, with opportunities to practise the EBVM cycle, and all components of EBVM throughout the course are better signposted to ensure that this concept is properly understood by staff and students.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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

10.3.1. Findings

The FVM-EU offers structured research postgraduate (e.g. PhD or MSc) training in clinical (e.g., internal medicine, surgery) and non-clinical (e.g. animal nutrition, food hygiene) subjects, complemented by basic courses in ethics, research methods and laboratory animal practice. Clinical training avoids conflicts with students through supervision, adequate resources and joint teaching activities for postgraduates. Continuing education partnerships (e.g. ERSEM, Melikgazi Municipality) meet public health needs through seminars and certifications. Postgraduate growth is supported through scholarships, conferences and research groups in conjunction with ERU's Technopark and industry collaborations.

10.3.2. Analysis of the findings/Comments

VEE's postgraduate programmes effectively integrate clinical and research training with foundational ethics and methodology, fostering well-rounded professionals. By prioritising supervised clinical training and resource allocation, the institution mitigates conflicts with undergraduate students while ensuring quality education. Partnerships with organisations like ERSEM and Melikgazi Municipality demonstrate a proactive approach to addressing public health needs through accessible continuing education. Scholarships, industry collaborations, and Technopark linkages create opportunities for postgraduate growth, innovation, and real-world applicability.

10.3.3. Suggestions for improvement

It is suggested that the VEE:

- Expand its interdisciplinary portfolio (e.g., One Health, digital health) to address emerging global challenges and diversify postgraduate skill-sets;
- Strengthen monitoring of postgraduate outcomes (e.g., career progression, research impact) to refine programme relevance and effectiveness;
- Develop postgraduate specialisation programmes.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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

10.4.1. Findings

The quality assurance system and structures of the VEE include the following:

- ARDEK (Research Dean's Office) that oversees research activities, publishes annual reports evaluating academic staff against six criteria, provides feedback and plans corrective actions.
- The "Integrated Quality Management System" (BKYS), which is used to monitor quality assurance measures.
- Submission by the VEE of annual "Internal Evaluation Reports" (2015–2023) detailing course learning outcomes, competences and research-based educational contributions.
- An Academic Evaluation Committee and an Academic Incentive and Evaluation Committee, which are used to assess staff performance and promotion.

The VEE embeds research into its study programmes in the following ways:

- Research-based learning (e.g., graduation theses, supervised projects) and scholarships for student research grants via ERU-BAP.
- Courses such as “Scientific Research and Presentation Techniques” and “Scientific Technologies and Artificial Intelligence” which are integrated into curricula.
- Interdisciplinary research projects (e.g., molecular biology, epidemiology) and collaboration with research centres (e.g., GENKOK, DEKAM, TAUM).
- Regular seminars and workshops on new research topics.
- Mentoring programmes which guide students in the selection of and participation in research topics.

The VEE promotes the development of its staff in the following ways:

- Evaluation of research performance (publications, funding, collaborations) using YOK criteria for promotions.
- Research projects led by senior scientists and involving young scientists and students.
- Workshops for staff organised by ARDEK, and other postgraduate and research initiatives co-ordinated by a Vice-Dean (e.g., TUBITAK 2209A student projects).

- Postgraduate programmes in the VEE include:
- Quality assurance for postgraduate students, which is overseen by committees that assess research plans, monitor programmes and collaborate with FVM-EU/ERU quality assurance committees.
- The use of thesis advisory teams and student development plans.

Monitoring and reporting or research places is undertaken in the following ways:

- The ERU Dean of Research Office evaluates VEE research performance annually, with the reports being used as a basis for remedial action.
- Details of research activities are disseminated via the VEE’s website and also via social media.

10.4.2. Analysis of the findings/Comments

The VEE demonstrates robust quality assurance structures, with systematic monitoring methods (e.g., ARDEK reports, BKYS) and committees that promote accountability, although student involvement in evaluation processes is unclear. The integration of research into curricula is comprehensive, leveraging interdisciplinary projects, seminars, and mentoring, but there is inconsistent standardisation in research-based learning outcomes across departments. Staff promotion criteria prioritise research productivity, fostering a competitive environment, but limited emphasis on collaborative or community-focused research could hinder holistic academic growth.

10.4.3. Suggestions for improvement

It is suggested that the VEE strengthen interdisciplinary research by incentivising cross-departmental grants and integrating student feedback into quality assurance processes.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators

ESEVT Indicators

	Name of the VEE:	**Kayseri**				
	Name & mail of the VEE's Head	**M. Kanbur**				
	Date of the form filling:					**5-mars-25**
	Raw data from the last 3 complete academic years	**Year -1**	**Year -2**	**Year -3**	**Mean**	
1	n° of FTE teaching staff involved in veterinary training	78	80	88	82,00	
2	n° of undergraduate students	605	601	669	625,0	
3	n° of FTE veterinarians involved in veterinary training	74	76	84	78,00	
4	n° of students graduating annually	81	45	50	58,67	
5	n° of FTE support staff involved in veterinary training	32	34	35	33,67	
6	n° of hours of practical (non-clinical) training	1820	1820	1820	1820	
7	n° of hours of Core Clinical Training (CCT)	1340	1340	1340	1340	
8	n° of hours of VPH (including FSQ) training	234	288	288	270	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	62	107	107	92	
10	n° of companion animal patients seen intra-murally	19355	22495	17508	19786	
11	n° of individual ruminant and pig patients seen intra-murally	972	865	754	863,7	
12	n° of equine patients seen intra-murally	30	97	40	55,67	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	127	151	578	285,3	
14	n° of companion animal patients seen extra-murally	400	540	600	513,3	
15	n° of individual ruminants and pig patients seen extra-murally	263	311	297	290,3	
16	n° of equine patients seen extra-murally	52	86	74	70,7	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	30	56	50	45,3	
18	n° of visits to ruminant and pig herds	74	79	73	75,3	
19	n° of visits to poultry and farmed rabbit units	6	5	4	5,0	
20	n° of companion animal necropsies	78	80	90	82,7	
21	n° of ruminant and pig necropsies	48	45	65	52,7	
22	n° of equine necropsies	5	5	7	5,7	
23	n° of rabbit, rodent, bird and exotic pet necropsies	44	84	151	93,0	
24	n° of FTE specialised veterinarians involved in veterinary training	74	76	78	76,0	
25	n° of PhD graduating annually	15	23	22	20,0	

ESEVT Indicators

Name of the VEE:	**Kayseri**				
Date of the form filling:	**5-mars-25**				
Calculated Indicators from raw data	**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**	
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,131	0,15	0,13	0,005
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,330	0,84	0,63	0,700
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,574	0,88	0,54	0,034
I4	n° of hours of practical (non-clinical) training	1820,000	953,50	700,59	1119,4
I5	n° of hours of Core Clinical Training (CCT)	1340,000	941,58	704,80	635,2
I6	n° of hours of VPH (including FSQ) training	270,000	293,50	191,80	78,20
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	92,000	75,00	31,80	60,20
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduat	346,011	67,37	44,01	302,0
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of studer	19,670	18,75	9,74	9,930
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,153	5,96	2,15	0,003
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gradu	5,636	3,11	1,16	4,476
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1,284	1,29	0,54	0,744
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,085	0,11	0,04	0,041
I14	n° of companion animal necropsies / n° of students graduating annually	1,409	2,11	1,40	0,009
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0,898	1,36	0,90	-0,002
I16	n° of equine necropsies / n° of students graduating annually	0,097	0,18	0,10	-0,003
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,585	2,65	0,88	0,705
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	1,295	0,27	0,06	1,235
I19	n° of PhD graduating annually / n° of students graduating annually	0,341	0,15	0,07	0,271
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Findings
All Indicators are above the minimal value except I15 and I16, which are slightly below.

Analysis of the findings/Comments
See Standard 5.1.

Suggestions for improvement
It is suggested to increase the number of necropsies in equine and FPA.

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
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		
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		
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).	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		
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.	X		

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**			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)		X	
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)		X	
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
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.**	X		
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.**	X		
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.**	X		
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.**	X		
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.**	X		
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.	X		
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.		X	
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be	X		

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.**			
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**		X	X
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.**		X	
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.	X		
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.			X
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.			X
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. **Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**			X
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.		X	
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used 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.	X		
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.		X	

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).			
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.	X		
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.**	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			
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			

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		
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).	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			

Executive Summary

The Faculty of Veterinary Medicine (called the VEE in this report) of Erciyes University (ERÜ) was established in 1995. The VEE was initially operated in the Kayseri city Centre until it was transferred to the main campus of the ERÜ in 2012.

The VEE has been positively evaluated by EAEVE in 2021 and by VEDEK (the National Veterinary Accreditation Body) in 2022.

The SER was provided on time and written in agreement with the SOP 2023, although some data had to be corrected. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.
The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:
Good atmosphere between staff and students
Broad facilities for students' learning and recreational activities
Strong support for students' requests from the VEE management team
Efficient homemade models for the skill lab
High number of PhD students from different nationalities
Well-implemented QA system for education
Well-integrated practical training in VPH/FSQ.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards.
However, several Deficiencies have been identified by the Visiting Team.

Minor Deficiencies:

- The VEE is partially compliant with Standard 1.3 because the strategic plan is not publicly available and doesn't include a timeframe and indicators for the implementation of the specific objectives of the VEE.
- The VEE is partially compliant with Standard 3.1.3 because of suboptimal practice in surgical procedures in all species and suboptimal teaching in some exotic pet species.
- The VEE is partially compliant with Standard 3.1.4 because of suboptimal compulsory practical training in pigs and poultry.
- The VEE is partially compliant with Standard 4.1 because of suboptimal health protection of staff and students (e.g. unsystematic availability of first aid kits in laboratories, unsystematic protection against physical, chemical and biological hazards).
- The VEE is partially compliant with Standard 4.3 because of suboptimal management of pain in patients and promotion of best husbandry practices.
- The VEE is partially compliant with Standard 4.4 because of suboptimal collaboration between the different VTH units to ensure efficient and coherent functioning.
- The VEE is partially compliant with Standard 5.4 because of suboptimal recording system for patients seen extramurally and for necropsy cases.

- The VEE is partially compliant with Standard 6.2 because of suboptimal Wi-Fi coverage and bandwidth in teaching facilities.

Major Deficiencies:

- The VEE is not compliant with Standard 4.3 because of insufficient posting and implementation of the biosecurity procedures in intra- and extramural clinical facilities, and insufficient maintenance and cleaning of some facilities.
- The VEE is not compliant with Standard 4.6 because of inadequate isolation and necropsy facilities, especially for large animals, and inadequate changing rooms for students and staff.
- The VEE is not compliant with Standard 4.9 because of insufficient Good Pharmacy Practices in the intra- and extramural clinical facilities.
- The VEE is not compliant with Standard 5.1 because of an insufficient number and variety of equine and exotic pet patients, which leads to overcrowded student groups during core clinical training.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

CCT: Core Clinical Training
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVM: Evidence-based Veterinary Medicine
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ERÜ: Erciyes University
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FPA: Food-producing animals
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that four Major Deficiencies have been identified.

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