**European Association
of Establishments for Veterinary Education**

VISITATION REPORT

To the Faculty of Veterinary Medicine, Fırat University, Turkey

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Introduction

The Faculty of Veterinary Medicine (FVM) in Elazıg was approved by the Turkish Ministry of Education in 1967, while education in veterinary medicine started in 1970, with a strong support from the Faculty of Veterinary Medicine in Ankara, professionals (Turkish Veterinary Medical Association) and local people and it became part of Fırat University, once it was established in 1975 (FUFVM).

The Establishment has already been EAEVE-visited in 2007, when seven category I deficiencies were found. The FUFVM submitted an interim report in 2011 and was revisited twice, in November 2011 and June 2013, by which all major deficiencies were corrected and the FVM of Elazig was fully approved.

The veterinary training is being carried out in two complexes: one main and one hospital complex (VTH), located within 1 km from each other. The practical training and research activities take place at the teaching farm (VTF), located 15 km away from the main campus. In 2016, Fırat University Science and Technology Research Laboratory (FUBTAM) located 7 km away from FUFVM, was established to support interdepartmental research, and to provide services to the university faculties, industry and public.

Presently the Establishment has 870 undergraduate and 86 active PhD students. The Establishment admits annually an average of 165 and graduates an average of 115 students. Due to the location of the Establishment and cultural tradition of the region, swine are absent, equine and pet animals are less present, while farmed ruminant species are dominant.

Subsequent to the 2011 revisit it was established that the FUFVM has sufficiently corrected the deficiency regarding swine medicine teaching, and the students receive a minimum training in notifiable, transmissible and zoonotic diseases of swine. The necropsy load had also improved, being tripled by 2013 as compared to the 2011 revisit, with very good numbers in food producing animals.

The main changes that occurred lately at the FUFVM include the completion of the biosecurity laboratory to level 3 and the Establishment of a plastination laboratory, the opening of well-equipped reference andrology laboratory and a clinical skill laboratory as well as acquisition of new equipment (computer assisted tomography for small animals, arthroscope, ultrasound, small animal intensive care cabinets, inhalation anaesthesia devices, etc.) to improve the clinical training at the VTH. Furthermore, at the VTF new buildings (4,000 m^2 indoor area), a new milking facility, a cage free egg production facility and a biogas unit were opened.

The 2016 Uppsala SOP is valid for the visitation of Fırat Faculty of Veterinary Medicine.

1. Objectives and Organisation
1.1. Findings
1.1.1. Brief description of the Strategic Plan
The vision of FUFVM is to expand the Establishment into an internationally renowned pioneer educational and research centre. The Strategic plan of the FUFVM sets the directions for development of the Establishment for 2014-2018, and was prepared by the Strategic Planning Commission of FUFVM, co-working with internal and external stakeholders, based on the statistics of the previous years. This plan was meant to contribute to the founding of the mission and vision of the FUFVM for its future development, applying core values, i.e. commitment to ethical values respect for humanity, accountability, social responsibility, environmental sustainability, sustainable innovation, scientific freedom and institutional welfare. The mission of the Establishment envisages performing innovative research in the

framework of universal values, training conscious and competent graduates able to simultaneously protect humans, animals, and environment. The main focus areas for FUFVM are: education, research, academic staff and the involvement in the social sector. Within this framework, the Establishment set its own objectives described in the operational plan.

The SWOT analysis provided the strengths of the Establishment, including the high potential of the region for agriculture and animal raising, an appropriate educational infrastructure (well-functioning VTF and VTH), and research facilities in bio-medical sciences (a central, modern and well-equipped laboratory fostering advanced research), convenient location of the city for the students from all over Turkey, both from educational (increased caseload in farmed animals, poultry and ruminant slaughterhouses, feed meals, etc.), economic (affordable) and social (high employment rate) points of view. Strong academic support for the students is among pluses. Some of the weaknesses concern the absence of autonomy in designing the budget, deciding on the numbers of accepted students and the size of study groups, inappropriate numbers of support staff, modest interest of stakeholders in joint research, low caseload in certain species (small animals, equine, exotic species) and poor coordination between preclinical and clinical sectors. Opportunities, such as the priority of Elazig in governmental financial support for agriculture development and personal development of students and staff due to participation in exchange programs (Erasmus, Farabi, Mevlana) are listed. The main threats concern the low budget, loss of academic staff due to transfer and retirement and absence of autonomy in managing student numbers.

1.1.2. Brief description of the Operating Plan

The Operating plan includes strategic objectives divided into four areas of concern: education and teaching, research, academic staff and social activities. In the field of education, the objectives set support the development of the FUFVM based on modern educational concepts, the adjustment of the teaching syllabi to societal and relevant industry demands. By implementing modern technologies the Establishment further supports the well-trained staff to develop by organising periodical trainings on quality assurance at FUFVM, encouraging international accreditation (VEDEK, EAEVE, TURKAK). Indicators of progress such as number of revisions, improved courses, increase in teaching staff and training programs for those, number of accredited bodies and longer term deadlines are mentioned. In the field of research, improvement of research opportunities for the teaching staff, efficient use of resources and improvement of the quality of research by providing consultation, workshops and seminars on acceding national and international projects and improving the research infrastructure for clinical and experimental research are envisaged. The progress indicators are expected to be the number of events organised, the equipment purchased, saved funds and materials while the deadlines are set from two to four years' time. The objectives fixed for the improvement of academic staff consist of updating every four years the promotion criteria and participation of the staff in different courses organised by the Establishment, with the progress being indicated by the number of revisions every four years and numbers of trainings, yearly. To better integrate the veterinary training at FUFVM with in the societal needs, meetings with external stakeholders and graduates as well as career days were planned and carried out. Numbers of meetings and attendees were set as indicators of the success in this process. Furthermore, visits to other veterinary Establishments, to be analysed as potential models were envisaged in the timeframe of next four years.

1.1.3. Brief description of the organisation of the Establishment

The FUFVM is directly under the responsibility of the Rector as presented in Fig. 1, Organisational chart of the Fırat University.
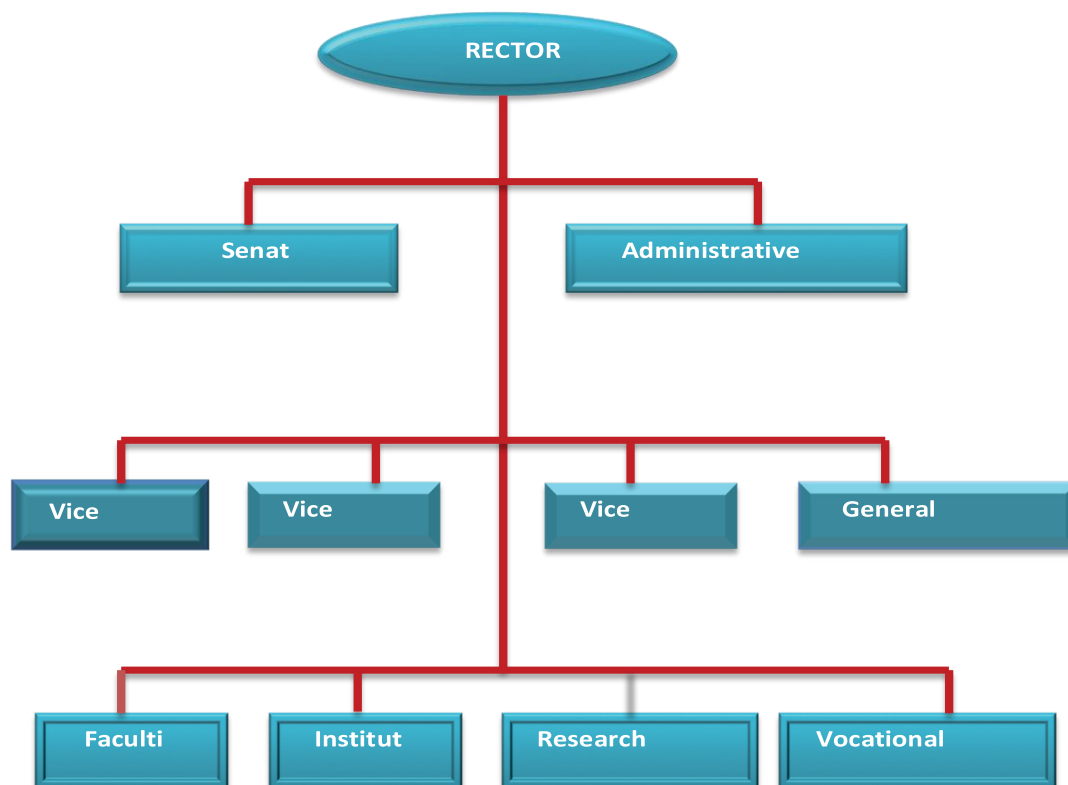
Fig. 1 Organisational chart of the Fırat University

The framework for the organisational structure of FUFVM is established by the Higher Education Law of 1981. FUFVM consists of 5 divisions (Basic Sciences, Preclinical Sciences, Clinical Sciences, Animal Nutrition and Zootechny and Food Hygiene and Technology) and 20 departments under the divisions.

Heads of the Departments are elected by the academic staff and appointed by the Dean for three years, and in their turn, they elect the heads of the Divisions, to be appointed by the Dean for three years. The Department heads are responsible for the good management of the Department, including academic, administrative, research aspects and contacts with stakeholders.

Heads of the divisions co-work with the department heads in establishing and managing curricular issues and report to the Faculty Board.

The VTH is administered by a Chief Veterinary Surgeon, who is the director, appointed by the Rector, subsequent to the nomination of three candidates by the Dean. The Director is helped by a board, also including vice directors of the VTH (maximum three), a manager of VTH that coordinates the personnel and one member from each clinical subject. The Dean can chair the VTH administrative board if necessary.

The VTF is administered by a board (eight members) constituted entirely by teaching staff members of the FUFVM. It includes five members, one director appointed directly by the rector and two vice-directors.

The FUFVM is academically being led by the Board of the Faculty consisting of the Dean, the heads of Divisions, and three professors (two associate professors and one assistant professor) elected for three years, by all members of the academic staff of the faculty. When student matters are discussed the student representative of the Establishment is called in. The Faculty Board is an academic body, that meets twice a year and above that, whenever is necessary, to

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decide on the educational and research programs, on research and publication activities and the academic calendar. The Faculty Board elects the Faculty Administrative Board and also performs other duties as assigned by Turkish Higher Education Law (fig. 2).
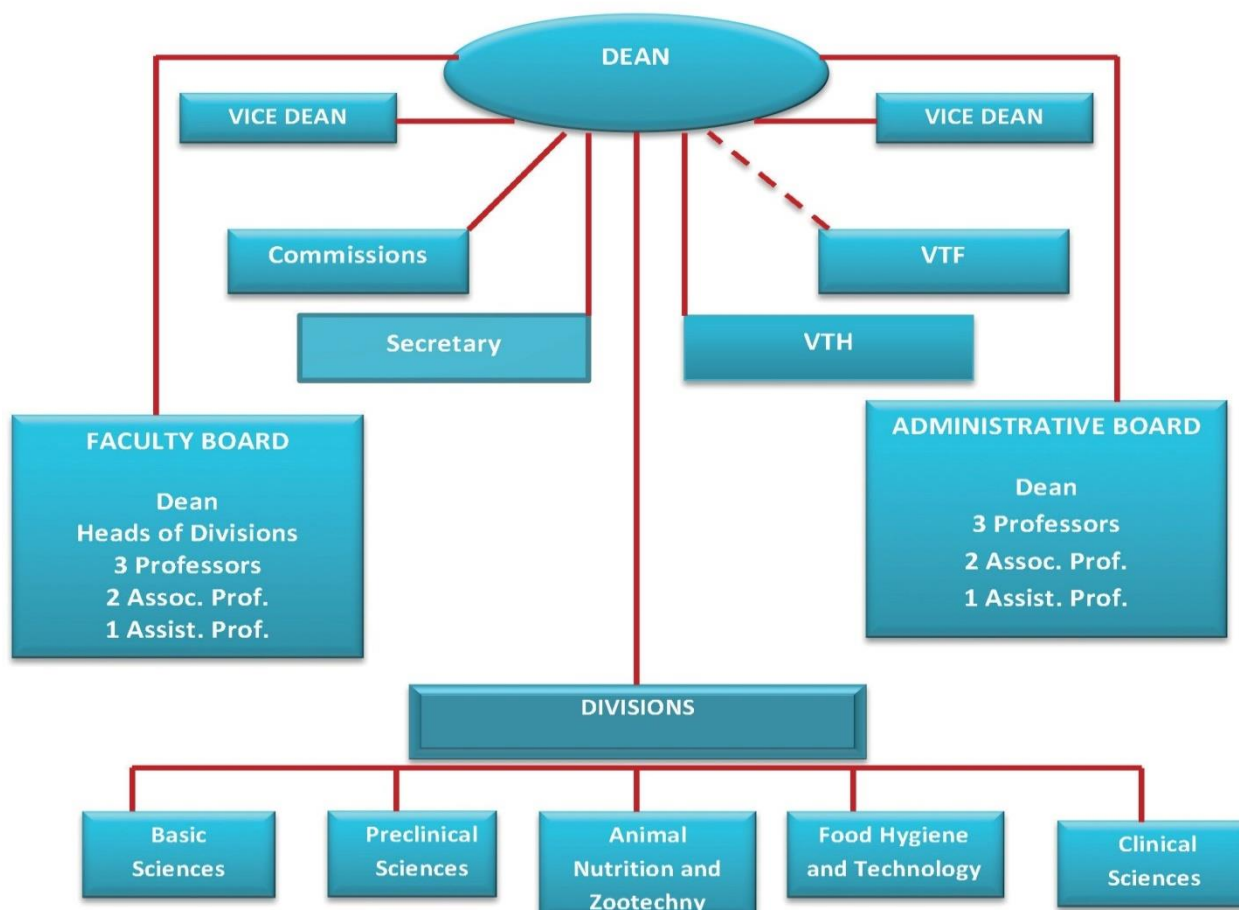

Fig. 2. The academic structure of FUFVM

The FUFVM is governed by the Faculty Administrative Board (FAB) including the Dean as chairperson, three full professors, two associate professors and one assistant professor, elected all by the Faculty Board for a three year period, which meets whenever called by the Dean. Temporary working groups may be set up or coordinators for educational programs may be appointed, all directed by FAB. The FAB assists the Dean in the administration of the Establishment, in implementing specific decisions of the Faculty Board, the academic calendar, plans and programs, in deciding about admission of the students, education and examination matters, in controlling the budget of the Establishment and its financial programs and investments and in performing other duties assigned by Turkish Higher Education Law.

The Establishment has as many as fourteen standing commissions, who do not hold decision-making power but represent an important part of the management of the data related to operating various fields in FUFVM (Education Planning, Undergraduate Student Transfer and Summer Internship, Strategic Planning, Biosecurity, Scholarship, Scientific Affairs, EAEVE, Improvement of the Veterinary Profession, Alumni Follow Up, ERASMUS Coordination, Publication Evaluation, Internal Auditing and Quality Assurance, International Relations, External Stakeholders). The Commissions of FUFVM provide assistance to the administration

of FVM by collecting and organizing information about various subjects related to the operating the FVM. The commissions support the decision-making process of entitled bodies.

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

The FUFVM administration and organisation are based on the Turkish Higher Education Law and the Faculty Board can revise the academic structure to a certain level. The Turkish Council of Higher Education approved in 2010 the Establishment of three new departments (Genetics, Biostatistics, and Animal Health and Economics) at FUFVM. The strategic plan of the Establishment must be prepared every 4 years, based on a template provided by the Ministry of Education, with the help of the Strategic Planning Commission of the FUFVM. During the elaboration of the new Strategic Plan, meetings with stakeholders and questionnaires are conducted. The final approval of the Strategic Plan comes from the FAB.

1.2. Comments

The strategic plan of the FUFVM is highly depending on the FU strategic plan, leaving the FUFVM less autonomy in deciding about its own goals. In the Operating Plan, strategic objectives and connected activities were provided along with their accomplishment status to the team during the visitation. The indicators of achievement in most of the Operational Plan are somewhat vague (i.e, numbers of activities organised to enhance research) and deadlines are medium and long term rather that short term for all objectives, apparently due to the template the FUFVM has to fulfil.

The presence of two major decisional bodies and the committee procedures seem to complicate rather than enhance the functioning of the Establishment. The degree of autonomy is quite low, further reducing the possibilities of the Establishment to operate smoothly. The involvement of students and external stakeholders in designing the strategy, operating plan and other aspects of the FUFVM activities in the social sector is low. At this point, the student representative is being appointed *ad interim*, till new elections will be held, since the previously elected one graduated.

1.3. Suggestions for improvement

A more decentralized decision-making process could be beneficial for both cooperation and a better division of tasks between the leaders, with avoiding overlap. A more detailed operating plan could be designed to improve the financial planning, ease up the activity of the numerous departments, and their involvement in joint tasks. An improved feed-back recording from students, alumni and external stakeholders should be put in place. On-time plans should be designed to avoid the gaps in student representation during the decision making process.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances (see Standards 2.1 to 2.5)

2.1. Findings

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

The budget of the Establishment, drawn under the provisions of the Department of Finance Ministry and covered by the Turkish Government, is part of the university budget and is divided to two sectors: the current budget and the budget for investment and development. The current budget includes all costs related to the salaries of academic and support staff, teaching

expenditures, costs for materials and services related to the activity of the Establishment (cleaning, communication, advertisement, disposable research and teaching materials, travel, contractor fees), costs for maintenance of equipment and buildings. The budget for investment and development includes costs of research and teaching equipment acquisition, major renovations and new facilities' construction related expenses.

The Director of Finances draws up the annual budget of the university with the cooperation of accountancy secretaries of the faculties and institutions, under the responsibility of the competent authorities (Rector, Deans, and Directors) of these institutions and forwards it to the Ministry of Finance, from where, after debate it goes to the Parliament. The Plan and Budgetary Commission Members of the Parliament then discuss this budget with the representatives of Council of Higher Education. It is executed after approved by Turkish Grand National Assembly (Parliament). The preparation of the budget is based on the numbers and levels of the staff for salaries, numbers of teaching staff and students for teaching and training materials, total credit points/teaching staff and teaching staff/student numbers for the teaching costs, surface of the buildings for maintenance, fuel and electricity costs. The FUFVM is not privileged in any way compared to other parts of the university. Nevertheless, in 2017 the university allocated about 80,000 Euro from research funds for the renovation and restructuring the Faculty as part of upgrading processes of Veterinary Faculty in the view of evaluation by EAEVE. Fifteen percent (15%) of the revolving fund revenue raised from the services have to be paid to the state as an overhead fee, while 10% from the research grants go to the university. The revenues and expenditures of FVM are directly managed by the Rectorate therefore the autonomy of the Establishment towards its budget is low.

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

The total sum of revenues decreased from 2015 to 2017. The bulk sum for revenues is generated by the sum allocated from the Ministry and from research grants. As long as Turkish students do not pay for education, unless they stay for more than five years, the income generated by tuition fees comes from international students. Continuing and postgraduate education and clinical services, including diagnostic services bring to the budget somewhat more than 1%. The expenditures also dropped towards 2017, based mainly on a sharp decrease of costs generated by equipment purchase (with almost 90%) and the decrease in operating costs (research and general operations). The balance was positive for each year, increasing towards 2017.

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

No major increase is projected in the budget for the next 3 academic years.

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

No major investments are planned.

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

The FVM administration organises along the academic year numerous meetings with staff and department and division heads on the budget; the decisions are further discussed on the board and commission meetings and once prioritised, the budget is forwarded to the Rectorate. From there, the process is the one described under 2.1.1.

2.2. Comments

The FVM has little autonomy over designing and spending its budget, especially for high performance equipment that would improve the research and research based education, but also the revenues of the Establishment. The sharp decrease in the FUFVM budget was a consequence of changes in the conversion rate to Euro and also due to the very high investment costs for the new VTF two years ago. The effort of the teaching staff to positively influence the budget allocated by the Government consists of improving their professional performance by increasing their total credit points.

Although the faculty can use up to 70% of its income from the services, still, this amount is low due to the economic situation of the region. Accreditation of laboratories, encouraged by the FUFVM leadership in order to improve the quality of services and the revenues is costly in Turkey.

2.3. Suggestions for improvement
The FUFVM leadership should identify sources to improve the revenues from its own activities (lifelong learning, other types of courses) and services.

2.4. Decision
The Establishment is partially compliant with standard 2, because of its insufficient autonomy to use funds, due to the partial compliance with rubric "2.5. *The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards*".

3. Curriculum (see Standards 3.1 to 3.10)
3.1. General curriculum
3.1.1. Findings
3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

There have been no curricular changes since 2011. The FUFVM veterinary study programme comprises 10 semesters, 14 weeks each, i.e. a total of 140 weeks of studies (300 ECTS). The contents of the programme accord the EU-directive 2005/36 and the layout is essentially in line with the "Bologna process". The first three years cover basic medical and preclinical sciences and the final two years include clinical sciences, animal production, food safety and quality, and clinical training.

Fırat University has an official ECTS Directive in which principles of calculation and application are addressed. All academic units including FVM make ECTS calculations according to this directive. Briefly, 25 hours of student work load is equal to 1 ECTS. This work load includes theoretical lectures, practical/clinical training, seminar, study for exams, homework, project, self-learning at the library.

The total number of hours per 5 years is 4,268 (excl. non-EU subjects, Electives, EPT and Graduation thesis). Elective subjects and EPT are 280 hrs (20 ECTS, Table 3.1.3.) and 224 hrs (Table 3.1.4.), respectively.

According to the SER Table 3.1.2., the distribution between the EU listed subjects taken by each student is:
- Basic Subjects 5 subjects 168 hrs
- Basic Sciences 16 subjects 1,655 hrs
- Clinical Sciences 10 subjects 1,861 hrs
- Animal Production 4 subjects 192 hrs
- Food Safety and Quality 4 subjects 290 hrs

In addition
- Professional Knowledge 6 subjects 104 hrs

The Curriculum hours taken by all students (excl. non-EU subjects, Electives, EPT and Graduation thesis) are distributed as (SER Table 3.1.1.);
- Lectures 1,996 hrs 46.8 %
- Seminars 106 hrs 2.5 %
- Self-directed learning 250 hrs 5.9 %
- Lab and desk supervised work 908 hrs 21.3 %
- Non-clinical animal work 312 hrs 7.3 %
- Clinical work 680 hrs 15.9 %
- Others 16 hrs 0.4 %

Each semester, students attend two 14 hrs Electives, i.e. 20 ECTS for the whole programme. The electives are primarily given as a series of lectures (SER Table 3.1.3.).

The 624 hrs of Clinical animal work (incl. FSQ) during years 4-5 (SER Table 3.1.1.) are completed in 132 days (SER Table 3.1.5.), i.e. on average 4.7 hrs/day. The scheduled times for student clinical training groups at the VTH is weekdays 08.00-12.00 (SER Table 5.1.9.).

In addition, the Curriculum includes 224 hrs of External Practical Training of which 200 hrs (at least 20 working days) come from an obligatory summer internship to be taken between the 8th and 9th semesters (SER Table 3.1.4.).

The non-EU subjects and Graduation thesis are mentioned (SER 3.1.1.) but are not to be found in the Tables (hrs, ECTS). During the first year of studies, students attend obligatory courses on Atatürk Principles, History of the Revolution, Turkish Literature and Second Language. Attention is also given to occupational English.

The average scheduled "work load" during study years 1-3 is 29.7 hrs/week, and during study years 4-5 it is 35.9 hrs/week (excl. non-EU subjects, EPT and Graduation thesis).

The academic year is composed of fall and spring semesters, 14 weeks each, and a 6-week Summer Internship between the 4th and 5th years. According to FU-Directive of Education, students have to take at least one midterm exam between the weeks 5 and 12 of the semester.

Final Exams are not part of the semesters. After the courses end, final exams start and take two weeks.

Use of printed materials varies depending on the course and instructor. This information is included in the syllabuses. Some courses follow a certain textbook while some gives a selected reading list. Most lecturers provide handouts of PowerPoint presentations to the students plus reference textbook(s).

Suggestions about a curricular change can be made through different means including departments, the stakeholders, outcomes of the student evaluations, national or international dynamics etc. The suggestions or proposals about a curricular change are made to the administration of the FVM. The dean takes the suggestion to the Faculty Board where it is discussed whether the suggestion is worth elaborating. If found appropriate, the suggestion is sent to the Education Planning Commission. The commission works taking national and international dynamics and legislation into account and prepares a draft proposal. This draft is evaluated and approved by the Faculty Board and then sent to the University Senate for final approval before being put into effect.

Education Planning Commission is composed of one student representative and the academic staff selected by the Faculty Administrative Board.

3.1.1.2. *Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)*
All EU-listed subjects (Directive EU 2005/36) are taught in the core curriculum to each student (SER Table 3.1.2.).

3.1.1.3. *Brief description of how curricular overlaps, redundancies, omissions and lack of*

consistency, transversality and/or integration of the curriculum are identified and corrected.
Course plans are reviewed once a year, which is the responsibility of the Education Planning Commission. Minor changes can be solved at departmental level. Major changes must be approved by the Faculty Board as well as the University Senate.

3.1.1.4. *Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)*
There is no upper level for numbers of students accepted to the Electives. However, it takes a minimum of ten students for an Elective course to be opened.

3.1.1.5. *Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum*
The Education Planning Commission is responsible for regular reviews of the curriculum. One students' representative is invited by the Dean to attend the Faculty Board when student-related issues are discussed. There are periodic meetings with external stakeholders. Feedback from EPT hosts is important.

3.1.2. Comments
There is limited coordination between parallel courses, as well as between preclinical and clinical sciences. From the total hours it is obvious that there is a "lecture overload" and seminars are scarce. There are too few electives. There are no formal criteria for the selection of EPT hosts and no assessment of the training they provide, though some points may be included in student reports.
Well defined aims and learning outcomes were found in some course outlines or subject descriptions. In some disciplines course outlines are missing.
Pigs are an important food animal species both within EU and in other regions of the world which is clearly stated in the requirements set by the Standards governing the ESEVT evaluations. Knowledge of swine and swine diseases, in particular the practical and clinical aspects of the production, slaughter and inspection/control and associated products intended for human consumption must therefore be part of the Day One Competences of the FUFVM graduates.
The acquisition of Day One Competences is hindered because swine medicine does not represent one of the educational aims of the Establishment. To some extent, theoretical teaching occurs in some disciplines (anatomy, nutrition, pathology, FSQ, etc), but no clinical teaching, practical FSQ activities or live pig studies are carried out. The Establishment's strategy does not include the development of swine sector.
The Establishment has earlier (2011 ESEVT Revisitation) proved to be aware of these facts and included major topics of swine medicine in relevant courses of the curriculum. Furthermore, a small pig unit with indoor and outdoor pens was previously established at the VTF, where the students had contact with live pigs, could learn to handle pigs, and got some additional practical training. These activities have now been closed down, and no live pigs are available.

3.1.3. Suggestions of improvement
A better coordination/integration between subjects is needed. Restructuring the organisation and the integration of the departments would improve the cooperation between basic and clinical sciences and subsequent accomplishment of the learning outcomes.
In order to allow their students to acquire basic DOC and equal employability of veterinarians on the international labour market, FUFVM should restore its swine unit.

3.1.4. Decision

The Establishment is non-compliant with standard 3.1, rubric "*3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output).This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.* ", due to absence of practical training in clinical farm situations in swine as well as training in pork inspection, which does not allow the students full acquisition of Day One Competences.

3.2. Basic sciences

3.2.1. Findings

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

Basic Subjects

All EU-listed subjects are accounted for, including 84 hrs of lectures and 84 hrs of laboratory and desk based work, i.e. a total of 168 hrs.

a) Medical physics
b) Chemistry (inorganic and organic sections)
c) Animal biology, zoology and cell biology
d) Feed plant biology and toxic plants
e) Biomedical statistics

Basic Sciences

All EU-listed subjects are accounted for, including 794 hrs of lectures, 30 hrs of seminars, 30 hrs of supervised self-learning, and 801 hrs of laboratory and desk based work, i.e. a total of 1,655 hrs.

a) Anatomy, histology and embryology, 372 hrs
b) Physiology, 130 hrs
c) Biochemistry, 118 hrs
d) General and molecular genetics, 16 hrs
e) Pharmacology, pharmacy and pharmacotherapy, 144 hrs
f) Pathology, 244 hrs
g) Toxicology, 58 hrs
h) Parasitology, 174 hrs
i) Microbiology, 222 hrs
j) Immunology, 44 hrs
k) Epidemiology, 9 hrs
l) Professional communication 17 hrs
m) Professional ethics, 11 hrs
n) Animal ethology, 14 hrs
o) Animal welfare, 18 hrs
p) Animal nutrition, 64 hrs

3.2.2. Comments

In most subjects, there are almost no seminars and the time allocated to supervised self-learning is very limited. The time for laboratory and desk-based work is often approximately the same as that for lectures.

3.2.3. Suggestions of improvement

The ongoing project aimed at coordinating the teaching of basic subjects must receive necessary support from the faculty management.

Lecture time can very well be replaced by seminars and supervised self-learning. E-learning should be introduced, see Chapter 6.

3.2.4. Decision
The Establishment is compliant with standard 3.2.

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

3.3.1. Findings
3.3.1.1. *Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals*
Although the design and organization of the curriculum is made for the Establishment and included all EU-listed subjects and EU directive (Directive EU 2005/36, Directive 55/2013), the distribution of hours included animal practice only in clinical practical training and obstetrics, and the rest of practical hours are mostly seminars and supervised works, except Diagnostic pathology, that has 28 hours as laboratory and desk based work. The 308 hours of lectures in Therapy in all common domestic animal species have been explained by the Establishment.

3.3.1.2. *Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations*
Most activities are seminars and supervised works, and summer rotations (34 hours). Preclinical subjects have no practical teaching with animals. There are 200 hours in Medicine and surgery including Anaesthesiology.

3.3.1.3. *Description of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) in companion animals and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)*
Students spend 3 weeks in small animal clinics. During practicals they are involved in exploration, anaesthesia, surgery and report writing, under supervision of a teacher. At the Municipal Shelter students are more involved in neutering of males and females; they follow all the cases during the post-surgery period and have to report the entire case. The level of satisfaction of students is high but the clinical reports are incomplete.

3.3.2. Comments
Companion animals represent a category of increasing interest for the animal owners in Elazig and surrounding areas. Only two practices are present in Elazig and the surrounding area along with the VTH to consult dogs and cats. The practical teaching carried out at the VTH and during EPT is only partially sufficient for the acquisition of DOC, including the capability to handle these animals, since the numbers of examined ones, although increasing year by year till 2017, were still low. In spite of the fact that the area benefits of a broad range of wild species, the examined individuals mainly stand for wild birds brought to the VTH by local inhabitants in very low numbers.

3.3.3. Suggestions of improvement
More practical teaching with animals should be included in the preclinical period and has to be done where present in the curriculum, at least in propedeutics. The clinical report should be fully completed by the student, under the supervision of a clinician. Biosafety of students has to be taken care of, the students being taught about safety rules and necessary equipment. Explicit safety provisions must be implemented.

3.3.4. Decision

The Establishment is partially compliant with standard 3.3, due to partial compliance with rubric "*3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.*"

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

3.4.1. Findings

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

Clinical education starts in the sixth semester (third year) with two introductive courses in internal medicine and surgery (propaedeutic of all common domestic animal species). Clinical rotation on disciplines/various species is organized in the fourth and fifth year (sem. 7-10).

Theoretical courses for the clinical subjects in food producing animals are taught in the fourth and fifth year. Theoretical, practical and clinical education is provided by four departments: internal medicine, surgery, obstetrics and gynaecology, and artificial insemination. During the fourth year students are divided into three groups and they enter clinical rotation in ruminant, equine and small animal clinics.

Students spend 2-3 days in the rotations depending on the semester in extramural training at a private or teaching farm. In the fifth year, students are also required to go to an eligible private veterinary clinic for external practical training (EPT). During the summer after the eighth semester, students are required to spend a one month placement training in private clinics, hospitals or farms under the supervision of non-academic veterinarians.

The tenth semester is considered to be an "internship". More than half of the last semester is spent at the teaching hospital. Students in each clinic are grouped for rotations in surgery, internal medicine, obstetrics and gynaecology, and artificial insemination. Attendance to the clinical training two times per week, for 4 hours each presence, is required.

Fifth-year students stay at the emergency room (ER) for 24 h (full shift) during their rotations. Students assist the supervising teaching staff in diagnosis and treatment of the clinical cases.

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

There are two subjects: introduction to internal medicine and introduction to veterinary surgery designated to prepare the students for clinical education. These subjects are not strictly species oriented. Students are taught basic clinical examination techniques and common diseases in major domestic species. The practical activities are taught in the „clinical skills laboratory" on materials brought from the slaughterhouse as well as some other artificial materials for suture skills and injections. The access in the clinical skill laboratory is open for other students to practice different techniques as artificial insemination, bandages, hoof trimming, if they ask for additional preparation. There are 28 hours of lectures, 8 hours of seminars and supervised self-learning and 56 hours of laboratory and desk-based work. In addition, students are taught about zoonosis, epidemiology and some general pathology.

3.4.1.3. *Description of the core clinical rotations, emergency services (both intramural VTH and ambulatory clinics) and herd health visits in food-producing animals (i.e. ruminants, pigs*

and poultry) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing,...)
Rotations take place in Ruminant, Equine, Small Animal Clinics, as well as Ambulatory Clinic. Clinical rotation starts in the seventh semester. For food-producing animals a total of 34 days are allocated to the ruminant clinic during years 4 and 5. Students are divided into small groups and they attend surgery, internal medicine, obstetrics and gynaecology as practical training. Students are involved in emergency clinic in the veterinary teaching hospital for 18 days during years 4 and 5 years in all clinics and species studied in the Establishment.
Seven days are allocated for ambulatory clinic in equine, small animals and companion animals and in addition other 7 days are allocated for herd health management in small ruminants, laying hens and on broiler farms.
Other subjects in food producing species, lectures only, are taken as electives. Students have to fill a clinical report card to prove their clinical activities, under the supervision of an academic staff. All the clinical tasks/procedures in the clinical report card have to be followed by the students in order to pass the clinical rotation.

3.4.1.4. *Brief description of the theoretical and practical education in Animal Production*
All EU listed subjects in animal production are taught at FUFVM. The total number of hours allocated to the Animal Production subjects is adequate for the theoretical education. Practical education in AP subjects is based mostly on the laboratory and desk-based work. Subjects are taught under denomination of "Zootechnie I, II and III". Approximately equal numbers of hours are allocated for theoretical and practical training in these subjects. Practical hours are held on the teaching farm. Five elective subjects are taken in animal production as lectures only.

3.4.2. Comments
Theoretical training to some extent, but no practical training is carried out on pigs.

3.4.3. Suggestions of improvement
Efforts must be made to provide the practical, hands-on training in swine medicine.

3.4.4. Decision
The Establishment is non-compliant with standard 3.4 because of absence of clinical training in swine medicine, under the rubric "*3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge*".

3.5. Food Safety and Quality (FSQ)
3.5.1. Findings
3.5.1.1. *Brief description of the theoretical and practical education in FSQ*
Education in FSQ takes place during the 3rd year, the first semester of 4th year, partly during the obligatory summer internship, and the 5th year.
According to table 3.1.2 total curriculum hours in EU-listed subjects taken by each student in FSQ are 290: they consist in lectures (140), seminars (5), supervised self-learning (5), laboratory and desk-based work (140).
The larger part of theoretical education is in the EU-listed subject Inspection and control of food and feed (56 hours), followed by Food hygiene and microbiology and Food technology including the analytical part (42 each). The curricular courses in the FSQ area offered by the Establishment

are Milk and Dairy Product Technology, Meat Inspection and Meat Product Technology and Food Hygiene. Two elective courses of 14 hours each (all theoretical) are also offered: Fermented Milk Products and Food Legislation and Certification.

According to table 3.1.2, practical activities in FSQ consist mostly in laboratory and desk-based work. Non-clinical animal work seems to be not performed by students in all FSQ EU-listed subjects, but the on-site visit allowed the team to verify that some non-clinical animal work is performed by students at slaughterhouse level on ruminant carcasses and organs.

Practical activities of curricular courses on milk hygiene and dairy processing are performed in internal laboratories, especially at the food hygiene lab. Students are not taken to dairy plants because the nearest one is 40 km far from Elazig. As well as this lab, the Department of Food Hygiene and Technology has three more laboratories (Food microbiology, Food chemistry, Serology). Part of practical training of the Food hygiene course is also carried out in the lab where the students learn conducting chemical, microbiological and toxicological analyses.

The exams have a written part and a practical part: students have to pass the written part first, and then the practical skill exam is carried out in the lab for Milk and Dairy product Technology, and in the slaughterhouse for both Meat Inspection and Meat Product Technology and Food Hygiene.

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

Students are taken to slaughterhouses twice a week in groups of 15-20. They are regrouped for ante-and post-mortem examination of cattle, sheep and goat by the supervising staff.

External practical activities on meat are carried out in three slaughterhouses located in Elazig (two for domestic ruminants and one for poultry) the FUFVM has agreements with, because there is no slaughterhouse facility at the Faculty. One slaughterhouse is located about 7 km from FUFVM. Other practical activities on meat products are performed in one of the two plants in which the slaughterhouses are located.

At slaughterhouses students actively perform ante- and post-mortem inspections and make their judgement on carcasses/offal; during some practical activities they are required also to approach the application of hygiene SOPs. When students carry out these activities they usually do not wear safety caps.

During the practical training students learn about the application of national legislation concerning food production and hygiene.

Students carry out practical activities also during the compulsory "internship" when they are taken to the Student Canteen (kitchens, cleaning, storage, etc.) to familiarize with GMPs, HACCP and sampling. They also perform laboratory analyses of samples collected during these activities.

3.5.2. Comments
The Team raises some doubts about the adequacy of subject sequence in the VM curriculum for FSQ area, considering that food hygiene and technology should be taught before food inspection in order to give the bases for carrying out inspection of products, processes, and Establishments correctly.

A low amount of non-clinical animal work in FSQ is provided in the curriculum, but only in the extramural activity during the "internship", and students carry out 30 hours of hands-on practice in the extramural activity during the compulsory "internship".

Not all the aspects of FSQ are covered and the subjects seem to be much more product than process/production-centred so that less is given to process and premises and to the practice in official food control. In particular, very few hours (only 2 of practice) are offered in fishery

product inspection and no hours are carried out on milk and dairy products, with the exception of technological aspects.

Also very few theoretical activities are devoted to pig and pork meat inspection and no practical activity is carried out on this species at all.

External activity in food plants other than ruminant slaughterhouses is not carried out and total absence of practice in dairy plants and in other establishments is evident.

Some safety measures are not always considered as compulsory and students seem to be not familiar with them.

Students carry out practical activities also during summer "internship" in Establishments at their own choice, thus only some students perform EPT in FSQ during this track, but these hours have to be considered as elective or tracking activities.

3.5.3. Suggestions of improvement

The teaching of subjects in FSQ area should be better and more clearly planned, defining also a more complete and wider programme, considering other matrixes of animal origin. In particular, some exposure to swine slaughter and inspection and pork meat processing must be put in place. Study of fishery products, as well as milk and dairy products should be also included to a higher extent.

Very low amount of non-clinical animal work in FSQ area is performed. Considering that according to section 5.1.5 numerous materials of animal origin from different species coming from slaughterhouses is used to perform non-clinical animal work for practice in anatomy and pathology, a part of such material coming from other sources (e.g. even foodstuff from the market) should be used for practice in FSQ area.

Much of practical work is carried out in the laboratories. It would be beneficial to reduce lab work and increase internal non-clinical animal work and on-field activity especially regarding official controls of food and food Establishments.

The teaching of food legislation should be improved in compulsory FSQ subjects.

Safety measures must be considered compulsory and students must be educated to comply with them.

3.5.4. Decision

The Establishment is non-compliant with standard 3.5 due to non-compliance with the rubric "*3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.*",

since very few theoretical activities are devoted to pig and pork meat inspection and no practical activity is carried out on this species and on fishery products as well.

3.6. Professional knowledge
3.6.1. Findings
3.6.1.1. *Brief description of the theoretical and practical education in professional Knowledge*

The veterinary course of FUFVM is 5 years long, divided in semesters, in compliance with EU Directive 2005/36 since 2011, and the curriculum complies with EU Directive 2013/55, all this in accordance with the Bologna information system (BIS).

The strategy is to reach basic medical and preclinical sciences in the first three years, then clinical sciences, food safety and quality in the last three years.

- 3 first semesters, basic sciences
- Semesters 4 to 6, preclinical topics, with introduction of DOC for the clinics

- Semesters 7 to 10, clinical topics with rotations of 2/3 days, EPT in the 8th and 9th semester, the 10th semester is internship

3.6.1.2. *Brief description of the organisation, selection procedures and supervision of the EPT*
During the 8th and 9th semester, the students spend 2-3 days in the eligible private clinics, with 2 students in each of the 8 clinics every day.
There is a summer "internship" between the 8th and the 9th semesters, with the possibility to reach different approaches of the veterinary practice, not only animal practice. The EPT is supervised by the teachers, but in fact the students practise more at the VTH and on VTF.

3.6.1.3. *Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) and professional knowledge by each student (independently of the tracking system)*
At the end of the 8th semester, a one month summer practical training is compulsory. The students fulfil clinical report cards, need to take 2 elective courses each semester which are important to ascertain the achievement of practical/clinical skills (basic sciences and DOC). The exam takes place at the end of each semester; the oral exam is an important part of it. Feedback of the EPT collaborators is also required; meeting them is part of QA.

3.6.2. Comments
Currently, according to the SER, the Establishment is working on its new curriculum. There is no formal written agreement between the faculty and the practitioners.
The students do not have any logbook for EPTs provided by the Establishment, and they do not acquire through EPT the hands-on practical and clinical training, and the real-life experience in swine medicine, and this hinders the acquisition of DOC.
The number of EPT instructors is low and the students do not have a broad selection of locations and topics.

3.6.3. Suggestions
In the revised curriculum more emphasis should be allocated to seminars and self-learning during preclinical years.
The electives should be improved both in quantity and quality. Equine medicine lectures would substantially increase the professional knowledge of the graduates.
It would be an asset to revise training in epidemiology and also add clinical teaching of swine medicine, due to the fact that this subject is an important part of the veterinary medical education, and it is completely missing at FUFVM.
Formal written agreements with EPT providers would strengthen the cooperation with the Establishment and would also clarify their respective rights and duties, including insurance matters. A better selection procedure and control protocol for EPT instructors should be implemented and their numbers should be increased. EPT logbooks have to be implemented and used by the students.
Student exchange could be facilitated by improving their English language skills.

3.6.4. Decision
The Establishment is partially compliant with standard 3.6, Professional knowledge, due to absence of formal agreements with EPT providers, absence of EPT logbooks and also due to incomplete covering of species while acquiring DOC, which stand for partial compliance with rubrics:

"*3.7. Since the veterinary degree is a professional qualification with Day One Competences,*

EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate",

"*3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.*" and

"*3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT*."

4. Facilities and equipment (see Standards 4.1 to 4.15)
4.1. Findings
4.1.1. *Brief description of the location and organisation of the facilities used for the veterinary curriculum*
A summary of the facilities of the FUFVM is presented in table 4.1.1, with surface and facilities of the main building, VTH premises, and VTF premises (37259 m2, 6,093 m2 and 10,054 m2 respectively), and aerial view and distribution is shown in Annex VI and V. The Establishment has 14 premises for lecturing (table 4.1.2.1) and 14 premises for group work (table 4.1.2.2). The premises for animal housing in VTH and VTF and subjects taught in premises are described in tables 4.1.3.1 and 4.1.3.2; the Establishment has 2 isolation units for each of the following species: ruminants, equine, dogs and cats. The premises for diagnostic service equipment and for clinical training services are described in table 4.1.4 and 4.1.5; the diagnostic service equipment is located in the clinical pathology service (express laboratory, microbiology laboratory, virology laboratory, parasitology laboratory and pathology service), diagnostic imaging service and artificial insemination laboratory. The equipment used for clinical training is mainly involved in services of large and small animals.

4.1.2. *Description of the adequacy for the veterinary training of the premises for:*
-lecturing, group work and practical work
There are 14 halls for lecturing, with surface between 20 and 120 m^2, some with air conditioning. Most of them are wheelchair accessible, and all of them have Wi-Fi; there are three classrooms in the teaching farm with 20 m^2 each.
For practical work there are 14 halls, all with media and Wi-Fi, and half of them are wheelchair accessible.

- Housing healthy, hospitalised and isolated animals
The premises for animal housing are in the VTF: 224 for small ruminants, 58 for cattle, 15 for equine, and 500 for poultry, and in the VTH, 3 for cattle and 3 for equine. There is an experimental research centre with premises for 2400 rodents. Facilities for pigs are available at the VTF.
There are 8 places available for isolation (2 for large, 2 for small ruminants and equines, 2 for dogs and cats)

- Clinical activities, diagnostic services and necropsy

Clinical activities are performed in the VTH, which consist of companion animal clinic and large animal clinic.

The companion animal clinic offers three examination rooms for non-infectious diseases, two operation rooms, an intensive care unit, a pre-operative surgical area, a hospitalization unit (separate dogs and cats) and two isolation units.

For large animals a ruminant clinic, an equine clinic, an emergency clinic, a hospitalization unit, and an isolation unit are available. There is a diagnostic imaging unit with ultrasound, radiography, endoscopy and CT imaging service. There is a pharmacy service that supplies medicine, material and instruments.

- FSQ & VPH

The Department of Food Hygiene and Technology has 4 laboratories: food microbiology laboratory, food chemistry laboratory, serology laboratory and sterilization room. They have research equipment that provides multiple services in food hygiene and technology.

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

The central library, supplemented by the faculty-specific library, forms the backbone of students' access to textbooks. Campus-wide Wi-Fi provisions and 4 high-quality Mobesse cameras are also available. There is a canteen to suit the catering needs, and two locker rooms for students' use. The Student Council is located in block A. There is a room suited for on-call students. There are 20 seminar rooms available upon request for students to use for e-learning and group discussions.

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

The transportation of students is granted with the minibuses of the University. There is a unit for the transport of live animals useful for the farm and small animals. There is no specifically equipped vehicle to provide ambulatory service. Private vehicles are used to transport medical supplies and equipment, and FUFVM has agreements with private clinicians. Pet owners, farmers or private practitioners bring the cadavers to the Establishment themselves in case necropsy is needed.

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

Tomography, X-ray, endoscopy, analyser are available, but there is no endoscopy unit specific for small animals. There is a portable radiographic unit that is functional for distal limbs.

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

The Establishment has published on its website a biosecurity book, of which some procedures were presented in certain laboratories. Many laboratories have inadequate specific biosecurity rules that should be displayed in easily visible areas at all times. Disposal containers are present in laboratories and mainly clinical areas, but some needles were found outside.

Dangerous or toxic substances (anaesthetics, adrenaline, atropine, chemicals) could be found in unlocked cabinets in the pharmacy, clinics and other training laboratories. There is only one dosimeter in the radiography area of the VTH.

The small animal clinic of the VTH has a protocol in place for ushering any patient with diarrhoea or vomiting to the isolation unit, rather than ruling out first the infectious aetiology. The protocol indicates that the units and equipment have to be physically and chemically disinfected after every use. The wastewater from these premises goes to the general sewage

system, along with the disinfectant.

4.1.6. *Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment*
The responsible person from the faculty administration made a decision about the necessity of revising the facilities and equipment during meetings with academic and support staff, department and division heads, while another Commission revised the biosecurity procedures. As reported in 3.5.2, safety measures are not always followed during extramural activity (particularly at slaughterhouses) and students seem to be not familiar with them.

4.2. Comments
The new municipal animal shelter of roughly 1 million euros, occupying 30,000m^2 deserves to be commended for providing excellent learning opportunities for the students. Designed for a capacity of 500 dogs and 40 cats, the facility has overseen roughly 1500 stray animals over a year and has encouraged roughly 450 adoptions so far. With rooms for surgery, hospitalization and analysis, it provides an environment where students can carry out clinical procedures, including anaesthesia and surgery, by themselves under direct supervision. It not only offers hands-on clinical experience for students, but it also educates elementary and high school students, directly and indirectly improving the animal welfare in the region.
The implementation of the principles of biosecurity is absent in vital compartments such as the pharmacy, the teaching laboratories and the clinics and also in some external activities. The absence of clearly displayed biosecurity rules and emergency safety provisions demonstrates the need of improvement in applying good laboratory and clinical practice.
The pharmacy and various medical and chemical cabinets have no basic security features that would allow greater control over the noxious and toxic substances. Education of staff and students in the relevant EU standards is also absent as interviewed students stated that there were no deficiencies in biosecurity to the best of their knowledge.
The absence of exotic pets, along with the aforementioned absence of pigs, further hinders students' optimal educational experience and their potential hands-on experience either during normal clinical hours or during emergency hours. Combined with the improper use of waste disposal systems, the unrealistic isolation protocol for potentially contagious companion animals casts a dark shadow over students' opportunity to learn best practice.

4.3 Suggestions for improvement
Protocols for handling patients suspected of having contagious/transmissible diseases must be explicit, to allow ruling out primarily those diseases, only then applying subsequent diagnostic tests. Animals showing signs of potentially contagious disease have to be handled with caution.
The management of the isolation rooms should comply with biosafety protocols.
Labels showing the level of biosecurity have to be displayed at the entrance of each laboratory and room used for practical procedures.
The storage, circulation, recording and use of drugs at the VTH level should be revised.
The inadequate or absence of use of disposal containers must be avoided; posters showing disinfection procedures with the security levels indicated must be used.

4.4. Decision
The Establishment is partially compliant with standard 4, due to partial compliance with rubrics "*4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must:*

-) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students
-) be of a high standard, well maintained and fit for purpose
-) promote best husbandry, welfare and management practices
-) ensure relevant biosecurity and bio-containment
-) be designed to enhance learning." and

"*4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.* "

since the Establishment did not ensure best husbandry and animal welfare practices, and relevant biosecurity and bio-containment measures, and also education and clinical research are compliant with all ESEVT Standards.

The Establishment is non-compliant with the following:

"*4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.*"
due to inadequacy of biosecurity measures taught and applied and non-compliance with EU animal welfare and care standards at the VTH;

"*4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.*"
due to inappropriate pharmacy facilities, inadequate medication tracking records, unsigned prescriptions, unsafe cabinets, absence of *Venena* and *Separanda* cabinetry, and also inappropriate ambulatory facilities

"*4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.*" due to the inadequacy of biosecurity taught and information posted wherever appropriate, the absence of good laboratory practices (i.e. free access to dangerous chemicals, unlocked cabinetry in numerous laboratories working with those, no responsible or records for tracking the chemicals).

"*4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.*"
due to inappropriate isolation facilities allowing free access, with inappropriate ventilation, absence of sewage disposal, inappropriate cadaver and waste disposal from the isolation unit.

"*4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.*"
due to inappropriate transport of live animals, cadavers and materials of animal origin to and from the Establishment to ensure the safety of students and staff and to prevent the spread of infectious agents.

5. Animal resources and teaching material of animal origin (see Standards 5.1 to 5.6)

5.1. Findings

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

The strategy of the Establishment is founded on increasing the number of small animals and equine patients based on the local conditions described as being less common in the region.

The main source of clinical training is the Veterinary Teaching Hospital and the number of ruminant cases is higher than other species correlated with the social and economic conditions in the region.

Additional sources of dog patients were identified as being two military bases, and bilateral agreements were signed for veterinary assistance; another agreement was signed with the Elazig municipality for treatment and castration of stray dogs and cats.

Other resource is the "Clinical Skill Laboratory" where the students practice on materials of animal origin, organs.

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

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

The number of cadavers used for practical anatomical training is small (3 small ruminants, 2 companion animals, 1 equine, 10 poultry/rabbits). Most practical anatomical training is based on a standard number of organs used every year. A variety of cadavers used in necropsy covers all common domestic species but pigs. The number of ruminant cadavers used in necropsy is adequate. The number of companion animals (45.3) and equine (2.3) cadavers is small. Carcasses and organs are inspected by students only at the two ruminant slaughterhouses and very low amount of products of animal origin, other than milk and cheese, are used for practical training of the students.

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

Live and healthy animals used for preclinical training are adequate in diversity and cover all common domestic species except pigs (174.67 cattle, 37.67 small ruminants, 190 companion animals, 9 equine, 22 poultry/rabbits and 4.33 exotic pets).

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

The average visits in herds/flocks/units of food-producing animals are: 23 in cattle, 21 in small ruminants, 16.7 in equine and 20.3 poultry/rabbits.

-) the number and the diversity of patients examined/treated by each student is difficult to establish with accuracy due to the fact that a group of students may examine the same animal and only the total of cases and the total number of students are given. All common domestic animals were covered but pigs.

The intramural ruminant clinic is the most representative one. The number of cattle treated at the hospital increased from 1804 in 2015 to 2854 in 2017.

-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalization, between

individual medicine and population medicine.

Bovines are the most represented clinical cases. 47% of the total number of cases are bovine, 6,3% small ruminants, 0,6% equine, 21,3% canine, 20,8% cats, 4.4% other species (birds, exotics). In the ruminant clinic, about 45% are internal medicine cases, 32% reproduction and 23% surgical cases. 30% of cases are referral cases and 22-27% chronic cases. About 10% of the cases are accommodated at the hospital for treatments.

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

The Veterinary Teaching Hospital is organized in two main clinics (small and large animal clinic).

The large animal clinic is divided into ruminant and equine clinics. There is also a diagnostic imaging unit, pharmacy services and auxiliary unit.

The administrative structure of the VTH is composed of one chief veterinary physician, nominated by the dean and appointed by the rector, two Deputy Veterinary Physicians, an Administrative Board, and one manager. The activity of the ambulatory clinic is managed by a commission who determines the farms, animal shelters to be visited and prepares the schedule.

All clinics provide assistance 24/7 for emergencies, the regular program being 8-17 daily except weekends. Specialists are available on call. Hospitalization services and intensive care are available for both small and large animals.

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

The group size for clinical training is about 7-9 students depending on the number of students enrolled. Students are involved in most of the clinical activities, from taking the history of patient, restrain to effective clinical evaluation in both veterinary teaching hospital and extramurally. Students are performing diagnostic procedures, sample collection and participate in formulating and applying therapy. They assist in more complicated clinical procedures as is dystocia, surgery, orthopaedics.

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

There is an electronic record system for client and patient data (VetPractice). Staff and students have access to the software from computers located in the administrative area. Students have access to the hard copies of each patient's files. There is also a written record system. Each student has to fill in an evaluation sheet and effectively perform consultation and some treatment procedures under the close supervision of teaching staff.

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

The welfare of the animals used for clinical training, is monitored by the VTH personnel. The welfare of the animals used in research is subject to strict control by the Fırat University Committee on Animal Experimentation. Research on laboratory animals is conducted only in the "Centre for Experimental Animal Studies" of the University.

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

There is no current process established for the development, implementation, assessment and

revision of the number and variety of animals and materials of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment.

5.2. Comments
The paddocks for clinical patients are designed but not maintained to assure optimum welfare requirements.
The students do not have the opportunity to perform dissections. The materials are systematically prepared in advance. The number of equine and companion animal necropsies is too small. The number of equine patients is too small. A swine clinic is missing.

5.3. Suggestions for improvement
The Establishment would benefit of being provided with more numerous cadavers for dissection in anatomy. With the continuous involvement of staff, students and stakeholders effective strategies for attracting more equine and companion animal patients could be implemented. A better assessment of animal welfare should be ensured in hospitalized patients.

5.4. Decision
The Establishment is non-compliant with Standard 5, due to the low number of equine and small animal and absence of swine cadavers in necropsy, low caseload in small animals, equine and exotic pets and the low amount of material of animal origin for FSQ.
Non-compliance with rubric *"5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled."* and partial compliance with rubric *"5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.".*

6. Learning resources (see Standards 6.1 to 6.4)
6.1 Findings
6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)
The Central Library is located at the Engineering Campus, 10 min walk from the FUFVM main building. Within a total floor area of 1,760 m^2 there are 2 book rooms, 1 study hall, 10 offices and 270 seats. A brand new 13,500 m^2 Central Library close to FUFVM and VTH will be opened in October 2018.
The Central Library staff consists of 26 full-time employees, including 3 professional librarians. The annual budget was over 415,000 € in 2015-2016, but was drastically reduced to 122,000 € in 2017. The library is open from 8:00 to 23:00 except for official holidays.
The number of computers is described in the SER as "sufficient" since most students bring their own laptops or tablets. There are plug sockets for laptops and a Wi-Fi network system is available.
The Central Library has subscriptions for 997 periodicals. There are 151,986 e-books and 10,710 e-journals provided by the Central Library. The number veterinary books and printed journals is 2,770 and 35, respectively. The number of veterinary e-books is 650 and that of veterinary e-journals is 250.
In the FUFVM main building, there is a 100 m^2 subsidiary library supporting the students and staff with periodicals, textbooks, CDs and 5 computers with internet access. Some veterinary books and journals, which are purchased by departments and teachers, are also available to

students.

There is not any specific learning environment in the present libraries. However, there are 20 seminar rooms of the departments at FUFVM. If available, students are allowed to use these rooms for group studies or discussions. In the new main library, which will be opened next year, there will be generous space for self-studies and group work.

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

Students and academic staff are free to use several data bases and support systems (ScienceDirect, Wiley Blackwell, Taylor and Francis, SpringerLink, ISI-Web of Science, EBRARY, BMJ Online Journals, CABI VetMed Resource, E-book Central, IThenticate, NATRON Software, Sage Premier Journal, Scopus, Turnitin, Turkey Citation Index and so on) anytime also via VPN from outside campus.

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

See above 6.1.2. Physical computer network plugs are available in the Central Library and there is a wireless net across the campus. Off-campus, students and staff have VPN access to the electronic library and learning resources. Some students, however, have no laptops and are dependent on the access to PCs at FU. In the SER it is underlined that "more computer stations are required at the central and subsidiary libraries".

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

The library staff offers introductory workshops for new students. The curriculum contains 46 hours of "Information literacy and data management", a course aiming at improving the students' competence for finding and reaching information using different resources such as library, internet, journals etc., organizing information, making synthesis, making literature search, ability to use information technologies. Although there is no single course for development of information technologies (all courses, self-learning activities, graduation thesis contributes to some extent), there is a course named "Basic Introduction to Information Technology" given in the spring semester of the 1st year, to stimulate this type of literacy to freshmen.

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

Purchase of books and magazines are managed by the Library and Documentation Office Administration. The Director is responsible for requesting new acquisitions annually. Students can take their requests to the management. They can provide feedback, suggestions etc. via different means, by filling questionnaires, submitting petitions etc.

6.2. Comments

The use of e-learning is very limited. Some of the students are rural-area based and do not possess personal laptops.

6.3. Suggestions for improvement

The Establishment is encouraged to introduce the concept of modern e-learning to the academic staff, to promote the use of (internationally) available materials, as well as to support the production of new e-learning materials. Also strengthening the merit value for the development

of new learning resources, and offering a minor collection of reference books in veterinary medicine, especially clinical veterinary medicine, and some study rooms close to the clinics and laboratories would be an asset. The Establishments should keep updating the international textbooks and handbooks.

6.4. Decision
The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare (see Standards 7.1 to 7.15 in Chapter 3)

7.1. Finding
7.1.1. Brief description of the admission procedures for standard and for full-fee students
The Establishment advertises its training via several channels such as the Radio and Television of Fırat University, the Education in Turkey website, YouTube, and as a matter of course, on the Establishment's own homepage.

In Turkey entrance examinations to higher education are managed and organised by the Student Selection and Placement Centre (OSYM) for standard students, who have to sit for different exams. The regulations and criteria are set by OSYM and defined clearly on their website, and it is also OSYM where any complaints must be submitted in relation to admission. Prospective veterinary students have to sit for the Higher Education Transition Examination, which counts for 40% of the entrance requirements, and the Undergraduate Placement Examination (in science and mathematics) which counts for 60% of scores. In 2017 students admitted to the Establishment ranged between 288 and 376 points out of 500.

Once the entrance examinations are successfully passed and feedback received from OSYM, students can enrol through electronic channels or personally.

Full fee students (who would be foreign students, since academic training is free at state universities for the Turkish ones) would have to meet the entrance requirements set by FUYOS, the Examination for Foreign Students according to the country of origin. However, the exam regulations could only be found in Turkish on the FUYOS homepage. Besides, there have not been any full fee students reported during the last three years.

The Establishment would find a reasonable tuition fee for veterinary students justified since it is one of the most expensive fields of training.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements
The Establishment has little influence on the number of admitted students which is decided by the Council of Higher Education. The Establishment is prepared for coping with the usual number of students admitted though the slight increase may cause problems. For the coming years 80 students per year are requested by the Establishment, but previous allocations by the Council of Higher Education have been over 160, with a further increase to as many as 211 due to students repeating the year.

The number of students varies greatly which suggests that there may be great numbers who have to (re)take courses, and repeat years of their studies. (e.g. 2nd year: 102 in 2015 – 210 in 2017, or 4th year: 124 in 2016, 5th year: 207 in 2017). It is difficult to provide double as many students in one year as in the previous one with the same level of facilities, study materials, etc. even though more study groups are formed if the number of students increases.

The capacities of restrooms, storage facilities, canteens, sports, etc. are adequate for the students, but more resources should be available for biosecurity related expenditures such as gloves, gowns, disinfectants, etc.

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

Training lasts for 10 semesters, and students must complete 300 ECTS and present a thesis at the end of their studies. They can sit for the final exam of a course if they attended at least 70% of the theoretical, and 80% of the practical lessons. Only those students can go from the second to the third year who have a grade point average over 1.8 of 4. It is possible to sit for a make-up (correctional) exam with the aim of improving the grade achieved previously so that the level required would be reached. In case of failure the whole second year has to be repeated. There is no limit on the number of times students can repeat failed courses.

Each class has an advisor assigned by the administration of the Establishment who has access to students' performance and – in case of poor performance – direct the students to the administration.

There are regulations in place at the university level for the aiding of disabled students (with hearing, visual, motor impairments or other conditions causing learning difficulties), but the veterinary faculty does not have specific guidelines or formal support. There is also a quota and a limit for the enrolment of students with disabilities.

There is no formal system for the following of attrition even though the strong fluctuation between student numbers in different grades and years suggests that there is much movement of the students between the years. The reason given by the Establishment is "dense curriculum". Though students could have as many as 40 hours (individual learning not included) a week, veterinary students have 26–36 hours of lectures and practicals which seem to allow a little time for preparation during the semester as well.

There is an appeal procedure after failed exams. Most often the teacher corrects the assessment if any mistakes have been made. If it is not obvious, the student can submit an appeal to the directorate, after which the teacher and the department head overview the problem. An appeal may also be submitted to the dean.

7.1.4. Brief description of the services available for students

Registration is either electronic or personal, which is helped by an officer. Classes have an advisor appointed by the faculty. Students receive orientation training during their first days. There is an electronic system for the administration of their studies ("Student Automation System"). Senior students may get information on Career Days organised every week (14 sessions a year) in which one of the alumni meet students and inform them about their professional prospects. There is no further teaching specific to research skills provided to students writing their dissertations in the final year.

Though there is a biosecurity guide available on the website of the Establishment, which should serve as the basis of student's training in biosafety, this training seems to be inadequate or completely missing in some laboratory or clinic related subjects.

There are special insurance schemes for EPTs. Medical care is free for all students (with valid student ID) either at the university where there are doctors at the Health and Culture Directorate, or at public hospitals of Family Health Centres.

Students have a cabinet for storing their goods, restrooms, canteen, cafeteria and dining halls. Students on duty have rooms where they can rest. There are excellent sports facilities (basketball, tennis and soccer) at the campus (see also chapter 4.).

There are 6 student clubs at the Establishment (VETBAK, IVSA, FUHAT, FUAT, VSOT, OBK) but they are not represented on the Establishment's homepage. As it turns out from the educationinturkey.org/en homepage, FÜIVSA was founded in 2014, and is mainly interested in international exchange programmes, while the Veterinary Health Club focuses on care for animals (founded in 2013). There is also a Disabled Student Club, but in its promotional video no disabled student appears. Financial support for these clubs is provided by the Fırat

University through an application system, and the FUFVM does not provide any monetary support for these clubs.

Students can express their opinions, ideas, and needs anonymously by dropping their messages in a box near the library. However, academic staff seems to be very approachable.

The University offers scholarships for veterinary students as well.

There is a library reading room for students used extensively as a study room before the exams with some journals. If they need textbooks or other materials, they go to the main library of FU or the medical faculty's library. Seminar rooms are also open for students for group work.

Students show a great interest in visits to veterinary schools abroad, also to improve their English language skills. Some have been in Romania or Spain with Erasmus. They had to organise their visits on their own.

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

The Establishment has no control over admission. It can only make suggestions or give warnings in case of any constraints. A student representative is invited to "relevant" committees without voting right, but there is no structured involvement of students in the development and revision of services for them.

7.2. Comments

Appeal procedures are not clear in relation to admission. In case of grievances, the first person to deal with them is the class advisor who tries to settle conflicts directly, or refer them to the administration of the Establishment.

Each class has a representative who can voice concerns to the faculty representative who sits in the university's Student Council. The faculty representative is elected every 3 years, but the oversight of the election is held by the university rectorate. (The previous electoral turnout was roughly 20%, but only one candidate stood for the election.) In case of vacancy of the said position – due to graduation of the student for instance – the dean of the faculty appoints a temporary replacement.

The effectiveness of the appointed class advisor is debatable. During the first semester, the only concerns the new first year students voiced were the prospect of studying in other veterinary facilities within or outside of Turkey.

It is not clear from the tables why student numbers fluctuate so strongly from year to year. Structured support for students who fail or who have stress or mental problems seems to be rather poor; interviewed students state they can easily approach individual staff members if in need, but no structured awareness programs or support is in place within the Establishment. There is also no information on what aid is actually offered for students with learning difficulties, or of any counselling or listening services aimed to improve the mental wellbeing of students, or providing mental health support.

7.3. Suggestions for improvement

A more in depth analysis of the results of the progression of students would reveal the causes of attrition or other factors causing the fluctuation in student numbers which must be difficult to cope with.

More than one week should be granted to students to re-prepare for failed exams.

Student representation should be further encouraged and supported by the veterinary faculty. Many students failed to identify their class representative or the faculty representative. More

transparent involvement of more students as full members of relevant committees should be sought after.

Student clubs/associations could be more visible and easy to join. They could be involved more strongly and participate more actively in decision making, and the formation of the Establishment's educational, cultural, social life and matters.

The Establishment is advised to offer more opportunities for the learning of English both for students and staff. It would be possible to organise English lessons on a voluntary, extracurricular basis by employing/hiring English language teachers, inviting visiting professors, etc. Participation in Erasmus programs could be advertised more, and better communication of possibilities is necessary. Students need help in establishing relations with institutions which accept Erasmus students. Other possibilities could be more institutional support for IVSA for the organisation of exchange programmes for students and similar arrangements on behalf of the Establishment for staff.

With very few exceptions, students are not involved in research before they have to write their thesis in the last year. The Establishment should elaborate a policy of involving outstanding students in the research projects of the departments before the final year as well. Even the role of a technical help would allow students to learn research methodology, improve relevant skills, etc.

7.4. Decision

The Establishment is partially compliant with Standard 7, since no system to monitor attrition is in place.

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

Some of the provisions of the rubrics were not applicable to the Establishment:

7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).

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

since the Establishment has little control on their admission process.

8. Student assessment (see Standards 8.1 to 8.9 in Chapter 3)
8.1. Findings
8.1.1. Brief description of the student's assessment strategy of the Establishment

The principles of the assessment strategy are laid down by FU. At the middle of each semester there are five to nine days for midterm exams and at the end of the semester, there is one week of preparation for a two-week exam period. The schedule for the whole academic year is made public in advance, exact dates of the exams being announced by the Dean at least 15 days before the exam. The opinion of the Education Planning Commission and Student's Representatives are considered before submitting the schedule to the Faculty Administrative Board.

There is a midterm and a final exam in each course. There is a possibility to have a make-up exam for the midterm only in case of a vis major included in the regulations. Semester-closing exams can be retaken once if failed or missed for some reason. There is one week time for the

preparation for retakes. If this retake is not successful, the course has to be taken once again but in fact only the exam has to be repeated.

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

There are written, oral, practical and clinical exams. Theoretical knowledge is tested mostly in writing, while pre-clinical and clinical practical skills are tested in laboratories or in a clinical setting. The acquisition of clinical day-one competences is monitored by means of the clinical report cards which enumerate the basic procedures which have to be performed by the students in four fields: internal medicine, surgery, gynaecology and obstetrics, artificial insemination. Completion of all practices in this "logbook" is the prerequisite of graduating and is monitored by staff members.

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

Within five days after a midterm or final exam, results are announced via the Student Automation System. The midterm exam score contributes for the successful completion of a course in 40%, while the final exam in 60%. The results are converted to points. Those with 0–49 scores fail, those with 50–60 scores pass if their General Grade Point is at least 2, those over 60 scores pass. The best, i.e. those with General Grade Point 3–3.5, and 3.5–4 are awarded with the titles "Honour Student" and "High Honour Student" respectively, and are announced on the FU website.

Transition from year 2 to year 3 is only possible if the General Grade Point of the student is at least 1.8. It is possible to retake low average courses in order to improve scores and meet the required level.

Each class has a tutor (class advisor) responsible for monitoring the progress of students. After midterm exams the advisor checks results and talks to students who fail. (See also chapter 7.)

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

The assessment strategy is basically determined at university level. Forms of assessment are announced as part of the course descriptions. The criteria for passing, or getting a certain amount of scores are not specified for individual subjects.

The examination schedule is considered by the Education Planning Commission and Student Representatives. However, it is not clear how much influence they have on either the content, form or timing of assessments. It is up to the lecturers to decide the method of assessment.

Students can fill out a questionnaire regarding the course teacher and the examination in the Student Automation System, and the results are surveyed by the staff member assessed, the department heads and dean, and adjustments are made. If a lecturer gets less than half of the possible points for two consecutive rounds of assessment s/he is withdrawn from teaching.

8.2. Comments

The assessment strategy is very formal, though lecturers have freedom in the selection of methods. In the course descriptions, the aim of the course is given briefly, the topics are summarized (which may be looked upon as a resume of theoretical knowledge required), but skills are not detailed. It is only possible to find the necessary practical detail on the clinical report cards, but the success criteria are not specified.

Whilst assessment of theoretical knowledge is thoroughly covered by written, oral and to a degree by the practical exams conducted in laboratories, clinical skills and day one competencies are not as strictly assessed. Monitoring the completion of pre-determined skills may be adequate for observing progression, but it may not be sufficient to assess students' performance or their need for further training.

Though there may be time during the semester for continuous preparation and learning, one week seems to be very short for preparing for final exams when there may be 8–9 courses (for 30 ECTs) in one semester. Similarly, doing so many exams in two weeks must be very difficult, and may hinder students gain in depth knowledge. However, students did not object to this system.

8.3. Suggestions for improvement

A more differentiated system of assessment could be useful. E.g. practical exams could only be necessary at the end of a subject (e.g. surgery), while achievements on practicals could be recorded to give the scores at the end of the semester without the need for another exam. Clinical (practical) report cards, both for internal and external practical training, could be used not only for the registration of the performance of a skill, but also for its assessment. Multi-modal approach for assessment may also encourage discovering students' true potentials and weaknesses. A set of standardized practical examinations for clinical skills may also allow clinicians and support staffs to set a dedicated time away from their potentially busy caseload in the hospitals for the assessment of students.

Students should be able to get individualized help if they have difficulties with a course/subject. There should be more than one retake opportunities for exams, and also a "make-up" possibility for the sick not only in the case of midterms. Students who fail will have one week to prepare for a repeat examination. Whilst the interviewed students assured this is sufficient, there is no doubt a student who could not prepare adequately during the semester may not have enough time to learn all the necessary material. Also the appeal procedure should offer a retake, or re-assessment, as a solution, in front of another lecturer or a committee.

It should be stated for each course, what level of knowledge or skills is rewarded with a number of scores, or at least what are the exact minimum requirements. It could help in making oral/practical/clinical assessments less subjective and less dependent on teacher.

The Establishment also feels the need for the further training of lecturers involved in the assessment of students.

8.4. Decision

The Establishment is compliant with Standard 8.

9. Academic and support staff (see Standards 9.1 to 9.6)

9.1. Findings

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

The overall employment strategy is governed by FU rules. The Establishment has in place a well-designed progression through the academic scale with specific criteria of reaching all academic positions. Nevertheless, the government (The Scientific and Technological Research Council of Turkey, TUBITAK) is responsible for opening new positions as research assistants or full time researchers. Research assistants have to take several obligatory courses in educational psychology.

All the faculty staff has to attend pedagogic seminars organized by the dean´s office. Obligatory courses are taught by veterinary professors to the staff. Academic and support staff have to

take biosafety training seminars.

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

Academic staff has 84 permanent FTE, and 34 temporary FTE (for which 29 are Research assistants, PhD Students). Research assistants are involved in the teaching activity, but as PhD they should have a teaching workload limited, to combine with their research career.
Support staff has 35 permanent (FTE), and 34 temporary (FTE) members, with a good level of satisfaction, but there are too few technicians.

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

FUFVM does not have autonomy on personal allocation, hindering the Establishment from developing their staff enrolment strategy.

9.2. Comments

The research assistants' teaching workload is too high. The number of technicians is very low.

9.3. Suggestions for improvement

The Establishment should revise the teaching workload for research assistants. The Establishment should have more autonomy in personnel allocation to develop a strategic plan.

9.4. Decision

The Establishment is partially compliant with Standard 9, rubric 9.2. "*9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.*", due to the very low numbers in support staff, especially technicians.

10. Research programmes, continuing and postgraduate education (see Standards 10.1 to 10.4)

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

The SER reports (10.1.1 and 10.1.3) that there are no fixed procedures for involving students into research activities and two different ways for students to participate in such activities can be applied:
- obligatory graduation thesis: it is prepared in the 9th/10th semester by all students that have not failed previous subjects; it consists in experimental research, research based on statistical surveys (e.g. questionnaires), historical studies or critical reviews; after completion, the thesis is orally presented in front of a Degree Committee; after graduation, each student has to prepare a poster presentation of the thesis for a competition held at the FUFVM in which the best three posters are awarded;
- unscheduled research activities: individual undergraduate students participate to ongoing projects under the supervision of researcher(s).
While the former way is compulsory for every student and is the main opportunity for undergraduate students to approach research in all Establishments where the graduation thesis

is required, the participation of students in research work according to the latter way is not common at FUFVM. This activity is not evaluated formally, but it allows students to gain experience in research. In FU there is VETBAK student club that manages initiatives to share research topics in veterinary medicine by organizing congresses where students can present their research works, including thesis work as a poster.

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

As stated in the SER (Table 10.1.1), postgraduate students other than PhD and Master students (Interns as intended at international level and Residents) are not present at all at FUFVM. In the same table, it is specified that Internship as intended at FUFVM is not a postgraduate training but a period of 16 weeks which students have to spend in practical activities during the 10th semester. The Master is a programme that postgraduates can carry out for a minimum of 2 and a maximum of 4 years to get the title of Master of Science after discussing a thesis in front of a commission. The PhD programme duration is minimum 4 and maximum 6 years and students have to pass an exam at the end of the second year to apply for the thesis.

The numbers of PhD and Master students is consistent and constant in the last three years (Table 10.1.2). These numbers are very high more than twice of the total number of students graduating annually (average number 115 in the last three years, as in Table 7.1.3).

The Establishment's organisation provides for a sort of shift-working according to which clinical rotations of undergraduate students take place between 08:00 and 12:00 on weekdays (except in emergency room) and these students are prioritised during this time in managing clinical cases; postgraduate students are at the clinics all day long even after working hours and are prioritised in the afternoons (with possible exceptions).

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

Research programmes are coordinated by Fırat University Scientific Research Project Unit (FUBAP) and other Bodies. Such programmes can be divided into two types: projects that require a final thesis (PhDs, Masters) and projects that do not require a final thesis. In the former the Institute of Health Sciences (IHS) is involved in the coordination process. The latter are submitted to FUBAP and/or granting Institutions (e.g. TUBITAK) according to the following process: proposal by research staff, approval by the Head of the Department, approval by the Rector, proposal to the grant Agency, final decision by the relevant Committee of the funding Organization.

Continuing education programmes are arranged, implemented and delivered by Continuing Education Centre of Fırat University and Veterinary Teaching Farm (VTF) with a sufficient degree of autonomy.

Postgraduate programmes (Doctoral and Master programmes) are coordinated jointly by the IHS and FUFVM. Minimum requirements for these programmes are determined by the Board of the IHS (that includes Director and vice-Director of IHS, Heads of FUFVM Departments, elected members of the Administrative Board of IHS) and approved by the University Senate. PhD and Master programs are communicated by public calls and applicants selected through an exam.

10.2. Comments

All students seem to have opportunities to participate in research programs, even though without specific procedures and schemes with the exception of the graduation thesis. Moreover,

the research-related activity managed by the VETBAK student club such as congress organisation is a very interesting and effective tool for allowing students to approach research more in depth.

Teaching staff carries out significant and broad research activities capable to strengthen and to support teaching activity in the veterinary programme. In this light, according to the list of scientific papers reported in the SER (annex VII), 155 papers have been published in WoS-indexed journals between 2015 and 2017. Considering the total number of research staff (temporary and permanent) reported in table 9.1.4 of the SER (about 120), the number of qualified scientific products seems to be sufficient to state that the research is performed at good standard and almost all areas of veterinary teaching programme are supported by research activities.

No postgraduate students other than PhD and Master ones (e.g. Interns, Residents, students of national Schools of specialisation, etc.) are present at FUFVM.

Table 10.1.2 shows a high number of PhD students in many disciplines, but the number of PhD students graduating annually is very low, as showed by indicator I22. According to the explanation given by the Faculty it depends on the change of PhD procedures that have been simplified about 4 years ago for allowing more applicants to access programs; this led to an increase of PhD students in the last three years compared to the very low number of those graduating according to the previous procedures and reported in the relevant indicator. Anyway, postgraduate students are considered as a resource for undergraduate students' training because they assist researchers and professors in carrying out practical activities for undergraduates (under the direct supervision of academic staff).

10.3. Suggestions for improvement

Only one Diplomate (of the European College of Poultry Veterinary Science) is present at FUFVM. This number should be strongly increased to improve international visibility of degree course in VM and activate Residency and/or Internship programmes.

Even the activation of international exchanges of students and visiting professors should allow FUFVM to increase its international qualification.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance (see Standards 11.1 to 11.10 in Chapter 3)

11.1. Findings

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

 -) has a culture of QA and continued enhancement of quality;

-) operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;

 -) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);

-) informs regularly staff, students and stakeholders and involves them in the QA processes;

-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;

-) is compliant with ESG Standards.

The maintenance of a QA system is a requirement, reinforced by the "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions" (2015) which complies with the ESG Standards and Guidelines.

It requires internal QA and external assessment. The first takes place annually, while the latter every five years. VEDEK is the non-governmental Association of the Evaluation and Accreditation of Veterinary Institutes and Programs in Turkey the standards of which follow those of ESEVT quite closely. The Establishment has not applied for accreditation by VEDEK yet, but there are several staff members from the Establishment in VEDEK, who also participate in training programmes, and bring home the good practices seen during the accreditations.

Fırat University has established a QA Committee while the Establishment has a commission for the implementation of the QA system (QAC). However, the Establishment had a QA system before it was introduced at higher level. The Establishment prepares an annual self-assessment report submitted to the Council of Higher Education. A 4-year strategic plan was compiled by the Strategic Planning Commission, with participation of staff and external stakeholders, and based on extensive analysis of statistical and other data.

The online assessment of teachers' performance is the most important outcome assessment. It consists of 19 questions related to teaching performance and skills, and it is mandatory to fill it out via the Student Automation System. Results can be seen by the teacher involved, the department head and the faculty administration, and are evaluated by the Education Committee and the Deans' Office, and the committee is responsible for the development of education. If a teacher is evaluated poorly for two consecutive semesters, in principle he/she is not assigned for teaching.

There is also a satisfaction survey which is carried out by FU regularly. The results of the satisfaction survey can be seen by the staff. There is also an online questionnaire by FU for gathering basic connection information, and an Alumni Follow Up Commission coordinating relations with graduates.

FU operates a multifunctional management program called PROLIZ.

Students are not represented in decision making forums, but are invited to the QAC and their opinion is forwarded to the decision making bodies such as the Faculty Administrative Board. Staff categories are represented at the Faculty Administrative Board. There are documented meetings with external stakeholders twice a year where their opinion is gathered, sometimes also in writing.

Suggestions are made by the QAC to the Dean for areas to be developed. The Dean and the Faculty Administrative Board realize the plan, though a written operational plan is not required. Control and monitoring is done by the Internal Control System of FU, External Auditing by the Council of Higher Education, Court of Accounts, or comes from feedback from students, staff and external stakeholders. Students can approach academic staff directly. Representation of common interests and issues is not formal. At last corrective actions are formulated and realized by the faculty administration.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards
No specific processes are described.
The Establishment has predefined regulations for the full student life cycle as is described in relevant chapters. Students are invited to the Senate and to commissions when matters regarding their studies are discussed. Their involvement in the education process and research could be increased – as set forth in the strategic documents.

Lecturers get pedagogical training (8 hours/semester) in different fields of didactics (use of IT in education, presentation techniques, etc.). The need for more training in modern assessment methods was formulated. The Establishment needed more liberty at determining the positions of academic staff, and have more support staff.

The Establishment has successfully increased the level and scope of learning resources, especially IT facilities, and databases. More individual support would be required.

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

The Quality Assessment Commission is responsible for coordinating the QA system of the Establishment, including the formulation of strategic and policy documents, carrying out surveys among students, and writing the annual report which also includes performance indicators.

There is an Academic Council meeting in every semester where all academic staff is required to participate, and where curricular issues can be brought forward and are discussed.

11.2. Comments

It seems the Establishment only presented the elements of QA system which are carried out by the Establishment, and did not include those elements which are managed by FU. These include the satisfaction survey, the financial report in which there are indicators, or the risk analysis the document of which can be found on the website of the Establishment.

The channels and the system of involving the staff and students in the QA processes, and informing them about QA related matters are not very formal. All major documents can be found on the website. Efforts are made to compile and communicate procedural guidelines (e.g. biosafety manual, laboratory or clinical biosafety "posters"), but there is still a long way to go before everyone will be aware of these and follow them in their daily practice.

The "actors" involved in the *check* stage seem to be quite a lot (Internal Control System, External Auditing, etc.) but no specific tasks and/or priority areas are described. It is mostly the administration of the Establishment who compile reports, make analyses, prepare flowcharts for some procedures, etc.

The results of the survey on teaching can be seen by department heads, dean, etc., but it seems that they cannot be seen by students, who are in turn aware of the procedure, and also that the teaching position of the staff may be at stake. Students seem to have few complaints, and have mostly informal ways to settle their problems. Class advisors are their primary partners in doing so. However, the level of help and mediation provided depends largely on the person.

Appeal mechanisms both for study matters and for disciplinary problems are a bit vague, and the chain of command (i.e. hierarchical levels of application) is not clear.

11.3. Suggestions for improvement

Staff and students should be involved to a greater extent in QA processes, and students especially in the assessment and formation of the curriculum, and in research. Academic Council meetings could also be used for conveying QA issues to staff. Similar meetings for students could enhance their involvement in matters related to teaching content, methods, assessment methods, practical training, etc.

The support to the spread of QA culture among students should not be simply entrusted to student clubs but improved through the participation of student representatives in official QA bodies and their direct involvement in the diffusion of QA principles, in addition to the previous suggestion.

Goals set and indicators used should be quantified as much as possible, and levels to be reached should be specified.

There should be a formal mechanism in place of making complaints, and finding remedies for problems.

According to section 11.2 of the SER "there is no curriculum-based information at FVM that creates awareness in the students about the importance of QA programmes", but training on QA principles should be part of the curricular FSQ programme at least.

Special emphasis should be laid on biosafety not only in the training of students, but also in biosafety related aspects of good laboratory and clinical practice, since the conduct of the Establishment and also the EPT institutions serve as models for students, thus they are part of their training themselves.

11.4. Decision

The Establishment is partially compliant with Standard 11, since rubric "*11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.*" was not fulfilled due to absence of autonomy of the Establishment to use their funds for learning and teaching.

12. ESEVT Indicators

Name of the Establishment: Fırat University Faculty of Veterinary Medicine Elazig, Turkey					
Date of the form filling: March 22, 2018					
		Establishment values	Median value	Minimal value	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.145	0.16	0.13	0.019
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.041	0.87	0.59	0.451
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.594	0.94	0.57	0.028
I4	n° of hours of practical (non-clinical) training	1324.000	905.67	595.00	729.000
I5	n° of hours of clinical training	684.000	932.92	670.00	14.000
I6	n° of hours of FSQ & VPH training	198.000	287.00	174.40	23.600
I7	n° of hours of extra-mural practical training in FSQ & VPH	84.000	68.00	28.80	55.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	18.012	70.48	42.01	-23.998
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	22.945	2.69	0.46	22.481
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0.536	5.05	1.30	-0.762
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	2.594	3.35	1.55	1.049
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.771	6.80	0.22	0.548

I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	2.394	15.95	6.29	-3.901
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.614	2.11	0.60	0.019
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0.383	1.33	0.55	-0.165
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.177	0.12	0.04	0.132
I17	n° of companion animal necropsies / n° of students graduating annually	0.394	2.07	1.40	-1.006
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1.925	2.32	0.97	0.954
I19	n° of equine necropsies / n° of students graduating annually	0.020	0.30	0.09	-0.073
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.504	2.05	0.69	0.812
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.017	0.20	0.06	-0.046
I22*	n° of PhD graduating annually / n° of students graduating annually	0.041	0.15	0.09	-0.047

12.2. Comments

Numerous indictors are below the minimal value (companion animal cases seen intra-murally, equine cases seen intra-murally, ruminant and swine cases seen extra-murally, visits to ruminant and pig herds, companion animal necropsies, equine necropsies). The low values for I8 (n° of companion animal patients / n° of students graduating annually) was due to the fact that companion animals do not represent an interest for the area. Nevertheless, the number of cases improved in the last years and is continuously increasing.

The number of small animal and equine necropsies was also low, mainly due to no interest of the local community towards the species. Exotic animals were mainly represented by wild birds and small wild ruminant brought in by local people and the percentages are increasing.

Although the number of ruminant and pig patients seen intra-murally/n° of students graduating annually (I9) is very high it is exclusively dependant on ruminants, more bovine, less small ruminants, pigs being absent completely. No clinical activities or necropsies are carried out on swine. The situation is similar for the n° of individual ruminants and pig patients seen extra-murally/n° of students graduating annually (I13), which is surprisingly negative in value, but again built only on ruminant patient figures. The explanation provided by the Establishment for the negative value was that the ruminant herds were located far from the Establishment and were examined by their own on call veterinarians.

12.3. Suggestions for improvement

Teaching of swine clinics and pathology has to be introduced to the students at FUFVM in appropriate sectors. The number of equine cases has to be increased both intra-murally and extra-murally. A stronger effort should be made to improve the extramural training in

ruminants as well as in wildlife.

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

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.		X	
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			X
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.		X	
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.		X	
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		

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3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.		X	
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		
4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.			X
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.		X	
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.		X	
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.			X
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.			X
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.			X
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.			X
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.			X
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.		X	
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographic search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		

6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	Not applicable		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	Not applicable		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	Not applicable		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.		X	
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices,	X		

	C	PC	NC
learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.			
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.		X	
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.		X	
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		

C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)

Executive Summary

The Faculty of Veterinary Medicine (FVM) in Elazıg was approved by the Turkish Ministry of Education in 1967, while education in veterinary medicine started in 1970, with a strong support from the Faculty of Veterinary Medicine in Ankara, professionals (Turkish Veterinary Medical Association) and local people and it became part of Fırat University, once it was established in 1975 (FUFVM).
The Establishment has already been EAEVE-visited in 2007 when seven category I deficiencies were found. The FUFVM submitted an interim report in 2011 and was revisited twice, in November 2011 and June 2013, by which all major deficiencies were corrected and the FVM of Elazig was fully approved.

The SER was well written, complete and provided on time to the Visitation Team. Annexes to the report were provided by email and on the site.

We would like to thank everybody who made this Visitation possible. The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer and his team were efficient and always helpful. The programme of the Visitation was easily adapted when requested by the Visitation Team who had full access to all the information, facilities and individuals they asked for.

Commendations:
- The staff and students of the Establishment are worthy of praise for their pride towards their school
- The pursuit of excellence and self-development FUFVM proved
- The high commitment of the teachers from the Elazig Veterinary Faculty to improve teaching and research
- There is a positive interaction between teaching staff and students
- The clinical training at the Municipal Shelter raises the status of the animals
- The high number of bovine cases seen both at the VTH and VTF

Recommendations (Minor Deficiencies):
1. In Standard 2 Finances it states:
   2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards, which means it must be able to make the best use of its funds to meet educational requirements of the Strategic plan.
2. In Standard 3 Curriculum it is mentioned that:
   3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.
   3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.
   3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must

be allowed to complain officially or anonymously about issues occurring during EPT.

   3. In Standard 4 Facilities and equipment:

     4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must:

  a. -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students
  b. -) be of a high standard, well maintained and fit for purpose
  c. -) promote best husbandry, welfare and management practices
  d. -) ensure relevant biosecurity and bio-containment
  e. -) be designed to enhance learning.

     4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency service does not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.

   4. In Standard 5 Animal resources and teaching material of animal origin:

     5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.

   5. In Standard 7 Student admission, progression and welfare:

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

   6. Standard 9 Academic and support staff states that:

     9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the e ducational programme and fulfil the Establishment's mission.

   7. In Standard 11 Outcome Assessment and Quality Assurance, it is mentioned: 11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Items of Non-compliance (Major Deficiency) under ESEVT:

   1. The Establishment is not compliant with Standard 3 because of insufficient acquisition of some of the core Day-One Competences in all major species.
   2. The Establishment is not compliant with Standard 4.6. because facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards. The overall provisions for safety, biosecurity and animal welfare standards were not met.
   3. The Establishment is not compliant with Standard 4.11. because the Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities. The pharmacy, the clinics and the teaching laboratories had cabinets with no locks, a variety of drugs or toxic agents (atropine, adrenaline, powerful pain killers) on display, no records of the

circulation of those drugs, except an electronic inventory of the available amounts, unsigned prescriptions. Unused drugs were found in all clinics, on the tables, under no restrictions.

4. The Establishment is not compliant with Standard 4.12. because operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors. Biosecurity measures were very scarcely applied, procedures were explained in an online book, but not displayed for the students and staff. Good laboratory practices were not in place, chemicals being accessible to outsiders.

5. The Establishment is not compliant with Standard 4.13. because appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH. The isolation facilities, although present, were inappropriately used, disinfected, had no proper ventilation methods for preventing diseases or they were not adequately applied. The waste was packet in medical bags and kept in an outside container till the municipality would collect it.

6. The Establishment is not compliant with Standard 4.15. because the transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.

7. The Establishment is not compliant with Standard 5.1. because the number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled" , due to the low number of equine and small animal and absence of swine cadavers in necropsy, low caseload in small animals, equine and exotic pets and low amount of material of animal origin for FSQ.

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

EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology
Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;
Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;
Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;
Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ..;
External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);
Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;
Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;
Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;
Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

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

1. The Establishment is not compliant with Standard 3 because of insufficient acquisition of some of the core Day-One Competences in all major species.

2. The Establishment is not compliant with Standard 4.6. because facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards. The overall provisions for safety, biosecurity and animal welfare standards were not met.

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The 'Faculty of Veterinary Medicine (FVM), Fırat University' is therefore classified as holding the status of: **NON-ACCREDITATION**.