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FULL VISITATION REPORT

To the Istanbul University Cerrahpasa, Türkiye

On 13 - 17 October 2025

By the Full Visitation Team

Preben Dybdahl THOMSEN (Chairperson), Copenhagen, Denmark: Visitor in Quality Assurance

Maria Dos Anjos Clemente PIRES, Villa Real, Portugal: Visitor in Basic Sciences

Zoran VRBANAC, Zagreb, Croatia: Visitor in Clinical Sciences in Companion Animals

Arcangelo GENTILE, Bologna, Italy: Visitor in Clinical Sciences in Food-Producing Animals

Len LIPMAN, Utrecht, Netherlands: Visitor in Veterinary Public Health (including Food Safety and Quality)

Pilar LAFUENTE, Valencia, Spain: Practitioner

Susanna SALVATORI, Bologna, Italy: Student

Massimo CASTAGNARO, Padua, Italy: ESEVT Coordinator

Contents of the Full Visitation Report

Introduction

The Veterinary Faculty of Istanbul (called the VEE in this report), through several steps, is derived from the Istanbul Military Veterinary School (1842) and the Istanbul Civil Veterinary School (1889). The latter is commonly recognised as the founding date of the VEE which is now part of Istanbul University-Cerrahpasa.
A major earthquake that struck Istanbul in 2019 has severely damaged the faculty buildings at the Avcılar Campus. As a consequence, the latter were demolished and the VEE buildings are now distributed into two campuses, the Büyükçekmece Campus and the Avcılar Campus, opened in 2024. The latter is still under construction.

The VEE received EAEVE evaluations in 2003 and 2008, both resulting in a non accredited status. After a request for a revisitation in 2014, the VEE was then accredited in 2015 (decision of the ECOVE in 2016).

Graduates from the VEE can continue their education within the IUC Graduate School of Education through a 5 thesis-based master and 15 PhD programs.

The main organisational changes since the last visitation are:
-) establishment of several Committees and Commission to improve the organisation of the VEE (Assessment and Evaluation; Graduation Committee; the Social Contribution; Accreditation; Request and Complaint Evaluation; Self-Evaluation and Accreditation Supreme; Biosafety and Chemical Safety, Strategic Planning; Coordinators for Radiology, Mobile Clinics, Emergency and Inpatient Care, Operating Rooms, and Food Business);
-) establishment of new departments (Wildlife Diseases and Ecology; Radiology; Aquatic Animals and Diseases;
-) implementation of an External Advisory Board and of the KALSIS Quality Management System;
-) implementation of several formal procedures and related-annexes (Strategic Planning;

Academic Advisory; Assessment and Evaluation; Undergraduate Education; Request and Complaint; Biosafety, Biosecurity, and Chemical Safety), guides (Academic Counselling; Student orientation) and the manual for the Use of The Indicator Table;
-) publication of The VetÇizgi Journal, prepared by the Media and Communication Club of the VEE;
-) Implementation of score sheets as an assessment tool in exams;
-) Establishment of a new VTH with advanced Radiology Unit (MRI, computed tomography, and ultrasonography), Turkish first fully equipped intensive care unit, a neonatal intensive care unit, and inpatient wards for all species, and specialised facilities (Veterinary Hearing Test Centre, Gait Analysis Centre, Exotic and Wild Animal Clinic make); the online VTH appointed system was also renew;
-) after the earthquake, several existing facilities related to animal food production have been renovated or newly constructed (Sheep Unit; Milk Production Facility; Meat Cutting Unit; Poultry Farm; Dairy Cattle Unit;
-) formal approval for new faculty buildings including administrative units, faculty offices, student and research laboratories for all departments, meeting and seminar halls, a library, ten lecture halls, a cafeteria, rooms for each student's club, a dissection room, a large and small animal necropsy room, as well as a covered parking area for 120 vehicles;
-) update of the educational objectives and program competences of the undergraduate education;
-) implementation of rotation programmes for 4th- and 5th-year practical courses with a limited number of students (4-8);
-) Implementation (2024-2025) of a new English-language Bachelor's Programme in Veterinary Medicine;
-) implementation of new teaching course aimed to develop non-medical communication and basic life skills as well as to face new professional challenges (Scientific Research Techniques; Applications of Digital Technologies and Artificial Intelligence in Veterinary Medicine Education; Professional Stress Management and Personal Development; Veterinary Clinic Management; Information Literacy; Data Management);
-) reduction of the undergraduate students at IUC-FVM from 130 to 70 (from a.a. 2025–2026).

The Visitation was completed in agreement with SOP 2023.

Area 1. Objectives, Organisation and Quality Assurance Policy

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

1.1.1. Findings

The mission and objectives of the VEE are stated in the 2025-2029 Strategic Plan (Annex 1.1.1) which has been approved by the VEE Administrative Board on September 23, 2025, and then published on the faculty's website. The mission and objectives of the VEE are based on the

provision of sufficient research- and evidence-based training to ensure that graduates are equipped to enter all recognised branches of the veterinary profession and are aware of the importance of lifelong learning. The veterinary curriculum is aligned with the National Core Curriculum for Veterinary Medicine and international standards, including the latest ESEVT standard.

1.1.2. Analysis of the findings/Comments

The VEE has an updated strategic plan with a mission statement and objectives that embrace the ESEVT standards. The curriculum ensures that graduates can enter all fields of the veterinary profession and are well prepared for 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 Istanbul University-Cerrahpasa which is approved by the Turkish Grand National Assembly and operates under the Higher Education Laws. The Dean of the VEE, Prof Dr Hasan Alpak, the Vice Dean for Education and Teaching, Prof Dr Nuri Turan, the Chief Physician of the VTH, Prof Dr Dilek O. Erdikmen and the Director of the VTH, Yunus Aktas Cantalapiedra, all hold a Veterinary Degree.
The VEE is managed and governed by the Dean, Vice Deans, a 12-member Faculty Board and 7-member Faculty Executive Board. The Dean is appointed by the University's Higher Education Council for a 3-year period among 3 professors recommended by the Rector and may be reappointed. The Faculty Board is responsible for determining veterinary education, including principles, plans, programs and education and training calendars and its members are elected for a three-year period. The Faculty Executive Board assists the Dean, Vice Deans and Faculty Board in administrative duties. In addition, various Coordinators ensure that the strategic objectives and quality assurance policies are supported. There are 5 main Departments: Veterinary Basic Sciences, Pre-Clinical Sciences, Clinical Sciences, Food Hygiene and Technology as well as Animal Breeding Husbandry and Animal Nutrition.
The VTH is administratively linked to the Rectorate of the University and thus it is not included in the organisational chart of the VEE. The governing bodies of the hospital are defined as the Director (Chief Physician), the Executive Board, and the Advisory Board. A Vice-Dean, nominated

by the VEE's Dean and appointed by the Rector, is included in the Executive Board and is responsible for the coordination of educational and training activities. All academic staff of the Department of Clinical Sciences within the Faculty of Veterinary Medicine are assigned to the Veterinary Teaching Hospital, where they actively contribute to students' clinical training.

1.2.2. Analysis of the findings/Comments

The VEE is part of a formally recognised university in Turkey. The person responsible for the Veterinary curriculum, as well as the Chief Physician and Director of the VTH, all hold a Veterinary Degree. The VEE is primarily responsible for the veterinary curriculum as it organises the curriculum, assigns teaching subjects and monitors the quality of teaching. The job descriptions of management, coordinators and staff in the organisational chart ensures implementation of a cohesive study programme and the 2025-2029 Strategic Plan, which is aligned with ESEVT Standards. However, the staff of the Departments are not funded directly from the VEE but rather from the IUC.

Although the VTH is organised as central administratively and financially independent unit, the fact that the Chief Physician and Deputy Chief Physicians are Faculty of Veterinary Medicine academics, and that the Vice-Dean and the Head of the Department of Clinical Sciences are members of the hospital's governing bodies, ensures the integrity and sustainability of the educational organisation.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The VEE has prepared a Strategic Plan for 2025-2029 which includes statements of mission, vision and core values. It includes an identification of strengths, weaknesses, opportunities and threats (SWOT analysis) based on information from units and feedback from internal and external stakeholders. Performance indicators and timeframe are presented for each target to assist in its implementation.

During the development phase, academic staff, support staff, and student representatives participate in strategic planning committees and working groups. During the implementation phase, staff are responsible for carrying out strategic actions within their own units, while student views are obtained through surveys, course evaluations, and regular meetings with student representatives. The results obtained are discussed by the Faculty Board and the Quality Unit, and student and staff contributions are taken into account in monitoring progress and making necessary adjustments.

1.3.2. Analysis of the findings/Comments
The VEE has a recently updated Strategic Plan that is publicly available on the VEE's homepage. The Strategic Plan includes a SWOT analysis as well as a timeframe and performance indicators of its implementation. The development process of the Strategic Plan has involved staff and students. The presence of a standing External Advisory Committee ensures that implementation of the VEE's strategy includes a role for external stakeholders.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings
The VEE's QA policy is based on the University's Quality Management System (KALSIS), an electronic monitoring and evaluation platform, developed by national guidelines. The University's Quality Commission and the Quality Coordination Office are central elements of implementing policies following the University's Quality Commission guidelines. University's central bodies are supplemented with Quality Committees at the VEE. The Unit Quality Representatives are responsible for evaluating and improving education programmes, including the evaluation of student satisfaction surveys, and increasing staff awareness of QA processes. Thus, they prepare an annual evaluation report (BIDR), which includes an evaluation of collected data and recommendations based on it, and submit it to the University's Quality Commission, which in turn prepares an Institutional Internal Evaluation Report (KIDR).

1.4.2. Analysis of the findings/Comments
The VEE has a clear commitment to QA-based development of teaching which is aligned with national and international standards. The PDCA cycle occurs on an annual basis and there is a systematic follow-up on decisions, ensuring an efficient implementation of suggestions. The well-structured electronic QA system provides the organisational basis for systematic data collection, its analysis and suggestions for improvement based on a written procedure and is to be commended.

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's website contains updated and easily accessible information on education and teaching, including information on the veterinary study programme in both Turkish and English, research activities, as well as strategic goals, thus sharing it with stakeholders and the general public. In addition, the Rectorate publishes an e-newsletter annually and uses social media platforms for announcements, information and promotional material.
It is stated that there is an open, two-way communication between VEE's management structures and academic and administrative units. Suggestions from students are collected through regular satisfaction surveys and "suggestion boxes", and through student representatives in commissions on issues directly affecting students.
The latest EAEVE accreditation certificate is available on the VEE's website, which also contains a link to the EAEVE website for easy access to the latest Self-Evaluation Report and Visitation Report.

1.5.2. Analysis of the findings/Comments
The VEE provides evidence that it interacts with its internal and external stakeholders by maintaining a website with central information about the veterinary study programme. The VEE seeks to have a dialogue with the staff that ensures a transparent decision-making process. The involvement of students in decisions and strategic planning is mediated by the possibility of suggestions, satisfaction surveys, participation in bodies directly affecting them as well as representation at the Faculty Administrative Board.
The VEE further provides documentation on its EAEVE status on its website and insight into central documents, such as the latest visitation reports through link to the EAEVE website.

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's QA activities, including the development, implementation and coordination of procedures related to internal and external QA, are described in the University's Quality Commission Guidelines. The VEE's Quality Representatives each year prepare an Internal Evaluation Report (BIDR), based on information from each department, and submit it to the University's Quality Coordination Office and Quality Commission. The BIDR contains an evaluation of the education activities using key performance indicators on undergraduate, graduate and doctoral-level courses, student evaluation and student satisfaction surveys and it provides improvement recommendations. The BIDR reports from all the University's faculties are processed and combined in the University's Internal Evaluation report which is publicly available at the website of the independent legal entity YOKAK.

The SER states that all unit internal evaluation reports, indicators, action plans, satisfaction surveys and survey results as well as the activities carried out by the Commission are published on the VEE's website.

1.6.2. Analysis of the findings/Comments

The VEE has, through the University's KALSIS system, an extremely well-developed and fully documented QA system, which ensures that the structural organisation for internal and external stakeholders' participation in the QA process is ensured, that the QA process is fully transparent and that any action planned or taken as a result of this process is communicated to all those concerned. The annual cycle of the QA process also ensures that the PDCA cycle is both fully closed and timely.

1.6.3. Suggestions for improvement

The response rate to student surveys may be increased by consistently producing a response to the survey by a "you said-we did" approach.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings

The VEE was accredited for a 10-year period by the EAEVE on November 23rd 2015. Since then, several challenges such as the Siliveri Earthquake in 2019 and the COVID-19 pandemic 2020-2022 have introduced the need for temporary, corrective actions such as partial relocation of teaching and the use of distance learning. Despite that, the VEE has found resources to make several improvements between 2020 and 2024. These include a new Animal Hospital, the agreement with the Turkish Jockey Club to increase the number of horse cases, the completion of the isolation facilities and the establishment of a Sheep Unit, Dairy Cattle Farm, Poultry Unit as well as Milk Production and Meat processing Units.

The VEE is in the process of renewing its national accreditation of veterinary education by the Veterinary Education Institutions and Programs Evaluation and Accreditation Association

(VEDEK). At the University level, to which the QA procedures are linked, the IUC has undergone the Institutional External Evaluation Program in 2021 and the Institutional Monitoring Programs in 2023. Reports of these evaluations are available at the YOKAK website

1.7.2. Analysis of the findings/Comments
While much of the progress in providing up-to-date facilities has been made necessary by the earthquake damages to the Avcilar Campus, the systematic use of target cards and performance indicators linked to each objective in the VEE's Strategic Plan as well as comments from visitation reports, including the EAEVE visitations, has ensured that important national and international standards of veterinary education are met by strategic improvements of facilities.

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
The VEE receives a substantial proportion of its budget from central government allocations via the Ministry of Treasury and Finance. Additional income is generated from revolving funds (consultancy, clinical services, food products, diagnostic laboratories), as well as from research grants (BAP, TÜBİTAK, EU projects, etc.). Over the last three years, total revenues have consistently exceeded expenditures.
Requests from departments are submitted to the Dean's Office together with justifications and intended uses. The Dean's Office evaluates them and prioritises needs that directly support teaching and learning activities, ensuring that resources are used effectively, with the primary focus on the uninterrupted continuation of students' education. Budget requests are reviewed by the Faculty Board and submitted for approval to the Rectorate and University Executive Board. Large-scale investments (equipment, buildings, renovations) require Rectorate involvement and are subject to public procurement rules.
Personnel costs represent the largest share of expenditures and have nearly doubled over the last three years, consistent with salary adjustments across public institutions. Expenditure on equipment fluctuated considerably, with relatively low investment in 2024 (≈ €7,000) compared with 2022 (≈ €175,000). Maintenance and operating costs have remained relatively stable, although slightly reduced.
Revenues from public funding have increased, while those from clinical and diagnostic services have decreased. "Other Sources" include revenues from printing services and animal products have decreased. Donations have been received in the form of animal food.

At the end of each fiscal year, any unused balance is transferred to the University's central budget. Until that time, positive balances remain at the VEE's disposal and are primarily used for educational activities, maintenance and repair of buildings and farm/food production facilities, and expenses related to student needs.
The VEE's income from the central government is partly linked to the number of students enrolled. However, for high-cost faculties (medicine, dentistry, pharmacy, veterinary medicine), budget allocations are based primarily on quality considerations rather than student numbers. Thus, the reduction in student intake requested by the VEE is not expected to significantly affect overall income.
The VEE has full decision-making autonomy regarding the use of revenues generated under revolving capital. These funds can be used directly and rapidly to meet institutional needs, allowing a prompt response to urgent situations. From January 2025, the VEE also benefits from an emergency procurement allocation of €22,500 for urgent purchases directly from the central budget, without requiring Rectorate approval. This amount is annually adjusted for inflation. In practice, urgent needs (e.g. equipment failure) are addressed within approximately one week.
The fluctuation in equipment maintenance costs between 2022 and 2024 results from the separation of the Veterinary Teaching Hospital (VTH) from the VEE. Maintenance, repair, and calibration costs for hospital equipment are now covered by the hospital itself, not by the VEE.
The decrease in clinical and diagnostic revenues is not linked to a decline in caseload but to administrative changes. Since the IUC-VTH became affiliated with the Rectorate's General Directorate of Hospitals (HAGED), income has been accounted for differently. Case numbers and demand for clinical services have remained stable or increased.
The VEE has developed various strategies to diversify funding sources, thereby strengthening its financial resilience. While the primary source of funding is the public budget, other mechanisms are used to generate additional resources and ensure sustainability, such as grants, research funding, etc.

2.1.2. Analysis of the findings/Comments

The VEE complies with the requirements of its adequate finances to meet its mission and to achieve its objectives for education, research and services. All expenditures and revenues are clearly identified, indicating sound financial sustainability.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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

2.2.1. Findings

Clinical services are explicitly prioritised for educational purposes over financial self-sufficiency, which aligns with EAEVE standards. Since 2015, financially disadvantaged patients have been able to receive free diagnostic and treatment services through the VETSİS system and students can access all related clinical data for educational purposes. The VTH chief and deputy chief physicians are also faculty members, ensuring that clinical decisions prioritise education. Clinical services are organised to maximise student learning and professional development, with revenue generation considered a secondary outcome that never overrides educational goals.
The revolving Fund Fee Schedule is transparent and publicly available, regularly updated with faculty input. The Veterinary Teaching Hospital (IUC-VTH) has been administratively linked to the Rectorate since 2024.

2.2.2. Analysis of the findings/Comments
Clinical services are explicitly prioritised for educational purposes rather than financial self-sufficiency. The VEE maintains sufficient autonomy to effectively allocate and utilise its resources in order to implement its strategic plan and comply with the ESEVT Standards

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 VEE's main income derives from central government funding, supplemented by revolving funds and research grants. Revenues have consistently exceeded expenditures, demonstrating financial sustainability. Resource allocation is systematically reviewed, with priority given to teaching and student needs. Annual financial reports are discussed at faculty and rectorate meetings and published online. The VEE maintains autonomy over revolving funds, enabling rapid responses to urgent requirements, supported by an annual emergency procurement budget. Diversification through grants and external projects strengthens financial resilience and ensures that available resources meet institutional and educational requirements. Fluctuations in foreign exchange rates are identified as a challenge, especially for equipment procurement.

2.3.2. Analysis of the findings/Comments
Resources allocation is regularly reviewed so that the available resources are adequate for the actual requirements.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

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

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

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

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.
Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The curriculum was implemented in 2015 and began to be used in 2018, in line with the recommendations of European Union Directive 2005/36/EC (as amended by Directive 2013/55/EU), with the objectives of D1C, and in accordance with the National Core Curriculum for Veterinary Medicine (VUCEP) approved by the CoHE in 2021 and the TQF. The course was designed to comply with the areas set out in EAEVE SOP 2023, with a duration of 5 years, 10 semesters and a total of 300 ECTS, 30 in each semester.
The semester has 28 ECTS of compulsory subjects and two ECTS of elective subjects.
Their main objective is to train competent graduates who have no knowledge deficiencies, and with professional ethical values. These professionals are developed through six areas of competence: fundamental scientific knowledge; clinical and practical skills; scientific research competence; professional ethics; public health and food safety competence; and lifelong learning.
In the first year, in both semesters there are compulsory classes in Turkish as a native language and a foreign language and “Atatürk's Principles and Revolutionary History”.
Elective subjects cover different areas, which in some cases require students to follow the same

path throughout their choices in different years. There are conditions for progression between subjects in the same area, with students being required to complete the previous subject in order to be allowed to progress to the next subject in the following year/semester.
The curriculum is completely revised every seven years, but changes to the programme can be made annually to avoid content overlap, with input from various committees, including quality committees. The Student Affairs Office begins the update process in March of each year.
The Curriculum Committee includes representatives from relevant departments, students and stakeholders, and initiates the review process based on feedback from external stakeholders and students, accreditation requirements and criteria set by external evaluation institutions such as EAEVE. Educational objectives, program competencies, course content, distribution of theoretical and practical hours, teaching methods and planning of optional courses are defined under the coordination of the Faculty Curriculum Committee.
Once the changes have been proposed, they are discussed by the Faculty Council and submitted to the University Senate for approval, after which they are communicated publicly to all stakeholders. The curriculum is implemented by the Turkish Qualifications Framework (TQF).
The opinions of internal and external stakeholders are obtained through surveys, workshops, and evaluation meetings during the curriculum development and updating processes.
The content is taught in theoretical classes, laboratory classes, non-clinical work with animals, and clinical work with animals. Teaching is based on real clinical cases, also promoting scientific perspectives of veterinary practice, self-learning, and lifelong learning.
In clinical classes, the number of students is 4 to 8. In non-medical subjects, where digital methodologies are applied, the number of students per class is 20 to 26. The total number of students per year has been reduced to 70.
In clinical and rotation practices, students have 13 clinical records for individual monitoring (logbook).
The basic subjects are taught in the first four semesters, while the fifth and sixth semesters are devoted to basic, clinical and animal sciences.
The development and reinforcement of clinical sciences, veterinary public health and professional skills are taught in the seventh and eighth semesters.
In the ninth semester, clinical and surgical knowledge of domestic and production animals, as well as exotic and wild animals, is covered. Veterinary and food legislation is also part of this semester. The students already begin their hospital duty shifts, in groups of five students and in two shifts, day and night.
In the 10th semester, students participate in the Practical Professional Training Period in Veterinary Procedures and Principles of Education and Work in various clinic areas. They also undertake 14 weeks of practical rotations called “internship” and must submit a thesis.
To begin this 10th semester, students must have completed all subjects or have no more than three non-approved subjects from previous semesters. They must also have completed the ‘Hospital Student Functions for Education, Research and Application of the Faculty of Veterinary Medicine’ module and obtained an average weighted mark of at least 2.00 in one of the two most recent semesters.
Students will pass the Veterinary Medicine full program if they achieve 80% attendance in each subject, complete the relevant forms and the Record of Professional Maturity and Practice in Veterinary Medicine, submit these documents online and successfully complete their thesis.

3.1.1.2. Analysis of the findings/Comments

The curriculum complies with the basic parameters established in the various national and European laws and standards required by EAEVE - SOP 2023. It includes compulsory and optional subjects, some of which are innovative, such as Bee Diseases, Fish Diseases, Clinical Problems in Wild Animals and Treatment.
The current curriculum was implemented in 2018, and all students now follow the same programme of study, as the adaptation period has ended.
The elective subjects are clearly defined, taught to a maximum of 50 students, and are grouped into different areas throughout the semesters, with students required to take all subjects in their chosen area from the 7th semester onwards. Students must successfully complete all elective subjects in their chosen area. These areas include: Small Animal Medicine, Farm Animal Medicine, Poultry Medicine, and Food Science.
The number of teaching hours allocated to each student varies greatly between semesters, with some semesters having a higher number of classes.
In all semesters of the first 4 years, students have non-clinical activities with animals, ranging from 28 hours (in semesters 3 and 7) to 84 hours in semesters 1, 2 and 8. Clinical activities with animals begin in semester 5 and have the same number of hours until semester 9. In semester 10, they have 518 hours of this activity.
The VEE has good communication with stakeholders, who provide suggestions for improving the curriculum.
During the visitation, students have expressed their positive opinion regarding the possible extension of the MV curriculum for another academic year.

3.1.1.3. Suggestions for improvement

None.

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 basic sciences are taught in the first year, comprising 140 hours in total, including 84 hours of theory and 56 hours of laboratory and desk-based work. All subjects regulated by law are included.
The basic veterinary sciences are spread over the first four years (the first seven semesters), mainly in the first two years. These comprise 2,418 hours in total: 1,578 hours of theoretical classes, 532 hours of laboratory and desk-based work and 308 hours of non-clinical animal work. Practical classes have around 30-35 students, who are divided into groups of 8, with support from several professors simultaneously.
Areas such as parasitology (including protozoology, helminthology, etc.) have more hours than bacteriology (and mycology) and virology combined. Virology has more hours than bacteriology. All these subjects are spread over several semesters. Vaccines are integrated into the virology program, including vaccine technology.
Most subjects involve laboratory work, including anatomy, histology, embryology, animal nutrition, animal welfare, and the economics and management of animal health. Some of these also involve non-clinical work practices with animals.

3.1.2.2. Analysis of the findings/Comments

Although not taught in an explicit teaching unit, genetics is fully covered under other subjects.
Thus, all basic subjects, as well as those specific to veterinary medicine, are adequately included in the curriculum.
The Parasitology atlas created by the professors in the department is commendable.

3.1.2.3. Suggestions for improvement

When the new buildings are available, the practical teaching of basic veterinary science subjects would need the use of dedicated laboratories to simplify the application of biosecurity requirements.

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

Students are exposed to a comprehensive range of clinical sciences throughout semesters 5–10, encompassing companion animals, equine, and exotic species. The curriculum includes internal medicine, surgery, anaesthesiology, ophthalmology, orthopaedics, neurology and neurosurgery, dentistry, oncology, dermatology, cardiology, endocrinology, gastroenterology, and exotics/wildlife medicine.
Core Clinical training is delivered through rotations and clinical duties, supported by theoretical instruction. Students begin their hospital rotations in semester 6 and participate in day and night emergency and inpatient shifts in groups of approximately 5-6 students, ensuring direct exposure to real patients. The curriculum is strongly lecture-based, with limited use of small-group learning methods such as self-study, seminars, or problem-based learning. However, efforts have been made to incorporate case-based and reflective learning, particularly during clinical placements.
A Clinical Skills Laboratory (CSL) was established in 2024/25 and is now fully integrated starting from the 2025/26 curriculum. The CSL aims to train students in essential practical competences(e.g. catheter placement, suturing, anaesthetic monitoring) before entering the clinical rotations. Students will have open access to the CSL under supervision to practise core procedures. They will need to book an appointment to access CSL in advance.
Competences are tracked through **s**tandardised assessment forms covering all species and clinical settings. Currently, the logbook system is paper-based, though a transition to an electronic logbook is underway. Student logbooks and evaluations are standardised across all placements according to faculty-defined criteria, and educators are regularly briefed on maintaining consistency. This is verbally communicated but no written training to the external assessors is performed.
Regarding caseload, the SER reports approximately 20,000 companion animal cases per year. On site evaluation, the inclusion of cases may not take into account that they can be rechecks,

so the real number is lower but still adequate (2024 at least 15366, 2023 at least 8000, 2022 at least 12329, etc)
For equine and exotic medicine, teaching is included in the curriculum, but the number of clinical cases is relatively low compared with companion animals. Students receive supplementary exposure through external placements and collaborations for equine cases. Exotic cases are available at the VTH through clients.
Clinical teaching and supervision at the VTH are conducted by academic staff who are veterinarians with advanced qualifications. Some faculty members hold national accreditation. During EPT extramural placements, supervision is performed by experienced veterinarians with no extra training in teaching.
Student clubs are deeply involved in organising practical extra-activities supported and supervised by the teaching staff.
At the moment, there are no EBVS recognised specialists at the VEE.

3.1.3.2. Analysis of the findings/Comments

In the VM programme, students rotate through a wide variety of specialities (e.g. surgery, anaesthesia, ophthalmology, neurology, internal medicine) which seems sufficient. Rotations are performed in small groups (5-7 students) which allows students to have a good quality of exposure to clinical cases.
Although there are some compensations in the form of photo and video materials available and obligatory visits to Jockey equine club, the limited number of horse clinical cases seen in the VTH results in a suboptimal hands-on exposure of students to equine cases. Companion animal coverage is broad and adequate.
The CSL is very well equipped, which could provide a great learning experience to the students once operational in all 5-year subjects.
The organisation of journal clubs, case presentation and other learning activities by students in the ENT (ear, nose and throat) area is commendable.
Although some national specialists are present, at present there are no EBVS-recognised specialists at the VEE.

3.1.3.3. Suggestions for improvement

The VEE should implement a strategy to increase the number of EBVS specialists among the teaching staff. This may be achieved by encouraging faculty members to enrol in specialised training or by facilitating the recruitment of specialists currently abroad to return to the University as faculty members. The increase in EBVS specialists in equine areas could also help the VEE to increase the number of equine clinical cases.
The rotation activities could be scheduled so that students can more effectively follow up on clinical cases.

3.1.3.4 Decision

The VEE is partially compliant with Standard 3.1.3. because of suboptimal hands-on exposure to equine cases in the VTH.

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

3.1.4.1. Findings

The curriculum delivered by the VEE covers all subjects indicated in Annex 2 of the ESEVT SOP 2023 with regard to the Clinical Sciences in Food Producing Animals (FPA).

In the first two years, students attend courses on Animal Breeding, Husbandry, Nutrition, and Welfare, whereas, starting from the 3rd year, students are taught several FPA subjects such as Internal medicine, Surgery, Infectious Diseases, Anaesthesia and Resuscitation, Obstetrics and Gynaecology, Reproduction and Artificial Insemination, Orthopaedics, Radiology, Management and Economics of Animal Breeding, and Fish diseases. FPA subjects are also taught in elective course such as Bee Diseases, Poultry Breeding, Buffalo Nutrition, Artificial Insemination in Bees and Fish.

During the third year, students undertake practical rotations named Clinical Examination A and B (or Clinical Application A and B in the SER) focusing on Surgery and Internal Medicine in FPA, each consisting of 28 hours of FPA clinical animal work. These intramural (VTH) practical rotations are aimed at introducing students to the advanced clinical training planned for the following years, focused on reinforcing clinical sciences skills and competences.

During the 4th year, students attend other intramural (VTH) practical rotations in the 5th semester (A) and 28 hours in the 6th semester (B).

During the 9th semester, students participate in other intramural (VTH) and extramural practical rotations in specialised clinical disciplines. In order to increase their exposure to herd health and bovine medicine, students are transported to external facilities with the VEE's bus. Routine visits are organised in three cattle farms, Sutis Ciftligi-Tekirdag, Kirklareli Mila farm and Rumeli farm Hayvancilik, that have a formal agreement with the VEE. The Sutis Ciftligi farm has also 350 buffalo.

The VEE has agreements with other farms in the Istanbul region which can request on-site visits. In this case, the routine visit can also be relocated to these farms,

The last semester is devoted to the CCT, divided into CA and FPA. Students rotate through various clinical subjects and must also complete 1 week of on-call duty (day and night shifts), 1 week of Inpatient Unit, 1 week of Ambulatory Clinics and 1 week of Herd Health Management.

A total of 340 hours is allocated to FPA, including 30 hours of seminars, 21 hours of laboratory and desk-based work, 259 hours of clinical animal work and 30 hours for the graduation thesispreparation.

Additionally, students can undertake up to 175 hours of elective courses related to clinical sciences in FPA, including Animal Production and selected topics on Herd Health Management.

The Annex 3.1.11 gives precise details of the different courses, aligning them with the different subjects listed in the Annex 2 of the ESEVT SOP.

In addition to the CCT, students should complete a total of three EPT blocks called "stage". Each EPT block is 240 hours, corresponding to 20 workdays. Therefore, the total time requested for the EPT corresponds to 60 days. The farm EPT block (Animal Husbandry and Nutrition) takes place during the IV semester and is conducted on private farms, aquatic animal facilities, apiculture businesses, and similar establishments. The clinical EPT block is organised in the 8th semester, allowing students to gain experience in mixed and farm animal clinics, often located in rural areas.

Annex 3.1.10 gives details on EPT principles and procedures. According to the specific procedures, students may either arrange their own placements or select from those offered by

the Dean's Office. If the students find their own placement, an internal Committee decides on the suitability of that workplace. Furthermore, the qualifications of the host institution and the supervisor are evaluated by the relevant Committee and approved by the Faculty Council, taking into account the required competencies.
EPT placements may also be undertaken abroad, following a detailed procedure that governs all organisational steps.
The students are not exposed to pig clinical cases.

3.1.4.2. Analysis of the findings/Comments

The curriculum delivered by the VEE includes all subjects indicated in Annex 2 of the ESEVT SOP 2023 and is organized to adequately ensure that students achieve the competences fully aligned with the EU Directives as well as the ESEVT requirements. Clinical and pre-clinical subjects are taught with a strong progression from theoretical foundations in the first two years to hands-on, clinical experience in the later semesters. Practical training is robust, with structured intramural and extramural rotations, including farm visits and direct clinical engagement under professional supervision.
The EPT programme is well-organised and monitored, offering possibilities for international placements, reflecting the VEE's commitment to providing diverse and high-quality practical experiences from the early stages of the study program.
Overall, the curriculum shows a clear commitment to equipping students with the necessary competences in Clinical Sciences in food-producing animals.
Students express a high level of satisfaction and appreciation for the dedication of the teaching staff, and also recognise the availability of the teaching staff to respond without hesitation to their requests.
Although students at the VEE are not exposed to pig clinical cases, the VEE has demonstrated sufficient compensation with excellent e-learning and audiovisual material (se also section 5.1).

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

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

3.1.5.1. Findings

The VEE offers 304 hours of training in VPH (including FSQ) with an extra 32 hours of extra-mural practical training. Most of these hours are filled with lectures (about 75%) with 25% hours in non-clinical animal work.
Courses in VPH/FSQ start in the 5th semester with Food Hygiene and Food Safety. In the 6th semester Food Technology courses are offered. Meat inspection is a course in the 7th semester. Veterinary Public Health and Food Safety topics are taught to students in a total of 6 theoretical, 2 practical courses and 6 elective courses between the 7th and 9th semesters. Practical applications related to Veterinary Public Health and Food Safety are provided to students for a total of 70 hours (5 courses x 14 weeks) in the courses "Food Applications 1 (autumn semester, 2 hours) and Food Applications 2 (spring semester, 3 hours)". Additionally, within the 10th

semester Professional Practical Training programme, practical food applications and public health applications are delivered to students for 32 hours (24 hours in-house (at the milk processing and evaluation unit, egg packaging facility, and meat cutting and evaluation unit within the Istanbul University Faculty of Veterinary Medicine), 8 hours off-site) x 14 weeks.
During the one-week practical training period, each student participates in four full days of food-related courses, which include laboratory practical training (in-house), food business (dairy processing and evaluation unit within the Istanbul University Faculty of Veterinary Medicine, egg packaging facility, meat cutting and evaluation unit) applications (in-house), slaughtering and meat inspection (in-house and/or outside the institution) and food inspection (outside the institution) applications.
One week of Food Hygiene & Animal Breeding, Husbandry and Nutrition is part of the practical rotations (4 days organised by the Food Hygiene department). Students are also obliged to do a " Food" internship after the 6th semester. This "internship", lasting at least 20 working days, can take place in slaughterhouses, food-producing plants that employ veterinarians but also abroad at other universities. In the elective part of the curriculum the VEE offers 84 hours of lectures in VPH (including FSQ). Elective courses are e.g. water, aqua products technology and Food legislation.
The animals slaughtered at VEE come from the VETRAF, and the large and small ruminants sent for slaughter are animals allocated as part of the compulsory slaughter and food applications (meat inspection) course. The number of ruminants slaughtered at VEE are on average 65 per year. There are no pig and poultry slaughter at the VEE but the students are offered a wide variety of good e-learning and video material.
The VEE has a milk processing unit where the milk from the teaching farm is processed.
Pasteurised milk and ice cream are produced and sold to students and employees. Students monitor this process and control the HACCP procedure. Zoonotic bacteria, viruses, and parasites, are covered in the Special Bacteriology, Virology, Special Pathology A and B, Poultry Diseases, Food Hygiene, Meat Inspection, and Food Applications I and II courses. Additionally, comprehensive information on zoonotic diseases is provided in the Veterinary Public Health course

3.1.5.2. Analysis of the findings/Comments
The curriculum delivered by the VEE includes all the topics related to VPH and FSQ.
The slaughterhouse facility at the VEE is small but sufficient to teach the students the essential knowledge on AM and PM control
The absence of pigs and poultry slaughter at the VEE is fully compensated by a good e-learning and videos teaching material.

3.1.5.3. Suggestions for improvement
Although sufficient to cover practical activities on VPH and FSQ areas, the teaching is done in a small scale slaughterhouse at the VEE. The offer of visits to large scale commercial slaughterhouses for poultry slaughterhouses could improve the students' knowledge on the actual work of a veterinarian in a slaughterhouse.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional knowledge is explicitly defined as one of the six core competency areas of the veterinary curriculum, alongside fundamental knowledge, clinical/practical skills, research, ethics, public health/food safety, and lifelong learning.

The curriculum includes dedicated courses on Professional Ethics, Veterinary Legislation, Animal Health Economics, Practice Management, Animal Welfare, and Communication Skills, all contributing to the development of professional behaviour and readiness for practice. Courses such as *Applied Entrepreneurship* (Semester 8) and *Professional Ethics and Veterinary Legislation* (Semester 9) specifically address professional conduct, management, and ethical responsibilities. Both Professional Ethics and Communication are compulsory courses with defined ECTS and contact hours.

Professional skills are further reinforced through team-based clinical rotations, fieldwork, and the competency logbook system, which documents the acquisition of key professional behaviours such as teamwork, leadership, responsibility, and ethical practice. The forthcoming e-logbook system is expected to further enhance the monitoring of competence acquisition in these domains.

Communication training is assessed beyond written examinations. Clinical instructors directly observe students' attitudes, behaviour, and client interaction skills during hospital practice and provide structured feedback to promote correct professional behaviour.

Currently, professional skills (including communication, teamwork, leadership, conflict management, and time management) are not formally evaluated through OSCEs or structured role-play assessments. Instead, they are monitored through performance observations, instructor evaluations, and student feedback during rotations, clinical placements, and on-call activities. The VEE recognises the need to introduce more structured assessment methods in this area and has identified it as a priority for future development.

To promote lifelong learning, the VEE has integrated several approaches within the curriculum. Problem-based learning, case analysis, and discussion sessions are used to develop critical evaluation and self-directed learning skills. Reflective practice is encouraged, particularly during clinical placements, through self-evaluation reports and case-based discussions.

The VEE also supports a culture of lifelong learning through seminars, workshops, academic counselling, and student clubs, all aimed at strengthening students' ability to stay current with scientific literature and professional advancements.

Feedback on professional skills training is formally collected from students, graduates, and employers in both the public and private sectors to ensure that the training remains relevant to professional expectations and aligns with current veterinary practice needs.

Finally, students are required to complete a graduation thesis, which integrates research, communication, and professional presentation skills—further reinforcing the faculty's emphasis on professionalism, critical thinking, and reflective practice.

3.1.6.2. Analysis of the findings/Comments

Professional knowledge is well integrated through both dedicated courses (ethics, legislation, economics, communication) and embedded activities (clinical teamwork, thesis, entrepreneurship, EPT).

The curriculum aligns with EU directives and national requirements, with a strong emphasis on

technical/clinical skills but limited availability of structured training in soft skills (leadership, conflict resolution, advanced communication). The new English curriculum will provide an opportunity to increase professional knowledge outcomes against international standards.

3.1.6.3. Suggestions for improvement
It is recommended that the evaluation of professional knowledge and skills be incorporated into OSCEs.

3.1.6.4 Decision
The VEE is partially compliant with Standard 3.1.6. because of suboptimal formal teaching of soft skills.

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 current veterinary curriculum of the VEE, as latest revised in 2021 and 2023, comprises 300 ECTS taken over 5 years. The graduates receive a Veterinary Medicine Diploma, which has been approved by the Higher Education Council and Turkish Qualification Framework (TQF), ensuring that it is compliant with international standards, including the European Qualification Framework, as equivalent to a master's Degree level. The learning outcomes of each course have been defined and systematically compared to the core competencies. Specific information on the content of the veterinary curriculum is available through the VEE's Education Information System (EBS).
The University's Quality Structure provides a QA system, based on the VEE's annual Internal Evaluation Report that analyses the adequacy of facilities and learning resources, the teaching methods and competences to be acquired and suggest improvement of them. The VEE's Curriculum Committee, the Students Affairs Committee and the Assessment and Evaluation Committee, which all have student involvement, are responsible for planning, implementation, monitoring and updating the curriculum. All teaching staff are encouraged to apply student-centered teaching methods, including methods to promote self-learning and lifelong learning of students. The VEE offers access to learning resources such as the library, digital platforms and laboratories and self-training of students has been promoted by digital education platforms and resources and by the establishment of a Clinical Skills Laboratory.

3.2.2. Analysis of the findings/Comments
The VEE has clearly specified the qualifications resulting from the veterinary programme and

described how this is aligned with national and European standards. A committee structure is present which includes student participation and that ensures that teaching outcome is systematically reviewed, analysed and acted upon. Further, information is provided on the initiatives taken to update learning resources, including those that promote 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 educational objectives and the learning outcomes of the veterinary curriculum is based on the learning outcome of the individual courses. These are in turn in line with standards set by TQF and EAEVE with additional input from The National Core Curriculum Programme for Veterinary Education (VUCEP). The explanation of D1C is not included in the curriculum itself but D1C items are included in the learning outcomes of the courses of the veterinary curriculum. In addition, the D1C are listed on the VEE website.
The VEE's Curriculum Committee, Student Affairs Committee, Assessment and Evaluation Committee and Unit Quality Representatives ensures that the learning outcome of courses continues to form a cohesive framework and is annually reviewed and updated if necessary. The annual review process involves internal and external stakeholders and the resulting changes are, when approved by the Faculty Board, communicated to staff and students and the public via EBS, AKSIS and the VEE's website

3.3.2. Analysis of the findings/Comments
The VEE's processes for defining, disseminating, and evaluating learning objectives and outcomes are primarily directed toward meeting national and international standards, including EAEVE Day-1-Competences. They are annually reviewed with the involvement of external stakeholders, staff and students to ensure that they remain relevant to the veterinary profession and supportive environment, remain adequate to the EAEVE Day-1-Competences and that they are delivered efficiently.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings
The VEE's Curriculum Committee, Student Affairs Committee, Assessment and Evaluation Committee are responsible for planning, implementation, monitoring and, if necessary, updating the curriculum. The committees include both faculty and student representatives. These committees collaborate with the Quality Coordination Unit and the Unit Quality Representative in fully closing the PDCA cycle of the QA process. The VEE reviews its program annually. The review process is based on surveys and feedback from internal and external stakeholders and the resulting changes are, when approved by the Faculty Board, communicated to staff and students and the public via EBS, AKSIS and the VEE's website.
The VEE regularly identifies the training needs of teaching staff to maintain and develop their competences in curriculum development through surveys, programme evaluation reports, and student feedback. In line with these needs, in-service training, workshops, and seminars are organised in areas such as assessment and evaluation, educational technologies, and innovative teaching methods. Additionally, faculty members are supported in attending national and international academic meetings.

3.4.2. Analysis of the findings/Comments
There is a formal committee structure with clear and empowering reporting lines and effective student representation to oversee and suggest improvements to the curriculum based on annual reviews. These reviews are mainly based on evaluations from students and staff but also includes feedback from stakeholders (including students) and are communicated to those concerned. The training for maintaining staff competences for the ongoing curriculum development is ensured.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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

3.5.1. Findings

Elective Practical Training (EPT) is a mandatory part of the veterinary curriculum, designed to complement intramural theoretical and practical training. It reinforces competences in animal production, food safety/public health, and clinical practice, while fostering professional and soft skills in real-world settings. In the SER this is explained as internships, but it is EPT.
In teaching activities called “stage”, students complete three structured EPT, Farm, Food Safety, and Clinical, totalling 60 working days (20 each), typically during the 4th, 6th, and 8th semesters. EPTs are managed by the Internship Committee and administratively overseen by the Vice-Dean for Student Affairs. Students may choose their own placements (subject to approval) or select from a faculty-approved list. Placements may be undertaken in Turkey or abroad.
EPT complements but does not replace Core Clinical Training (CCT), focusing mainly on early clinical exposure, observation, and participation in basic procedures and communication tasks. Students maintain a logbook of daily activities and competencies, verified and signed by supervisors. Standardised templates and criteria ensure consistency across placements.
A transition to electronic logbooks (e-logbooks) is underway for 2025–2026 to enhance feedback, traceability, and quality assurance.
The VEE records intramural and extramural cases in the VETSİS digital system, ensuring secure data storage and ongoing monitoring of training quality through site visits, reports, and feedback. Corrective actions are taken when deficiencies are identified.
Student feedback is collected via surveys, forms, and interviews, analysed by the Quality Committee, and shared with departments. Improvement actions are developed and communicated back to students to close the feedback loop.
If students cannot secure placements, the VEE ensures access through its partner network. Although the University does not currently provide travel or accommodation support, it covers student insurance premiums (SGK) and manages administrative procedures. Expanding financial and logistical support is a future goal.

3.5.2. Analysis of the findings/Comments

The EPT system is well-organised and aligned with curricular learning outcomes. Its structured stages (Farm, Food Safety, and Clinical) promote progressive skill development, while the tripartite agreements and standardised logbooks ensure accountability and consistency.

The VEE oversight, provider evaluations, and student feedback demonstrate a good quality assurance framework. The planned transition to e-logbooks is a positive step to enhance monitoring and feedback.
The VEE shows a clear commitment to continuous improvement and quality enhancement, with well-defined processes and awareness of areas requiring further development.

3.5.3. Suggestions for improvement

To implement the e-logbook system as planned, with integrated feedback tools and data analytics to strengthen traceability and quality monitoring.

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

All EPT providers must comply with national Veterinary Practice Standards. Placements are only approved by the Internship Committee, ensuring oversight of quality and suitability.
Each EPT follows a tripartite agreement (student–faculty–provider) defining responsibilities. Providers include public and private institutions such as farms, clinics, slaughterhouses, laboratories, and food-processing facilities. Learning objectives, duties, and safety rules are outlined in official documents.
All providers are evaluated before approval according to standards set by the VEE, including infrastructure, case diversity, welfare compliance, experience and safety. External supervisors must hold a valid professional licence, relevant experience, and educational competence. Provider suitability is reassessed after each EPT based on student report cards and interviews. Non-compliant providers are excluded from future participation.
While a formal supervisor training programme is not yet in place, it has been identified as a development goal, along with a structured evaluation framework to ensure adequate clinical exposure.
The provider performs an evaluation of student professional skills, clinical competence, ethics, and teamwork; students also evaluate the providers with feedback on the quality of experience. Both evaluations are submitted to the Internship Committee. All the documentation is collected, archived, and used for both individual follow-up and system-level improvements. Feedback informs decisions on future provider suitability.
Students are covered under the Social Security Institution (SGK) during the internship period. The university pays the insurance premiums, ensuring occupational safety and legal protection. Written documentation defines the duties and responsibilities of institutions and students.
Overall coordination is handled by the Internship Committee, with academic oversight by the

Deputy Dean. Department-based structure ensures monitoring of placements, document tracking, and analysis of outcomes. A member of the teaching staff is designated to supervise and liaise with providers, fulfilling SOP requirements.

3.6.2. Analysis of the findings/Comments

All EPT providers meet the relevant national Veterinary Practice Standards and have a formal agreement with the VEE and the student.

The EPT providers deliver an evaluation of the performance of the student during their activity to the VEE Internship Committee, the responsible subject of the overall supervision of the EPT.

3.6.3. Suggestions for improvement

The evaluation of student performance by EPT providers and its positive effect on teaching, assessment, monitoring and enriching EPT activities could be enhanced by the development of a formal training/orientation/assessment programme for external qualified supervisors.

The VEE should explore options for financial aid, travel or accommodation assistance to ensure equitable student access and placements at veterinary hospitals with a high case load, multidisciplinary services, and board-certified specialists.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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

3.7.1. Findings

Students receive short preparatory training before EPT (case management, safety, communication, ethics). Institution information forms are completed before placement, encouraging proactive preparation. Each student maintains a logbook as an official record of daily practical activities. Logbooks are signed by both student and supervisor and submitted to the Internship Committee. Student feedback on the placement by the provider is included in the logbook. There are plans to transition to e-logbooks by 2025–2026 for better tracking and QA.

Students can submit concerns via multiple channels: Dean's Office, petitions, online QA forms, anonymous suggestion boxes, and the Presidential Communication Centre (CİMER). Complaints are reviewed by the Request and Complaint Evaluation Commission and the Quality Assurance Unit. The system ensures transparency, though the volume and outcomes of complaints are not reported in the SER.

A Quality Assurance system is in place for monitoring EPT implementation and progress. The documentation is archived and used for both individual student assessment and program-level improvement. However, the effectiveness of QA depends on consistent student engagement with logbooks and feedback forms.

Laboratories (Anatomy, Pathology, Histology, etc.) are available for independent and self-study. CSL will be available shortly.

3.7.2. Analysis of the findings/Comments

Students have a short training in case management, safety, communication, and ethics, preparing them for EPT.
Daily activities are recorded and signed by students and supervisors, with feedback included. Planned e-logbooks (2025–2026) will improve tracking and QA. Effectiveness depends on consistent student engagement.
There are multiple channels (Dean's Office, QA forms, anonymous boxes, CİMER) to submit complaints, all ensuring transparency.
QA system monitors EPT progress and supports both student assessment and program improvement.

3.7.3. Suggestions for improvement

In order to better demonstrate responsiveness and a formal closure of the feedback loop, the VEE could introduce a report of complaint volume and of outcomes in its QA documentation.

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

Internet access is available at all relevant sites, including lecture halls, laboratories, and clinical areas on both the Avcılar and Büyükçekmece campuses, ensuring uninterrupted access to digital learning resources.
Both campuses, about 20 km apart, are accessible by public and private transport, with nearby dormitories and cultural centres that enhance the student learning environment. The transit time is very variable depending on traffic and, in rush hours, can take up to 2 hours.
The VEE has a clear strategy for maintaining and upgrading its infrastructure. Repairs are carried out by technical staff or certified service providers, and equipment is managed through SOPs and funded by the Ministry of Treasury and Finance and faculty revolving funds. New construction projects are underway to fully replace earthquake-damaged buildings, further securing long-term sustainability.
The VEE complies with all relevant legislation, including fire safety, occupational health, biosafety, and biosecurity regulations, supported by dedicated committees. Animal welfare is safeguarded through the Farm Commission, ensuring compliance with EU and national

standards. Accessibility is ensured through ramps, elevators, and adapted toilets.
Biosafety Handbooks and related Standard Operating Procedures (SOPs) are available to all students in printed form and in the form of a QR code. This code is on the doors of laboratories and all relevant lecture halls. The manuals are both in the Turkish language as well as in English. Students receive structured training in biosafety measures beginning in their first year.

4.1.2. Analysis of the findings/Comments

All aspects of the VEE facilities are designed to provide an environment conducive to learning and to support both theoretical and practical education.
The VTH is housed in a brand new building on the Avcilar campus.
The VEE has shown resilience and adaptability by relocating after earthquake-related damage and maintaining teaching and clinical activity across two campuses. Both Avcılar and Büyükçekmece campuses are well connected to transport, dormitories, and basic student services but transport between the two campuses may take a lot of time because of the traffic situation and buses are often overcrowded. However, this challenging situation will end by the next spring when the new earthquake-resistant buildings of Avcilar campus (40,000 m^2) will be available.
Biosecurity, waste management, and occupational safety are overseen by formal committees, with collaboration with certified companies for hazardous waste.

4.1.3. Suggestions for improvement

To minimise buses overcrowding, the VEE should increase its effort to increase the number of buses between the two campuses until the new buildings will be ready.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

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

4.2.1.Findings

VEE provides a sufficient number of lecture theatres, classrooms, laboratories, and other teaching facilities, and the equipment is satisfactory for instructional purposes. Students have access to lockers, dining halls, cafeterias, sanitary facilities, recreation areas, sports facilities and self-learning facilities ensuring a supportive learning environment. Although staff offices are partially limited due to ongoing earthquake reconstruction, they remain functional, and 22 research laboratories are available to support teaching and research activities.

4.2.2. Analysis of the findings/Comments

All teaching spaces are adequate in number and size, equipped for instructional purposes, well maintained and adapted to the number of students enrolled.
Students have easy access to all relevant facilities. Accessibility has been certified with ramps, elevators, and adapted toilets for students, staff, and clients with disabilities. There are two student rooms in the VTH—one for each gender—both equipped with sofas that can be converted into beds.
Offices, teaching preparation and research laboratories are adequate for the needs of the teaching and support staff to support their teaching and research activities.

4.2.3. Suggestions for improvement
None.

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
Farm facilities (VETRAF) provide a range of production animal species. A dairy cattle unit with quarantine, maternity, and infirmary areas, currently housing 50 cows (22 lactating, 14 dry, 14 calves) are present at the VEE as well as a sheep unit with 118 animals (breeding ewes, lambs, rams) in a semi-intensive system. A Poultry unit with capacity for 2,500 chickens, equipped with automated feeding, watering, ventilation, and manure systems is also available. The slaughterhouse and meat processing unit (250 m^2) includes meat cutting, cold storage, and animal paddocks, providing opportunities for training in food hygiene and inspection. Equine training paddocks and facilities, used for teaching reproduction and handling, are housing 15 mares and 3 stallions. Poultry layer unit (capacity 2,300) provides additional teaching exposure to intensive poultry production systems.
Biosecurity, waste management, and occupational safety are well managed by formal committees.

4.3.2Analysis of the findings/Comments
The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes are adequate for the number of students enrolled in order to allow safe hands-on training for all students, are well maintained and meet husbandry and welfare best practices. Correct biosecurity procedures are in place.
Recycling bins are available throughout the VEE.

4.3.3. Suggestions for improvement

The sheep facilities would benefit from further improvement, and systematic digital records should be kept to monitor the use of animals during practical teaching sessions.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

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

4.4.1. Findings

The newly opened VTH (2024) provides a broad portfolio of specialist services (audiology, surgery, internal medicine, reproduction, neurology, oncology, dialysis, gait-analysis, IVF, advanced imaging — MRI/CT) and states a 24/7 Emergency & ICU operating year-round for pets, exotics and farm animals. An ambulatory/emergency vehicle and an animal-transport vehicle are available and used for on-site emergency response; on-call veterinarians provide services for large animals under protocol agreements. Clinical activity is delivered by a mixed team (faculty, PhD students, interns, technicians) and students have electronic access to patient records/images (VETSIS) — favourable for integrated teaching. The VTH claims capacity for advanced diagnostics (MRI/CT) and for clinical research; dedicated seminar/meeting rooms exist for case rounds and teaching. The large animal OR is physically present but not yet fully functional because of missing equipment (reported elsewhere in SER) — a notable gap for in-house equine/ruminant surgical teaching. Isolation/quarantine and biosecurity arrangements are described and appear formalised supporting safe emergency/ICU activity. The service model mixes in-house 24/7 emergency cover for companion animals and a combination of on-call / contractual arrangements for equines and ruminants — the line between full in-house emergency coverage and on-call support needs clarification.

4.4.2. Analysis of the findings/Comments

The new VTH, a modern, large (6,000 m^2), and very well-equipped hospital, including specialised units (oncology, audiology, neurology, ICU, dialysis, imaging, etc.) some of them unique in Turkey, is commendable.
Hospital facilities are extensive, covering companion animals, large animals and exotics.

Diagnostic facilities include MRI, CT, ultrasound, endoscopy, blood bank, central laboratory, audiology, and oncology labs – giving broad exposure to advanced diagnostics and treatments.
Caseload and student rotations are well recorded through a digital system.
There is 24/7 small-animal emergency clinic in place with working hours 8-23 and ER emergency night shift 23-08.
A broad spectrum of services and advanced equipment are consistent with ESEVT expectations for research-based, evidence-based clinical training.
The Audiology Laboratory, a unique facility within the VEE, offering a highly specialised diagnostic and research service is commendable.
Intermediate and intensive care facilities for small animals are currently distributed across multiple small rooms, which may hinder workflow efficiency and a full learning experience for students.
Large animal emergency care is delivered via an ambulatory/on-call system (24/7) and a mobile clinic vehicle for on-call service is available. The equine surgical theatre is equipped and operational. Both equine and small animal surgical theatres are connected via live cameras and the procedure is available for students in the adjacent lecture hall.

4.4.3. Suggestions for improvement
Although sufficient, in some areas the basic equipment for optimal patient care, such as additional cages and cameras in isolation, or ECGs in the ICU can be improved.
Although sufficient, the facilities for housing exotic animals should be expanded, or the animals should be transferred to a larger facility during the night and weekends to fully ensure their welfare.

4.4.4. Decision
The VEE is compliant with Standard 4.4.

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

4.5.1. Findings
Students access diagnostic and therapeutic facilities progressively from 3rd to 5th year (clinical rotations, visits, and daily case discussions). The facilities available are CSL (open-access by lab programme), diagnostic imaging (MRI, CT, X-ray, US), clinical pathology, anaesthesia, surgery, ICU, ambulatory services, pharmacy and necropsy hall. Students can view diagnostic images and patient data via VETSIS, ensuring case continuity and follow-up. Student participation in cases may be restricted by biosafety rules and limited space; allocation is at the discretion of faculty/clinical supervisors.
The pharmacy is highly organised, with clear categorisation of medications, supplies, and equipment. It maintains strict inventory control, with regular stock audits. The pharmacy adheres to veterinary pharmaceutical regulations, maintaining proper records of procurement, dispensing, and controlled substances.

The necropsy room for companion animals has a clean/dirty route, coat hooks and lockers for storing personal belongings. The biosecurity routine is established with the use of disposable coveralls, boot covers, disposable caps and masks, and protective goggles. There are safety showers and emergency eye wash stations in good working order, and a first aid kit box.
There is one door for entering cadavers and another for users, with disinfectant mats. Five stainless steel necropsy tables for medium-sized animals, which can be washed and disinfected.
There is an area for washing equipment and hands, with all necessary materials. Disinfectants, an oven, a horizontal freezer with a capacity of around 200 litres and a -80 °C refrigerator are available.
At present, no necropsy room is available for large animals.
Clinical skill training in the new clinical skill lab has begun this academic year.

4.5.2. Analysis of the findings/Comments
In the VEE, students have access to a broad range of diagnostic and therapeutic facilities. including, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. In addition, a clinical skills lab has been established. Facilities and procedures for soft skills training are limited (see also section 3.1.6.).
Due to the demolition and reconstruction of fully or partially damaged buildings in the Avcilar campus, at present, no necropsy room is available at the VEE for large animals. However, according to the SER, completion of a new necropsy hall for large animals is scheduled for May 2026, and inspection of the construction site during the Visitation gave the impression that this is a realistic estimate of completion. Furthermore, the VEE has in place a full compensation procedure to overcome this temporary shortcoming, both for bovine and equine cases (see also section 5.1.). That said, the presence of physical, adequate necropsy facilities are considered a very important component of any VEE and its completion should have high priority.

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
There is a dedicated quarantine building (200 m^2, 185 m^2 net) within 100 m of the VTH. It has 6 rooms total: 2 rooms (16 m^2 each) for horses & farm animals; The VTH has an isolation area with

2 rooms for cats and dogs. It is equipped with a ventilation system, smooth concrete floors, and tiled walls (150 cm). There is a separate entry for animals vs. waste removal. There is a staff room (13 m^2) with a shower & toilet with a separate entrance. They have biosecurity protocols: warning signs, disinfectant mats, PPE mandatory, closed paddocks, and cleaning by trained personnel. Waste is managed by being disinfected, stored separately, and sent to sewage/treatment. Tools are not moved between areas, and they are disinfected after use. The VTH small animal hospital has a separate examination room for infectious patients, where PPE are required, disposable/separate equipment is used and there is proper medical waste disposal.

4.6.2. Analysis of the findings/Comments

There are facilities for both small and large animals, with a well-described structure, ventilation, separation of flows (animal vs. waste vs. staff) and operating procedures.
There are clear biosecurity rules, effective use of protective equipment, and dedicated waste management aligning with standards.
However, space appears limited (only 2 rooms each for large vs. small animals), which may restrict patient handling during outbreaks or multiple concurrent cases.
In the isolation room for SA only 1 cage for dogs and no cameras are available for monitoring the patients.

4.6.3. Suggestions for improvement

It is recommended to add cages and monitoring cameras to the small animal isolation unit.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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

4.7.1. Findings

Cattle & Sheep Units at the Education, Training, Application, and Research Farm provide teaching in field veterinary medicine, herd health management, and nutrition strategies (from year 2 onwards). There is a Poultry Unit used for egg collection, ration prep, and vaccination. Students also participate in ante-mortem/post-mortem inspection at the Meat Processing Unit.
Students can improve practical skills such as blood sampling, faecal/urine analysis, BCS, feed & ration evaluation, oestrus monitoring/synchronisation, calving & neonatal care, dry-off, AI, embryo transfer, herd management software, vaccination, and culling strategies.
There is also field exposure of students by means of farm visits (large/small ruminants, poultry) under the supervision of faculty and farm veterinarians. Students engage in herd health risk assessment and public health aspects.
The VEE has a dedicated 14-seat vehicle for outpatient clinic services. The Rector's office provides 14–24 seat minibuses for mobile clinics/farm visits.

4.7.2. Analysis of the findings/Comments

At the VEE there is a wide range of hands-on training across species as well as good integration of herd health, reproduction, and food safety aspects. The presence of dedicated transport for

ambulatory services shows full institutional support.

4.7.3. Suggestions for improvement
Although sufficient, it is recommended to increase the caseload for the ambulatory service in production animals so that students can be exposed to higher number of emergency cases.

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 faculty has one 14-seater diesel vehicle for the regular transport of students, academic staff, and support staff. For larger group visits to off-site facilities, 50-seat buses can be allocated by the Rectorate. Transport of live animals to and from the VEE is the responsibility of the animal owners. There is no mention of faculty-controlled transport for educational or clinical purposes involving live animals. Transportation and disposal of animal-derived materials are managed by the Istanbul Metropolitan Municipality Environmental Protection and Control Directorate. Appropriate personal protective equipment (PPE) such as waterproof aprons, surgical caps, boots, and gloves is provided for students handling cadavers or live material.

4.8.2. Analysis of the findings/Comments
The transport of students, live animals, cadavers as well as of any material is provided by dedicated means of transport that fully comply with national and EU safety and transport standards.

4.8.3. Suggestions for improvement
None.

4.8.4. Decision
The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

A Biosecurity Commission operates under the Vice-Dean's office, supported by a Chemical Waste Commission, ensuring dedicated governance. A Biosafety Guide has been developed and made available. It covers general biosafety standards, hospital/clinical biosafety, laboratory practices, necropsy procedures, food biosafety, and farm-specific protocols. It also includes detailed guidance for different animal groups (horses, ruminants, companion animals, poultry, etc.). Biosecurity and infection control practices are implemented via the Waste and Environmental Management Procedure. Policies are specifically adapted to zoonotic and hospital-acquired infection risks relevant to the local context. Emphasis on environmental awareness and sustainability is integrated into biosafety procedures.
However, in one laboratory used for student preclinical practicals, the labelling regarding fixative use for some biological specimens was incomplete.
The QA system is regularly monitoring clinical, laboratory and farm services as well as the feedback from internal and external stakeholders.

4.9.2. Analysis of the findings/Comments

The existence of a formal Biosecurity Commission and Biosafety Guide in both Turkish and English is a strong point, demonstrating institutional commitment. The guides are easily accessed and available in strategic parts of VEE.
The incomplete labelling of some biological specimens has been considered a focal event.
A fully implemented QA system is in place to monitor and ensure relevant services and the feedback from students, staff and clients.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

At the VEE, students begin their exposure to animal materials in the first year, and to live animals from the 5th semester onwards. Anatomical training utilises cadavers of various animal species that have died naturally at the VEE facilities (e.g., VTH, VETRAF, vocational school, etc.). Additionally, heads and internal organs may be purchased from commercial slaughterhouses. During the visitation, students were observed engaging in practical training in food hygiene, working with meat samples sourced from the market. Blood, serum, and urine samples used in biochemistry and physiology practicals are provided by the VTH.

No poultry, rabbits, exotic pets, or aquatic animals are used in practical anatomical training. However, students are exposed to anatomical dissections in poultry and rabbits, during necropsy sessions (see Table 5.1.6).

For preclinical sciences, students are exposed to food-producing animals (cattle, sheep, and poultry) at the VETRAF, especially for training in animal husbandry, breeding, and nutrition. These skills are further reinforced in the 10th semester, when students participate in the visits to farms. The VEE has formal agreements with three farms (Sutis Ciftligi-Tekirdag; Kirklareli Mila Farm; Rumeli Farm Hayvancilik), all located within 1–2 hours' drive, where students undertake hands-on training. Transportation is provided by a VEE-owned 14-seat minibus.

The teaching farm at the Avcilar campus (VETRAF) comprises around 65 cattle, 120 sheep, and a poultry unit with a capacity of 2,500 chickens, and it is the primary source of healthy food-producing animals for preclinical training. Here, students receive instruction on nutrition and herd health and participate in activities such as vaccinations, hoof trimming, pregnancy diagnosis, birth assistance, and neonatal care. At VETRAF, students perform their first rectal examinations, which are then further practised during rotations and practical sessions.

The VEE maintains agreements with local institutions that provide access to both healthy and sick animals. The full list is available on page 68 of the SER. During the visitation the VEE provided further detail on the contributions of each partner during the visitation.

Collaborations are particularly strong with TARSİM (Agricultural Insurance), which offers opportunities for ruminant necropsy training, and the Turkish Jockey Club (TJC), which hosts students twice weekly and provides access to 1,600 racehorses.

Clinical training in companion animals and exotic pets is primarily conducted at the VTH, through departmental clinics (Internal Medicine, Surgery, Obstetrics and Gynaecology, Wildlife, Radiology), where academic staff are actively involved and provide specialised services.

There is an equal distribution of referral versus first opinion cases, with some variations depending on species and specialisation (e.g., horses are mainly referrals, while cattle at the contracted farms are mostly first opinion cases).

There is a properly equipped (including portable ultrasound and X-ray devices) mobile clinic available for 4th- and 5th-year students for extramural ruminant clinical training.

Most clinical exposure to food animals occurs during the visits to the three contracted farms (Sutis Ciftligi-Tekirdag; Kirklareli Mila farm; Rumeli farm Hayvancilik), where students engage in herd health and welfare management. In 2022–2023, students also participated in mass vaccination campaigns during these farm visits.

The SER highlights the absence of student exposure to healthy pigs for preclinical training (Table 5.1.2), as well as the absence of pig patients both intra- and extramurally (Tables 5.1.3 and 5.1.4), pig cadavers for necropsy (Table 5.1.6), and visits to pig farms or pig slaughterhouses (Table 5.1.8).

Students are exposed to normal and diseased horses within the Veterinary Vocational School (16 horses) and the Turkey Jokey Club (1600 race horses).

Under formal agreements, students receive hands-on training using healthy horses owned by the Veterinary Vocational School where a broad range of practical topics, including horse care and housing conditions, safe handling and restraint techniques, feeding management, examination, bandaging, injection sites and venipuncture procedures are covered. Upon rotation, these horses are used also for the rectal examination. Animals requiring medical attention are referred to and treated at the VTH.

Under the formal agreement with the Turkey Jokey Club, students - under the supervision of VEE teachers and local qualified veterinarians - perform various clinical examinations, such as

general physical examination, respiratory, gastrointestinal, musculoskeletal, dental, and gynaecological evaluations. They also experience laboratory diagnostics, including haematology, biochemistry and antibiogram analyses as well as clinical controls and treatment of sick animals. Students directly participate in the clinical activities of the Jokey club, also participating in surgical interventions. Students further participate in or observe advanced diagnostic imaging procedures such as gastroscopy, endoscopy, radiography, ultrasonography (USG), and magnetic resonance imaging (MRI). In addition, they assist and monitor analgesia as well as local and general anaesthesia applications.
Cadavers are sourced from the VTH, VETRAF, or provided by owners with consent.
However, due to damage from the 2019 earthquake, currently there is an absence in the VEE of a necropsy room for large animals.
TARSİM provides insurance expertise and necropsy services to assess losses in animal production. Veterinary experts appointed by TARSİM investigate the scene in the event of animal losses and prepare scientific reports on the cause of death and the extent of the loss. During this process, a necropsy is performed on the animal when necessary, and the findings are documented with reports.
The extra-mural practical training activity conducted at TARSİM is included as an integral part of the core clinical training. Participation is compulsory for all students. These practices are integrated within the framework of the 4th-year “Clinical and Pathology Practices A and B” courses and the 10th-semester “Professional Practical Training. TARSİM necropsy applications are carried out under the coordination of the Vice Dean, who is responsible for student affairs, the TARSİM Mobile Clinic Coordinator, the Head of the Pathology Department, and the TARSİM General Coordinator.
For hands-on training in Veterinary Public Health (VPH), students have access to facilities at the VETRAF, including a slaughterhouse, a food laboratory, a milk processing unit, and an egg packaging facility. Table 5.1.8 shows the number of visits to slaughterhouses and related premises in VPH.

5.1.2. Analysis of the findings/Comments

Students at the VEE are progressively exposed to various animal species and practical experiences throughout their studies. From the first year, students begin working with anatomical materials—mostly cadavers of animals that died naturally at the VEE facilities—and later, from the 5th semester, with live animals.
Students engage in hands-on learning at the university’s teaching farm (VETRAF) and through partnerships with three nearby farms. Here, they participate in herd health management, reproductive practices (e.g., calving and lambing), and common veterinary procedures like rectal examination and vaccination.
While the program ensures solid clinical exposure to companion animals (mainly at the VTH) and food-producing animals (mainly at three contracted farms but also at VETRAF), insufficient exposure exists in relation to pigs, both in preclinical and clinical contexts. However, this insufficient exposure is sufficiently compensated for by a rich set of illustrative and audiovisual materials, specifically prepared by the VEE. Recent efforts have also been made to address this gap, including the acquisition of six healthy pigs now used for training.
Furthermore, although the number of equine patients is slightly below recommended thresholds (indicator I10), strong collaborations with the Turkish Jockey Club and the collaboration with the vocational school provide sufficient exposure to healthy horses and real clinical cases.
In response to limitations in necropsy opportunities for large animals due to the temporary

absence of a large animal necropsy room, the VEE rely on more than adequate support from an insurance company (TARSIM) that allows students to fully participate in its postmortem and forensic activity in ruminants.
With respect to equine necropsy, it should be underlined that the number of horses in the country has significantly decreased in the last decade so that in 2024 was estimated in 149,219, the majority of them in rural areas. In addition to the significant horse decrease, due to the demolition and reconstruction of partially or fully damaged buildings, the VEE has been facing the temporary absence of a large animal necropsy hall. However, sufficient compensating measures have been implemented by the VEE with detailed instructional videos and immersive VR-based necropsy simulations that have been made available to the students of IUC by the University of Ankara. During the classes, these videos are played in silent mode, while the instructor simultaneously provides real-time procedural explanations and commentary. This integrated approach allows students to observe the necropsy process visually while following the instructor's practical narration.

5.1.3. Suggestions for improvement
The VEE is suggested to adopt further actions for widening the form and the quality of the compensations to all practical aspects related to pigs, including herd management, pathology and clinics.

5.1.4. Decision
The VEE is partially compliant with Standard 5.1 because of suboptimal form and quality of the compensations to all practical aspects related to pigs, including herd management, pathology and clinics.

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 organises external activities with a mobile clinic whose coordination is demanded to a mobile clinic coordination unit. The activities linked to the mobile clinic are organised for 5-10 students from the 7th semester onwards.
The VTH has a 24/7 ambulatory/on-call system for production animals. This system is structured to enable students to participate in emergencies under the guidance of teaching staff. During the visitation, the VEE shows the vehicles utilised as mobile clinic. The vehicle is adequately equipped with ultrasound and RX devices. During the visitation the VEE admits that due to limited demand from nearby farms and production animal businesses, the system is used infrequently. It is, however, maintained to be ready to meet potential extramural emergency requests.
Besides mobile clinics, students also participate in farm visits during specific semesters to gain skills in herd management, shelter design, milking systems, calf care, and animal welfare. Additional extramural activities are conducted at slaughterhouses, shelters, and other facilities where students are involved in pre/post-mortem exams, vaccinations, sterilisations, and other veterinary procedures, always under the supervision of the teaching staff or under the supervision of recognised trained professionals (EPT). The SER mentions the presence of

collaboration with various external stakeholders.

5.2.2. Analysis of the findings/Comments

The VEE offers a comprehensive and well-structured approach to extramural activities, both as CCT and EPT. In this way, the VEE ensures that students gain real-world experience across a variety of settings, ranging from mobile clinics to large farms, horse facilities (Jockey Club) and specialised institutions.

5.2.3. Suggestions for improvement

It is suggested to increase the on-call activities of the mobile clinic related to food-producing animals, providing specialised consultation services (e.g. herd health, metabolic diseases, nutrition, etc..) to the farmers.

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 receive progressive theoretical and practical training in veterinary nursing and care throughout the curriculum. The students are actively involved in the clinical workup of patients during clinical practices. Core nursing skills are introduced in the 5th and 6th semesters through courses such as Internal Medicine Clinical Examination Methods, Surgical Clinical Examination Methods, and Clinical Applications (A and B), covering animal restraint, biosafety, medication administration, sampling, and basic clinical and surgical assistance.

Mandatory EPTs are organised at the end of the 4th (farm), 6th (food), and 8th (clinical) semesters to prepare students to approach and manage animals and to learn to be active participants in the clinical workup of patients.

Clinical teaching in the 4th and 5th years is organised in small groups (4–8 students) to ensure adequate hands-on experience and individual supervision.

Advanced clinical skills are developed from 7th to 9th semesters through Clinical and Pathology courses, Reproduction and Artificial Insemination training, Emergency Department shifts, and Mobile Clinic rotations. Students actively manage cases, perform diagnostic and therapeutic procedures, assist in surgeries, and participate in case discussions.

Monitoring of case logs is undertaken to ensure students have gained practical experience over a wide range of cases.

The VETSIS system supports patient record access and case analysis, while library resources facilitate literature-based learning.

5.3.2. Analysis of the findings/Comments

The VEE offers a well-structured programme integrating theoretical and practical teaching through internships and small-group clinical rotations. These activities provide extensive supervised hands-on experience and ensure progressive skill development.

Group sizes are appropriate, and internships are effectively coordinated by dedicated

committees, ensuring consistent supervision and learning outcomes. Clinical and emergency rotations expose students to real cases, fostering responsibility in patient management.
The VETSIS system and access to online databases strengthen evidence-based learning and independent study. Overall, clinical and practical training is well-organised, adequately supervised, and ensures attainment of the D1C.

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
Since 2015, the so-called "VETSİS-Animal Hospital Veterinary Automation System" has been the software used by the VEE to provide comprehensive patient information management. Patients are recorded before being addressed to the different clinical services. Students have access to the system and can add information as well as retrieve clinical ancillary data. The system is omni-comprehensive, containing not only clinical but also laboratory findings. Students have a dedicated pathway to get access to the information. VETSIS is accessible within the IUC local network. Another software is used for radiology. Different from VETSYS, the latter can be retrieved only within the VTH. During the visitation the VEE shows the function of the record systems to the team.

5.4.2. Analysis of the findings/Comments
The VEE records VTH patient activities in a comprehensive retrieval system. Extramural activities are less efficiently recorded, and in any case on paper, not electronically.

5.4.3. Suggestions for improvement
The VEE is encouraged to adopt a digitally structured system of recording of the extramural activities.

5.4.4. Decision
The VEE is compliant with Standard 5.4.

Area 6. Learning resources

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

resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

The VEE offers a library service and access to information resources both in print and electronically through the Istanbul University-Cerrahpasa system. The University employs an experienced staff of 20 staff members for library services. Because of the earthquake in 2025, the student cultural center in the Acvilar Campus is closed. The library in the Büyükçekmece Campus is open on weekdays. In exam periods the library is open 24/7.

The IUC Library and Documentation Directorate is responsible for purchasing library materials. The materials required by VEE are communicated to the rectorate through the dean's office, based on lists compiled from the departments. Purchases are made by the rectorate in accordance with these requests. The library has a specific section for veterinary books. Most books present in the library are quite old and in Turkish but some are in other languages, mostly English. In the library, students can study. Special individual or group rooms can be reserved

Learning resources for students can be freely accessed through an automated system. Support for students to access this system is provided. The Library and Documentation Department of the University also provide webinars and training. The catalogue of the library, books and periodicals are available through the internet service.

The Central library can accommodate 476 people in group rooms, general reading rooms and a computer room. Printed books (150.000), e-books (1.000.000), periodicals (120), and graduate theses (23.000) are available and extended every year. The annual budget for the library is rising from 10 million TL in 2022 to 41 million TL in 2024. The library offers training courses on database searches and bibliographic management. Students and staff have Wi-Fi access across campus.

The IUC Central Library operates in the Büyükçekmece Campus. This campus will not be used anymore by the VEE when the new building is opened. From that moment, a library will be established on the Avcilar Campus. Compulsory foreign language courses are part of the VEE curriculum which helps the students to use the information technologies offered. Elective courses like Information Literacy and Data Management are offered.

The VEE has a clinical skill laboratory where students can practice clinical skills on models to ensure " never the first time on a live animal".

Distance learning is delivered to students by the CANVAS Distance Education System. This system is also a platform to help students track online courses and to access course materials.

6.1.2. Analysis of the findings/Comments

All learning resources are adequate and represent a good support for veterinary education, research and services. All resources are readily available to students and staff.

A clinical skill laboratory is operative starting from a.a. 2025-2026.

6.1.3. Suggestions for improvement

The number of English language books in the library for veterinary medicine could be increased.

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
The VEE has a library managed by Istanbul University. IT support is provided by several employees (20 staff members) e.g. software development specialists, software/program analysts, network specialists and support staff. Also, email support staff, hardware support staff is available for academic and administrative staff and students. Library publications have increased annually over the last 3 years. The library receives an annual budget. The Eduroam service is present and provides internet access.

6.2.2. Analysis of the findings/Comments
Students and staff can access study materials, videos, scientific articles and electronic books from home using a VPN network and at the VEE, with the university login. Students can lend books to study at home.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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

6.3.1. Findings
The VEE sees a Clinical Skill Laboratory (CSL) as an essential tool to enhance the quality of the education provided for students. The first steps to start the Clinical Skill Laboratories were already taken in 2020 but the earthquake and the Covid-19 pandemic delayed the process. During the 2024-2025 academic year the CSL was completed covering an area of approximately 100 m2. Students can practice clinical skills in the CSL before the first clinical examination on live animals. The CSL is open on weekdays from 09.30 till 16.30. Outside these opening times access can be granted by filling in a form 1 week before the planned visit.
It is foreseen that soft skills equipment will be installed in the next couple of years.

6.3.2. Analysis of the findings/Comments
The CSL is well equipped with both companion animal stations and farm animal stations.
In March 2026 a compulsory course in the CSL will start in the 4th semester. Till then, the CSL is open after an appointment made by a student. Staff will then be present to help the student.

6.3.3. Suggestions for improvement
None.

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 University's candidate student website and the website of the IUC Directorate of Students Affairs provides updated information on the university and faculty facilities, including regulations and directives on admission and enrolment, which is done either personally or online via the e-Government system. The VEE's website and announcements on social media platforms provide up-to-date information on the veterinary curriculum and certification, including the Education and Training Plan and Directives and other guidelines and procedures specific to the VEE.
Admission of international students is based on their scores and placement results from the Foreign Students Examination, administered by the Student Selection and Placement Center. International students must provide evidence of a working knowledge of Turkish to enrol. All procedures related to the application, placement processes and advisory services are accessed via the website of the IUC International Student Office.
The list of bilateral agreements under the Erasmus programme is published on the website of the IUC's Erasmus Programme Coordination Office and information regarding the VEE's national and international collaborations is regularly announced on the VEE's website.

7.1.2. Analysis of the findings/Comments
The VEE has a well-developed web-based system for information about enrolment and the student "life cycle". In addition, there are in-person promotion days to see the VEE's facilities, talk to staff and ask questions. Formal collaborations with other VEEs are well 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 number of admitted students is determined by the Council of Higher Education (CoHE). The quota has been 130 students in 2024-2025 and for the past 3 academic years, although the Faculty Administration in November 2023 proposed to the CoHE to reduce it to 70 due to inadequacy of classrooms, laboratories and the capacity of the VTH. The total annual uptake is however higher (151-158 students) mainly because of admission through vertical and horizontal transfer.
CoHE has accepted the proposal of reducing the general placement uptake to 70 for the academic year 2025-2026.

7.2.2. Analysis of the findings/Comments
The annual uptake of students exceeds the number of students which can be accepted based on the available resources as judged by the VEE's administration by more than 100% in 2024/2025. Although this has been corrected for the academic year 2025-2026 by reducing uptake to 70 students, the resources available compared to the number of students will only gradually improve over the next few years. The indicators related to staff (I1-I3) are however above EAEVE minimal values except for I3 (support staff/no of students), but for this indicator, the trend of raw data is clearly increasing from 2022 to 2024 (89, 96, 119) and is expected to continue increasing. The number of students who graduate each year has decreased from 244 in 2021-2022 to 148 in 2024/2025. The number of registered students for each of the curriculum's 5 years exceeds the annual uptake as a consequence of the fact that more than one-third of the students take more than 5 years to graduate. The proportion of students taking more than two extra years to complete their studies is however declining over the past 4 academic years.

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
Students are admitted to the VEE through a nationally recognised two-stage examination known as the Higher Education Institutions Examination (YKS). It consists of a Basic Proficiency Test (TYT) and as the second stage, the Field Proficiency Test (AYT). The AYT evaluates the candidates' subject-specific knowledge and for admission to the VEE the "Quantative" score type based on Mathematics and Science is taken into consideration.
In addition to this main admission type, students can also be admitted via horizontal transfer (other veterinary faculties) and via vertical transfer from associate degree programs.
There is no specific student selection committee for the VEE and appeals take place directly between the applicant and the Student Placement and Selection Centre (OSYM).

7.3.2. Analysis of the findings/Comments
Access requirements and the admission procedure to the VEE's veterinary programme are fully advertised and transparent. Since it follows the national standard procedure, the VEE cannot influence the composition or training at OSYM, and it has no influence on the selection committee's evaluation of the tests. Results of the prospective students' examinations are published online. An appeal procedure for unsuccessful applicants is established.
The VEE annually reports to the Council of Higher Education on the suitability of student quotas and selection in terms of educational and clinical capacity of the VEE thus indirectly contributing to the national placement process.

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
Applicants with disabilities or health conditions are required to send a description and documentation of their health/disability status to ÖSYM before their entrance examination. If accepted, the ÖSYM Disability Counselling and Coordination Units provide prospective candidates with appropriate testing accommodations based on their needs. Students with disabilities who gain admission to IUC are registered by the Disability Counselling and Coordination Unit and a designated VEE representative from this unit identifies the student's needs and ensures that educational programs are organised in a way that does not hinder the student's participation. The principles and procedures for supporting students with disabilities are provided in the Directive on Equal Opportunity for Students and Staff with Special Needs at IUC.

7.4.2. Analysis of the findings/Comments
There is a clear university policy and the organisational structures in place to ensure that people with disabilities and illnesses are accommodated in the veterinary study programme and that adaptations to their specific needs are made and monitored.

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
All information regarding academic progression and graduation requirements are readily available to the students at the VEE's website and the EBS platform. The basis for decisions on progression is the "Education and Training Plan and Directives" of the IUC-FVM and the "Veterinary Clinical Proficiency Training Period: Education and Working Principles". In brief, students are required to complete courses totalling 30 ECTS each semester. Attendance limits are given for theoretical (70%) as well as practical (80%) courses to sit the final exam. Students can only progress to the Practical Proficiency Training (PPT) period (10th semester) when they fulfil a well-defined set of criteria concerning progression in previous semesters. Students who fail in up to 3 disciplines of PPT are required to repeat those disciplines whereas students failing more than 3 disciplines must repeat the entire PPT period.
Each student is assigned an academic advisor who regularly monitors their academic progress and provides guidance. Students who need further academic and/or psychological support are referred to the Guidance and Psychological Counselling Unit of IUC. The average student attrition rate is approximately 6%, typically occurring within the first 2 years of study. The main dropout reasons are unmet professional expectations, difficulty in adapting to university life, family or personal issues or financial challenges. In the latter case, the student's academic advisor informs about scholarship opportunities within and outside IUC.

7.5.2. Analysis of the findings/Comments
The basis for decisions on their progression is explicit and readily available to the students.
The VEE does monitor attrition and progression and there are mechanisms established that provide support for students that are not performing adequately. There is no mechanism for the VEE to change admission criteria as these are determined at a higher level than the VEE.

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
The rules for dismissal of students are defined in the "IUC Associate and Undergraduate Degree Education and Examination Regulations" and the "Regulation on Student Disciplinary Procedures in Higher Education Institutions" that are communicated to students through various channels. Reasons for dismissal include exceeding 8 years to complete the program, voluntary withdrawal and disciplinary actions. In the latter case, the decision of the VEE's Faculty Executive Board can be appealed to the University Executive board and, if dismissal is maintained, to administrative courts.

7.6.2. Analysis of the findings/Comments
The mechanisms for exclusion are explicit and communicated to students. The VEE's policies for handling appeals on academic, administrative and disciplinary decisions against students is also transparent and communicated to students. Decisions and appeals concerning admission are not handled by the VEE (See 7.3).

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
Each registered student is assigned an academic advisor who guide them on academic as well as personal matters. The IUC Medico-Social Centre offers primary health care services to students, including psychological counselling. The VEE's campus facilities include sports facilities and 12 student clubs. The Disabilities Counselling and Coordination Unit develops solutions and support mechanisms for disabled students. The IUC's Career Planning Application

and Research Centre provides students and graduates with advice on career management. Students can directly report any issue, either verbally or in writing, to the faculty administration, through anonymous letter boxes if they wish and the VEE has a specific Request and Evaluation Commission that evaluates all complaints regarding academic, physical, psychological or social well-being issues. There is a clearly defined procedure for handling such requests and complaints.

7.7.2. Analysis of the findings/Comments
The VEE does provide support for the physical, emotional and welfare needs of the students, including those specific to disabled students. In addition, there is a clearly defined procedure for dealing with personal problems, including interpersonal conflicts and cases of harassment. The provision of an academic advisor to each student is considered an important "first line of defence" in case of academic or personal problems and is to be highly commended.

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
Students can report any issue, anonymously if they like, through the request and complaint boxes at the VEE campus or through direct verbal or written communication with the Dean, Vice-Deans or through their academic advisors. They can also choose to go through one of the elected student representatives or use the online Reporting Form. As described in 7.7 the VEE has a specific Request and Evaluation Commission that evaluates all complaints regarding academic, physical, psychological or social well-being issues. There is a clearly defined procedure for handling such requests and complaints (Annex 3.7.1). In brief, the request/complaint is reviewed by members of the Commission, data and information collected from relevant staff and a preliminary assessment report is made and submitted to the student through the faculty administration. Confidentiality is ensured throughout the process.

7.8.2. Analysis of the findings/Comments
There are mechanisms for students to convey needs and wants online as well as through personal channels such as to contact the VEE's administration or one of the elected student representatives. This also enables students to raise comments and complaints about the VEE's compliance with national and international legislation and the 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 IUC regulations (Article 25 of the 2018) describe the rules for examinations, both during the course and final exams, and Article 26 defines the conditions for success. These regulations were established in accordance with the specifications of the IUC's educational strategies, but also with the SOPs of the EAEVE and VEDEK.

The assessment system for undergraduate programmes takes into account the specific and cross-disciplinary skills expected of veterinary medicine professionals.

The assessment process is monitored directly by the Dean's office, the Assessment and Evaluation Committee, and the Curriculum Committee. It is monitored indirectly by the Quality Office.

The assessment focuses on the learning outcomes expected in accordance with the outlined strategy and includes the acquisition and application of the knowledge and skills necessary for veterinary practice, the development of critical thinking, and communication skills.

Assessment and its methodologies are the responsibility of the responsible of each subject, in accordance with IUC strategies, and students are duly informed about the form and dates of assessment**.**

Assessment of theoretical knowledge is in oral or written form (such as multiple choice, short answer, open-ended answers, or essay-based formats) and also, as assignments and projects (such as research papers, case studies, literature reviews, or presentations).

Laboratory practices aim to assess students' proficiency in using equipment, conducting experiments, and performing and interpreting diagnostic tests relevant to future professional activities.

Clinical practice is assessed in the third year and beyond. In this third year, students are assessed through practical examinations and evaluations of internal clinical examination and surgical clinical examination methods, and in clinical practice. These assessments focus on skills that include patient handling and restraint, obtaining medical history, basic examination techniques, interpretation of diagnostic images, and basic surgical procedures.

During clinical rotations in the 4th and 5th years, diagnostic skills are assessed while performing procedures and treatments on actual patients. Also, they are assessed through presentations and case discussions to evaluate the development of clinical reasoning.

Communication and decision-making skills are encouraged and assessed through clinical problem-solving activities.

Students complete portfolios and forms to document their experiences.

Students are required to pass each of the practicals for which they have printed forms, in 13 clinical subjects; implementation in digital format is scheduled to begin in the 2025-2026 academic year.
There are three “stage” periods which correspond to the EPT in the 4th, 6th and 8th semesters during the academic period. These are assessed by the relevant Internship Committee through an interview, considering the EPT documentation submitted.
The classification is pass or fail, and the decision is communicated to the Dean. Those who fail must repeat the respective EPT.
The final result is communicated by the Dean's office.
Currently, in addition to scheduled mid-term and final exams, short tests are also administered during the semester. The number of tests may vary depending on the subject.
At the end of the 5th year, each student must prepare, present, and defend a graduation thesis with an academic jury.
The thesis subject is determined jointly by the student and an academic advisor from the department of their choice. The aim may include veterinary clinical practice, case follow-up, retrospective studies, analyses of situations related to different subjects in veterinary medicine and animal husbandry, experimental studies, or reviews of current topics.
The thesis must be prepared and presented in accordance with the designated format described in the regulations. The presentation is graded as PASS or FAIL. Students who fail are required to prepare a new thesis in a new semester.
A student who successfully completes the thesis presentation and passes all relevant subjects and practical components is approved and graduates.

8.1.2. Analysis of the findings/Comments
At the VEE, a clearly identified structure showing lines of responsibility for the assessment strategy is in place. Assessment methods are a combination of different methods to promote comprehensive assessment and are defined according to the objective of each subject.
Theoretical and practical assessments are perfectly legislated and those responsible for the assessments are determined.
EPT periods must be completed and approved, but the parameters that determine their approval or failure are not described.

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

Assessments are subject to the IUC-FVM Undergraduate Education Procedure. Students may take final examinations if they have attended at least 70% of the theoretical classes and successfully completed at least 80% of the practical classes. The AKSIS computer application (Measurement and Assessment Module) is used for assessment purposes.

Student performance grades are calculated using a relative or absolute grading system. The grade is calculated by weighting the student's semester activities and final exam results according to predetermined proportions. The course grade is obtained by converting the raw grade to a 4-point grading scale. The final or reassessment examination contributes 50% to the course grade.

Students obtain a passing grade if their scores are 2.00 or higher. If the grade is lower than 2.00, they fail and must retake the exam.

Each student has an academic advisor by the programme coordinator at the beginning of their Veterinary degree. Throughout the student's training, the academic advisor monitors the student's progress, provides guidance on course selection, academic planning, regulations, guidelines, relevant procedures, rights and responsibilities, as well as personal development. This advisor meets at least once per academic year, individually or in groups, with their students. Exchange students from programmes such as ERASMUS or other bilateral cooperation protocols also have academic advisors who are appointed in collaboration with the Bilateral Relations Committee.

Appeals regarding exam results are handled in accordance with the IUC-FVM Appeal and Complaint Procedure. Students may appeal exam results within three working days of their publication by completing the ‘Exam Result Appeal Form’ available on the Faculty website and delivering it in person to the Student Affairs Office requesting a review of the exam.

The review committee, appointed by the rector, consists of three members of the faculty relevant to the subject in question, including the professor responsible for the examination. Official assignments are issued to the committee through the EBYS system.

The committee must review the appeal and reach a decision within a maximum of three working days. The results of the appeals are announced to students through the AKSIS system.

8.2.2. Analysis of the findings/Comments

The assessment methodology for each course is defined, implemented and adequately communicated in accordance with the institution's regulations.

Mechanisms for students to appeal against assessment outcomes are in place.

8.2.3. Suggestions for improvement

Although the final grading formula is a system uniformly applied to the entire university, the VEE should consider the possibility of simplifying it.

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
In general, the criteria for assessing students have already been established and are defined through regulations and implementation procedures by the various committees (Assessment and Evaluation Committee, Student Affairs Committee, and Curriculum Committee of the IUC-FVM).
The decisions, regulations, and principles established by these committees are presented for consultation to all interested parties and then approved by the Faculty Council. After this approval, they are published in the KALSİS system.
Educational quality and overall satisfaction are assessed in accordance with the Stakeholder Assessment Procedure implemented by the IUC Quality Coordination Office.
These assessments include course evaluations and student satisfaction surveys. The results of these surveys are communicated to the teaching staff.
Results below the threshold values defined in the Strategic Plan are subject to an action plan. The action plan is coordinated by the Quality Assurance Representative of the teaching staff and the IUC Quality Coordination Office.

8.3.2. Analysis of the findings/Comments
Assessment outcomes are regularly reviewed by the VEE ensuring that programme learning outcomes form the basis for assessment design.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

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

8.4.1. Findings
IUC-FVM promotes practical training as an indispensable element of veterinary education, motivating students to actively engage in various simulated and real-life case-based learning procedures, focusing on problem-solving activities related to animal health, disease prevention, animal welfare, food safety and hygiene, and public veterinary services, all carried out within the framework of relevant national legislation.
Learning outcomes are monitored through the Academic Information System (AKSIS). Students enter their exam results, and each exam question is linked to the relevant Course Learning Outcome (CLO) and Programme Outcome (PO). For each learning outcome, the association with the corresponding programme outcomes is graded on a scale of 1 to 5. Students' individual responses to each exam question are then scored accordingly.

Through the "Accreditation Reports Module", the degree of alignment of each student's responses with the intended CLOs and POs is analysed based on the exam results. This system facilitates the assessment of the fulfilment of educational objectives and allows for the implementation of improvement measures where necessary.
The active involvement of students in the learning process plays a significant role in promoting self-directed learning. The faculty also offers individual study areas equipped with computers and internet access, which students can use during their free time to continue their education independently. Exams serve as a final assessment of the knowledge and skills acquired.

8.4.2. Analysis of the findings/Comments
The VEE provide assessment strategies allowing the certification of student achievement of learning objectives at programme and individual unit levels.
The VEE has computerised systems to encourage student participation in practical and clinical activities, which allow for simultaneous monitoring and assessment of students as they complete the available forms. This system also allows for adjustments and updates to content or corrections of any deviations from the course objectives.
Student participation in veterinary medicine training, including clinical practice, practical professional training, EPT periods, seminars and undergraduate thesis work, is continuously monitored and evaluated by the departments, coordinators and committees responsible.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The VEE is compliant with Standard 8.4.

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

8.5.1. Findings
Students are required to complete practical training during the different years of the course, starting in the 5th semester, and based on the 'Regulations on the Implementation of Clinical and Pathological Training' and the 'Practical Training Logbook' records for D1C, where the performance criteria are described. Coordinators are appointed to supervise at the beginning of each semester.

The logbooks are reviewed in accordance with curriculum updates, which are carried out every seven years under the leadership of the Curriculum Committee. Annual updates are also made when deemed necessary, based on feedback received from internal and external stakeholders. Improvements made to the student information system (AKSIS), starting in the 2024-2025 academic year, have established a correlation between students' academic performance in exams and their results, which can now be monitored for the course as a whole or for individual students. This system allows for the objective measurement of student success, including D1Cs. Following the reporting and analysis of this data, comparative assessments are carried out between the desired results and the actual results, and improvement actions are implemented in areas where gaps are identified.

8.5.2. Analysis of the findings/Comments

A range of assessment methods is employed across the curriculum which are both formative and summative, including written and oral examinations, practical skills evaluation, and thesis work, allowing for the appraisal of various types of learning outcomes.

Although the logbook has not yet been fully implemented and only works in some areas, in all preclinical and clinical sciences, record books and evaluation forms are actively used to document compulsory participation, case tracking, and assessment (see also section 3.5.3.)

8.5.3. Suggestions for improvement

None.

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

The qualification of the teaching staff is guaranteed by the fact that all the personnel must meet minimum requirements set by the Council of Higher Education (CoHE) for veterinary programmes. The CoHE ensures that program competences are aligned with the Turkish Qualifications Framework (TQF), that is aligned with the European Qualifications Framework (EQF) in order to guarantee that higher education programs comply with both national and international standards. The CoHE is the institution that also evaluates the staff research

activities.
The VEE has a clear and transparent process for the recruitment and development of staff. The SER gives details on the procedures.
Teaching staff candidates must meet the Academic Appointment Criteria that are firstly examined by a Preliminary Evaluation Committee appointed by the Rector. The applications are then forwarded to a scientific jury that includes members from other universities.
Support staff candidates are selected through the Central Administration system, as is standard practice throughout Türkiye. The employment of support staff is regulated by Articles 4/A, 4/B, 4/C, and 4/D of the State Civil Servants Law No. 657.
The VEE has set a mandatory training for the academic staff called: "Training of trainers program" for professional development. The Training of Trainers programme is designed to ensure that academic staff not only have expertise in their own fields, but also acquire the pedagogical, assessment and communication skills necessary for high-quality veterinary education. Within this framework, teaching staff receive structured training on student-centred teaching methods, assessment tools such as Multiple-Choice Questions, OSCE, DOPS and mini-CEX, and techniques for providing constructive feedback and supporting reflective practice. The programme also covers the effective use of education technologies compatible with the Bologna framework, mentoring skills, and continuous quality assurance processes. These training activities are delivered through university-level initiatives, including courses organised by the Centre for Continuing Education, as well as participation in national and international Trainer Training modules supported by YÖK, TÜBİTAK, Erasmus+, and EU projects. By participating in these activities, academic staff continuously improve their teaching and assessment competencies, standardise the quality of education within the VEE, and contribute to a transparent, objective, and student-centred learning environment. The content of the Training of Trainers Programme includes: Education and Teaching Knowledge, delivery of Education and Teaching, communication and Interaction, self-confidence and stress, preparing for Instruction, presentation Preparation and Delivery, adult Education (Andragogy), educational Technology - Technological Instruction, assessment and Evaluation, educational Management.
At the end of this training, which is provided by various universities' distance learning centres and in face-to-face courses, participants are awarded a certificate.
The vast majority of teaching staff hold doctoral degrees; some academics also have national or international specialist/post-specialist diplomas. There are currently no teaching staff holding diplomas at the level of the European Board of Veterinary Specialisation; however, incentive and support mechanisms have been established to promote capacity development in this direction.
Table 9.2.2. shows that almost all teaching staff (156 out of 159 in 2024) are veterinary graduates and are all employed on a full-time basis. In addition to the teaching staff the VEE has 229 PhD students. These are enrolled on a voluntary basis (and therefore they should find economical resources outside the VEE), but can eventually upgrade their situation (also economically) by being admitted to a position of researcher (supported by the VEE).

9.1.2. Analysis of the findings/Comments

The VEE ensures that all staff are appropriately qualified in line with national (CoHE) and EU (EQF) standards. Recruitment procedures are fair and transparent, involving external evaluation committees for academic staff and standardised national processes for support staff.
A formal, quality-assured Training of Trainers programme is mandatory for all newly appointed teaching staff and includes pedagogy, assessment methods (e.g. OSCE, DOPS), digital tools, e-learning, biosecurity, and QA procedures. Ongoing participation is encouraged through national

and international initiatives.
Nearly all teaching staff (156 out of 159) are veterinarians employed full-time, ensuring that over two-thirds of student instruction is delivered by qualified vets, as required. Although no EBVS/ECV diplomas are currently held, the VEE is planning to develop mechanisms to encourage future specialisation (see also section 3.1.3.3.).
Overall, the VEE complies with the required standards for staff qualification, training, and recruitment, supporting high-quality, student-centred education.

9.1.3. Suggestions for improvement
None.

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
The VEE currently employs 159 full-time academic staff, with 156 of them veterinarians demonstrating a high degree of subject-specific qualification. The inclusion of a few staff members from other academic backgrounds has increased diversity, however, the VEE ensured that their academic background has relevance to the field.
In 2024, 77 were professors, 30 associate professors, 9 assistant professors, 19 doctoral research assistants, 24 research assistants. Moreover, there are 229 PhD students. The teaching staff should periodically attend the so called "Training of Trainers", organised by the IUC Rectorate and aimed at developing staff competences in student-centred and active learning approaches.
Furthermore, faculty engagement with the private sector is facilitated through Entertech Istanbul Teknokent and IUC Protek, allowing for consultancy work and entrepreneurial activity within a regulated framework. This bridges academic knowledge with real-world applications and contributes to public and private sector development.

9.2.2. Analysis of the findings/Comments
The total number, qualifications and skills of all staff are sufficient and appropriate to deliver the study programme and in compliance with the EAVE requirements.
A formal procedure exists for evaluating the teaching staff's competences and commitment.

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 has a procedure of acknowledgement for teaching excellence regulated by a document at the university level. The Academic Incentive and Award Procedure is reported as annex 9.3.1. of the SER. The implementation of this procedure is the responsibility of the Board of Directors, the Project and Technology Transfer Office (PROTEK) Board of Directors, and the General Secretariat. "Achievement Awards" are given every two years to academic staff in three areas: "Health," "Science and Engineering," and "Education and Social Sciences". The criteria for awarding are publications, projects, industry collaborations, and patents. Academic staff included in the awarded list are invited to a ceremony at the university level, where the Rector/Vice Rector presents the "Academic Achievement Certificate".
A rewarding system is also implemented at a national level within the scope of the “Academic Incentive System” established by the CoHE.
A software (The Academic Data Management System - AVESIS) is developed to create an inventory of academic activities; it measures and evaluates the performance of institutions, units, departments, and individuals.
Moreover, the VEE offers various didactic and pedagogical training opportunities to strengthen the educational skills of teaching staff. In this context, teaching staff can participate in in-service training programmes, workshops, and seminars organised on topics such as assessment methods, innovative teaching techniques, the use of educational technologies, and student-centred learning. Moreover, the VEE encourages academic staff to take advantage of training provided by Istanbul University-Cerrahpaşa Continuing Education Centre and national/international programmes supported by institutions such as TÜBİTAK. This ensures that staff's pedagogical competences are continuously developed and that the curriculum is delivered in line with current needs.
During the visitation, the VEE explains that teaching, research and administrative workload is distributed evenly according to the academic titles and responsibilities of the teaching staff. Associate Professors are mainly involved in undergraduate courses, laboratory and practical training, while also contributing to consultancy and research projects. Associate Professors take on broader responsibilities in undergraduate and postgraduate courses, supervise master's and doctoral theses, and develop independent research projects. Professors, on the other hand, teach at both undergraduate and postgraduate levels, as well as undertake academic leadership, administrative services, quality assurance processes, and represent the faculty on national/international platforms. The research load also increases in parallel with seniority; while publications and project contributions are expected from junior faculty members, senior faculty members are primarily responsible for project leadership, securing external funding, and

mentoring junior academics. Furthermore, administrative duties, committee memberships, and institutional coordination tasks are primarily distributed among associate professors and professors. This structured distribution ensures that the workload is shared fairly, career development is supported, and activities are carried out in line with the mission of the VEE.
In respect to participation in scholarly activities, during the visitation the VEE explains that the participation of teaching staff in academic activities is both legally guaranteed and supported by universities through various resources. Teaching staff can obtain domestic and international assignments with the approval of the Rectorate or Dean's Office to participate in scientific congresses, symposiums, workshops, and conferences, and can benefit from travel and daily allowances during this process. Scientific Research Projects (BAP) funds conducted within universities, TÜBİTAK and other national/international research support programmes provide participation support to teaching staff. In addition, international academic mobility opportunities are offered through exchange programmes such as Erasmus+, Mevlana, Fulbright and bilateral agreements. The university also encourages participation with additional resources provided from revolving capital revenues or its own budget; it ensures continuous participation in academic activities by providing additional support based on members' publication and project execution performance.

9.3.2. Analysis of the findings/Comments

The VEE demonstrates a strong and structured approach to supporting the professional growth and recognition of its teaching staff. Opportunities for didactic and pedagogical training are regularly provided through in-service programmes, workshops, and seminars on topics such as student-centred learning, assessment methods, and educational technologies. These are further reinforced by access to national and international training opportunities (e.g. TÜBİTAK, Erasmus+), fulfilling the requirement to support staff in developing their teaching and assessment competencies.
The VEE has also implemented a formal reward system for teaching excellence, regulated at the university level through the "Academic Incentive and Award Procedure." This recognises staff achievements in research, innovation, and collaboration, and includes a public ceremony that reinforces institutional appreciation. Additionally, a national-level incentive system supports performance evaluation and recognition through the AVESIS platform.
Teaching staff benefit from a balanced workload that aligns with academic rank and responsibilities. Duties in teaching, research, and administration are clearly distributed, supporting both career development and institutional function. Senior staff take on greater leadership and mentoring roles, while junior academics focus on teaching and research output.
Finally, participation in scholarly activities is actively encouraged and well supported through institutional, national, and international funding mechanisms. Teaching staff have access to travel grants, project support, and mobility programmes, ensuring their continued academic engagement and international exposure.
In summary, the VEE provides a stable, supportive, and development-oriented environment for teaching staff, fully aligned with European standards for academic excellence and professional sustainability.

9.3.3. Suggestions for improvement

The teaching staff is encouraged to participate more actively and benefit from the possibility of exchanges with foreign institutions. Increasing participation in international mobility

programmes could help overcome the hesitation and limited confidence in using English that has been observed in some members of the teaching staff.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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

9.4.1. Findings

The VEE actively involves the academic staff in decision-making processes by including them in several committees and commissions. The support staff is also involved in some decision processes, especially those related to the administration.
The VEE utilises the same academic promotion system adopted in the entire country. The system is regulated by the "Higher Education Law No. 2547" and the "Regulation on Academic Organisation in Universities". The system places emphasis on various criteria specifically defined for each academic position and periodically reviewed and updated.
A nationally approved system is also adopted for the promotion of the support staff. This is valid for the promotion and title changes of civil servants working in higher education institutions, emphasising the principles of merit and career.
The VEE has very clear and structured criteria for the promotion.
To be appointed to the position of Assistant Professor candidates must hold a doctorate and must demonstrate foreign language proficiency. Furthermore, candidates must meet research and innovation criteria, such as having participated in internationally or nationally funded scientific projects or having filed a patent application. Publication requirements vary by field. In addition, candidates must obtain a total of at least 300 points in the university's evaluation system, including at least 100 points from publications and academic activities and at least 30 points from entrepreneurship and innovation activities. To be reappointed as an Assistant Professor, candidates must demonstrate that they have been academically active since their previous appointment. Furthermore, candidates must achieve a total of at least 150 points according to the university's evaluation system; of these points, at least 60 must be obtained from publications and academic activities, and at least 15 from entrepreneurship and innovation activities. These criteria aim to ensure that faculty members maintain their scientific productivity and comply with the university's quality assurance framework.
To be appointed to the associate professorship position, candidates must have obtained the title of associate professor from the Higher Education Council (YÖK) and must have maintained their scientific productivity since obtaining this title. Candidates are expected to take part in nationally or internationally supported projects as a project leader or researcher, or to apply for a patent.

Publication requirements vary by field. In addition, candidates must obtain at least 400 points according to the university's evaluation system.
To be appointed to the professorship, candidates must have held the title of associate professor granted by the Council of Higher Education (YÖK) for at least five years and must demonstrate academic productivity and leadership at the national and international level in their fields. In addition, candidates must obtain a total of at least 600 points according to the university's evaluation system.

9.4.2. Analysis of the findings/Comments
The VEE involves both academic and support staff in its decision-making processes through participation in various committees.
Promotion procedures are clearly defined, nationally regulated, and merit-based. Academic promotion relies on a transparent point system that evaluates research, innovation, and academic activities.
Overall, the VEE provides a comprehensive framework for staff development and promotion.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.

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

9.5.1. Findings
The quality of teaching and the teaching staff are primarily measured by course evaluation questionnaires completed by students at the end of each semester, which are conducted by the IUC Quality Coordination Office via AKSİS, the quality assurance system. Annex 7.7.3 is the “Stakeholder assessment procedure”. The document shows and details how different stakeholder analyses are conducted and how the processes are defined and systematically maintained. It is a system valid for all universities, and the Rector, Quality Management Representative, Quality Coordinator, IUC Survey Commission, General Secretary, Department Heads and Unit Quality Representatives are responsible for the implementation of these procedures. The documents clearly indicate that the system is finalised to provide stakeholder-focused services. In particular, a student satisfaction survey is conducted every year in May.
The results are collected anonymously, processed by the Quality Coordination Office, and reported to the Unit Quality Representative. The representative shares the feedback reports with the person responsible for each course, ensuring that personal data is protected. Course managers are asked to develop action plans for questions that fall below the threshold value of 3.2, as determined in the IUC strategic plan. The Quality Coordination Office and the VEE Quality Unit jointly monitor the implementation status of the action plans. Reports related to course evaluation surveys are shared with external stakeholders at the annual external stakeholder

meetings, with relevant participants at curriculum review meetings, and with the VEE administration at management review meetings. Furthermore, various preventive and corrective actions may be taken at these meetings if deemed necessary.
During the visitation, the team noticed that in all departments there is a box where it is possible to insert comments and suggestions. As also confirmed by the students, this system of complaining or raising concerns is the favourite from their part. The complaints are then discussed by the vice dean with the representatives of the students, and an action is decided. This decided action is transmitted to the students by hanging a note close to the box. During the visitation, the students confirmed that they prefer this more direct system of communication with their professor to the officially organised professor assessment. Also the EPT is subjected to an evaluation from the students. This feedback is used to verify and confirm the suitability of the internship locations.

9.5.2. Analysis of the findings/Comments
A structured and cyclical system for evaluating teaching staff is in place. The process is well-documented, involves multiple stakeholders, and includes regular monitoring.
However students prefer a more direct form of presentation of complaints and problems, for example, by using suggestion boxes or by presenting their issue directly to the teaching staff.
As also confirmed by the students during the visitation, all the systems utilised contribute to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.3. Suggestions for improvement
The VEE is encouraged to increase the student awareness on the importance of using also the “official teaching staff evaluating system”, which can also be used for summarising information and discussing objective data.
The response rate to student surveys may be increased by consistently producing a response to the survey in a “you said-we did” format.

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 indicates a strong commitment to research, as well as development of research activity focusing on animal health, diseases and welfare, public health and environmental topics. The teaching staff is committed to integrating research in teaching. In the last 3 academic years academic staff has published 263 articles. A list of funded research programs is provided in table 10.1.1 exceeding 2.5 million euro’s. Also projects were funded by the Scientific and

Technological Research Council of Turkey. The list provided in the annex demonstrated the wide range of topics including projects in basic sciences and clinical sciences.

10.1.2. Analysis of the findings/Comments
Research is very important for the VEE. Because of the improved research output, the VEE has risen in the list of Turkish Universities. Academic staff incorporate research into the curriculum. The number of publications is part of the promotion criteria.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The VEE is compliant with Standard 10.1.

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

10.2.1. Findings
The curriculum includes research assignments and a thesis for undergraduate students. The students acquire knowledge on research methods, techniques and scientific article literacy through a specific course in the first year: Scientific Research Techniques. An extra course has been added from 2025: Information Literacy and Data Management. Undergraduate students can participate in research projects. In the period 2022-2025 this was done by 50 students in 30 projects. The VEE also provides opportunities for students to participate in international exchange programs.

10.2.2. Analysis of the findings/Comments
Students demonstrate training in scientific research techniques in their thesis. Students are assessed as "Pass" or "Fail" on the undergraduate theses they prepare. Students first prepare their theses in consultation with their supervisor. Subsequently, the relevant Department sets a date and invites all teaching staff and students involved in the thesis to a meeting. On the relevant date, students give a presentation and answer questions from both the lecturers and their peers, demonstrating their competence through peer assessment. Students do courses and research projects in other universities within Turkey and abroad. The Erasmus program is popular among students and academic staff who actively help students to use this program.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

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

10.3.1. Findings

The VEE offers graduate training with the belief that education is a lifelong activity. Training sessions are organised and a list of participants in the last year is provided. Master's programs are offered in Basic sciences, Preclinical sciences and Food Hygiene and Technology. The VEE provides PhD programs. PhD students participate in both clinical sciences, basic sciences, breeding, nutrition and food hygiene and technology. Most PhD students are in Clinical Sciences.

10.3.2. Analysis of the findings/Comments

There are no training programmes, such as internships and residencies at the VEE, nor are they present in other veterinary faculties in Türkiye. It is confusing that 5th year students are named interns in the VTH.

PhD students have a strange position at the VEE. They follow courses, teach students, do clinical work but only some of them are actually paid. Therefore, they work beside their PhD position, often in other clinics to earn money.

PhD students and staff are aware of the EBVS system of specialisation. Because of the limitation in students admitted to the VEE, it is foreseen that staff could have extra time to do research or have time to improve their competencies. This extra time could also be used for an EBVS residency.

One of the academic staff will start a residency for EBVS specialisation in November 2025. The VEE would like to have more residents for EBVS colleges but financial difficulties make this challenging.

10.3.3. Suggestions for improvement

As already reported in section 3.1.3.3., the VEE should implement a strategy to increase the number of EBVS specialists among the teaching staff. This may be achieved by encouraging faculty members to enrol in specialised training or by facilitating the recruitment of specialists currently abroad to return to the University as faculty members.

It is suggested that the VEE puts effort into improving the time available of PhD students to enhance the results of their research projects. The VEE should also reflect on the possibility of increasing the amount and distribution of PhD-related fellowships.

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

Quality control of post-graduate courses and PhD programs is done by the Quality Coordination Department. The VEE wants research activities to contribute to the professional development of staff. Project proposals are evaluated using a Project Process Management system. Students can be added to a project with a maximum of 2 undergraduate students and 1 graduate student

(with a thesis).

10.4.2. Analysis of the findings/Comments

The VEE is a Research University. Therefore, all research activities should contribute to the professional development of faculty members and students. The QA system ensures this based on the criteria of IUC.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators

	Name of the VEE:	**Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine**			
	Name & mail of the VEE's Head:	**Prof. Dr. Hasan ALPAK**			
	Date of the form filling:				**15/08/25**
	Raw data from the last 3 complete academic years	**2024**	**2023**	**2022**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	159	155	158	157,33
2	n° of undergraduate students	855	890	996	913,67
3	n° of FTE veterinarians involved in veterinary training	156	152	155	154,33
4	n° of students graduating annually	159	227	244	210,00
5	n° of FTE support staff involved in veterinary training	119	96	89	101,33
6	n° of hours of practical (non-clinical) training	1184	1184	1184	1184,00
7	n° of hours of Core Clinical Training (CCT)	802	802	802	802,00
8	n° of hours of VPH (including FSQ) training	304	304	304	304,00
9	n° of hours of extra-mural practical training in VPH (including FSQ)	32	32	32	32,00
10	n° of companion animal patients seen intra-murally	22120	12651	23918	19563,00
11	n° of individual ruminant and pig patients seen intra-murally	46	48	51	48,33
12	n° of equine patients seen intra-murally	30	3	83	38,67
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	2435	2272	2530	2412,33
14	n° of companion animal patients seen extra-murally	135	1290	515	646,67
15	n° of individual ruminants and pig patients seen extra-murally	369	4710	9396	4825,00
16	n° of equine patients seen extra-murally	204	500	140	281,33
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	70	153	0	74,33
18	n° of visits to ruminant and pig herds	128	354	274	252,00
19	n° of visits to poultry, farmed rabbit, fish and bee units	33	20	2	18,33
20	n° of companion animal necropsies	304	429	168	300,33
21	n° of ruminant and pig necropsies	220	273	147	213,33
22	n° of equine necropsies	8	4	0	4,00
23	n° of rabbit, rodent, bird and exotic pet necropsies	305	28	245	192,67
24	n° of FTE specialised veterinarians involved in veterinary training	135	135	135	135,00
25	n° of PhD-students graduating annually	52	37	29	39,33
The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)					

Name of the VEE:	Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine				
Date of the form filling:	Prof. Dr. Hasan ALPAK				
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	0,172	0,15	0,13	0,046
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,735	0,84	0,63	0,105
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,483	0,88	0,54	-0,057
I4	n° of hours of practical (non-clinical) training	1184,000	953,50	700,59	483,410
I5	n° of hours of Core Clinical Training (CCT)	802,000	941,58	704,80	97,200
I6	n° of hours of VPH (including FSQ) training	304,000	293,50	191,80	112,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	32,000	75,00	31,80	0,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	96,237	67,37	44,01	52,227
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	23,206	18,75	9,74	13,466
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	1,524	5,96	2,15	-0,626
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	11,841	3,11	1,16	10,681
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1,200	1,29	0,54	0,660
I13	n° of visits to poultry, rabbit, fish and bee units / n° of students graduating annually	0,087	0,11	0,04	0,043
I14	n° of companion animal necropsies / n° of students graduating annually	1,430	2,11	1,40	0,030
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,016	1,36	0,90	0,116
I16	n° of equine necropsies / n° of students graduating annually	0,019	0,18	0,10	-0,081
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,917	2,65	0,88	0,037
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,643	0,27	0,06	0,583
I19	n° of PhD-students graduating annually / n° of students graduating annually	0,187	0,15	0,07	0,117
1	Median values defined by data from VEEs with Accreditation status				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation status				
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 values except I3, I10 and I16, which are slightly below the minimal value.

Analysis of the findings/Comments

For I3, the trend of raw data is clearly increasing from 2022 to 2024 (89, 96, 119), after organisational problems related to the transfer of some administrative staff to other non-veterinary departments after the earthquake.

The relatively low number of equine clinical cases and necropsies is mainly related to the progressive decline of the horse population in Turkey during the last decade.

For further comments on I10 and I16 see also section 3.1.3. and 5.1.3.

Suggestions for improvement

None.

ESEVT Rubrics (summary of the decisions 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).**	X		

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.**			
3.1.2. 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	X		

occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.			
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 adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. **Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.**	X		
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		
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. **The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**	X		
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.	X		

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.**			
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 Veterinary Faculty of Istanbul (called the VEE in this report), through several steps, is derived from the Istanbul Military Veterinary School (1842) and the Istanbul Civil Veterinary School (1889). The latter is commonly recognised as the founding date of the VEE which is now part of Istanbul University-Cerrahpasa.

A major earthquake that struck Istanbul in 2019 severely damaged the faculty buildings at the Avcılar Campus as well as many other buildings of Cerrahpasa University. With a huge effort, over the last 6 years, Cerrahpasa University has implemented a progressive process of demolition and rebuilding of unstable buildings (almost 25% of the entire building stock). As a consequence, the VEE buildings of Avcılar Campus were demolished and, up to now, only partially reconstructed so that the VEE buildings are now distributed into two campuses, the Büyükçekmece Campus and the Avcılar Campus. By the spring of 2026, all Avcılar Campus buildings are expected to be reconstructed and so that all teaching activities will be held here.

The VEE received EAEVE evaluations in 2003 and 2008, both resulting in a non-accredited status. After a request for a revisitation in 2014, the VEE was then accredited in 2015 (decision of the ECOVE in 2016).

Graduates from the VEE can continue their education within the IUC Graduate School of Education through a 5 thesis-based master and 15 PhD programs.

Beginning with a.a. 2025-2026, the VEE has been allowed to reduce the overall number of incoming students from 130 to 70 and it has also started a new international VM curriculum in the English language. However the visiting team has not evaluated the English programme because the first cohort of students has not yet graduated.

Although the SER was accompanied by a voluminous and sometimes not completely organised set of annexes, it was provided on time and written in agreement with the SOP 2023. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

An observer from the Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine in Türkiye (VEDEK) has participated very positively in the on-site visit.

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

Several areas worthy of praise have been identified, i.e.:

- The QA-based systematic improvement of teaching
- A very well-equipped hospital including specialised units (oncology, audiology, neurology, ICU, dialysis, imaging)
- The assignment to each student with an academic advisor who ensures continuous academic and personal support for the student from the first year throughout the entire study programme
- Biosecurity Handbooks and related Standard Operating Procedures (SOPs) are available to all students in printed form and in the form of a QR code.

The VEE is compliant with most ESEVT Standards. However, three Minor Deficiencies have been identified :

- The VEE is partially compliant with Standard 3.1 because of suboptimal hands-on exposure to equine cases in the VTH.
- The VEE is partially compliant with Standard 3.1. because of suboptimal formal teaching of soft skills.
- The VEE is partially compliant with Standard 5.1 because of suboptimal form and quality of the compensations to all practical aspects related to pigs, including herd management, pathology and clinics.

The Visiting Team has not identified any area of Major deficiencies.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

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

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

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