

# MAKÜ|VET

FACULTY OF VETERINARY MEDICINE



# ***Self Evaluation Report***

## ***of MAKU-VET // 2019***

Standard Operating Procedure / SOP

Version 12 May 2016

valid for the Visitation 07-11 October 2019



**EDITED by**  
ACCREDITATION  
**COMMISSION OF MAKU-VET**

**SELF EVALUATION REPORT 2019**

for the European Association of  
Establishments for Veterinary Education

Standard Operating Procedure (SOP) / Version 12 May 2016

Burdur 07-11 October 2019



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Burdur Mehmet Akif Ersoy University

**Faculty of Veterinary Medicine**

# INTRODUCTION





## INTRODUCTION

### A brief history of the Establishment and of its previous ESEVT Visitation

Mehmet Akif Ersoy University was founded on March 17, 2006 in Burdur as a State University. The name of Mehmet Akif Ersoy University was changed as Burdur Mehmet Akif Ersoy University (MAKU) on May 18, 2018.

As of the end of 2018, the university has 11 faculties, 4 institutes, 6 colleges, 13 vocational schools and Turkish Music State Conservatory. In the 2018-2019 academic year, the number of students in our university has reached to thirty-one thousand. The Faculty of Veterinary Medicine (MAKU-VET) is one of the two core faculties (with the Faculty of Education) during the foundation of the university. MAKU-VET was founded on July 3, 1992 as an establishment of Akdeniz University.

MAKU was selected as a pilot university in the field of "Husbandry" within the scope of the project "Mission Differentiation and Specialization of Universities with Regional Development Focus" coordinated by the Turkish Council of Higher Education (YÖK) in cooperation with Republic of Turkey Ministry of Treasury and Finance (RTMTF).

Mehmet Akif Ersoy University took its name from the national poet Mehmet Akif Ersoy who was the writer of the Turkish National Anthem and also a veterinarian. Mehmet Akif Ersoy served as Burdur deputy in the first parliament of the Turkish Republic.

MAKU-VET was never undergone by a European System of Evaluation of Veterinary Training (ESEVT) visitation previously.

### Main features of the Establishment

MAKU-VET started the education with 30 students in 1996. For one year, students went to Ankara University Faculty of Veterinary Medicine for education. The Faculty has been active in Burdur since September 22, 1997. The faculty was connected to MAKU in 2006. After giving training in a building at the city center between 1997 and 2010, MAKU-VET then moved to the present building in Istiklal Campus. MAKU-VET continues to provide education with 5 departments and 18 divisions within its structure. The department of clinic sciences had temporarily continued education and services in the main building between 2010 and 2015 until the Veterinary Teaching Hospital (VTH) construction was completed. The VTH was put into service next to the main building in 2015. The department of clinic sciences was then moved to the VTH building. The VTH serves in three different areas; small animal clinic, large animal clinic and equine clinic. Each clinic has its own examination and treatment rooms, operation halls, hospitalization and quarantine sections. The hospital building also has a necropsy hall. In addition, there are also diagnostic laboratory and imaging unit in the hospital which are used actively for the routine clinical services. VTH of MAKU-VET is the largest animal hospital in the region.

There are cattle and small ruminant units in the Agriculture, Livestock and Food Application and Research Center.

In the main faculty building, the unit of experimental animals (for mouse, rat and rabbit) has licensed and continues to be active.

Approximately one hundred students are registered to the faculty every year. As of 2018-2019 academic year, there are 721 registered students and 27 of them are foreign students. Until the end of 2018, 626 students have graduated from the faculty.

Eighteen Master of Science Programs (MSc) and 8 Doctor of Philosophy (PhD) Programs are conducted within the Institute of Health Sciences. As of 2018, there are 278 registered MSc students and registered 92 PhD students. There are agreements with 15 different universities in Europe with Erasmus + student exchange program. To date, 42 students have benefited from internship mobility.

All academic staff has a doctorate degree (100%), Veterinarian and working full time.

MAKU-VET is a member of “The Association for the Evaluation and Accreditation of Veterinary Institutes and Programs of Veterinary Medicine (VEDEK)” which is the national accreditation unit of veterinary education in Turkey and conditionally approved for two years on December 28, 2018.

### **Main developments since the last Visitation**

MAKU-VET has not been visited by the European Association of Establishments for Veterinary Education (EAEVE) before. A planned visitation in 2016 was canceled by EAEVE.

### **Major problems encountered by the Establishment (whether resolved or not)**

- The higher education system in Turkey is managed by YÖK. YÖK tends to increase the number of students.
- In accordance with the procedures and principles determined by the Executive Board of Higher Education, students move horizontally according to their central placement score and this result in an increase in the number of students (30% of the quota is allocated as per year).
- Insufficient financial funding supplied by the national government to be continued the expected developments in teaching and for MSc and PhD thesis.
- Delay in the implementation of a full Quality Assurance (QA) System by the university.
- Lack of support staff.
- Insufficient communication with graduates at the institutional level.

### **Version and date of the ESEVT SOP which is valid for the Visitation**

Standard Operating Procedure (SOP) as approved at the Uppsala General Assembly 12 May 2016.

Burdur Mehmet Akif Ersoy University  
**Faculty of Veterinary Medicine**



## Chapter 1

# OBJECTIVES and ORGANISATION



## 1.OBJECTIVES and ORGANISATION

### 1.1. Factual information

**1.1.1 Details of the Establishment, i.e. official name, address, phone number, email and website addresses, Establishment's Head, name and degrees of the person(s) responsible for the professional, ethical, and academic affairs of the VTH, official authority overseeing the Establishment**

|  |   |
|--|---|
| <b>Official name:</b>  | Burdur Mehmet Akif Ersoy University Faculty of Veterinary Medicine (MAKU-VET)                           |
| <b>Address:</b>  | Burdur Mehmet Akif Ersoy University Faculty of Veterinary Medicine Istiklal Campus 15030 Burdur/ TURKEY |
| <b>Telephone:</b>  | 00 90 248 213 20 00   |
| <b>Fax:</b>  | 00 90 248 213 20 01   |
| <b>Website address:</b>  | <a href="https://veteriner.mehmetakif.edu.tr/">https://veteriner.mehmetakif.edu.tr/</a>                 |
| <b>E-mail:</b>   | veteriner@mehmetakif.edu.tr   |
| <b>Establishment's Head:</b>   | Dean-Prof. Dr. Hakan ÖNER (Veterinarian)  |
| <b>The person who is responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital</b> | Prof. Dr. Mehmet Çağrı KARAKURUM (Veterinarian)   |
| <b>The official authority overseeing the Establishment:</b>  | Rector-Prof. Dr. Adem KORKMAZ (Economist)   |

### 1.1.2. Summary of the Establishment Strategic Plan with an updated SWOT analysis (Strengths, Weaknesses, Opportunities and Threats), the mission and the objectives

The strategic plan for the five-year period of 2016-21 prepared by MAKU-VET was revised as 2017-2021 after selection of the University as a pilot university in the animal husbandry area by the YÖK at the end of 2016. According to this new plan MAKU-VET's Mission, Vision and Values statement has changed and priority strategic lines of action are determined as:

1. To modernize teaching and research capabilities.
2. To increase social contribution addition to teaching and research capabilities.
3. To produce projects in the field of animal husbandry and animal health for regional development.
4. To guide and support academic studies in accordance with the regional development project.
5. To enhance the QA System.
6. To prepare the MAKU-VET for the National Accreditation.
7. To prepare the MAKU-VET for the EAEVE Accreditation.
8. To build solid partnerships with stakeholders

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## SWOT Analysis

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### Strengths

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- 1 Young, dynamic, qualified and sufficient academic and administrative staff
- 2 All of the academic staff are Veterinarian and have PhD degree
- 3 The faculty management is dynamic, always open to communication and has a student-centered approach
- 4 Presence of Small Animal, Large Animal and Equine Clinics in Animal Hospital. Sufficient space for clinical practice training in these areas and facilities for sick animals (amphitheater, examination rooms, diagnostic laboratory, imaging unit, operating rooms, hospitalization and isolation areas)
- 5 Being a pilot university in the field of animal husbandry
- 6 The only Veterinary Faculty in the region
- 7 Active functioning of national and international students and academic exchange programmes
- 8 Increasing quality of the technological infrastructure, with the largest closed area of our country.
- 9 Faculty has a training program in accordance with the directive 2005/36/EC.
- 10 Strong communication between students and lecturers
- 11 Good relations with stakeholders

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### Weaknesses

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- 1 Difficulties for Student's transportation to campus area
- 2 Budget opportunities are inadequate in education and research
- 3 Insufficient social areas serving to students at the campus
- 4 Insufficient technical staff number
- 5 Failure to open doctorate programs in some departments due to an insufficient number of academic staff (YÖK has required at least 6 academic staff to open a doctorate program)
- 6 The electronic patient monitoring system has not yet been implemented
- 7 Insufficient area for the food department
- 8 Inadequate quality assurance studies
- 9 An increasing number of students with horizontal transitions

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### Opportunities

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- 1 Selection as a pilot university in the field of animal husbandry within the scope of regional development-oriented mission differentiation and specialization project
  - ❖ Increased visibility of MAKU-VET
  - ❖ Significant financial resources
  - ❖ Creating synergies between faculty and stakeholders
  - ❖ Improving the capability (embryo transfer unit), diversity (e.g. buffalo and goat) and number of farm animals at the university's farm for practical activities and increasing students' learning opportunities
  - ❖ Adaption of MSc and PhD thesis to focus on animal husbandry project (Extra funding)
  - ❖ Establishment of Dairy Technologies Research Center

- 2 The close collaboration of the university with the other universities (ADIM project) in the region benefiting from the opportunities of these universities related to education and research
- 3 Location of MAKU-VET in an area with a high density of dairy cattle in the region
- 4 The positive synergy between the Faculty and Rectorate

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**Threats**

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- 1 The high cost of Veterinary Medicine training
- 2 Delay in implementation of QA System and the difficulty of adopting these processes.
- 3 Negative changes in Turkey's economic and financial situation,
- 4 Existence of a high number of Veterinary Faculties in Turkey
- 5 Lack of specialized support staff
- 6 Lack of Sustainable National Livestock Policies

**Objectives:**

The objectives are derived from the mission statement, see below.

**1.1.3. Summary of the Establishment Operating Plan with timeframe and indicators of achievement of its objectives**

| Education and Training                                     |   |  |           |
|--|---|--|-----------|
| Goals  | Targets   | Indicators   | Timeframe |
| <b>Objective 1:</b><br>Increasing the Quality of Education | <b>Target 1:</b><br>Development of education standards  | -Publication of the Regulation on Faculty of Veterinary Medicine<br><br>-Starting and finalizing national and international accreditation processes<br><br>-Increasing budget opportunities<br><br>-Students' vocational courses, training activities and so on. | Annually  |
|  | <b>Target 2:</b> Developing technological and physical infrastructure needed for the carrying out of educational activities | -Improving and improving the physical areas used in the education and training of students   | Annually  |

|   |  |  |          |
|---|--|--|----------|
|   | <b>Target 3:</b> In the course of the Bologna Process, the European Credit Transfer System (ECTS) information packages will be prepared and accessed on the web. | -Entering the ECTS data of the instructors through the Student Information System and facilitating the accessibility of the information packages   | Annually |
| <b>Research &amp; Development</b>   |  |  |          |
| <b>Objective 2:</b><br>Increasing the quantity and quality of research and development activities | <b>Target 1:</b> Improving the research opportunities  | -Normal research projects for regional development in animal husbandry, graduate thesis projects and the number of research projects supported by other institutions<br><br>-Establishment of embryo and semen production center<br><br>-Establishment of a research center for meat and milk technologies<br><br>-Enhancement of the clinical laboratory infrastructure<br><br>-Establishment of Breeding and Genetic Center Annual | Annually |
| <b>Social Contribution</b>  |  |  |          |
| <b>Objective 3:</b> Developing Social Contributions and Relations with Stakeholders               | <b>Target 1:</b> To provide solutions to the problems of animal husbandry on a regional and national basis.  | -Organizing training<br><br>-Producing projects for problems   | Annually |
|   | <b>Target 2:</b> Developing clinical services  | -Establishing an electronic registry and database system<br><br>-Increasing the opportunities and  | Annually |



|  |   |   |          |
|--|---|---|----------|
|  |   | capabilities of the Animal Hospital   |          |
|  | <b>Target 3:</b> Ensuring that the Faculty is preferred by introducing the Faculty and the profession of Veterinary Medicine  | -Number of press publication activities<br><br>-Participating in local and regional fairs<br><br>-To attend the career days of high schools and to allow students to visit the faculty                                  | Annually |
|  | <b>Target 4:</b> Making protocols with the aim of developing cooperation with the public, non-governmental organizations and other institutions operating in the livestock sector | -Number of protocols with institutions and organizations related to the livestock sector<br><br>-To make community benefit responsibility protocols<br><br>-Establishment of a Graduate Information and Tracking System | Annually |
| <b>Management</b>  |   |   |          |
| <b>Objective 4:</b> Strengthening the Structure of Management and Administrative Units | <b>Target 1:</b> Establishing a QA System   | -Establishment of a Quality Assurance Commission<br><br>-Ensuring the participation of students in committees and commissions   | Annually |

1.1.4. Organizational chart (diagram) of the Establishment

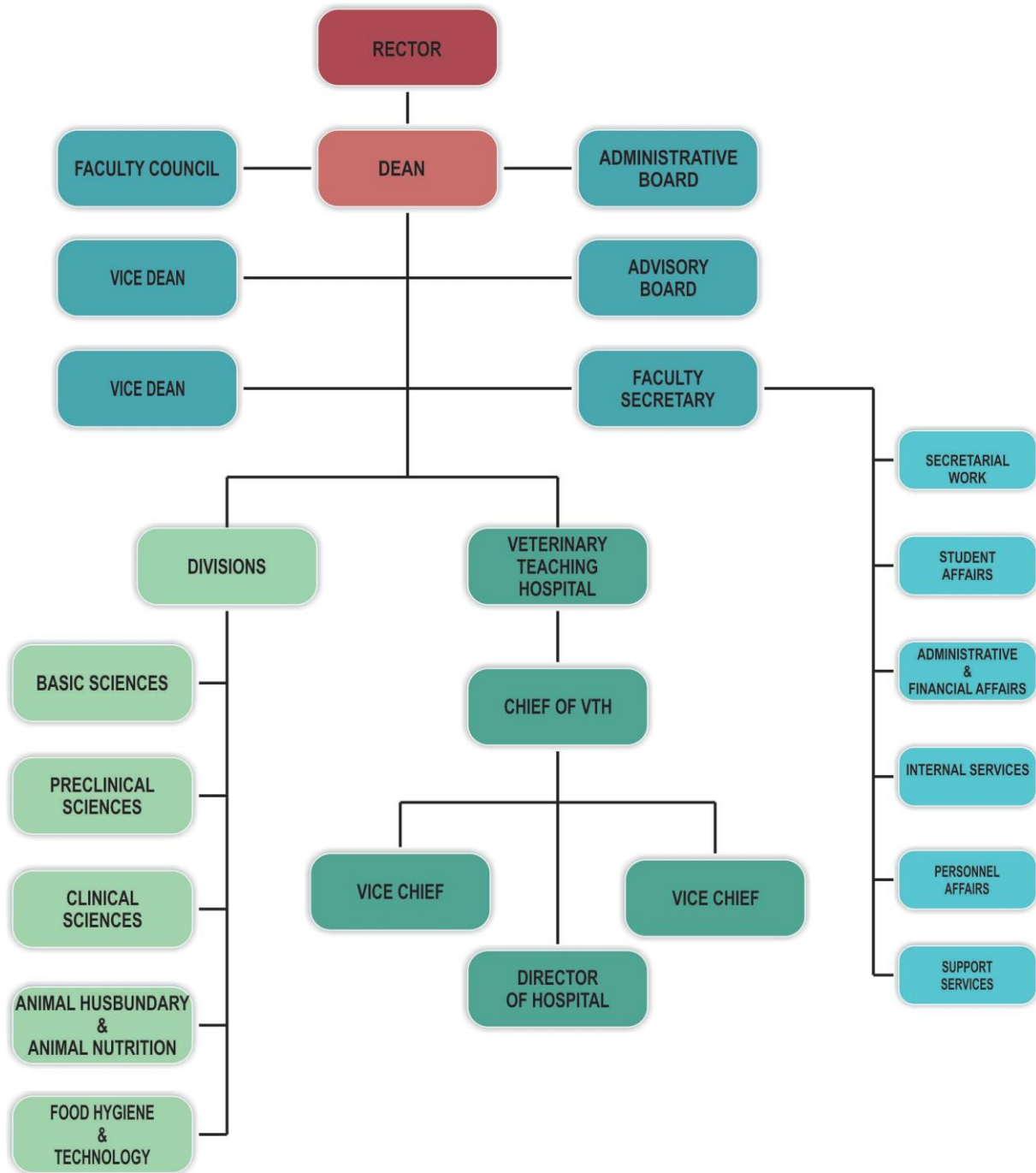
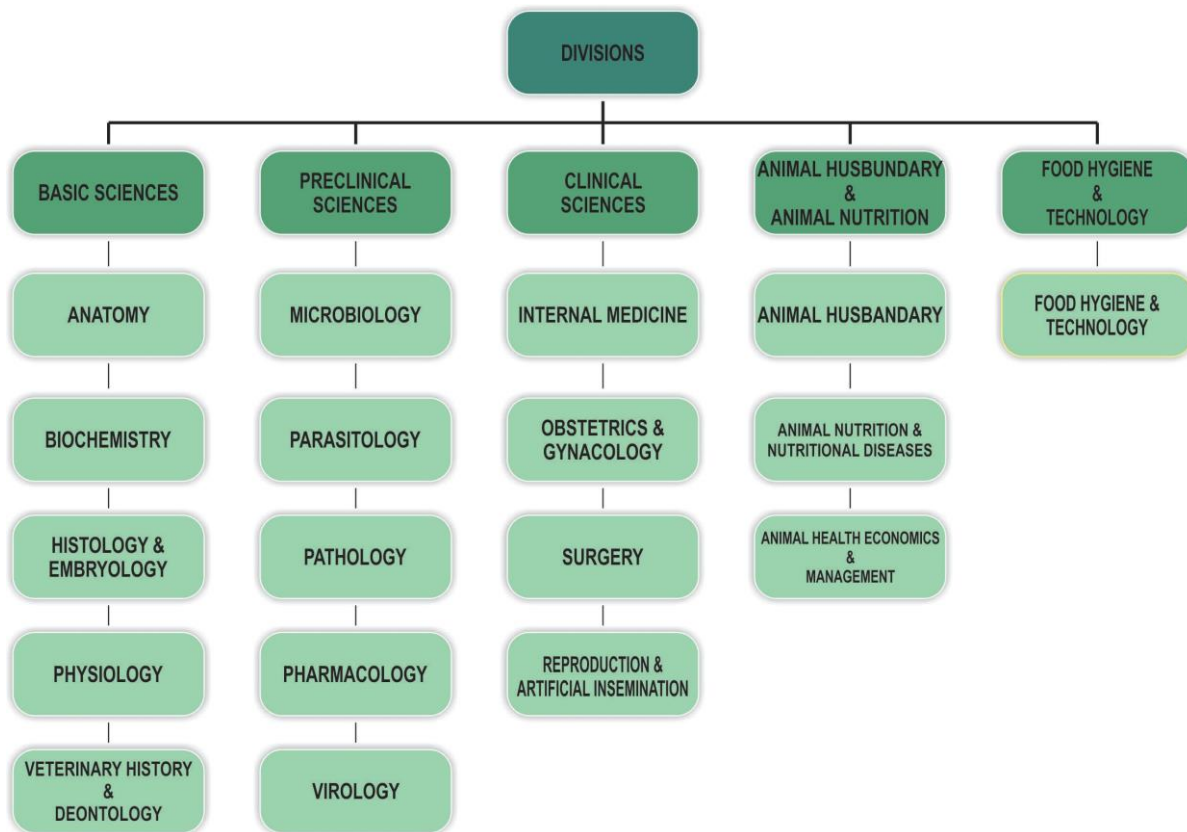


Figure 1. Organization Chart of MAKU-VET

**1.1.5. List of departments/units/clinics and councils/boards/committees with a very brief description of their composition/function/responsibilities (further information may be provided in the appendices)**

The departments in each division are summarized in Figure 2 below.



**Figure 2.** The departments in each division in MAKU-VET.

| Description of Boards  |  |
|--|--|
| Structure  | Assignments  |
| <b>Faculty Board</b>   |  |
| Dean<br>Head of the Division (5)<br>Professor Representative (3)<br>Associate Professor Representative (2)<br>Assistant Professor Representative (1) | -Making decisions on education-teaching, scientific research and publishing activities, and on the essentials, plans, programs and education-teaching calendars relevant to these activities<br>-Choosing members for the faculty administrative board<br>-Choosing members for the university senate  |
| <b>Faculty Administrative Board</b>  |  |
| Dean<br>Professor Member (3)<br>Associate Professor Member (2)<br>Assistant Professor Member (1)   | -Conducting the decisions and the essentials of the board of the faculty,<br>-Ensuring that education-teaching, plans and programs, and academic calendar are applied,<br>-Preparing the investment, program and budget proposals of the faculty,<br>-Making decisions on all the works about the faculty that the dean proposes,<br>-Making decisions on the approval of students, orientation courses, taking courses out, education-teaching and processes about the exams. |
| <b>Advisory Board</b>  |  |
| Dean<br>Vice Deans<br>Faculty Board Members Student Representative<br>Graduated Student Representative<br>Stakeholder Representative (Min. 2)        | -Advisory Board is a committee that advises Faculty management and University Advisory Boards on various issues in the form of advice and suggestions, primarily for education, research activities and service offerings.   |

#### Commissions and Coordinators of MAKU-VET

- Education and Teaching Commission
- Strategic Planning Commission
- EAEVE Commission
- Emergency Clinic Commission
- Biosecurity and Medical Waste Commission
- Extramural Work Commission
- VEHIP Commission
- Graduation and Adjustment Commission
- Quality Assurance Commission
- VEDEK Commission
- Mobile Clinic and Field Applications Commission
- Scholarship Commission
- ECTS Unit Coordinator
- ERASMUS Unit Coordinator
- FARABI Unit Coordinator

- Foreign Student Unit Coordinator

### **1.1.6. Description of how (procedures) and by who (description of the committee structure) the strategic plan and the organisation of the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

The organization of MAKU-VET is established by national legislation (2547 numbered Law). Decisions are taken upon by the faculty administrative board or the faculty board in accordance with the recommendations of the existing commissions.

Dean decided to form a strategic planning commission. Then the department presidents were asked to appoint a commission member. The academic staff members were contacted at the faculty board and a commission was formed. The commission started its work. The commission made written and face-to-face meetings with internal and external stakeholders to determine an identification of priority objectives before establishing a strategic plan. According to the results of these interviews, a strategic plan has been created. The strategic plan was approved by the faculty board. The strategic plan was revised by the commission after our university became a pilot university in the field of livestock. The revised plan was re-interviewed and approved on the faculty board and was announced on the faculty website. Strategic plan objectives are followed annually by the strategic planning commission and the quality assurance commission. Both commissions are responsible to the Dean and the faculty board.

## **1.2. Comments**

The objectives of the MAKU-VET have not shown the main changes until 2016. After implementing a strategic plan in 2016 important changes has occurred. These important changes include the modification of curriculum, increase in social contribution and awareness of the QA system. Also, a participatory management approach has been adopted. The selection of a pilot university in the field of animal husbandry has improved communication with internal and external stakeholders. The budget provided by this project encouraged academic staff to conduct project-based researches. This situation is considered as a good opportunity to increase the existing facilities of the faculty in the coming years.

## **1.3. Suggestions for improvement**

Synergy should be established between the departments on education and research. Synergy should be established between the departments on education and research. The budget provided by the husbandry project to the academic staff should be directed in accordance with the objectives of the institution. In this respect, specific units should be established which will be useful for faculty facilities, student education and regional husbandry.





## Chapter 2

# FINANCES





## 2.FINANCES

### 2.1. Factual information

#### 2.1.1. Description of the global financial process of the Establishment

There are two types, including state and private universities in Turkey. Both types of universities are affiliated with YÖK. MAKU is a state-owned university.

Every year the budget proposal estimated by Strategy Development of the university is sent to RTMTF within June-July for approval. The university budget, approved by RTMTF, is offered to Turkey's Grand National Assembly's (TBMM) Budget and Planning Commission. This commission approves the budget proposal and directs the report to the TBMM's General Assembly. The budget is discussed at the General Assembly. The budget law accepted by the TBMM is sent to the President of the Republic for approval. After the budget law is approved by the President, it is published in the Official Gazette and releases at the beginning of the financial year. The budget transferred to the university is allocated to the departments according to the needs. However, the budget proposal has never been in the amount estimated by the university. This allotment is limited by the economic policy of the government.

After the budget is reached, the Rectorate allocates an estimated budget to meet the needs of the faculties. This budget is always insufficient. The dean demands additional budget when necessary. If the additional budget is approved, the needs are tried to be completed.

Salaries and social insurance, various expenses (cleaning, communication, advertising, maintenance-repair, training supplies, travel costs, internet, heating, water and electricity) of MAKU-VET are covered by the Rectorate.

Research funds provided by University Scientific Research Projects Unit (BAP) for academic projects and revolving fund service fees derived from the activities of MAKU-VET (hospital and other diagnostic unit revenues) are the sources out of the aforementioned budget.

In addition, the financial needs of faculty are to be met by the Husbandry projects funded by the Presidency Strategy and Budget Department of the Republic of Turkey.

#### 2.1.2. Degree of autonomy of the Establishment on the financial process

MAKU-VET administration has autonomy for the use of the budget under the scope of related laws and regulations. Priorities are decided by the Dean in line with the needs and demands of the academic unit.

#### 2.1.3. % of overhead to be paid to the official authority overseeing the Establishment on revenues from services and research grants

Revenues of VTH and laboratory units are free of taxes. However, 1% of the revenue is transferred to the rectorate budget. Additionally, 9 % of the revenue provided from the services are transferred to BAP for funding future research projects.

#### **2.1.4. Annual tuition fee for national and international students**

There is no tuition fee for national students for five years of education. However, students who can not graduate from MAKU-VET within 5 years pay 386 TL (approximately 62 Euros) per year as a tuition fee. The tuition fee is 1158 TL (approximately 186 Euros) per year for international students. The tuition fee is determined by the Council of Ministers for each academic year. Tuition fees including national/international students are transferred to the University budget.

#### **2.1.5. Estimation of the utilities (e.g. water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables**

The costs of internet, heating, water and electricity of MAKU-VET are covered by the university budget. Faculty does not pay for these utilities.

#### **2.1.6. List of the on-going and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding**

VTH has passed an electronic registration system in August 2019. A new operating room with gas anesthesia device and modern equipment will be opened in the VTH. Calf and Small animal intensive care units were built. Till the end of 2018, mobile clinic services were carried out with a rented vehicle. A new mobile clinical vehicle was purchased and equipped in 2018. A vehicle and trailer were purchased for the transport of sick animals. A modern hoof trimming vehicle was also purchased. Isolation units and necropsy hall were re-designed and equipped. Acquisition of several devices for VTH laboratory has been completed. The university farm was modernized and 90 cows were purchased. The embryo transfer center and dairy center was founded here.

All these facilities and equipment were funded by “Husbandry project” supported by the RTMTF.

#### **2.1.7. Prospected expenditures and revenues for the next 3 academic years**

It is difficult to estimate the expenditures and revenues for the next 3 years. It is estimated that revenues will increase with the recruitment of facilities and capabilities of the VTH. Also, we do not expect a budget problem due to the husbandry project. Husbandry Project will be completed by the of 2021.

### 2.1.8. Description of how (procedures) and by who (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Every year, the faculty administration negotiates with the academic and administrative personnel, the heads of departments to get their demands (purchasing needed instruments and equipment, expanding laboratory and VTH, etc.) and views. The demands as a list are prepared and sent to the rectorate. These demands are evaluated by the Rectorate. The amount of budget determined by the Rectorate is transferred to the faculty. This budget has never been as the desired amount. The dean distributes this budget in a balanced manner considering the primary needs of the departments. If there is insufficient budget and there are primary demands, the dean asks for an extra budget from rectorate. Revolving fund revenues belong to the faculty. Dean uses these revenues primarily for the demands of the units that generate revenue (primarily VTH).

**Table 2.1.1.** Annual expenditures during the last 3 academic years (in €).

| Area of expenditure      | 2018             | 2017             | 2016             | Mean             |
|--------------------------|------------------|------------------|------------------|------------------|
| Personnel                | 1.771.000        | 2.027.000        | 2.148.000        | 1.982.000        |
| Operating costs          | 86.500           | 76.000           | 129.000          | 97.167           |
| Maintenance costs        | 1.793            | 3.956            | 8.831            | 4.860            |
| Equipment                | 11.573           | 35.153           | 14.986           | 20.571           |
| Others                   | 9.281            | 7.784            | 40.711           | 19.259           |
| <b>Total expenditure</b> | <b>1.880.147</b> | <b>2.149.893</b> | <b>2.341.528</b> | <b>2.123.857</b> |

**Table 2.1.2.** Annual revenues during the last 3 academic years (in €).

| Revenues source                  | 2018             | 2017             | 2016             | Mean             |
|----------------------------------|------------------|------------------|------------------|------------------|
| Public authorities               | 1.795.400        | 2.057.808        | 2.206.078        | 2.020.000        |
| Clinical and Diagnostic services | 65.774           | 47.994           | 35.402           | 49.723           |
| Research grants                  | 300.033          | 55.440           | 45.185           | 133.553          |
| <b>Total revenues</b>            | <b>2.161.207</b> | <b>2.161.242</b> | <b>2.286.665</b> | <b>2.203.276</b> |

**Table 2.1.3.** Annual balance between expenditures and revenues (in Euros).

| Academic year | Total expenditures | Total revenues | Balance |
|---------------|--------------------|----------------|---------|
| <b>2016</b>   | 2.341.528          | 2.286.665      | -54.683 |
| <b>2017</b>   | 2.149.893          | 2.161.242      | 11.349  |
| <b>2018</b>   | 1.880.147          | 2.161.207      | 281.060 |

\*Total revenues minus total expenditures

\*\*Euro/TL rate is 3.70 in 2016; 4.50 in 2017; 6.00 in 2018.

## 2.2. Comments

The majority of the faculty budget consists of budget given annually by the Rectorate and, in part, the revolving fund income from the services of the MAKU-VET. The faculty administration decides how and where to spend the budget, except salaries.

In 2018, as a consequence of the financial problems in Turkey, the university and therefore the faculty suffered a reduction in its budget. However, the budget transferred to the MAKU by the government for the Husbandry project reduced the impact of this reduction in the budget.

The financial needs of MAKU-VET will be met by the Husbandry projects funded by RTMTF for the next 3 years unless there is an economic crisis in Turkey. The coordinator of this Project is the dean of MAKU-VET and has made a great effort for the development of the faculty. In addition, a regular increase in annual service income of the VTH is expected in the future.

## 2.3. Suggestions for improvement

- Expanding services provided to the community
- By the husbandry project improving and spreading the image/brand of the institution.



## Chapter 3

# CURRICULUM



### 3. CURRICULUM

#### 3.1. Factual information

##### 3.1.1. Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The purpose of the education in MAKU-VET is to provide deep knowledge and strong practical training to the students in the different areas of the veterinary profession in line with the European Directive 2005/36. After the education in MAKU-VET, it is expected that graduates should hold the following general competencies:

- Independently perform appropriate entry-level tasks and duties of the veterinary profession under the ethical and legal responsibilities of the veterinarian.
- Make a clinical decision after a complete clinical examination.
- Improve the quality of animal care and veterinary public health.
- Be aware of lifelong learning.
- Protect human from zoonosis.
- Apply basic principles of sustainable and competitive animal production.
- Care environment.

The training period of veterinary students at MAKU-VET is 5 years (10 Semesters). This period includes full-time theoretical, practical and clinical training. The strategy of MAKU-VET educational system can be outlined as below:

Basic subjects and Basic Veterinary sciences (Anatomy, Histology and Embryology, Biochemistry, Physiology, Microbiology-1, Genetics, Pharmacology-1, General Virology, General Parasitology, Immunology and Serology, Feed Knowledge, Livestock Economics and Management) courses and Supervised Self Learning course are given in the first 4 semesters. Along with the theoretical information, they gain laboratory work discipline, become familiar with biosafety issues and supervised self-learning.

Courses at Semesters 5 to 6 are composed of basic, clinical and Zootechnics which are Entomology, Pharmacology-2, Microbiology-2, Special Virology, General Pathology, Introduction to Internal Medicine and Introduction to Surgery Zootechnics-1, Animal Welfare, Animal Nutrition and Nutritional Disease and Clinical Practice-1 courses are given at 5th semester. Helminthology, Protozoology, Epidemiology, Bee Diseases, Zootechnic-2, Oncology, Food Hygiene and Control, Introduction to Obstetrics and Gynecology, Small Animal Internal Medicine, General Surgery and Clinical Practice- 2 courses are given at 6th semester. The main strategies of these courses are to prepare students for clinical training-learning and also to provide skills for basic diagnostic methods and pathological examinations. In addition, lessons provided at 6th semester. Professional development is faster in the 5th semester because the introduction to the clinical studies commence and they begin to gain Day One Competence for the clinics.

Semesters 7 to 10 are two years of clinical knowledge, skills, and competences. In the 7th semester, the students take theoretical clinical training from Departments of Internal Medicine (Large Animal Internal Medicine-1), Surgery (Small Animal Surgery, Diagnostic Imaging Technics), Obstetrics and Gynaecology-1. Students also attend Special Pathology, Meat and Milk Inspection courses at 7th semester. At 8th Semester Obstetrics and Gynecology-2, Large Animal Internal Medicine, Large Animal Surgery, Anesthesiology, Foot Diseases, Artificial Insemination, Poultry Diseases, Aquatic Animal Diseases and Special Pathology-2 courses are given. At 9th semester, Orthopedics and Traumatology, Diagnostic Pathology, Diseases of Mammary Gland, Veterinary Medicine Legislation and Ethics, Veterinary Public Health, Animal Breeding, Veterinary Forensic Medicine, Toxicology and Environmental Protection, Entrepreneurship courses are given.

In different semesters (Semesters 5 to 9), students are rotated in clinics. During this period, they are taken out for extramural training to provide hand-on work in private farms, villages, Antalya

Zoo or MAKU Farm. The 10th semester is internship during which half of the semester is spent at VTH. Aside from clinical training, for practical training regard to Food Safety and Quality (FSQ) students are transferred to private slaughterhouses and milk processing plants where they practice antemortem and post-mortem examinations, and inspect process flow in food processing plants for sanitation and Hazard Analysis and Critical Control Points (HACCP).

At the end of the 6th and 8th semesters, students are required to have a type of mandatory summer training, extra practical training. Students undergo 20-working days (Totally 320 hours). Students are required to perform 10 working days of the summer practice at the Slaughterhouses and Meat or milk processing plants in governmental research laboratories, private clinics and hospitals or farms under the supervision of a non-academic veterinarian during summer.

Students are supposed to take 4 ECTS (6 ECTS at 7th and 9th semesters) elective course each semester. Therefore, they can obtain more advanced knowledge in some fields.

### **3.1.2. Description of the legal constraints imposed on curriculum by national/ regional legislations and the degree of autonomy that the Establishment has to change the curriculum**

There is no common curriculum for veterinarian education in the whole country. In the administrative and academic procedures, universities have to be ruled according to major Higher Education Law no 2547. Professional subjects stated by the corresponding legislation (YÖK has adopted EU/2005/EC directives) are being followed in MAKU-VET. Foreign Language, Turkish Language, Atatürk's Principles and Reforms courses are common compulsory ones which are taught by higher education institutions at least for two semesters.

The faculty is free to change the curriculum in parallel to 2005/36/EC-numbered direction of the European Union and EAEVE directives.

### **3.1.3. Description of how curricular overlaps, redundancies, omissions and lack of consistency, transversally and/or integration of the curriculum are identified and corrected**

The education and training commission deals with the curriculum. Identifying and correcting any overlaps, redundancies, omissions or lack of consistency is the responsibility of education and training commission. The working principles of the education and training commission were determined by the faculty board. If the education and training commission determines that there is a need for changes in the courses, meets with the relevant department and after makes a reasoned decision and submits it to the faculty board.

### **3.1.4. Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations**

There are four courses that play a major role in preparing students for the clinical rotations including; Introduction to Internal Medicine, Introduction to Surgery and Introduction to Obstetrics and Gynecology courses. The content of the courses is mainly to acquire basic clinical examination skills and knowledge in common diseases. The clinical practice of these courses is taught at the VTH. Also, the biosecurity SOPs are introduced to students at the VTH as well. Apart from these courses,



students are exposed to knowledge about zoonosis, epidemiology and some level of pathology. During this coursework, they acquire theoretical and practical information about biosecurity.

### **3.1.5. Description (timing, group size per teacher,..) of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, .)**

Clinical courses are 16 weeks in 5th and 6th semester (4 hours/week), 16 weeks in 7th to 9th semester (8 hours/week). Internship in the clinics is for 9 weeks in the second semester of the 5th year (32 hours/week). Theoretical courses for clinical training are taught in the 5th to 9th semesters. The VTH is composed of a small, large animal and equine clinics. Students in each semester are grouped for rotations in Surgery, Internal Medicine, Obstetrics and Gynecology, and Artificial Insemination.

Fifth-year students stay at the emergency clinic at least 2 days during their rotations. Students assist the supervising teaching staff in the diagnosis and treatment of clinical cases. Students' clinical rotations and related information have been provided in Table 3.1.5.

Students are directly involved in each activity under the supervision of academic staff. The involvement of students is followed by online student applications monitoring system for each semester.

### **3.1.6. 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**

Core teaching in slaughterhouses and in premises for the production, processing, distribution/ sale or consumption of food of animal origin takes place at the 7th semester, in parallel with clinical rotations.

There is no slaughterhouse and food processing unit belonging to MAKU-VET. Therefore, MAKU-VET signed protocols with slaughterhouses and dairy processing plants to full-fill the needs for hands-on work for students. For each slaughterhouse or premise visited by students, one lecturer is assigned. The average group size is 12-14 students. Visits occur 1 day a week minimum of 4 hours depending on the distance of the premise to be visited.

### **3.1.7. 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)**

The procedures related to the opening of elective courses in the faculty are carried out according to the "Principles of Opening and Applying Elective Courses" prepared by the education and teaching commission and approved by the faculty committee. The ratio of elective courses constitutes at least 10% of the total ECTS credits of the whole curriculum.

Students are free to choose courses from the elective course pool available for each semester. However, if the number of students who choose the course is less than 15, the course will not be opened and the students who choose these courses will choose the other elective courses that can be offered.

### **3.1.8. Description of the organisation, selection procedures and supervision of the EPT**

There is an obligatory EPT, referred as “Summer Stage” at the end of the 6th and 8th semesters. There is a formal directive regulating this EPT which is “Summer Stage Directive of MAKU-VET”. In general, students preferred to take this EPT in their own cities. Students assure an acceptance letter from the private clinics, veterinary hospitals, farms, slaughterhouses, pharmaceutical companies, state-owned or private diagnostic laboratories, feed production plants, food analysis laboratories and state veterinary offices. This acceptance letter has to be approved by the Stage Commission of the MAKU-VET. EPT period is 20 workdays (of which 10 days are obligatory in FSQ) comprise of 160 hours at least. MAKU is responsible for paying health insurance fees of students during EPT. Students are obligated to note all cases and work day by day in their logbooks provided by MAKU-VET during their summer stage training sessions and has to be signed by supervising practitioner. At the end of the summer stage, the students submit their logbooks to the stage commission to be evaluated for their involvement in clinical and practical works. A supervising practitioner has to fill a student evaluation form and sends this form in a closed envelope to the MAKU-VET. The total EPT hours are shown in Table 3.1.4.

### **3.1.9. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by each student**

In order to improve the quality control of the mentoring of clinical training and to encourage students to become proactive, an online system called “Student applications monitoring system” is used to record students’ preclinical and clinical accomplishments. At this system, the minimum number of applications required to be done by the students has been determined by each department. This system guarantees that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences. All applications must be done by the end of the 10th semester. During EPT, the students are obligated to note all cases and works day by day in their logbooks provided by MAKU-VET during their summer stage training sessions and have to be signed by supervising practitioner.

### **3.1.10. Description of how (procedures) and by who (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

The current core curriculum has been in use since 2014. Some major changes have been performed when compared with the previous curriculum. The processes for the changes in the curriculum has been described in section 3.1.2. Education and Teaching Commission works on the demands from the divisions, stakeholders and with related administrative staff and students before presenting a draft curriculum to the Faculty Board. After the commission finalizes the curricular draft, it is directed to the Faculty Board for approval. After approval by the board, it also has to be approved by the MAKU Senate. Academic Council of MAKU-VET meets twice to discuss academic issues, at the beginning and at the end of, every academic year. It is compulsory for academic staff to attend this meeting. In these meetings, the curriculum in use is also discussed.

**Table 3.1.1.** Curriculum hours in each academic year taken by each student.

| Academic semesters | A   | B  | C  | D   | E   | F   | G | H   |
|--------------------|-----|----|----|-----|-----|-----|---|-----|
| Semester 1         | 160 | -  | 32 | 64  | -   | -   | - | 256 |
| Semester 2         | 144 | -  | 32 | 112 | -   | -   | - | 288 |
| Semester 3         | 192 | -  | 32 | 144 | -   | -   | - | 368 |
| Semester 4         | 240 | -  | 32 | 144 | -   | -   | - | 416 |
| Semester 5         | 272 | -  | -  | 128 | 64  | 64  | - | 528 |
| Semester 6         | 272 | -  | -  | 80  | 64  | 80  | - | 496 |
| Semester 7         | 256 | -  | -  | 32  | 96  | 128 | - | 512 |
| Semester 8         | 288 | -  | -  | 32  | -   | 208 | - | 528 |
| Semester 9         | 208 | -  | -  | 32  | -   | 160 | - | 400 |
| Semester 10        | -   | 72 | -  | 144 | 144 | 288 | - | 648 |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

\*Except for some courses that are national requirements, Foreign Language, Turkish Language, Atatürk's Principles and History of Turkish Revolution and Elective Courses.

**Table 3.1.2.** Curriculum hours in EU-listed subjects taken by each student.

| Subjects                                   | A          | B         | C          | D          | E         | F | G | H           |
|--|------------|-----------|------------|------------|-----------|---|---|-------------|
| <b>Basic subjects</b>                      | <b>112</b> |           |            | <b>16</b>  |           |   |   | <b>128</b>  |
| Medical physics                            | 16         |           |            |            |           |   |   | 16          |
| Chemistry (inorganic and organic sections) | 16         |           |            |            |           |   |   | 16          |
| Animal biology, zoology and cell biology   | 32         |           |            |            |           |   |   | 32          |
| Feed plant biology and toxic plants        | 32         |           |            |            |           |   |   | 32          |
| Biomedical statistics                      | 16         |           |            | 16         |           |   |   | 32          |
| <b>Basic Sciences</b>                      | <b>992</b> | <b>27</b> | <b>120</b> | <b>880</b> | <b>56</b> |   |   | <b>2075</b> |
| Anatomy, histology and embryology          | 208        | 3         | 40         | 226        |           |   |   | 477         |
| Physiology                                 | 96         | 3         | 24         | 82         |           |   |   | 205         |
| Biochemistry                               | 64         | 3         | 16         | 82         |           |   |   | 165         |
| General and molecular genetics             | 32         |           |            |            |           |   |   | 32          |
| Pharmacology, pharmacy and pharmacotherapy | 64         | 3         | 8          | 66         |           |   |   | 141         |
| Pathology                                  | 128        | 4         |            | 130        |           |   |   | 262         |
| Toxicology                                 | 16         |           |            | 16         |           |   |   | 32          |
| Parasitology                               | 96         | 3         | 8          | 130        |           |   |   | 237         |
| Microbiology                               | 128        | 5         | 16         | 116        |           |   |   | 265         |
| Immunology                                 | 32         |           |            | 16         |           |   |   | 48          |
| Epidemiology                               | 16         |           |            |            |           |   |   | 16          |
| Professional communication                 |            |           |            |            |           |   |   |             |
| Professional ethics                        | 16         |           |            |            |           |   |   | 16          |
| Animal ethology                            | 16         |           |            |            |           |   |   | 16          |
| Animal welfare                             | 16         |           |            |            |           |   |   | 16          |
| Animal nutrition                           | 64         | 3         | 8          | 16         | 56        |   |   | 147         |

|  |            |           |          |  |  |            |  |             |
|--|------------|-----------|----------|--|--|------------|--|-------------|
| <b>Clinical Sciences</b>   | <b>656</b> | <b>30</b> |          |  |  | <b>928</b> |  | <b>1614</b> |
| Obstetrics, reproduction and reproductive disorders                                  | 128        | 12        |          |  |  | 32         |  | 172         |
| Diagnostic pathology   | 16         |           |          |  |  | 32         |  | 48          |
| Medicine and surgery including anaesthesiology (incl. Bee Poultry and Fish Diseases) | 384        | 18        |          |  |  | 64         |  | 482         |
| Clinical practical training in all common domestic animal species                    |            |           |          |  |  | 800        |  | 800         |
| Preventive medicine  |            |           |          |  |  |            |  |             |
| Diagnostic imaging   | 16         |           |          |  |  |            |  | 16          |
| State veterinary services and public health  | 16         |           |          |  |  |            |  | 16          |
| Veterinary legislation, forensic medicine and certification                          | 16         |           |          |  |  |            |  | 16          |
| Therapy in all common domestic animal species  |            |           |          |  |  |            |  |             |
| Propaedeutics of all common domestic animal species                                  | 64         |           |          |  |  |            |  | 64          |
| <b>Animal Production</b>   | <b>128</b> | <b>6</b>  | <b>8</b> |  |  | <b>112</b> |  | <b>254</b>  |
| Animal Production and breeding   | 32         |           |          |  |  |            |  | 32          |
| Economics  | 32         | 3         |          |  |  | 24         |  | 59          |
| Animal husbandry   | 64         | 3         | 8        |  |  | 88         |  | 163         |
| Herd health management   |            |           |          |  |  |            |  |             |
| <b>Food Safety and Quality</b>   | <b>112</b> | <b>9</b>  |          |  |  | <b>200</b> |  | <b>321</b>  |
| Inspection and control of food and feed  | 80         | 9         |          |  |  |            |  | 89          |
| Food hygiene and food microbiology   | 32         |           |          |  |  |            |  | 32          |
| Practical work in places for slaughtering and food processing plants                 |            |           |          |  |  | 168        |  | 168         |
| Food technology including analytical chemistry                                       |            |           |          |  |  | 32         |  | 32          |
| <b>Professional Knowledge</b>  | <b>48</b>  |           |          |  |  | <b>16</b>  |  | <b>64</b>   |
| Professional ethics & behaviour  | 16         |           |          |  |  |            |  | 16          |
| Veterinary legislation   | 16         |           |          |  |  |            |  | 16          |
| Veterinary certification and report writing  |            |           |          |  |  |            |  |             |
| Communication skills   |            |           |          |  |  |            |  |             |
| Practice management & business   | 16         |           |          |  |  | 16         |  | 32          |
| Information literacy & data management   |            |           |          |  |  |            |  |             |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

\*Except for some courses that are national requirements, Foreign Language, Turkish Language, Atatürk's Principles and History of Turkish Revolution and Elective Courses

**Table 3.1.3.** Curriculum hours taken as electives for each student.

| Electives               | A  | B | C | D | E | F | G | H  |
|-------------------------|--|---|---|---|---|---|---|----|
| Basic Sciences          | The students take 40 ECTS elective courses during the education programme according to their interests. It is not possible to classify elective courses according to their subjects. There are a total of 58 elective courses between 1 and 9 semesters. |   |   |   |   |   |   | 20 |
| Clinical Sciences       |  |   |   |   |   |   |   |    |
| Animal Production       |  |   |   |   |   |   |   |    |
| Food Safety and Quality |  |   |   |   |   |   |   |    |
| Professional Knowledge  |  |   |   |   |   |   |   |    |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group.

**Table 3.1.4.** Curriculum days of External Practical Training (EPT) for each student.

| Subjects                          |   | Minimum duration (weeks) | Year of programme |
|-----------------------------------|---|--------------------------|-------------------|
| Production animals (pre-clinical) | No preclinical EPT  | -                        | -                 |
| Companion animals (pre-clinical)  | No preclinical EPT  | -                        | -                 |
| Production animals (clinical)     | No differentiation between production and companion animals | 6 weeks                  | 3th and 4th year  |
| Companion animals (clinical)      |   |                          |                   |
| FSQ & VPH                         | Food hygiene (slaughter-house, milk processing plants)      | 2 weeks                  | 3th and 4th year  |

**Table 3.1.5.** Clinical rotations under academic staff supervision (excluding EPT).

| Types              | List of clinical rotations (Disciplines/Species)                               | Duration (weeks) | Year of programme     |
|--------------------|--|------------------|-----------------------|
| Intra-mural (VTH)  | Surgery, Internal Medicine, Obstetrics and Gynecology, Artificial Insemination | 89               | 3rd, 4th and 5th year |
| Ambulatory clinics |  | 4                | 5th year              |
| FSQ & VPH          | Food Hygiene, Meat Inspection and Milk Hygiene                                 | 31               | 3rd, 4th and 5th year |

**Table 3.1.6.** Optional courses proposed to students (not compulsory).

| Subjects | A | B | C | D | E | F | G | H |
|----------|---|---|---|---|---|---|---|---|
| -        | - | - | - | - | - | - | - | - |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

### 3.2. Comments

In the 2014-2015 period, a new education and training program was implemented. However, effective communication with stakeholders could not be ensured in the formation of the new curriculum. The distribution of curriculum hours in each academic year taken by each student is uneven. Places of some courses in our curriculum need to be revised.

### 3.3. Suggestions of improvement

The distribution of curriculum hours in each academic year taken by each student should be balanced. While maintaining this balance, external stakeholder opinions should also be sought. In addition to elective courses, optional courses should be offered to students. Information technology resources should be implemented more in education and training.



## Chapter 4

# FACILITIES AND EQUIPMENT

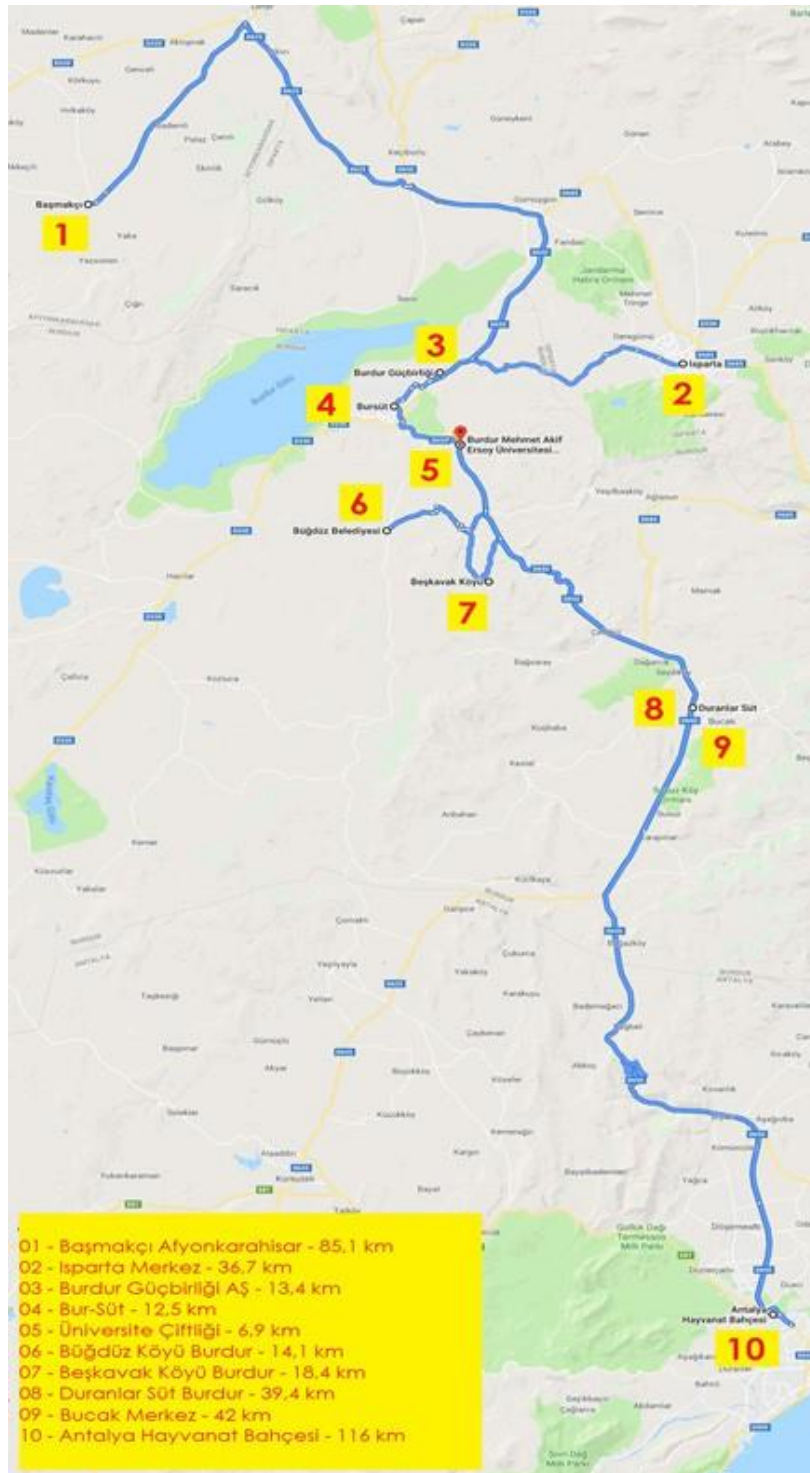




## 4.FACILITIES AND EQUIPMENT

### 4.1.Factual information

4.1.1.Description of the location and organisation of the facilities used for the veterinary curriculum (surface area, distance from the main campus for extramural facilities,) (maps to be provided as appendices)



Map. Distance from the main campus for extramural facilities

MAKU-VET is located on the main campus (Istiklal campus) of MAKU and is approximately 10 km away from the city center. The area is served by public transportation. There are also rings that provide access at regular intervals within the campus. Agriculture, Livestock and Food Application and Research Center is approximately 4 km away from the main building of MAKU-VET on the same campus. detailed information about the main building of MAKU-VET is shown in Table 4.1.1.

**Table 4.1.1.** Description of main building, VTH and premises.

| Building                         | Surface area (m <sup>2</sup> ) | Facilities   |
|----------------------------------|--------------------------------|--|
| Main Building                    | 32.000                         | The main building includes offices of dean and vice-deans, faculty secretary, administrative staffs, academic staff, student affairs, amphitheatres, student classrooms, a conference hall, a computer lab, a reading room, seminar and meeting rooms, research laboratories, student lockers and a student canteen. In addition experimental animal unit is at main building. |
| VTH                              | 10.000                         | Hospital building includes examination rooms, surgery rooms, hospitalisation and isolation units, IVF lab, imaging room, pharmacy, necropsy hall, offices of clinical departments, amphitheatres, a seminar hall, student locker rooms and showers.  |
| Artificial Insemination Building | 600                            | Building includes labs and a classroom.  |

#### 4.1.2. Description (number, size, equipment, ) of the premises for:

**Table 4.1.2.1.** Premises for lecturing group work and practical work.

| Lecture Halls  |                 |                      |        |              |
|--|-----------------|----------------------|--------|--------------|
| Place  | Name            | Size of Lecture Hall | Number | Total Places |
| Main Building  | Amphitheater    | 150                  | 4      | 600          |
| VTH  | Amphitheater    | 148                  | 2      | 296          |
| VTH  | Amphitheater    | 88                   | 1      | 88           |
| VTH  | Amphitheater    | 83                   | 1      | 83           |
| Main Building  | Classroom       | 83                   | 10     | 830          |
| Main Building  | Classroom       | 97                   | 2      | 194          |
| Main Building  | Computers room  | 83                   | 1      | 83           |
| Premises for group work (seminars, tutorials, ..)                            |                 |                      |        |              |
| Main Building  | Seminar hall    | 48                   | 11     | 528          |
| Main Building  | Conference hall | 369                  | 1      | 369          |
| VTH  | Seminar hall    | 51                   | 1      | 51           |
| Practical work (laboratories, rooms for clinical skills room on dummies, ..) |                 |                      |        |              |
| Main Building  | Laboratories    | 540                  | 11     | 5940         |

#### 4.1.3. Description (number, size, species, ) of the premises for housing:

**Table 4.1.3.1.** Premises for healthy animals, hospitalized animals and isolated animals.

| Healthy Animals      |               |                        |
|----------------------|---------------|------------------------|
| Species              | No of Animals | Size (m <sup>2</sup> ) |
| Cattle               | 90            | 1180                   |
| Buffalo              | 20            | 480                    |
| Goat                 | 300           | 580                    |
| Sheep                | 2             | 11                     |
| Rat                  | 140           | 30                     |
| Hamster              | -             | 17                     |
| Mouse                | -             | 17                     |
| Rabbit               | 2             | 36                     |
| Horse                | 3             | 26                     |
| Dog                  | -             | -                      |
| Hospitalised Animals |               |                        |
| Species              | No of Places  | Size (m <sup>2</sup> ) |
| Dog                  | 1             | 60                     |
| Cat                  | 2             | 36                     |
| Cattle               | 6             | 101                    |
| Calf                 | 1             | 70                     |
| Small Ruminant       | 3             | 34                     |
| Horse                | 2             | 26                     |
| Isolated Animals     |               |                        |
| Species              | No of Places  | Size (m <sup>2</sup> ) |
| Farm animals         | 3             | 69                     |
| Small animals        | 4             | 59                     |

#### 4.1.4. Description (number, size, equipment, species, disciplines, ) of the premises for:

**Table 4.1.4.1.** Premises for clinical activities, diagnostic services including necropsy, FSQ & VPH (slaughterhouses, foodstuff processing units,) and others.

| Clinical Activities |                                    |     |                        |
|---------------------|------------------------------------|-----|------------------------|
| Species             | Premise                            | No. | Size (m <sup>2</sup> ) |
| Companion animal    | Consultation rooms                 | 6   | 89                     |
| Companion animal    | Ophthalmology consultation room    | 1   | 14                     |
| Companion animal    | Surgery rooms                      | 4   | 140                    |
| Companion animal    | Surgical patient preparation rooms | 2   | 31                     |
| Companion animal    | Anesthesia and recovery room       | 2   | 37                     |

| Companion animal                                   | Intensive care unit                | 1   | 39                     |
|--|------------------------------------|-----|------------------------|
| Companion animal                                   | Infectious Diseases Isolation Unit | 4   | 59                     |
| Companion animal                                   | Vaccination room                   | 1   | 15                     |
| Equine   | Consultation rooms                 | 1   | 28                     |
| Equine   | Surgery rooms                      | 1   | 62                     |
| Large Animal                                       | Consultation rooms                 | 6   | 263                    |
| Large Animal                                       | Surgery rooms                      | 3   | 186                    |
| Large Animal                                       | Calf Intensive care unit           | 1   | 70                     |
| Large Animal                                       | Delivery room                      | 2   | 85                     |
| Farm animal  | Infectious Diseases Isolation Unit | 3   | 69                     |
| <b>Diagnostic services</b>                         |                                    |     |                        |
| Species  | Premise                            | No. | Size (m <sup>2</sup> ) |
| Companion animal                                   | X-ray room                         | 1   | 38                     |
| Companion animal                                   | Ultrasonography room               | 1   | 24                     |
| Companion animal                                   | ECG room                           | 1   | 24                     |
| Multispecies                                       | Necropsy hall                      | 1   | 48                     |
| Multispecies                                       | Hospital Diagnostic laboratory     | 1   | 24                     |
| Multispecies                                       | Microbiology Diagnostic laboratory | 1   | 540                    |
| Multispecies                                       | Virology Diagnostic laboratory     | 1   | 540                    |
| Multispecies                                       | Parasitology Diagnostic laboratory | 1   | 540                    |
| Multispecies                                       | Pathology Diagnostic laboratory    | 1   | 540                    |
| Multispecies                                       | IVF Laboratory                     | 1   | 24                     |
| <b>Slaughterhouses, foodstuff processing units</b> |                                    |     |                        |
| Güç-Birliđi, Slaughterhouse, Species : Ruminant    |                                    |     |                        |
| Yılmaz Et, Slaughterhouse, Species : Ruminant      |                                    |     |                        |
| Bursüt, Milk processing                            |                                    |     |                        |
| Duranlar Süt, Milk Processing                      |                                    |     |                        |
| Burpiliç, Poultry processing                       |                                    |     |                        |

#### 4.1.5. Description (number of rooms and places,) of the premises for:

**Table 4.1.5.1.** Premises for study and self-learning, catering accommodation for on-call students and leisure, student association rooms, indoor swimming pool.

| <b>study and self-learning</b> |     |                       |
|--------------------------------|-----|-----------------------|
| Premises                       | No. | Size(m <sup>2</sup> ) |
| Central Library                | 1   | 252                   |
| Student study Hall             | 1   | 250                   |
| Computer teaching              | 1   | 83                    |
| <b>catering</b>                |     |                       |
| Cafeteria (in main building)   | 1   | 510                   |
| <b>locker rooms</b>            |     |                       |
| Main Building                  | 3   | 180                   |
| VTH                            | 3   | 58                    |

| Accommodation for on call students |   |    |
|------------------------------------|---|----|
| VTH                                | 2 | 30 |
| Leisure                            |   |    |
| Outdoor Amphitheater               | 1 |    |
| Courtyard of Main Building         | 1 |    |
| Open Tennis court                  | 1 |    |
| Open Volleyball court              | 1 |    |
| Open Basketball court              | 1 |    |

#### 4.1.6. Description (number, size, equipment, ..) of the vehicles used for:

Table 4.1.6.1 Description of the vehicles used for:

| Use                         | Number  | Size | Equipment  | VTH or Faculty  |
|-----------------------------|---|------|--|-----------------|
| Students transportation     | 1 Bus   |      |  | VTH and Faculty |
| Ambulatory clinics          | 1 Van,<br>1 Trailer                               |      | Equipment for clinical treatments, trailer for hoof trimming | VTH and Faculty |
| Live animals transportation | 1 Pick-up<br>1 trailer for 2 ruminants and equide |      | Equipment for animal transportation                          | VTH             |
| Cadavers transportation     | no tool*  |      |  |                 |

#### 4.1.7. Description of the equipment used for

##### -) teaching purposes

All amphitheatres, classrooms and seminar halls have appropriate audiovisual equipment. MAKU-VET has all the laboratory equipment and necessary infrastructure that the students can carry out education and training.

##### -) clinical services (diagnostic, treatment, prevention, surgery, anesthesia, physiotherapy)

The clinics are equipped with basic modern equipment for diagnostics and therapy.

| List of The Most Important Equipment Used for Clinical Services | No. |
|---|-----|
| CR  | 1   |
| Phacoemulsification system                                      | 1   |
| Electrocardiograph device                                       | 1   |
| Anesthesia machines   | 2   |
| Surgical microscope   | 1   |
| Otoscope video endoscopes sets                                  | 1   |
| Cardiorespiratory monitors                                      | 5   |
| Randox biochemistry device                                      | 1   |
| Blood gas analyser  | 2   |
| Abacus hemogram device  | 1   |
| Intensive care unit incubator                                   | 6   |

|                                  |   |
|----------------------------------|---|
| Ultrasonography                  | 3 |
| Hoof trimming machine            | 1 |
| Laparoscopy device               | 2 |
| Laying machine for large animals | 1 |

#### **4.1.8. Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones.**

At the beginning of each year, the Rectorate requests the Faculty's request list of machinery, equipment and consumables. Dean receives a written request from the Departments. Dean, taking into account the shortcomings of the last year, sends the list of requirements to the rectorate in order of importance. The Rectorate meets these needs within the budget facilities. The Rector has positive support to the faculty. In the last 1 year, new and modern equipment has been purchased with husbandry project. With this project, the development of the faculty is expected to continue in all areas.

Head of the VTH observes the clinical studies, patient's expectations and student's needs in the hospital and decides the demands for the best for clinical services and student training. After negotiations with departments of VTH, head of the VTH sends the list to the dean's office. The Dean meets these demands from revolving fund revenues.

#### **4.1.9. Description of how (procedures) and by who (description of the committee structure) changes in facilities, equipment and biosecurity procedures (health & safety management for people and animals, including waste management) are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.**

The processes of changes in facilities and equipment are described in the previous chapter 4.1.8.

There is a Biosecurity Commission in the MAKU-VET, which is responsible for the elaboration of specific protocols. During the year, the committee visits the units for biosecurity processes. After visitations committee prepares a report and presents to dean's Office. The dean takes the necessary measures.

At the beginning of the fall semester, all students receive training on basic risk prevention through a programme given by Biosecurity Commission. Besides, students are trained on biosecurity procedures prior to any practical activity in Laboratories if there is a risk of exposure.

## **4.2. Comments**

The Faculty has no labs for clinical skills for students. However, it has been planned to have one by the end of 2020. Some research laboratories of the departments in the main building cannot be used at full capacity because of lack of equipment. Detailed planning for the isolation units is needed.

### 4.3 Suggestions for improvement

Although research laboratories are sufficient in the physical area, equipment needs should be met. The equipment in the operation rooms for Large Animal and Equine Clinics of VTH is not enough. The rooms need proper and sufficient equipment to operate.







## Chapter 5

# ANIMAL RESOURCES AND TEACHING MATERIAL OF ANIMAL ORIGIN



## 5. ANIMAL RESOURCES AND TEACHING MATERIAL OF ANIMAL ORIGIN

### 5.1. Factual information

#### 5.1.1. 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

All patients of VTH and specimens submitted to pathology are used for undergraduate and graduate student teaching. Student groups involve in clinical training and rotate between clinical disciplines. In all clinics, the students have possibilities for practical work. There is a sufficient number of small and large ruminant in the university farm for practical training of students. Also by a mobile clinic, students are able to visit farms, villages and Antalya zoo within the protocols established by stakeholders. Farm visits are good for teaching the students about Herd Health Management. A rehabilitation center for wild animals will also be established in the campus area to teach the students about the wild-life.

Because of insufficient numbers of horses in the area, the number of horses accepted intramurally is less than small animals and ruminant species. Being aware of this situation, protocols have been signed between horse farms and the establishment to increase the equine patient number and to improve the student clinical skills on horses. Also, 3 horses were kept in VTH for practical training.

The number of necropsies of ruminant species is sufficient.

#### 5.1.2. Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation, e.g. numbers of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (one-day clinic) and hospitalisations, balance between individual medicine and population medicine

Clinical courses start at 6th semester. Depending on the clinic, skills and activities to be achieved by the students at the end of training are assessed in the course of the rotations. Small student groups rotate between Internal Medicine, Surgery, Obstetrics and Reproduction and mobile clinic. A high number of first-opinion cases allow adequate training of the student in the clinical approach of common diseases, from the beginning of a case. A patient follow-up form is implemented in VTH to ensure the necessary balanced clinical caseload seen and examined by the students. In these clinical rotations, they also learn communication with the owners. An additional measure was taken in the 2018-2019 training year, with the use of the logbook.

#### 5.1.3. Description of the organisation and management of the teaching farm(s) and the involvement of students in its running (e.g. births, milking, feeding, ..)

To date, the lack of animals in university farm, students did not perform above practices intramurally. This deficiency was eliminated in 2019. The faculty has a great impact on the organisation and management of the teaching farm.

However, extramurally, when students visit farms with a mobile clinic, they have the opportunity to observe and participate in activities under the supervision of a lecturer. Sometimes a local practitioner participates these activities as well.

#### **5.1.4. Description of the organisation and management of the VTH and ambulatory clinics (opening hours and days, on-duty and on-call services, general consultations, list of specialized consultations, hospitalisations, emergencies and intensive care, ..)**

VTH is serving for farm animals and companion animals and can provide long term treatments with the presence of hospitalisation units.

The VTH staff consists of practitioners, academic and support staff and students. The VTH administration consists of the chief and vice chief and the director of the hospital. VTH serves 7/24 for 365 days. Diagnostic treatment and counseling services related to Internal Medicine, Surgery, Obstetrics and Gynecology and Artificial Insemination are offered. Intensive care units are available for lambs, calves, kids and companion animals.

Between 16:00-08:00 hours and at weekends in Emergency Clinic, a practitioner and/or related academic staff serves. Satisfaction and complaints related to the services of VTH are followed by questionnaires present in the hospital and e-mail of the MAKU-VET.

In 2016, the ambulatory service was functionalized. Students actively participate in this procedure.

#### **5.1.5. Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed**

Fresh, frozen and fixed materials are generally used for practical training in anatomy. Cadavers of dogs and cats come from municipal shelter and animals died in VTH despite the treatment. Ruminant and equine specimens are obtained by purchasing. Chickens, rabbits and exotic animals are collected from farms, Laboratory animal center and zoos. Fresh materials are stored at -18°C for non-preserved dissection. Formalin-fixed large animal cadavers are stored at +4°C. Furthermore, the Anatomy Department has a bone storage room. With regard to cadavers for training in Pathology, animals are obtained from the VTH, farms, private practitioners, as well as from clients that send their animals to be necropsied for diagnostic purposes. Biological waste material (cadavers, organs/tissues, fixed tissues) used in practical classes are collected by placing in medical waste bags and delivered to a sealed container and then are stored in cold storage room until collected by services of a Private Company authorized by Burdur Municipality that properly dispose of them by incineration.

#### **5.1.6. Description of the group size for the different types of clinical training (both intra-murally and extra-murally)**

In core, clinical rotations group size is 6-12 students, and at the emergency service, there are 4-6 students the Faculty has. The groups are usually subdivided into different simultaneous intra-mural activities. At the mobile clinic, the group size is 12 students maximum.

### **5.1.7. Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, .. (both intra-murally and extra-murally)**

Intra-murally, at the beginning of training in the clinics, students get guidelines and instructions for their behavior in clinics. They are informed about special clothes, biosecurity procedures and organisation issues.

After, students rotate through the different clinics and carry out all hand-on procedures. Students are divided to the different clinics for minimum 2 weeks and become involved in the procedures of the medical, surgical, reproduction and obstetrics, intensive care, anesthesia, emergency cases and nursing of hospitalized patients. This includes client communication, medical history, clinical examination, interpretation of laboratory results, injection (I.V, I.M and S.C), catheter placement, collection of blood, urine and stool specimens. Students also perform ovariohysterectomy and castration on dogs and cats brought by the municipality shelter.

To ensure that each student on clinical rotation performs a minimum number of clinical procedures regard to the semester, a student applications monitoring system (logbook) is used, and signed off by the clinician on duty and approved by the head of the department after the student has performed the necessary procedures.

Extramurally, in the mobile clinic students are involved in farm, village and Antalya zoo visits. Students must participate at least 4 hours to visits

### **5.1.8. Description of the procedures used to allow the students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management**

The introduction to clinical work starts in the 3rd year. First, the theory is presented in the propaedeutic lectures, the students then have the practical course where they apply the theory under the guidance of academic staff.

Each patient coming to the VTH is discussed for diagnosis, differential diagnosis, diagnostic methods, treatment and possible prophylaxis between the 5th-10th semester students and teaching staff. Students assign to present cases and take part in the management.

### **5.1.9. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment.**

All clinics and diagnostic laboratories are started to use an electronic clinical record system (VetPractice). The system includes patient recording, appointments, billing, pharmacy stock, etc. The majority of the hospital management information is administered by this software. The authorized academic staff access to the system with their own login. They use the system to obtain clinical data including lab and radiology results. The students can access to clinical records of all patients to follow the cases.

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

Academic staff supervises all clinical procedures in order to guarantee animal welfare in patients treated by students. Owner permission is obtained in all cases. Permission documents for the welfare of animals used in scientific researches are strictly followed by the Animal Experiments Local Ethics Committee (HADYEK). All procedures of 3R and its principles are applied

### 5.1.11. Description of how (procedures) and by who (description of the committee structure) 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 are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The necessary number and variety of animals and animal materials to be used for training is defined and purchased at the initiation of each semester. Patients admitted to the VTH are evaluated annually by the hospital administration, and bilateral protocols are established with external stakeholders to ensure necessary patient flow for clinical training. Also, healthy live animals at the university farm are used for pre-clinical training (animal handling, animal production, propaedeutic).

**Table 5.1.1.** Cadavers and material of animal origin used in practical anatomical training.

| Species           | 2018 | 2017             | 2016 | Mean  |
|-------------------|------|------------------|------|-------|
| Cattle            | -    | 68 (incl.organs) | -    | 22,67 |
| Small ruminants   | 1    | 1                | 2    | 1,33  |
| Pigs              | -    | -                | -    | -     |
| Companion animals | 3    | -                | 4    | 2,33  |
| Equine            | 2    | 1                | 2    | 1,67  |
| Poultry & rabbits | -    | -                | -    | -     |
| Exotic pets       | -    | -                | -    | -     |

**Table 5.1.2.** Healthy live animals used for pre-clinical training.

| Species           | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Cattle            | 1    | -    | -    | 0,33 |
| Small ruminants   | 2    | -    | -    | 0,67 |
| Pigs              | -    | -    | -    | -    |
| Companion animals | -    | -    | -    | -    |
| Equine            | 3    | 5    | 3    | 3,67 |
| Poultry & rabbits | -    | -    | -    | -    |
| Exotic pets       | -    | -    | -    | -    |
| Others            | -    | -    | -    | -    |

**Table 5.1.3.** Number of patients seen intra-murally (in the VTH).

| Species           | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Cattle            | 715  | 785  | 541  | 680  |
| Small ruminants   | 343  | 352  | 358  | 351  |
| Pigs              | -    | -    | -    | -    |
| Companion animals | 2552 | 2551 | 1867 | 2323 |
| Equine            | 29   | 14   | 11   | 18   |
| Poultry & rabbits | 36   | 32   | 53   | 40   |
| Exotic pets       | 65   | 47   | 53   | 55   |

**Table 5.1.4.** Number of patients seen extra-murally (in the ambulatory clinics).

| Species           | 2018 | 2017 | 2016 | Mean  |
|-------------------|------|------|------|-------|
| Cattle            | 87   | 475  | 392  | 318   |
| Small ruminants   | -    | -    | 70   | 23,33 |
| Pigs              | -    | -    | -    | -     |
| Companion animals | -    | 1    | 5    | 2     |
| Equine            | -    | 3    | 2    | 1,66  |
| Poultry & rabbits | -    | -    | -    | -     |
| Exotic pets       | -    | -    | -    | -     |
| Others            | -    | -    | -    | -     |

**Table 5.1.5.** Percentage (%) of first opinion patients used for clinical training.

| Species           | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Cattle            |      |      |      |      |
| Small ruminants   |      |      |      |      |
| Pigs              |      |      |      |      |
| Companion animals |      |      |      |      |
| Equine            |      |      |      |      |
| Poultry & rabbits |      |      |      |      |
| Exotic pets       |      |      |      |      |
| Others            |      |      |      |      |

**Table 5.1.6.** Cadavers used in necropsy.

| Species           | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Cattle            | 54   | 60   | 36   | 50   |
| Small ruminants   | 143  | 125  | 127  | 132  |
| Pigs              | -    | -    | -    | -    |
| Companion animals | 120  | 105  | 79   | 101  |
| Equine            | -    | 3    | -    | 1    |
| Poultry & rabbits | 244  | 328  | 71   | 214  |
| Exotic pets       | 11   | 20   | 8    | 13   |
| Others            | 16   | 21   | 19   | 19   |

**Table 5.1.7.** Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management.

| Species         | 2018 | 2017 | 2016 | Mean |
|-----------------|------|------|------|------|
| Cattle          | 16   | 28   | 16   | 20   |
| Small ruminants | 1    | 3    | 2    | 2    |
| Pigs            | -    | -    | -    | -    |
| Poultry         | 1    | 2    | 2    | 1,66 |
| Rabbits         | -    | -    | -    | -    |
| Others          | -    | -    | -    | -    |

**Table 5.1.8.** Number of visits in slaughterhouses and related premises for training in FSQ.

| Species                    | 2018 | 2017 | 2016 | Mean  |
|----------------------------|------|------|------|-------|
| Ruminant's slaughterhouses | 20   | 20   | 18   | 19,33 |
| Pig's slaughterhouses      | -    | -    | -    | -     |
| Poultry slaughterhouses    | -    | -    | -    | -     |
| Related premises           | -    | -    | -    | -     |
| Others                     | 7    | 9    | 11   | 9     |

## 5.2. Comments

The number of companion animals seen intra-murally is sufficient. The number of small animals continues to increase by bilateral protocols with the municipality of Burdur and Bucak. The number of Farm animals seen intra-murally is also sufficient except for equine and swine. However, VTH has the effort to resolve the problem for equine clinical training by keeping live equides constantly. Extramural ruminant practical training is also provided by routine visits to local private farms by the mobile clinic. Training for exotic animals is performed via the bilateral protocol with Antalya Zoo. Also, a protocol to constitute a wildlife rehabilitation center in the campus area were signed between MAKU-VET and Ministry of Agriculture and Forestry.

## 5.3. Suggestions for improvement

The number of equine cases should be increased by bilateral protocols with the stakeholders. However, to date, there are no swine farms at the region to overcome the less number of swine cases by mobile clinic visits. To eliminate this deficiency, pigs are planned to be purchased to the university farm for practical training. Also, attempts have been made to purchase real size animal models and clinical simulation models for cats, dogs, cattle, and horses for clinical practice.





## Chapter 6

# LEARNING RESOURCES



## 6.LEARNING RESOURCES

### 6.1. Factual Information

#### 6.1.1. Description of the main library of the Establishment

The center library (Prof. Dr. İlhan Varank Library) of MAKU is located in the same campus with the faculty. The library is very close to MAKU-VET. The library was established to support academic development, scientific research and personal development of faculty members, researchers and students.

The library, which is one of the most modern buildings on a national scale, serves to support traditional library services with the latest technological developments. Academic and administrative staff working in MAKU and students are natural members of the library. Non-member users can also use information sources within the library. The members can borrow books from the library periodically.

**-Staff and Qualifications:**

In the central library, there are 9 full-time employees, including 1 head of department, 4 librarians (Reader Services, Catalog and Classification, Databases, Visually Impaired Unit), 2 computer operators and 2 auxiliary services staffs.

**-Opening Hours and days:**

Monday to Saturday: 08:30-22:00, Working halls: On the basis of 7/24 (except public holidays) are at the service of the users.

**-Annual Budget:**

2018 budget is 750.000 TL (Approximately 120.000 Euros)

**-Facilities: location in the campus, global space, number of rooms, number of seats:**

Library, total closed area: 10290 m<sup>2</sup>; There is one 7 day/24 hours open study hall, 1 multi-purpose study hall, 2 general collection rooms, 4 conference halls, 2 seminar halls, 1 periodicals room, 12 individual study rooms, 4 group study rooms, 1 computer room, 1 disabled access room. The total seating capacity of the library is 999 persons.

**-Equipment: number of computers, number of electrical connections for portable PC, available software's for bibliographical search:**

No computer has been provided for the computer room yet. However, students can connect to the internet with Wi-Fi. There are a total of 674 electrical connections for a portable PC. All materials in the library are transferred to the electronic environment using the "Yordam 2001-Library Information and Document Automation" program and presented to the users via the internet.

**-The number of veterinary books and periodicals:**

There are 1719 printed veterinary books and 8 periodicals.

**-The number of veterinary e-books and e-periodicals:**

There are 11475 e-books; There are 1560 e-journals.

**-The number of other (e ) books and (e) periodicals:**

62.025 Hard copy books, 176.342 e-books, 29.915 e-journal

#### 6.1.2. Description of the subsidiary libraries

None

### **6.1.3. Description of the IT facilities and of the e-learning platform**

The faculty has 190 computers (41 computers are located in the computer room and classrooms). Minitab, Kaspersky Local Antivirus, web developing programmes, software developing programmes are available in the software inventory of the faculty. Students are able to use the computers and internet via free Wi-Fi located in the faculty and at the main campus (Eduroam). There is a Network System in the Central Library and all transactions and services are automated. Students and researchers are able to access publications through databases, trial databases, free databases subscribed to our Central Library. They can also access library information via mobile applications.

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

Electronic information and course material can be uploaded on a student basis through the Student Information System for students and faculty members at the university level. The e-material of the courses given by the instructors can be accessed by entering the user name and password. There is also access to a large number of databases via the library. Within the core curriculum of MAKU-VET, there is an elective computer course in the first 2 semesters.

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

MAKU members can reach the electronic publications, with no limits, within the campus, and also can reach the content from out of the campus by changing the proxy settings and using their user name and password.

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

In the first week of the first semester, an orientation program is organized for the new students who have enrolled in MAKU-VET. A short tour is organized about the access to the library, wireless access, e-mail and other information technologies. The necessary guidance and assistance is provided by the staff working in the library and the study hall. During the year, students are given orientation training by the library. In addition, the students are provided with information about research methods, subject preparation and how to access information resources under the supervision of faculty members at self-learning courses. For the students who are enrolled in the MSc and PhD programs, training is given on access to research and information resources under the Scientific Research Techniques, Article Writing and Ethics course. In addition, learning materials and access to information are provided both on the library and on the university website.

### **6.1.7. Description of how and by who the learning resources provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

All sources (books, periodicals, databases, e-learning, etc.) that will be included in the collection are selected according to the general education and training objective of the university, on the basis of the following criteria:

- a) The suitability for the university as subject and language for its programs
- b) The suitability of books to the present field collection
- c) Significance and status of the author or editor
- d) Budgetary facilities
- e) Used in bibliographies
- f) Recommendations of university lecturers
- g) The reliability and standards of the publisher
- h) Conformity of the physical form

### **6.2. Comments**

The current state of the main library is rather good in terms of available books, periodicals, facilities and physical state. Faculty members are asked for their book demands at the end of each year and the books demanded are bought in an unconditional manner.

### **6.3. Suggestions for improvement**

The subsidiary library and facilities should be reestablished. Inter-library borrowing services must be improved. It will be useful to consider the suggestions and requests of the students in the selection and creation of library resources. Opportunities for e-learning, online course material and course resources should be established. Students' access to information sources and information technologies and their further use should be encouraged.





## Chapter 7

# STUDENT ADMISSION, PROGRESSION AND WELFARE





## 7. STUDENT ADMISSION, PROGRESSION AND WELFARE

### 7.1. Factual information

#### 7.1.1. Description of how the educational programme proposed by the Establishment is advertised to prospective students

Information about the Faculty is available on the web page (<https://veteriner.mehmetakif.edu.tr/>). Prospective students can access information via our website. There is sufficient information about the faculty and VTH (history, mission and vision, management, organization chart, academic staff, lectures and their contents) about divisions and departments. The Rector gives information about the university in local and national press and TV channels. During the career days organized by local high schools, information about the faculty is given. In Burdur Agriculture and Livestock Fair which is held every year in April, activities are organized to introduce the university and the faculty. The university also participates in the promotion of university fairs held in different cities in Turkey every year.

#### 7.1.2. Description of the admission procedures for standard students:

##### -) selection criteria

It is essential to be a high school graduate to enroll in the Faculty. The admission of students completed high school is managed by the YÖK. Students are required to take the Student Selection and Placement Exam conducted by Student Choosing and Placement Center (ÖSYM) in order to be able to register for a degree program. The exam, Higher Education Institutions Examination (YKS) which includes multiple-choice questions, is conducted in two stages. The first step, Basic Qualification exam (TYT), consists of Turkish Language, Social Sciences, Basic Mathematics and Science (Totally, 135 minutes for 120 questions). The second step, Field qualification exam (AYT), was held at 4 fields (Turkish Language and Literature, Social Sciences 1-2, Mathematics and Science). TYT and AYT scores (40% and 60%, respectively) are added with the average of the graduation scores. After the placement scores are announced, students prefer the undergraduate programs they want to register.

##### -) policy for disabled and ill students

There is no limitation set by MAKU-VET for disabled and sick students. The university has a unit for students with disabilities. The unit has an instruction. In our faculty, there is a unit responsive for students with disabilities. The unit responsive assists students with disabilities in accordance with the instructions.

##### -) composition and training of the selection committee

Students are selected and placed by ÖSYM with the points they receive from the central examination system.

##### -) appeal process

Students may appeal the results of the exam within 10 days of the announcement date. Appeal processes are carried out by ÖSYM.

##### -) advertisement of the criteria and transparency of the procedures

All information regarding the examination process (applications, evaluation, placement, etc.) is announced on the ÖSYM website and at the national press.

### 7.1.3. Description of the admission procedures for full fee students (if different from standard students)

University education is free of payment to all Turkish citizens.

1. YÖS (Foreign Student) Examination: Students apply to the departments where the quota is opened in the universities. These students study with their own facilities and pay university expenses.

2. YTB (Overseas Turks and Relatives Communities) Exam: An examination is conducted by the Ministry of Education. Here students take exams. Scholarship winners do not make any payments to the Republic of Turkey and the university dormitories during the training period. Undergraduate, MSc and PhD students are awarded scholarships at different rates.

3. Government Scholarship Students: These students receive scholarships from their own country.

### 7.1.4. Description of how the Establishment adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements

The Faculty started education with 30 students in 1996-1997 depending on the teaching staff and the physical areas. Today The faculty board, considering the number of faculty members and the physical and application areas of the unit, expresses the opinion to the university senate that 80 students should be taken each year. However, the last decision is given by YÖK and the number of students has been determined as 100 in the last 3 years.

The MAKU-VET has to consider the welfare and biosecurity requirements of students. At the beginning of each semester, students are informed about the biosecurity rules. Necessary biosafety measures are taken for students in relevant departments and VTH.

### 7.1.5. Description of:

#### -) the progression criteria and procedures for all students;

There is a course passing system in the faculty. The course is evaluated with the relative evaluation system. However, since the 2018-2019 academic year, an absolute evaluation system is applied to the students enrolled in the faculty. Students are required to take 30 ECTS for each semester. Students graduate with 300 ECTS. One midterm and one final exam are applied for these courses which are offered every semester. Students who fail to pass the final exam at the end of each semester are given the right to take another exam (make-up exam).

The regulations regarding the exam evaluation process, criteria of graduation and objection to the exam result can be reached at <https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-67655398-onlisansvelisansegitimogretimvesinavyoenetmeligi.pdf> and <https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-51352483-makue-vet-yoen.pdf>

#### -) the remediation and support for students who do not perform adequately;

Faculty administration determines an advisor for students in each academic period. These advisors monitor the students.

Students who fail to pass the final exam at the end of each semester are given the right to take another exam (make-up exam). Also, students who cannot graduate from a single course at the end of

the 10th semester are given the right to take a single course examination. Students who fail in the internship program are given 160 hours of a compensation program.

**-) the rate and main causes of attrition;**

There is no data about the rate of attrition of MAKU-VET students.

**-) the exclusion and appeal procedures;**

In the event that they cannot reduce the number of failed courses to five courses after two additional exams, students are expelled from the university regardless of the number of failed courses at the end of their maximum course duration.

**-) the advertisement to students and transparency of these criteria/procedures**

All procedures concerning learning progress, exclusion and appeal are published on faculty and university websites and can be downloaded. In addition, the students, who are registered for the first time, are given information by the faculty administration.

<https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-67655398-onlisansvelisnsegitimogretimvesinavyoenetmeligi.pdf>

<https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-51352483-makue-vet-yoen.pdf>

#### **7.1.6. Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, careers advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ..)**

The students can register themselves online or in-person at the Student Affairs Office at the Faculty. Also, at the same time, they can register for the courses. Two support staff of Student Affairs Office assists the students for the registration. After the enrolment, one lecturer is assigned as an undergraduate advisor for each student. The orientation program is applied to the students who register for the first time. The vice-dean in charge of student affairs also helps students in academic matters. The International Relations Office is primarily responsible for foreign students at the faculty. Responsibilities of this Office also include providing information and assistance to students for exchange programmes such as ERASMUS +.

There are 1 physician and 3 nurses at the campus for the health problems of the students or they can go to a public hospital or one of the Family Health Centers. Medicare is free for university students in Turkey. Psychological Counseling and Guidance Services are provided for students in Health, Culture and Sports Department.

Our university has a career school. Students can receive support for career planning by registering to the school system.

There are students' clubs such as social clubs (music, theatre, hall dance, motor riding, etc...), scientific clubs and occupational clubs created by veterinary faculty students (Burdur IVSA, Exotic Birds, Farm Animals Medicine, Equestrian sports, Kinology, Felinology and animal psychology)

#### **7.1.7. Prospected number of new students admitted by the Establishment for the next 3 academic years**

MAKU-VET accepts a total of 100 students for each year and plans to keep the number stable for the next 3 years.

**7.1.8. Description of how (procedures) and by who (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

As stated above (7.1.2.), admission procedures and criteria for students are managed by the YÖK. Students are required to take the Student Selection and Placement Exam conducted by ÖSYM in order to be able to register for a degree program.

**Table 7.1.1.** Number of new veterinary students admitted by the Establishment.

| Type of Students  | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Standard students | 103  | 99   | 96   | 99   |

**Table 7.1.2.** Number of veterinary undergraduate students registered at the Establishment.

| Year of programme | 2018       | 2017       | 2016       | Mean       |
|-------------------|------------|------------|------------|------------|
| First year        | 125        | 132        | 142        | 133        |
| Second year       | 133        | 142        | 145        | 140        |
| Third year        | 142        | 145        | 171        | 153        |
| Fourth year       | 146        | 171        | 87         | 135        |
| Fifth year        | 171        | 87         | 88         | 115        |
| <b>Total</b>      | <b>717</b> | <b>677</b> | <b>633</b> | <b>676</b> |

**Table 7.1.3.** Number of veterinary students graduating annually.

| Type of Students  | 2018 | 2017 | 2016 | Mean |
|-------------------|------|------|------|------|
| Standard students | 153  | 87   | 88   | 109  |

**Table 7.1.4.** Average duration of veterinary studies.

| Duration          | % of the students who graduated on 2018 |
|-------------------|---|
| + 0**             | 81                                      |
| + 1 year          | 30                                      |
| + 2 years         | 17                                      |
| + 3 years or more | 9                                       |

**Table 7.1.5.** Number of postgraduate students registered at the Establishment.

| Programmes   | 2018 | 2017 | 2016 | Mean |
|--------------|------|------|------|------|
| MSc Students | 278  | 256  | 222  | 252  |
| PhD students | 45   | 27   | 19   | 30   |

## 7.2. Comments

Since student quotas are set by the YÖK despite the number determined by the Faculty Board, lack of autonomy in determining the number of students is the main problem. At the same time, the number of students passing through the horizontal transfer is also determined by YÖK and this leads to an increase in the number of students.

## 7.3. Suggestions for improvement

A rational approach of YÖK to veterinary education in relation to the requirements of the veterinary profession and society is needed in general.





## Chapter 8

# STUDENT ASSESSMENT





## 8. STUDENT ASSESSMENT

### 8.1. Factual information

#### 8.1.1. Description of the global student's assessment strategy of the Establishment

The academic calendar is announced on the website of the university and faculty before the academic year. The curriculum is carried out by the departments in the form of visual, auditory and practical training. The faculty pays extra attention to practical applications in its educational strategy.

Education in MAKU-VET consists of 10 semesters. There is a total training period of 16 weeks in each semester. There is a midterm exam, a final exam and a resist exam in each semester. Students who fail in the final exam are given the right to have a resit exam. A summer school is also available at certain times. The students who fail to take the midterm exam with a valid reason are entitled to an excuse exam. In addition, a compensation exam is granted to students who wish to improve their midterm exam notes. Students who have only one course to graduate have the right to take a single course exam. Internship students are required to submit a seminar and a final project for graduation.

Exam notes and student attendance to the courses are monitored via on-line system (Student Information System, OBIS).

#### 8.1.2 Description of the specific methodologies for assessing

##### 8.1.2.1 Theoretical knowledge

Assessment of theoretical courses is usually done with written and/or oral exams. Written exams can be in the form of multiple-choice tests, short or long answered questions. Practical exams are conducted to measure practical skills depending on the course content and practices.

##### 8.1.2.2 Pre-clinical practical skill

Oral exams are the main criteria for the evaluation of practical skills in clinical practice. Assessment of practical skills is carried out by laboratory tests based on healthy animals, cadavers, organs/archive materials, course content and subject. Students are required to be successful in the practice exams to pass the course.

##### 8.1.2.3 Clinical practical skills

Clinical practical skills for students are generally gained by applications on sick animals brought to VTH and mobile clinical. Oral and practical exams are carried out by the responsible academic staff of the course. Depending on the semester in which the student is registered, clinical applications are performed.

Beginning from the 3rd year (5th semester) of education, rotation between the clinics begins. Students are expected to improve themselves on animal handling, how clinics work and how animal owners are met etc. Beginning from the 6th semester till 10th semester of the education period, students are expected to take responsibility for more serious applications such as injection, examination, patient follow-up, sterilization and etc.

10th semester is the training period of internship and in this semester applications are carried out intensively. During this period, students are required to be present in all educational units of rotation. Those who are not present are expected to complete their absences during the compensation week. Intern students are organized according to Veterinary Intern Training Program (VEHIP) Commission guidelines. Rotations are carried out in groups of 10-12 in each group.

Application follow-up for all students is carried out by on-line system (student applications monitoring system) and academic staff is responsible for tracking students' practices.

### 8.1.3. 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

MAKU-VET has the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences by an online "Student applications monitoring system". The minimum number of applications required by the students has been determined by each department. In addition, the information packages of the theoretical courses are tried to be prepared in order to enable the students to reach their "Day One Competences".

### 8.1.4. Description of the processes for:

#### -) ensuring the advertising and transparency of the assessment criteria/procedures;

The evaluation process is carried out in accordance with the education, training and examination regulations and examination principles set by the MAKU-VET. The examination program including the date, time, type of examination and evaluation criteria of the exams can be accessed from the web page. Exam results are announced via OBIS.

#### -) awarding grades, including explicit requirements for barrier assessments;

In the faculty, an absolute evaluation system is applied. In order for the student to be successful in a course, 40% of the midterm exam and 60% of the final exam grade must be at least 60, provided that he/she takes at least 60 in the final exam.

In order to be successful in a course, the student must have at least CC grade. However, if the student's AGNO is at least 2.00 as of the semester he/she is studying, DC and DD grades are considered successful and below 2.00, DC and DD grades are considered as unsuccessful.

Theoretical and practical exams can be done as theoretical and/or practical. In case the exam is held theoretically and practically, the contribution rate of the grade obtained from the practical exam to the exam grade is determined by the instructor and this ratio can vary between 20% -50%.

#### The meanings of the success grades declared in the letter are defined as follows:

| Ratings | Notes | Coefficients |
|---------|-------|--------------|
| 90-100  | AA    | 4.00         |
| 85-89   | BA    | 3.50         |
| 75-84   | BB    | 3.00         |
| 70-74   | CB    | 2.50         |
| 60-69   | CC    | 2.00         |
| 55-59   | DC    | 1.50         |
| 50-54   | DD    | 1.00         |
| 40-49   | FD    | 0.50         |
| 0-39    | FF    | 0.00         |

Students are required to attend 70% of theoretical courses and 80% of laboratory / practical courses. In theoretical-laboratory / applied courses, they have to attend 70% of the theoretical part and 80% of the laboratory / practical part. Students who cannot continue the practical courses in this context are evaluated as absent from the theoretical course. Students who are absent are not taken to the final exam of the course and have to take the course again.

**-) providing to students a feedback post-assessment and a guidance for requested improvement;**

Students may appeal within five days from the announcement of the results. Applications are evaluated only for material error. No systematic procedures are established for post-assessment feedback to students after exams.

**-) appealing**

Only material error appealing to the exam notes are accepted. Applications are evaluated by the material error review commission. The commission consists of three faculty members under the chairmanship of the Vice Dean. The lecturer is invited to give information to the Commission. The Commission submits its evaluations to the Administrative Board by a report. The board finalizes the change of note and the decision is communicated to the student.

#### **8.1.5. Description of how (procedures) and by who (description of the committee structure) the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

The evaluation criteria of the students are stated in the regulations and exam application principles prepared by the Education and Teaching Commission and the Faculty council. The student evaluation strategies are determined by the departments themselves according to these regulations and principles.

The Quality Assurance Commission is continuing its studies in order to evaluate the quality of learning in the faculty in terms of student surveys and objective evaluation of success levels in courses and the views of graduates and stakeholders.

#### **8.2. Comments**

MAKU-VET has carried out studies for student assessment and is continuing to do so. The MAKU-VET is encouraging students to participate more actively in the education system for Day One Competence.

#### **8.3. Suggestion for improvement**

Quality Assurance Commission is studying the methodologies (surveys and feedbacks) for student assessment. The results of these studies will be implemented to the student training, curriculum and assessment.





## Chapter 9

# ACADEMIC AND SUPPORT STAFF



## 9. ACADEMIC AND SUPPORT STAFF

### 9.1. Factual information

#### 9.1.1. Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles (e.g. good teaching and assessing practices, knowledge of up-to-date (e-learning resources, biosecurity and QA procedures)

It is compulsory that the teaching staff should be graduated from a Faculty of Veterinary Medicine. MAKU "Academic Promotion and Appointment Criteria" are taken into consideration for appointment of teaching staff and the qualifications of the academic staff needed in the area are specified. This "Academic Promotion and Appointment Criteria", includes various evaluation criteria such as having international experience, making projects, getting patent, publishing in indexed journals, cites, attending congress, getting scientific awards and lessons given by the candidate.

At MAKU-VET, all academic staff have a PhD degree in Veterinary Sciences and work full time within the departments related to their specialization to teach, assist students, upgrade knowledge and conduct research.

All academic staff and students are informed about biosecurity rules by the biosecurity commission during the academic year. In addition, the guideline on the biosecurity rules that must be followed when working in laboratories is given to the departments that have laboratory activities. Biosecurity Commission regularly identifies and reports the shortcomings in the areas such as laboratories and VTH and prepares a report to the Faculty administration. This report is evaluated by the administration and put into implementation.

Turkish Higher Education Quality Council was founded as part of the "Higher Education Quality Assurance Regulation" that entered in force upon its publication in the Official Gazette No. 29423 of 23 July 2015. Turkish Higher Education Quality Council evaluates the quality levels of higher education institutions' education and research activities and administrative services in accordance with the national and international quality standards and coordinating the processes of accreditation, internal and external quality assurance, and authorization of independent external evaluation organizations. Later in 2016, the quality assurance directive was introduced by the university senate and reorganized in 2018. According to these directives, MAKU-VET quality assurance commission was established in 2018 and started its studies to prepare the internal evaluation report.

#### 9.1.2. Description of the formal programme for the selection, recruitment and training to teach and assess students (including continuing education) of the academic staff

The Rectorate asks the need for academic staff to the MAKU-VET at the beginning of each year. Dean requests academic staff needs from departments with a reasoned department board decision. Requests are transmitted to the Rectorate by the Dean. After approval by the Administrative Board, the demands is sent to YÖK. After approved by YÖK, Rectorate announces the needs of academic staff in the national newspapers. Candidates prepare a scientific file and apply. The following regulations are tracked for the recruitment, appointment and promotion of academic staff in MAKU;

- Whether the candidate carries the conditions or not is examined by the preliminary evaluation commission according to the "Academic Promotion and Appointment Criteria".
- The file of the candidates whose applications are accepted is sent to a scientific expert juries.

•In accordance with the reports from the juries, the appointments of the candidates are carried out by the administrative boards.

### **9.1.3. Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff**

The number and qualifications of the support staff required by the faculty are reported to the Rectorate. The Rectorate sends the staff requests to the Republic of Turkey Ministry of Treasury and Finance. If the Ministry approves, the staff is assigned. Approved positions are assigned by Public Personnel Selection Examination or by the inter-institution transition. The support staff is employed in accordance with the Civil Personnel Law no.657 by Rectorate. Support staff assigned according to staff titles are appointed to relevant departments. General seminars are conducted by the central administration, like seminars about first aid and work safety. Biosecurity training is provided by MAKU-VET. Also, if missing knowledge is recognized, the heads of departments and clinics offer special training.

### **9.1.4. Description of the formal programme for the appraisal, development, promotion criteria and procedures, supporting and mentoring of both academic and support staff**

The title of the academic staff is carried out according to the law no 2547 and the university academic promotion criteria. When the academic staff rises as title, there is an increase in salary.

Performances of academic staff, including research projects, national and international scientific publications, national and international citations to scientific publications, prizes and patents in the previous years, are evaluated and scored within the scope of the “Academic Promotion System” published by YÖK. Academic personnel is paid additionally according to the scoring after the evaluation.

Turkish Academic Network and Information Center (ULAKBIM) also financially promotes international publications by the International Scientific Publication Promotion (UBYT) Program of Turkey.

Project Preparation Training is organized in order to support the development of academic staff in scientific fields by the University. Researches of academic staff in Turkey are supported both by National and International Postdoctoral Research Scholarship Programmes of TUBITAK. Academic staff are able to teach or are trained at partner universities abroad under ERASMUS programs.

There are also programmes for the promotion and relocation of the support staff, mainly by means of examination called “promotion examination” to accede to a superior category.

### **9.1.5. Description of the formal rules governing outside work, including consultation and private practice, by staff working at the Establishment**

The working principles of the academic staff are arranged according to the law numbered 2547. The academic staff carries out full-time work at the university. However, faculty members can make scientific opinions, projects, research and similar activities on the basis of the principles to be accepted by the faculty and university administrative boards. The fees to be taken in this respect shall be recorded as revenue to the revolving fund of the related faculty. This income is paid to the faculty member after legal cuts.



Faculty academic staff can establish a company or carry out a project in different categories by MAKU TEKNOPARK A.Ş.

### **9.1.6. Description of the formal programme of the Establishment for the assessment of teachers by students and its outcome**

The assessment of the teaching staff by the students is done by questionnaire. The university quality board organized student satisfaction questionnaires in all faculties before 2018. However, there were no courses and teaching staff evaluation questionnaires. It was first introduced by the faculty administration in 2018. After the establishment of the faculty quality board at the end of 2018, monitoring of the results and updating of the questionnaire were provided by this board. Actual evaluation results will be reached in 2019. According to the assessment, the measures and improvements will be presented.

Also in 2019, the faculty administration created a student board. With this board, it is aimed to convey the opinions of the students to the quality board through the faculty management.

### **9.1.7. Prospected number of FTE academic and support staff of the veterinary programme for the next 3 academic years**

YÖK has imposed restrictions on the appointment of faculty members in academic units in universities, with the regulation published in 2018. These restrictions are determined according to the departments. According to this regulation, the number of academic staff in our faculty is above the determined number of staff. As a result of this situation, it is necessary to get extra permission in the appointments. It is therefore difficult to give an estimated number for the next three years.

Since MAKU is a regional development-oriented university, it is considered that there will not be any problem in obtaining specialist staff (e.g. MSc degree Veterinary, Research assistant ). Therefore, it is estimated that the number of veterinarians (MSc degree Veterinarian and Research assistant) will increase by fifty percent

Due to country policies and unpredictable developments in the economic situation, no estimates can be made for support staff.

### **9.1.8. Description of how (procedures) and by who (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

Personnel affairs related to academic and support staff are carried out by the Department of Personnel of MAKU.

Academic university cadres are structured according to Turkish Higher Education Law number 2547 and related regulations. Academic staff who carry out post-graduate education are upgraded according to "Academic Promotion and Appointment Criteria of MAKU". Academic staff demands of the departments are sent to the rectorate by Dean and then sent to YÖK for approval by rectorate. Recruitment of academic personnel is announced on MAKU web site after published in official and national newspapers. For the assignments of academic staff candidates, related articles of Law no. 2547 are followed.

**Table 9.1.1.** Academic staff of the veterinary programme.

| Type of contract                   | 2018 | 2017 | 2016 | Mean  |
|------------------------------------|------|------|------|-------|
| <b>Permanent (FTE)</b>             |      |      |      |       |
| Full Professors                    | 32   | 30   | 28   | 30    |
| Associate Professors               | 12   | 14   | 16   | 14    |
| Practitioners (FTE)                | 4    | 4    | 3    | 3.70  |
| <b>Total Permanent (FTE)</b>       | 48   | 48   | 47   | 47.70 |
| <b>Temporary (FTE)</b>             |      |      |      |       |
| Assistant Professors               | 32   | 27   | 29   | 29.30 |
| Research assistants (PhD Students) | 9    | 10   | 7    | 8.70  |
| Proficient Veterinarians (Ph.D)    | 1    | 1    | -    | 0,7   |
| Proficient Veterinarians           | 3    | 3    | -    | 2     |
| <b>Total Temporary (FTE)</b>       | 45   | 41   | 36   | 40,70 |
| <b>Grand Total</b>                 | 93   | 89   | 83   | 88,33 |

**Table 9.1.2.** Percentage (%) of veterinarians in academic staff.

| Type of contract | 2018 | 2017 | 2016 | Mean |
|------------------|------|------|------|------|
| Permanent (FTE)  | 100  | 100  | 100  | 100  |
| Temporary (FTE)  | 100  | 100  | 100  | 100  |

**Table 9.1.3.** Support staff of the veterinary programme.

| Type of contract | 2018 | 2017 | 2016 | Mean  |
|------------------|------|------|------|-------|
| Permanent (FTE)  | 32   | 32   | 31   | 31,70 |

**Table 9.1.4.** Research staff of the Establishment.

| Type of contract   | 2018 | 2017 | 2016 | Mean |
|--------------------|------|------|------|------|
| Permanent (FTE)    | 44   | 44   | 44   | 44   |
| Temporary (FTE)    | 41   | 37   | 36   | 38   |
| <b>Total (FTE)</b> | 85   | 81   | 80   | 82   |

## 9.2. Comments

The faculty is in good condition considering the ratio of academic staff and students. However, the number of support staff is quite inadequate.

There are horizontal transitions from other faculties to our faculty. The number of students increases due to the ease provided by the YÖK for horizontal transfer. On the contrary, YÖK has limited the recruitment of academic staff. It is thought that this situation will cause a negative change in the proportion of teacher students in the following years.

## 9.3. Suggestions for improvement

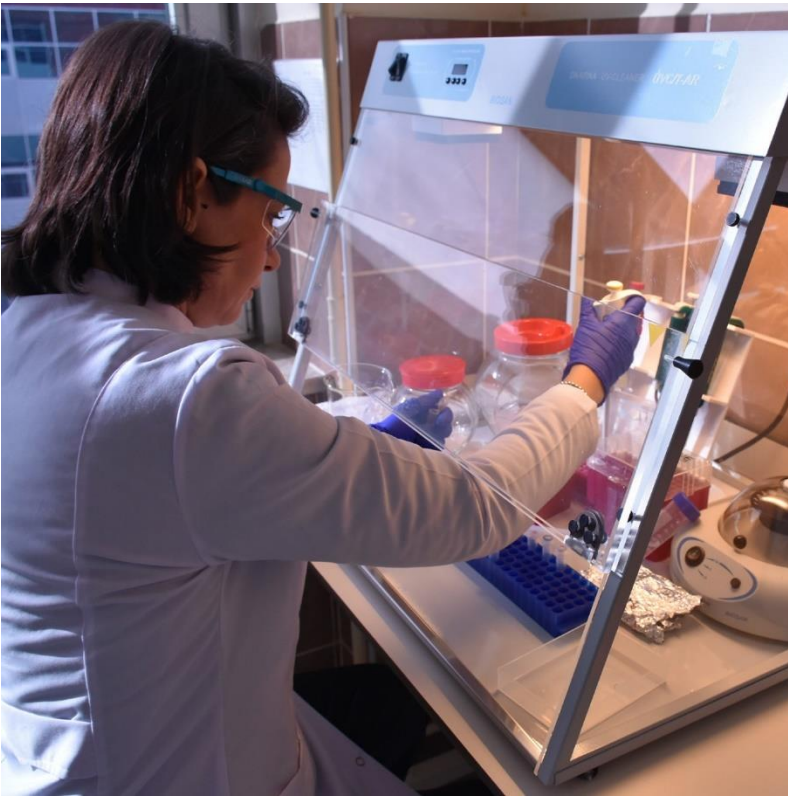
BAP has insufficient funding for graduate studies and normal research projects. The fact that BAP resources are not at the expected level imposes a negative impact on academic staff. However, extra funding has been provided from the regional development-oriented project for the graduate theses for the last two years. This provided significant motivation for academic staff. But, it is still not at the desired level for graduate theses.

Quality studies should be continued continuously in order to create a quality culture in academic staff.

In order to increase the efficiency of academic staff in student education, the number of students should be kept at the desired level.

The number of support staff in the required fields should be increased to provide the highest level of education and the Faculty Services.





## Chapter 10

# RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION



## 10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION

### 10.1. Factual information

#### 10.1.1. 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

Based on the last books published in the field, the undergraduate education is regularly updated and the results of the project are transferred to compulsory courses, clinical training, elective courses and interns. This provides the students an up-to-date knowledge.

During VEHIP' the students have the opportunity to prepare the Graduation Project. For internship students, this situation will provide an idea to improve themselves in the academic sense. Again, with the controlled learning courses, students participate in activities such as practice and homework in small groups, report writing, case presentation, subject preparation and seminar presentation.

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

A well-trained academic staff is a prerequisite for the success of our graduates in their future career. Within this framework, it is ensured that all academic staff receives an education based on the active participation of both external (national and international congresses, workshops, etc.) and internal meetings (seminars, etc.). Routine operations, diagnosis and diagnosis of patients in the field with the aid of Mobile Clinical Practices in the field, in order to enable the patient to recognize patient conditions, field procedures and also field veterinary medicine in our animal hospital, are firstly supported by the Research Assistants and Instructors under the supervision of formed by graduate staff. For this reason, students have the opportunity to take part in clinical rotation training in different fields of specialization both in different classes of undergraduate education and in the field of internship and have the opportunity to talk and take responsibility with animal owners. Undergraduate students are invited to participate in all clinical cases under the supervision of Graduate Students, Research Assistants, and Instructors under the supervision of graduate students. Unlike conflict, undergraduate students can help graduate students gain a different insight into their clinical work. In this way, learning synergy is reached and together they learn the techniques of decision making and consultation.

#### 10.1.3. Description of how undergraduate students:

**a) are made aware of the importance of evidence-based medicine, scientific research and life-long learning;**

Students are required to provide elective courses in the field of their choice and to prepare seminars and graduation thesis as part of their education. In these seminars, the undergraduate students are asked to follow the related research topics. Thus, through these courses, students acquire basic knowledge about scientific methods and inform them about important research questions Evidence-based veterinary medicine is taught in MAKU-VET. The new publications published in the

field of lectures and the latest technology clinical methods are explained to the students as much as possible. The veterinary workplaces and application units are visited by the students. In addition, many of our graduated veterinarians are aware of the importance of lifelong learning and many of them want to take Master's and Doctorate Degree at any time of their professional life and life and continue their education in our school.

**b) are initiated to bibliographic search, scientific methods and research techniques, and writing of scientific papers;**

The students are required to prepare a graduation thesis and a seminar in order to complete the undergraduate program. In the seminar and graduation assignment, the introduction of, where, how and what to look for and the characteristics of search engines, different types of databases, catalogs and discovery systems and effective search strategies are taught to the students.

**c) are offered to participate to research programmes on a non-compulsory basis**

Undergraduate students are regularly encouraged to participate in research programs in a non-mandatory way. Students, for example, have the opportunity to apply for a one-year practical study in which they apply for TUBITAK student projects and work on their own small research projects. Scientific results obtained from the scientific project can then be used as a postgraduate student as part of the PhD and master's thesis. The graduate students also contribute to the research programs with TUBITAK projects and also allow them to complete their graduate thesis by taking a scholarship. Undergraduate students are invited to attend periodically organized scientific meetings and seminars of graduate students in the Faculty of Veterinary Medicine. With Erasmus schools, which we have agreed with, we offer a unique study abroad experience for veterinarian students who want to influence the veterinary profession through a science-based career.

#### **10.1.4. Description of how the continuing education programmes provided by the Establishment are matched to the needs of the profession and the community**

In accordance with its mission, MAKU-VET considers it an important task to offer continuing education. Along with the Livestock Project launched in 2017, it is constantly exchanging information with external stakeholders and providing training courses for local peasants and farmers.

#### **10.1.5. Prospected number of students registered at post-graduate programmes for the next 3 academic years**

Every department in our faculty will inform the Institute of Health Sciences of the number of students that the number of Graduate Students want at the beginning of each Academic Year. According to these demands from the Institute of Health Sciences also determines the time and place of the exams of the students to be taken for graduate education.

#### **10.1.6. Description of how and by whom research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

Researchers can participate in the national framework program calls such as BAP, TUBITAK, TAGEM on specific topics. Referees and panelists determined by the institution evaluate the project



proposals and the results of evaluations are announced via web sites and e-mail to both researchers and the establishment.

The graduate programs are carried out according to the regulations issued by YÖK. Graduate education in our institution consists of two stages; These are MSc and PhD programs, the procedures for student recruitment in these programs are defined in the graduate education regulations of the Institute of Health Sciences of our university. The number of MSc and PhD students are determined by the academic board of the departments and sent to the Institute. Programs are announced twice a year via internet and official newspaper for student recruitment after the approval of the Senate. The graduate students are required to take the compulsory courses given by the Institute (for example, Biostatistics, Scientific research techniques, article writing and ethics), except for the specialization courses they have in the field.

**Table 10.1.1.** Number of students registered at postgraduate clinical training.

| Training:    | 2018       | 2017       | 2016      | Mean          |
|--------------|------------|------------|-----------|---------------|
| PhD          | 26         | 16         | 11        | 17,70         |
| MSc          | 105        | 94         | 83        | 94            |
| <b>Total</b> | <b>131</b> | <b>110</b> | <b>94</b> | <b>111,70</b> |

**Table 10.1.2.** Number of students registered at postgraduate research training.

| Degrees:     | 2018       | 2017       | 2016       | Mean          |
|--------------|------------|------------|------------|---------------|
| Ph.D         | 19         | 11         | 8          | 12,70         |
| M.Sc         | 173        | 162        | 139        | 158           |
| <b>Total</b> | <b>192</b> | <b>173</b> | <b>147</b> | <b>170,70</b> |

**Table 10.1.3.** Number of students registered at other postgraduate programmes (including any external/distance learning courses).

| Programmes | 2018 | 2017 | 2016 | Mean |
|------------|------|------|------|------|
|            |      |      |      |      |

**Table 10.1.4.** Number of attendees to continuing education courses provided by the Establishment.

| Courses   | 2018 | 2017 | 2016 | Mean |
|---|------|------|------|------|
| Experimental animal use in scientific researches course | 75   | 37   | 20   | 44   |
| ISO 22000 Food safety management system course          | -    | -    | 23   | 7,67 |

**Table 10.1.5.** List of the major funded research programmes in the Establishment which were on-going during the last full academic year prior the Visitation.

| Scientific topics: | grant/year (€) | Duration (Yrs) |
|--------------------|----------------|----------------|
| TUBİTAK            | 61.250         | 2.5            |
| TAGEM              | 167.000        | 5              |
| Husbandry project  | 2.489.000      | 5              |

## **10.2. Comments**

No compulsory research project is available for undergraduate students. However, research projects are performed and supported in postgraduate studies (MSc, PhD). To compensate for the deficiency for undergraduate students in their process of learning and developing critical thinking, voluntary participating in TUBITAK supported student projects are offered and recommended to interested students.

## **10.3. Suggestions for improvement**

Undergraduate students should be encouraged to carry out TUBITAK supported student projects by the academic staff and the number of students participating in these projects should be increased.



## Chapter 11

# OUTCOME ASSESSMENT AND QUALITY ASSURANCE



## 11. OUTCOME ASSESSMENT AND QUALITY ASSURANCE

### 11.1. Factual information

#### 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);
- ) inform the Faculty staff, students and stakeholders regularly and involves them in the QA processes;
- ) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;
- ) is compliant with the European Higher Education Area (ESG) Standards.

Studies on the quality of higher education in Turkey is carried out according to regulation called “Regulation on Academic Assessment and Quality Improvement at Higher Education Council of Turkey (YÖDEK)”. Faculty management has carried out intensive studies in the last four years in order to establish a quality culture and continued enhancement of quality in MAKU-VET. For this purpose, various commissions (education teaching commission, strategic planning commission, quality assurance commission, national and international accreditation commissions) have been established. In 2018, the internal evaluation report was prepared by the quality commission for the first time. In addition to these efforts, an application for national accreditation was made in 2017, and the conditional accreditation certificate was given to the faculty for 2 years as a result of the evaluation conducted by VEDEK in 2018.

MAKU-VET has adopted a quality-oriented management system in all its services for education, research and social contribution. The quality policy consists of the following principles:

1. To bring quality into a culture with the understanding of total quality management,
2. To implement the basic principles that reflect the corporate values within the framework of the mission and vision of the faculty,
3. To provide national and international accreditation in education and training,
4. To ensure the participation of internal stakeholders and all external stakeholders, especially academic staff, administrative staff and students, and increase their satisfaction,
5. To adopt a continuous improvement and development approach based on a regular review in all fields of service of the faculty.

The quality policy is shared on faculty web page <https://kalite.mehmetakif.edu.tr/> <https://veteriner.mehmetakif.edu.tr/icerik/486/645/kalite-politikamiz>

The quality management system is generally carried out by the university. Since the quality assessment of the university is insufficient, MAKU-VET has established its own internal quality assurance system by establishing the faculty quality commission to enhance QA and quality mechanisms.

Surveys for internal stakeholders ( for students, academic and support staff) and external stakeholders (e.g. graduates, patient owners, veterinary services) have been developed and implemented by the Faculty Quality Commission to evaluate the feedbacks.

Alumni follow-up is carried out by our university’s alumni relations and career planning coordinator. There are student representatives in the Faculty Board, the Education and Teaching Commission and the Quality Commission. Thus, the students participate in the processes and their opinions are taken into consideration.

In addition, a student board was formed. The responsibilities of this board were determined by the MAKU-VET student board directive. According to these directives, students organize an independent meeting monthly. The Board prepares a report and submits it to the faculty management.

**Plan:** The issues are discussed and evaluated by the relevant committees. Committees have student representatives. The prepared report is sent to the dean's office to be discussed in the faculty board.

**Do:** Reports are discussed in the faculty board and approved reports are sent to the department.

The approval of the university senate is also taken if necessary.

**Check:** Internal surveys (satisfaction surveys) are completed by students, academic and support staff and external stakeholders, including alumni. Results are evaluated and analyzed by the quality commission whether it has reached its goal.

**Act:** The future plans for QA are developed after analysis of results by the quality commission. The Standards and guidelines for quality assurance in ESG are strictly followed by MAKU-VET.

#### **11.1.2. Description of the form by which the strategy, policy and procedures are made formal and are publicly available (website, paper documents, ..)**

QA system related subjects are discussed and approved by the strategic planning commission and Quality assurance commission and made formal by the Faculty Board. All processes are followed by the commissions mentioned above.

Our quality policy and strategic plan documents are available on the FVM website (<https://veteriner.mehmetakif.edu.tr/>), which includes:

Self-evaluation reports. Satisfaction surveys.

The Strategic Plan of the MAKU-VET (2016-2021).

Complaint and suggestion mailbox for students (ÖDEMİR, <https://odemir.mehmetakif.edu.tr/KullaniciGirisi.aspx>).

#### **11.1.3 Description of the regular publication of up to date, impartial and objective information, both quantitative and qualitative, about the educational programmes and awards the Establishment is offering.**

All up to date information about MAKU-VET's educational programmes are displayed on MAKU-VET's website (<https://veteriner.mehmetakif.edu.tr/form/355/646/akademik-takvim>, <https://veteriner.mehmetakif.edu.tr/form/354/646/egitim-oegretim-rehberi>, <https://obs.mehmetakif.edu.tr/oibs/bologna/>).

#### **11.1.4. Description of the QA processes not yet described in the other 10 Standards (with information on how (procedures), when (periodicity) and by who (committee structure) they are completed)**

All the QA processes of MAKU-VET have already been described in the corresponding standards.

#### **11.1.5. Description of how (procedures) and by who (description of the committee structure) the QA strategy of the Establishment is decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

The QA strategy of the MAKU-VET is decided by the Quality Assurance Commission. Quality Assurance strategy is compatible with the strategic plan of MAKU-VET, being its most important form of auto control, and it is implemented, assessed and revised by the Quality Assurance Commission in conjunction with other commissions. QA strategy is communicated through the MAKU- VET website.

#### **11.2. Comments**

The implementation and adoption of a QA System have been an important step for the MAKU-VET. However, Quality Assurance studies and data analysis did not reach the desired level. The importance of the QA system is explained to the staff by the Dean at the beginning and end of the semester. A student board was established to help students contribute to the QA system. In order to reach the targets in the future QA system, internal self-evaluation report of the institution was prepared by the quality board and published in 2019. It is expected to achieve the desired results in 2019.

#### **11.3. Suggestions for improvement**

For further improvement of QA;

- -Developing QA system according to internal self-evaluation report
- -Establishing an effective Alumni communication system
- -Ensuring that feedback from stakeholders is included in the QA system
- -Evaluating the data obtained from the feedbacks and transferring it to the curriculum







## Chapter 12

# ESEVT INDICATORS



## 12. ESEVT INDICATORS

### 12.1. Factual information

|    | Raw data from the last 3 full academic years                        | 2018 | 2017 | 2016 | Mean    |
|----|---|------|------|------|---------|
| 1  | n° of FTE academic staff involved in veterinary training            | 93   | 89   | 83   | 88,33   |
| 2  | n° of undergraduate students  | 717  | 677  | 633  | 675,67  |
| 3  | n° of FTE veterinarians involved in veterinary training             | 93   | 89   | 83   | 88,33   |
| 4  | n° of students graduating annually                                  | 153  | 87   | 88   | 109,33  |
| 5  | n° of FTE support staff involved in veterinary training             | 32   | 32   | 31   | 31,66   |
| 6  | n° of hours of practical (non-clinical) training                    | 1264 | 1264 | 1264 | 1264    |
| 7  | n° of hours of clinical training                                    | 928  | 928  | 928  | 928     |
| 8  | n° of hours of FSQ & VPH training                                   | 337  | 337  | 337  | 337     |
| 9  | n° of hours of extra-mural practical training in FSQ & VPH          | 80   | 80   | 80   | 80      |
| 10 | n° of companion animal patients seen intra-murally                  | 2552 | 2551 | 1867 | 2323,33 |
| 11 | n° of ruminant and pig patients seen intra-murally                  | 1058 | 1137 | 899  | 1031,33 |
| 12 | n° of equine patients seen intra-murally                            | 29   | 14   | 11   | 18      |
| 13 | n° of rabbit, rodent, bird and exotic patients seen intra- murally  | 101  | 79   | 106  | 95,3    |
| 14 | n° of companion animal patients seen extramurally                   | 0    | 1    | 5    | 2       |
| 15 | n° of individual ruminants and pig patients seen extra- murally     | 87   | 475  | 392  | 318     |
| 16 | n° of equine patients seen extramurally                             | 0    | 3    | 2    | 1,7     |
| 17 | n° of visits to ruminant and pig herds                              | 16   | 28   | 16   | 20      |
| 18 | n° of visits of poultry and farmed rabbit units                     | 1    | 2    | 2    | 1,3     |
| 19 | n° of companion animal necropsies                                   | 120  | 105  | 79   | 101,3   |
| 20 | n° of ruminant and pig necropsies                                   | 197  | 185  | 163  | 181,7   |
| 21 | n° of equine necropsies   | 0    | 3    | 0    | 1,0     |
| 22 | n° of rabbit, rodent, bird and exotic pet necropsies                | 255  | 348  | 79   | 227,3   |
| 23 | n° of FTE specialized veterinarians involved in veterinary training | 87   | 81   | 80   | 82,7    |
| 24 | n° of PhD graduating annually                                       | 3    | 1    | 0    | 2,0     |

|     | Calculated Indicators from raw data  | MAKU-VET Values | Median Values | Minimal Values | Balance |
|-----|--|-----------------|---------------|----------------|---------|
| I1  | n° FTE academic staff involved in veterinary training / n° undergraduate students                        | 0,131           | 0,16          | 0,13           | 0,005   |
| I2  | n° FTE veterinarians involved in veterinary training / n° students graduating annually                   | 0,808           | 0,87          | 0,59           | 0,218   |
| I3  | n° FTE support staff involved in veterinary training / n° students graduating annually                   | 0,290           | 0,94          | 0,57           | -0,277  |
| I4  | n° hours of practical (non-clinical) training  | 1264,000        | 905,67        | 595,00         | 669,000 |
| I5  | n° hours of clinical training  | 928,000         | 932,92        | 670,00         | 258,000 |
| I6  | n° hours of FSQ & VPH training   | 337,000         | 287,00        | 174,40         | 162,600 |
| I7  | n° hours of extra-mural practical training in FSQ & VPH  | 80,000          | 68,00         | 28,80          | 51,200  |
| I8  | n° companion animal patients seen intra-murally / n° students graduating annually                        | 21,250          | 70,48         | 42,01          | -20,759 |
| I9  | n° ruminant and pig patients seen intra-murally / n° students graduating annually                        | 9,433           | 2,69          | 0,46           | 8,969   |
| I10 | n° equine patients seen intra-murally / n° students graduating annually                                  | 0,165           | 5,05          | 1,30           | -1,133  |
| I11 | n° rabbit, rodent, bird and exotic seen intra-murally / n° students graduating annually                  | 0,872           | 3,35          | 1,55           | -0,673  |
| I12 | n° companion animal patients seen extra-murally / n° students graduating annually                        | 0,018           | 6,80          | 0,22           | -0,205  |
| I13 | n° individual ruminants and pig patients seen extra-murally / n° students graduating annually            | 2,909           | 15,95         | 6,29           | --3,386 |
| I14 | n° equine patients seen extra-murally / n° students graduating annually                                  | 0,015           | 2,11          | 0,60           | -0,580  |
| I15 | n° visits to ruminant and pig herds / n° students graduating annually                                    | 0,183           | 1,33          | 0,55           | -0,364  |
| I16 | n° visits of poultry and farmed rabbit units / n° students graduating annually                           | 0,015           | 0,12          | 0,04           | -0,029  |
| I17 | n° companion animal necropsies / n° students graduating annually   | 0,927           | 2,07          | 1,40           | -0,473  |
| I18 | n° ruminant and pig necropsies / n° students graduating annually   | 1,662           | 2,32          | 0,97           | 0,691   |
| I19 | n° equine necropsies / n° students graduating annually   | 0,009           | 0,30          | 0,09           | -0,084  |
| I20 | n° rabbit, rodent, bird and exotic pet necropsies / n° students graduating annually                      | 2,079           | 2,05          | 0,69           | 1,387   |
| I21 | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually | 0,756           | 0,20          | 0,06           | 0,693   |
| I22 | n° of PhD graduating annually / n° of students graduating annually                                       | 0,018           | 0,15          | 0,09           | -0,070  |

## 12.2. Comments

Some indicators are below EAEVE Minimal values. (I3, I8, I10 – I17, I19). It is thought that these values remain below the minimum values of EAEVE due to the dramatic increase in the number of students graduating from the faculty especially in 2018. YÖK allows up to 30% of the total number of students in each class to horizontal pass from other faculties. This situation caused the number of students to be higher than requested. In addition, the university's attitude towards increasing the number of foreign students leads to an increase in the number of students.

The number of ruminant cases seen intra-murally is sufficient due to the fact that Burdur has a good animal presence in terms of dairy cattle and small ruminants. There are few companion animal in Burdur. Although the companion animal patients came to the VTH from the surrounding provinces, the companion animal patients seen intra-murally / n° students graduating annually indicator remained insufficient. The same can be said for equine, rabbit, rodent, bird and exotic pet patients. These conditions also negatively affect the number of necropsies.

## 12.3. Suggestions for improvement

The faculty takes various measures in order to correct the negative balances in the indicators. Protocols have been made with Burdur and Bucak Municipality Animal Nursing Centers in order to correct companion animal indicators. It is hoped that the negative balance will be corrected with these protocols. A protocol has also signed with a horse riding club and efforts should be continued to increase the number to overcome the negative balances in equine indicators.

## GLOSSARY AND ABBREVIATIONS

### List of Abbreviations

- AGNO:** Weighted Grade Point Average  
**AYT:** The second step, Field Qualification exam  
**BAP:** Scientific Research Projects Coordination Unit  
**EAEVE:** European Association of Establishments for Veterinary Education  
**ECTS:** European Credit Transfer System  
**EPT:** Extra-mural Practical Training  
**ESEVT:** European System of Evaluation of Veterinary Training  
**ESG:** European Standards and Guidelines  
**FSQ:** Food Safety and Quality  
**HACCP:** Hazard Analysis and Critical Control Points  
**HADYEK:** Animal Experiments Local Ethics Committee MAKU: Burdur Mehmet Akif Ersoy University  
**MAKU-VET:** Burdur Mehmet Akif Ersoy University Faculty of Veterinary Medicine  
**MSc:** Master of Science  
**OBIS:** Student Information System  
**ÖSYM:** Student Choosing and Placement Center  
**PhD:** Doctor of Philosophy  
**QA:** Quality Assurance  
**RTMTF:** Republic of Turkey Ministry of Treasury and Finance  
**SOP:** Standard Operating Procedure  
**TAGEM:** Republic of Turkey Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Politics  
**TBMM:** The Grand National Assembly of Turkey  
**TUBİTAK:** Scientific and Technological Research Council of Turkey.  
**TYT:** Basic Qualification exam  
**UBYT:** International Scientific Publication Programme of Turkey  
**ULAKBİM:** Turkish Academic Network and Information Center  
**VEDEK:** Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine  
**VEHIP:** Veterinary Intern Training Program  
**VTH:** Veterinary Teaching Hospital  
**YKS:** Higher Education Institutions Examination  
**YÖDEK:** Regulation on Academic Assessment and Quality Improvement at Higher Education Council of Turkey  
**YÖK:** Council of Higher Education  
**YÖS:** Foreign Student Examination  
**YTB:** Overseas Turks and Relatives Communities Exam

## LIST OF APPENDICES

1. Current academic staff, qualifications, their FTE, teaching responsibilities and departmental affiliations
2. Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in the curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences
3. Maps of the Establishment and the intra-mural and extra-mural facilities used in the core veterinary programme
4. Written assessment procedures for QA
5. List of scientific publications from the Establishment's academic staff in peer-reviewed journals during the last three academic years





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