



SELÇUK UNIVERSITY
FACULTY OF VETERINARY MEDICINE

RE-VISITATION SELF EVALUATION REPORT

March 28- April 01, 2022



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EVALUATION REPORT

Re-Visitation Self-Evaluation Report EAEVE, 2022

**Selcuk University
Faculty of Veterinary Medicine,
Konya-TURKEY**



**SELÇUK UNIVERSITY
FACULTY OF VETERINARY MEDICINE**

**RE-VISITATION SELF EVALUATION REPORT
March 28- April 01, 2022**

for the European Association of Establishments for Veterinary
Education (EAEVE)

Faculty of Veterinary Medicine, Selcuk University (FVM-SU)

Version and date of the ESEVT SOP which is valid for the Visitation
Standard Operating Procedure (SOP) Version 12 May 2016



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INTRODUCTION

INTRODUCTION

FVM-SU (Selçuk University Faculty of Veterinary Medicine, Konya) was entitled to receive an "Approval" certificate between 2013 and 2019 after ESEVT's visit on 8-9 May 2013. After the approval period, FVM-SU requested a "Visitation" again and a visitation was carried out to our faculty on April 15-19, 2019, based on the 2016 SOP (Upsala).

In the Final Report published by ECOVE on 11 December 2019, the Visiting Team regarded the FVM-SU SER as decent, with a few deficiencies, in understanding research-integrated veterinary education. After the visit, which was evaluated as good, the team specifically noted some aspects as **worth praising**. These are;

1. The financial situation is stable and positive.
2. The net income from the clinics is used in the clinics.
3. The institution has an adequate research portfolio that supports education in many fields.
4. FSQ includes a lot of organized applied training.
5. Animals in the university farm are easy to access.
6. Students are enthusiastic and committed to their goals.
7. The staff is committed to their job.

Minor Deficiencies are stated as follows;

1. Partial compliance with Substandard 4.3 because the size of the lecture halls is too small for the number of students.
2. Partial compliance with Substandards 9.1, 9.3 and 9.5 because of absence of systematic, formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) for all staff involved with teaching and absence a cohesive program for professional growth and development of academic and support staff.



Major Deficiencies are stated as follows;

1. Non-compliance with Substandard 3.1 because the learning outcomes have not been explicitly articulated for each subject, they do not form a demonstrable cohesive framework and because of the poor involvement of students in committees.
2. Non-compliance with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.
3. Non-compliance with Substandards 4.6 and 4.12 because of insufficient implementation and control of biosecurity procedures.
4. Non-compliance with Substandard 5.1 due to insufficient acquisition of Day One Competences resulting from 9 out of 13 Indicators being below the recommended minimum level.
5. Non-compliance with Substandard 7.1 because the number of students admitted, and resources available is inadequate to fully comply.
6. Non-compliance with Substandard 8.8 due to an incoherent assessment regime and insufficient alignment of learning objectives with programme design.
7. Non-compliance with Substandards 11.1, 11.7 and 11.10 due to poor implementation of QA procedures throughout all ESG and ESEVT Standards.

ECOVE, at its meeting on 11 December 2019, determined the status of FVM-SU as “**NON-ACREDITATION**” in line with the ESEVT Full Visit Report due to the deficiencies in the sub-standards of 3.1, 3.5, 4.6, 4.12, 5.1, 7.1, 8.8, 11.1, 11.7 and 11.10. and its decision was notified to our institution with a letter dated January 23, 2020.

FVM-SU, which has been a member of EAEVE since 2000, has had 6 visits to date and continued its membership by receiving an “**Approval**” between 2013-2019 (Appendix 1).

Re-Visitation Preparation Period

As an element of strategic management, FVM-SU determines quality assurance policies and the strategies to carry out these policies, in accordance with the quality policies of the Selcuk University Rectorate, to which it is affiliated, and shares them with the public. The “FVM-SU 2019-2023 Strategic Plan” prepared for this purpose is still being implemented (Appendix 2).



In the FVM-SU 2019-2023 Strategic plan, 8 main headings were determined under the title of "Strategy Development, Determination of Goals, Objectives and Strategies", including **education, research, human resources, finance, infrastructure, relations with society, international relations and social activities**, and references were made to the EAEVE criteria in the strategic objectives and performance measurements determined under these headings. As emphasized in the 2019 SER Report and the 2019-2023 Strategic Plan, FVM-SU is now an institution that has adopted national and international accreditation and aims to maintain it with determination and develops a strategy for this purpose. In line with this determination, FVM-SU finds the Final Report published after the visit in line with the quality standards determined by EAEVE valuable, and thanks the evaluators for their comments, suggestions and contributions.

After the ECOVE decision reached the institution, the institution management reviewed the report and gathered the institution personnel and made an evaluation. At the meeting, it was decided to continue the process in line with the strategic objectives of the institution and to request a revisitation by eliminating the deficiencies.

With the impact of the COVID-19 pandemic, which affects the whole world and Turkey as of March 2020, significant changes in education and working order also negatively affected the EAEVE process of FVM-SU. On the other hand, there was a change in the top management of the University in June 2020, and then the Faculty management changed in October-2020.

Right after the faculty management change, the EAEVE process was addressed immediately in FVM-SU, which spent the last 20 years of its teaching life with the EAEVE culture. Considering the deficiencies identified in the "Final Report" and some position changes, the following committees were established on 11.11.2020 with the participation of nearly 40 faculty members, administrative staff and student representatives (Appendix 3);

- EAEVE Accreditation Main Committee
- EAEVE Education Subcommittee
- EAEVE Quality Assurance and Quality Management Subcommittee
- EAEVE Survey and Analysis Subcommittee
- EAEVE Biosafety Subcommittee



A room was allocated to the EAEVE Accreditation Committee to hold its meetings regularly. Meetings were held at regular intervals upon the invitation of the Chairman, and the deficiencies identified in the report were discussed one by one. Evaluations made through subcommittees were reviewed in the main committee. The reports prepared at the meetings were submitted to the dean's office and it was ensured that remedial arrangements were made by the relevant units (Appendix 4).



1. Correction of the Major Deficiencies

1. Correction of the Major Deficiencies

1.1. Major Deficiency 1: Non-compliance with Substandard 3.1 because the learning outcomes have not been explicitly articulated for each subject, they do not form a demonstrable cohesive framework and because of the poor involvement of students in committees.

1.1.1. Factual information

In accordance with the Visitation Report, FVM-SU initiated a series of new studies to increase the hours devoted to seminars and self-learning, as well as the participation of students in curriculum studies and some committees. These regulations are presented below in line with the titles included in the Final Report;

- **Curriculum covers all the EU-listed subjects apart from Preventive Medicine and Herd Health Management.**

Immediately after the ESEVT visit, taking the opinions of the departments, it was accepted by the Faculty Board to add the Preventive Medicine, Herd Health Management and Professional Communication courses to the compulsory course list, and it was approved by the University Senate and started to be taught to students as of the 2019-2020 academic year (Appendix 5).

- **It is suggested to include students' representatives as members of most committees, working groups etc.**

At Selçuk University, there is a Student Council and affiliated faculty representatives who convey the problems that students encounter in many fields such as education, health, culture and sports to the university administrative units and represent students in the decision-making mechanisms. There is also a link for the Student Council on the university website (https://www.selcuk.edu.tr/Hakkinda/ogrenci_konseyi). The representatives of the council, which operates under the Rectorate, are independently elected by the students (Appendix 6).



The President of the Student Council is represented in higher committees such as the University Senate (Appendix 7), University Quality Committee (Appendix 8).

A similar structure also operates in FVM-SU (Appendix 9). Class Representatives and Faculty Representatives, elected by students' votes, hold meetings as stated above and convey their problems and solution suggestions to the administration through the Faculty Board or directly through the Dean (Appendix 10). FVM-SU Faculty Board invites the Student Representative to the board to receive student opinions during the discussion of the agenda items that concern students (Appendix 11). In line with the recommendations of the EAEVE Accreditation Committee, arrangements were also made for the participation of students in some committees concerning students (Appendix 12).

Student representatives from our faculty attended the meetings held at the student level periodically by VEDEK, the authorized national accreditation institution for Veterinary Faculties Education in Turkey. Our students openly expressed their views on national and international accreditation and exchanged information with other veterinary faculty students (Appendix 13).

- **It is suggested to encourage the involvement of students in the entire curriculum work.**

Surveys were prepared for our students and administered by the EAEVE Survey and Analysis Subcommittee to be used in curriculum studies (Appendix 14 and 15). The survey results were meticulously evaluated by the faculty administration. According to the results of this survey, as detailed later, some arrangements were made in the Faculty intern directive and some improvements were made in the physical structure of the Institution.

- **It is suggested to increase the number of hours dedicated to seminars and supervised self-learning and at the same time cut down the number of hours for theoretical teaching.**

The results obtained from the student surveys and the opinions of the heads of the department were combined and a committee was established by the Faculty Board (Appendix 16). The report prepared by the committee on the reduction of theoretical course hours was



presented to the Faculty Board. With the Decision of the Faculty Board, a significant decrease was achieved in the number of theoretical courses (232 course hours in total) and was approved by the University Senate (Appendix 17).

Within the scope of the Student Societies program implemented by the Higher Education Council of Turkey (YOK), while 2 student societies are still operating in our faculty, this number was increased to 3 with the creation of a new student society (VAKA). These societies participate in international exchange programs for student development and carry out important programs within the scope of self-learning (Appendix 18).

In order to improve self-learning, seminar topics are given to intern students in the departments they go on a rotational basis in the 9th and 10th semesters, thus contributing to their professional development (Appendix 19).

➤ **It is suggested to improve the website information about the syllabi.**

Course Information Packages (syllabus) on the web page were updated in line with the suggestions. In addition to the theoretical courses, the applied course contents and the information of the responsible lecturer were added to the Course Information Packages, and the learning outcomes of the course and the program outcomes were correlated.

<https://bologna.selcuk.edu.tr/tr/dersler/veteriner-veterinerlik-veterinerlik-lisans>

➤ **Information about lectures, especially electives, are not shared by all the Departments.**

Along with all the courses in the curriculum, the elective course information packages were also updated and shared on the website.

➤ **An evaluation of the learning outcomes is suggested to be able to secure that all the competencies are acquired.**

In order to evaluate the learning outcomes, a new practice was started in addition to the midterm, applied course exam and end-of-year exams. For this purpose, a **student progress monitoring notebook** was prepared for each student, showing the applications that are



included in the curriculum of the courses he/she takes as of the grade and semester he/she is in and that he/she should complete. The report card of the student who completes the applications is approved by the responsible faculty member and the head of the relevant department (Appendix 20). In accordance with Selçuk University Faculty of Veterinary Medicine Education and Examination Regulation Article 12 – (1), the student has to attend the theoretical and applied courses. A student who does not attend more than 30% of the theoretical courses, more than 20% of the applied courses, or who is not successful in the applied courses, is not taken to the final exam of that course.

❖ **Distance Education During the Covid-19 Pandemic Process**

Distance Education Application and Research Center (UZEM), which existed before the pandemic process (2012) and continuously improves its institutional infrastructure, applies hybrid education and exam models during the pandemic process and carries out improvement activities in line with instant satisfaction indicators through the Survey System (anket.selcuk.edu.tr). Students and faculty members are constantly informed about the functioning of the system through brochures and videos (Trainings for Distance Education Applications.PNG). In addition, all requests and suggestions are conveyed to UZEM through Distance Education Unit Support Officers.

As in all higher education institutions during the pandemic process, the educational activities of Selçuk University started to be carried out synchronously and asynchronously. Hybrid education program models were implemented in areas where internship, applied and one-on-one training are mandatory (such as health, engineering and conservatory). The expectations of internal and external stakeholders were measured regularly through the Selçuk University Survey System (anket.selcuk.edu.tr) during the period when the education programs were carried out with the distance education model. Based on these measurements, arrangements were made in some training programs at the very beginning of the pandemic process in accordance with the requirements of the program. Students and academic staff were informed both visually (with videos and pictures) and in writing about course follow-up, loading, assignment, exam, grade entry etc. on the UZEM website. Thus, it was successfully ensured that the hardships that may arise from the unprepared pandemic are minimized. In order to ensure easy access for our students and academicians on our FVM-SU website, the



information on the UZEM website was redirected via links (<https://www.selcuk.edu.tr/veteriner/Ayrinti/16515-uzem-kullanım-kilavuzlari-ve-videolar>).

Exam methods were diversified with the Learning Management System provided by UZEM in distance education during the pandemic period. Thus, faculty members can hold written exams, multiple-choice exams, questionnaires, short-answered exams, assignments, projects, etc. within their courses. Adobe Connect program was used for distance education in the 2020-2021 academic year. Currently, the distance education process is still carried out in some units with a wide variety of software such as Google Meet and Microsoft Teams.

In the spring semester of the 2019-2020 academic year, normal education was transformed into distance education with the decision of YOK due to the pandemic process. In the 2020-2021 academic year (fall and spring), with the decision of the Selcuk University Senate, intern students were invited to the faculty only for applied courses and the intern education was completed face-to-face. During this period, the number of students in groups was reduced, and the rules regarding mask, distance and hygiene were applied. Education and training continued by checking whether the students had Covid-19 or in contact through the Covid-19 “Patient Tracking System” implemented by the Ministry of Health. Starting from the 2021-2022 Fall semester, all students were invited to the faculty with the decision of the Selcuk University Senate and education began to be carried out completely face-to-face. Important measures were put into practice during this period. Students were admitted to the courses according to their vaccination or PCR negativity status. With the decision of the university senate, unvaccinated students were asked to give a negative PCR test twice a week, and measures were taken to prevent the spread of the pandemic. In addition, measures were taken within the framework of general hygiene rules, and warning pictures and signs related to the pandemic were used throughout the institution. The risk of spreading the disease was also reduced by shortening the duration of the theoretical courses (from 45 minutes to 30 minutes) and extending the break times (from 10 minutes to 30 minutes) for classroom ventilation (Appendix 21). Cleaning schedules were created in all units (laboratory, hospital, farm, sink, toilet, etc.) and inspections were increased.

1.1.2. Comments

Major deficiency 1 has been fully corrected.



1.2. Major Deficiency 2: Non-compliance with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.

1.2.1. Factual information

- **It is a must that the Establishment should organise on-site practical training in meat inspection at a slaughterhouse**

In the Final Report of the ESEVT Visiting team, it was stated that the Institution should organize on-site practical training on meat inspection in a slaughterhouse. After the Visit Report reached our Institution, the studies were increased for the students to receive the slaughterhouse training. In this context, although the visits to 2 local slaughterhouses (Akşeker Et Entegre and Yilet Et Entegre) and the practical training of Meat Inspection and Technology could be completed in the 2020 spring term (Appendix 23), only spring 2021 students could not visit because the slaughterhouse businesses did not accept visitors with the emergence of the pandemic and most of the students take online courses during this period. Immediately after the start of face-to-face education, a protocol was signed with one of the largest scale slaughterhouse and meat products production facility (KONET) in Turkey, allowing students to receive on-site practical training (Appendix 22). With the signed protocol, training and practices related to meat inspection in the slaughterhouse were restarted face-to-face education as of the fall semester of 2021-2022 (Appendix 23). The slaughterhouse visitation and meat inspection that could not be carried out in the previous period (4th class students, 2021 spring semester) were compensated by the intern visits within this period. Since our students' Meat Inspection courses are in the 2nd semester of the 4th class, our students will be able to attend meat inspection at the slaughterhouse and extramural meat and dairy products production processing starting from the spring semester.

1.2.2. Comments

In the undergraduate education curriculum of our faculty, there are a total of 288 hours (12 ECTS), of which 112 hours are practical training, on Meat Inspection and Technology, Milk Inspection and Technology, Food Hygiene and Veterinary Public Health. In addition, in the 10th semester, one of the intern subgroups was organized with a focus on FSQ only (30 ECTS).



Besides, food technology practical trainings within the scope of Meat Inspection and Technology and Milk Inspection and Technology courses, being carried out since the establishment of our faculty have been continued without interruption. The FVM-SU Prof. Dr. O. Cenap Tekinşen Meat and Dairy Research and Development Application Unit, educational improvement studies were being carried out within our faculty. Meat and dairy products are produced in our unit, which has the Turkish Patent and Trademark Authority Trademark Registration Certificate, for practical education (pasteurized milk, ayran, yoghurt, buttermilk, roasted meatballs, fermented sausage and salami etc.).

Major deficiency 2 has been fully corrected.

1.3. Major Deficiency 3: Non-compliance with Substandards 4.6 and 4.12 because of insufficient implementation and control of biosecurity procedures.

1.3.1. Factual information

- **There is no common committee responsible for introducing, updating and controlling biosafety and –security procedures at the FVM-SU.**

After the Final Report, a Biosafety Subcommittee was established under the FVM-SU EAEVE Committee. The Biosafety Subcommittee visited all units and determined the deficiencies on-site in line with the Final Report and prepared a report (Appendix 24). The adjustments made within the scope of this report are as follows;

- All faculty units were categorized in terms of biosecurity and the “FVM-SU Biosecurity Guidelines” containing general and special procedures was published (Appendix 25).

<https://webadmin.selcuk.edu.tr/BirimDosyalar/Dosyalar/veteriner/S%C3%9C%20Biyog%C3%BCvenlik%20K%C4%B1lavuzu.pdf>

- Posters containing biosafety instructions were hung in the relevant areas in all units (Appendix 26).
- A biosafety inspection mechanism was activated by the EAEVE Biosafety Subcommittee, which was established with the new process.
- The warnings for flammable materials in the student laboratories were renewed Within the scope of the biosafety posters.



- Measures taken to reduce the effect of formalin in cadavers used in dissection are explained in the Major Deficiency-4 section (Appendix 27).
- Steel cabinets were placed in the relevant environments for storage purposes by creating sufficient space for the storage of chemicals in all laboratories.
- In addition to the medical waste collection procedure that has been implemented in our faculty for a long time, an agreement was made with an authorized company in order to categorize and store chemical wastes used in scientific studies and student practices and to remove them from our faculty under appropriate conditions (Appendix 28). The special storage bins obtained from the authorized company are distributed to the relevant units and collected from the units at regular intervals by the specially appointed personnel and stored in the temporary chemical storage center. Collected chemicals are removed from the temporary storage unit by the relevant company.
- Soap, disinfection materials and paper towels were brought to a sufficient level and **daily control charts** were created in all laboratories and general areas of use.
- Bottled eye cleaners and emergency aid equipment were kept in necessary environments (laboratory, farm, hospital, etc.)
- Emergency exit signs were rearranged.
- Fire prevention equipment was reviewed.
- With the establishment of our Small Animal Hospital, some units of the hospital and hospital personnel moved to the new building. Thus, closed areas of the faculty were renamed, and the relevant direction signs were updated for visitors, patient owners, new staff and students.
- There is an Occupational Health and Safety Branch Directorate within the Rectorate of Selcuk University. Occupational health and safety trainings are given in all units of the
- university through this directorate. Our faculty staff also receive training within this program.
- “Occupational Health and Safety Training” is given to intern students within the scope of student health, and all our intern students are insured in terms of Occupational Health and Occupational Diseases. In addition, the insurance of our students who do internships during the summer period is also provided by our Institution.



- As will be explained in detail in Major deficiency 7, **Workflow charts** were created in the administrative units of the dean's office, hospitals and laboratories, **instructions for use** were prepared for the devices used in all laboratories and other units, and they were kept together with the devices. These applications were published under the name of “FVM-SU Quality Assurance Manual” and shared on the website of our faculty.
- New areas (conference hall, consultation rooms, seminar halls, etc.) were created in the new Small Animal Hospital, which has a closed area of approximately 11.000 m², where students take their theoretical and applied courses. With this area expansion, the density of students in the common areas was reduced (Appendix 29).

1.3.2. Comments

Major deficiency 3 has been fully corrected in line with the biosafety measures described above.

1.4. Major Deficiency 4: Non-compliance with Substandard 5.1 due to insufficient acquisition of Day One Competences resulting from 9 out of 13 Indicators being below the recommended minimum level.

1.4.1. Factual information

With the establishment of the Small Animal Hospital, the number of companion animal patients seen in the institution was increased to the desired level to gain the Day One competencies. In addition to these developments, with the cooperation between our university and the General Directorate of Nature Conservation and National Parks of the Ministry of Agriculture and Forestry, the infrastructure and construction works of the "Wild Animal Rescue and Rehabilitation Center" on an area of approximately 5,600 m² within the campus were completed and will start its activities in a short time. Thus, it will contribute to the development of faculty students in this field.

➤ **It is suggested to involve students actively in the electronic recording system.**

Our students can make current or retrospective case studies by logging into the hospital electronic record system under the supervision of the responsible physician during clinical applied courses and while they are on duty. In addition, there is an archive room consisting of



files colored according to animal species in the patient registration unit of our animal hospital. Along with the responsible lecturer, our students also take part in the creation of these files, contributing to their professional development (Appendix 30). Our students can review these files whenever they want.

- **It is suggested to cease the use of formalin for conservation of anatomic material for dissection due to health hazards. It is suggested to introduce new training methods such as artificial models or 3D tools in the teaching.**

For this purpose, a "**Formalin Removal Procedure**" was developed to reduce the effect of formalin from cadavers prior to the applied courses of anatomy (Appendix 27). The ventilation system of the anatomy student practice hall was controlled and improvements were made. New models were provided for the applications. A 3D program developed by our faculty member working in the Department of Anatomy of our faculty was offered to our students. In addition, the production of both bone and soft tissue models was started using 3D printers, and they were used as an alternative course material especially in Anatomy course applications. It was aimed to present the organ and tissue models produced here for the use of students in clinics and other departments as well. Thanks to all these practices, the contact time of our students with formalin was reduced.

1.4.2. Comments

The "National Core Training Program for Veterinary Medicine Education" proposed by the "Council of Deans of Veterinary Faculties", of which all the deans of veterinary faculties in Turkey are members, was discussed, accepted and published by the Council of Higher Education (YOK). In the program, standards for Veterinary Education in Turkey were determined, taking into account international standards. In determining these standards, references were made to international accreditation bodies such as the Turkish Higher Education Qualification Framework, International Standard Classification of Education (ISCED) and EAEVE. In line with the Directive 2005/36/EC 2013/55/EU of the European Parliament and the Council on the recognition of professional qualifications, it was required that the course contents in the education program comply with the Law that Regulates Basic Veterinary Education and Sets Minimal Standards in European Union Countries on a subject



basis and that the Core Education Program should be implemented. Day One Competences were also defined in the Core Training Program.

https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Ulusal-cekirdek-egitimi-programlari/veterinerlik-cekirdek-egitim-programi.pdf.

Since its establishment, FVM-SU continues its education life as a constantly developing and renewing institution. It has been revising its education system in line with EAEVE standards, of which it has been a member since 2000. Although it is accepted that the number of students is high, it carries out new studies to increase its capacity in line with its qualifications on Day One competences. It has significantly increased this capacity with Small Animal Hospital (see ESEVT indicators). In addition, after the ESEVT visit, agreements were made with some businesses to ensure the slaughterhouse sufficiency. The faculty also has a farm with healthy animal species and a Large Animal Hospital.

1.5. Major Deficiency 5: Non-compliance with Substandard 7.1 because the number of students admitted, and resources available is inadequate to fully comply.

1.5.1. Factual information:

Education is free in State Universities in Turkey, and the quotas of Higher Education Institutions are determined by The Council of Higher Education (YOK) and placement is made through a central examination. FVM-SU is also a faculty affiliated to the State University. At the beginning of each academic year, the Faculty Administration submits its request for the reduction of quotas to YOK (Appendix 31).

There is also an Admission procedure (Coordinatorship of Foreign Student Selection Exam, SUYOS) for international students. Currently, 58 foreign students from 25 different countries continue their education at the institution and international students make up about 5% of our current student population. (Appendix 32).

With the increasing interest in the veterinary profession, the rate of preference of our faculty has also increased in recent years. It has been observed that the ranking of the students who got into our faculty is improving every year, and this effect has become more evident,



especially with the fact that we have strong academic staff and Turkey's largest Small Animal Hospital, which has just opened.

➤ **Improvements to other issues identified under this heading (Major deficiency 5) in the Final Report**

- Information boards, biosecurity and pandemic warning signs in education and training areas were revised and standardized in Turkish.
- There is an elevator system in the Small Animal Hospital for disabled students and visitors. Ramps are also available at all entrances of our buildings. The Council of Higher Education has set the standards for students with disabilities in university campuses and faculties to act alone and without assistance. YOK makes evaluations in different higher education institutions of universities and awards the institutions with "Disabled-friendly University Flags" in different categories. In this context, institutions that meet the conditions in the category of 'accessibility in the space' are awarded with an orange flag. With the preference of the university administration, the Small Animal Hospital of our Faculty applied to YOK to receive the orange flag in the category of "Accessibility in Space" in 2021 (Appendix 33) and showed that it is a complete institution in this regard.
- In the main building where the student training areas are located, the theoretical and applied course areas are on the ground floor in a way that enables easy access for disabled students. In addition, a “**Disabled Student Affairs Communication Office**” was opened on the ground floor of the building where the classrooms are located so that students with disabilities can have easy access and carry out their procedures.
- Small Animal Hospital with a closed area of 11000 m² started its service in FVM-SU in January 2021. In addition to increasing the modern and adequate clinical training areas, a hall with a capacity of approximately 300 people, where our faculty conferences, panels and meetings are held and student societies can carry out their activities, 2 large meeting and seminar rooms, and 3 classrooms where intern student groups can take lessons were created in the Small Animal Hospital. Necessary infrastructure (desk, table, projection, etc.) was provided and made available for use in these classrooms.
- Student consultation rooms (one at the Horse Clinic and one at the Farm Animal Clinic) were established within the Large Animal Hospital.



- Classrooms were planned to be built in the spaces vacated from the small animal clinics by rearranging the Large Animal Hospital Clinics. An architectural project was prepared in this regard and the construction was decided to start with the 2022 budget by our rectorate (Appendix 34). In the project, it was planned to build 4 classrooms with an average capacity of 120 students in these areas.
- Private rooms of faculty members working in clinical sciences were also moved to the Small Animal Hospital building, and some of the large rooms (3 rooms) that were vacated in these areas were converted into small classrooms, especially for interns and graduate students.

1.5.2. Comments

The number of student quotas for FVM-SU is determined by YOK. Faculty Administration continues to make correspondence regarding the reduction of quota at the beginning of each academic year. Considering the disabled students and visitors, new regulations were made in all our education and service areas with easy access opportunities and biosecurity measures. With the opening of the Small Animal Hospital Building, new spaces for students were formed.

Major deficiency 5 has been corrected in line with the explanations above.

1.6. Major Deficiency 6: Non-compliance with Substandard 8.8 due to an incoherent assessment regime and insufficient alignment of learning objectives with programme design.

1.6.1. Factual Information:

There is a regulation at FVM-SU regarding students' participation in applied and theoretical courses and taking final exams. These issues are clearly explained in the “FVM-SU Education and Examination Regulations” (<https://www.resmigazete.gov.tr/eskiler/2017/11/20171115-2.htm>). Many topics such as admissions procedures, course schedules and course types, attendance, exam types and success, right of objection and internship are explained in the relevant regulation. In addition, there is a “FVM-SU Assessment and Evaluation Principles Directive” for holding the exams. <https://webadmin.selcuk.edu.tr/BirimDosyalar/Dosyalar/veteriner/13Aral%C4%B1k2017Y%C3%B6nergeSonHali-min.pdf>



Some attempts have been made to provide Day-one competences.

- With the opening of the Small Animal Hospital, the number of intramural companion animal patients was brought to the desired level in a short time. With the agreement made with Konya Metropolitan Municipality, the number of intramural companion animal necropsies increased by bringing the cats and dogs that died in Konya Metropolitan Municipality Animal Shelters to the faculty (Appendix 35). Thus, students have the opportunity to practice more.
- The "extramural practical training in FSQ&VPH" education of our students was improved with the Slaughterhouse protocol (Appendix 22, See Major deficiency 2).
- Protocols were signed with different institutions to bring intramural and extramural equine patient examinations to an adequate level (Appendix 36). In addition, a new "Equine Vocational School" was opened in our university (Appendix 37). The director of the Vocational School was appointed from among the faculty members of our faculty.
- The institution developed a new procedure to monitor student application achievements. For this purpose, a "**student progress monitoring notebook**" was created for all students for each academic year (Appendix 20). In this notebook, application topics

were determined for each course that the student took during the semester. The student's participation and success in the application are followed and approved by the responsible lecturer/head of the department through this notebook.

1.6.2. Comments

FVM-SU is preparing to celebrate its 40th year of education in 2022. FVM-SU, which has been a member of EA EVE since 2002, has had many visits and as it is known, its status was determined as "Approval" until the last visit. FVM-SU is also one of the first 5 faculties approved as "Full Accredited" among 32 Veterinary Faculties of our country by VEDEK (Association for the Assessment and Accreditation of Veterinary Educational Institutions and Programs), which is a national accreditation institution (Appendix 38). FVM-SU, with its qualified academic staff and well-equipped infrastructure, is one of the important educational institutions in Turkey, which has adopted the accreditation culture.



Although training programs in accordance with EAEVE standards have been implemented in education and practice, it has been determined that these have not been adequately documented in the visit made by the ESEVT Visiting Team. For this purpose, new measures have been taken in the preparation of the relevant course curricula, the evaluation of day one competences and the provision of facility biosecurity.

Major deficiency 6 has been corrected in line with the explanations above.

1.7. Major Deficiency 7: Non-compliance with Substandards 11.1, 11.7 and 11.10 due to poor implementation of QA procedures throughout all ESG and ESEVT Standards.

1.7.1. Factual information:

Selcuk University is one of the leading universities in Turkey with a history and culture of quality, which has been involved in the quality improvement processes in every period by responding very quickly to the quality improvement processes at the higher education level. In parallel with the developments in the international arena, "Regulation on Academic Assessment and Quality Control in Higher Education Institutions" was issued in Turkey in 2002, "Regulation on Academic Assessment and Quality Improvement at Higher Education Institutions" was issued in 2005 and "Regulation on Academic Assessment and Quality Improvement at Higher Education Council" (YODEK) was established in 2006. With the Higher Education Quality Assurance Regulation, YODEK was transformed into the Higher Education Quality Board (YOKAK) in 2015, and YOKAK became an administratively and financially autonomous institution in 2017 (<https://yokak.gov.tr/>).

Selcuk University has also rapidly adapted to these Higher Education quality processes in Turkey. In this context, the Selcuk University Academic Assessment and Quality Improvement Committee (SUADEK) was established, and with the issuance of the implementation directive, "Academic Assessment and Quality Improvement Boards" were established in our faculty along with all units. In the following process, SUADEK was transformed into Selcuk University Quality Committee (Appendix 39) and still continues its activities within the scope of "Selcuk University Quality Committee Working Procedures and Principles" and is assessed and monitored by YOKAK. The quality committee prepares the Internal Evaluation Reports of the Institution and submits them to YOKAK every year,



provides data to ranking institutions along with other quality processes, prepares for assessment and monitoring programs and carries out in-house training activities. Selcuk University applied to the Institutional Accreditation Program followed by YOKAK for universities and was visited in December 2021.

Our university, which started its quality studies in the early 2000s, was accepted as a member of the European Universities Association (EUA) in March 2005. It subsequently applied to the EUA Institutional Evaluation Program and was first accepted into the EUA Institutional Evaluation Program in July 2005 (<https://eua.eu/about/member-directory.html>).

After its regular activities, Selcuk University was among the top 400 universities in the world in the list of young universities under the age of 50 in 2020, according to the study of THE (Times Higher Education). Selcuk University is also one of the 16 institutions determined as research and candidate research universities among a total of 209 universities in Turkey that are monitored with 32 indicators under the headings of "**Research Capacity, Research Quality and Interaction and Cooperation**" by TUBITAK.

FVM-SU, which has been a member of EAEVE since 2000, has been visited by EAEVE 6 times so far and received a "Full Approval" between 2013-2019. FVM-SU has a strong and ongoing quality assurance policy to identify, monitor and improve the organization's mission, vision, strategic goals and performance indicators. In line with the above-mentioned developments at Selcuk University, a Strategic Planning Team consisting of Heads of Departments representing all academic and administrative units, EAEVE Committee Members and some administrative staff representatives was established at FVM-SU in 2017. This team published "Institutional Evaluation and Strategy Plan for 2019-2023" in line with the goals of the faculty (Appendix 2).

FVM-SU was visited on 11-15 May 2015 by the "Association for the Assessment and Accreditation of Veterinary Educational Institutions and Programs (VEDEK)", which was established in 2010 within the scope of YOKAK's "Regulation for Academic Assessment and Quality Improvement in Higher Education Institutions" in order to maintain and increase the quality culture (www.vedek.org.tr). Following this visit, FVM-SU has been accredited for 7 years from 30 September 2015.



FVM-SU also carries out its community service activities at certain standards and its services have been certified by authorized institutions. Animal Hospital Operating License, Central Laboratory Operating License, Food Production Unit Turkish Patent and Trademark Authority Trademark Registration Certificate are some of them (Appendix 40, 41). Our units (hospitals, farms and laboratories) are periodically inspected by the officials of the Ministry of Agriculture and Forestry.

After the Final Report, EAEVE Quality Subcommittee was established in order for the process to be carried out properly and a room was allocated to the committee to hold its meetings. The Committee, which meets at regular intervals, carried out studies in line with the Final Report, and the following changes were completed.

- **The students were not informed about the SER, its contents and its value for the evaluation.**

Before the re-visit, information meetings about EAEVE and Revisit SER were held for the students of our faculty, separately for all classes. These information meetings were also held for administrative and academic staff within the same program (Appendix 42).

- **The last student's survey regarding the teachers and teaching activity was done in 2011.**

New surveys were created and applied by the Survey and Analysis Subcommittee for students, graduates, academic and administrative staff, and patient owners. (Appendix 43).

It was decided to conduct these surveys at regular intervals. The applied surveys are listed below:

- ✓ Selçuk University Faculty of Veterinary Medicine Student Satisfaction Survey (1, 2, 3 and 4th Grades)
- ✓ Selçuk University Faculty of Veterinary Medicine Ninth Semester Intern Education Evaluation Survey
- ✓ Selçuk University Faculty of Veterinary Medicine Tenth Semester Intern Education Evaluation Survey



- ✓ Selçuk University Faculty of Veterinary Medicine Education and Management Evaluation Academic Staff Survey
 - ✓ Selçuk University Faculty of Veterinary Medicine Education and Management Evaluation Support Personnel Survey
 - ✓ Evaluation Survey of Faculty Education and Training of Graduates of Selçuk University Faculty of Veterinary Medicine
 - ✓ Service Quality and Efficiency Research Information Survey in Veterinary Faculties Animal Hospitals
- **The Establishment does not consistently monitor and analyse student progression, recognition and certification, therefore has limited ability to react to issues arising from student progression.**

FVM-SU has an "Education, Training and Examination Regulation" and "Assessment and Evaluation Principles Directive" to measure the competence of students. In order to evaluate the learning outcomes, **Student Development Monitoring Notebooks** were prepared for all students, as explained in detail in the different sections above, showing the practices they should do in the academic calendar each semester (Appendix 20). This notebook shows the weekly practices for each course and is approved by the responsible lecturer and the head of the department. There is a "Completion Training" in the 9th and 10th Semesters to complete the missing or insufficient training of the intern students. The nature of the completion training is explained in the "Intern Student Directive, VEHIP" and the time is announced in the academic calendar (Appendix 44). In addition to these, there is an academic counsellor assigned to each student at FVM-SU. Academic counseling is carried out in line with the "Selçuk University Student Counseling Directive" (Appendix 45).

Student feedback is collected in various ways at Selçuk University. These are Selçuk University Survey System, Distance Education communication channels and Selçuk University Communication Center (SIMER). The requests, suggestions and expectations of all stakeholders are conveyed directly to the Rectorate units through SIMER, which was established in 2020 and has a link on the website of all units of the university, and every stage of the process is shared with the relevant parties.



In addition to the surveys conducted by FVM-SU, student evaluations are taken in different fields through the Selcuk University Survey System, and the results of the satisfaction analysis are shared with all stakeholders on the website. The feedbacks of students receiving distance education are systematically evaluated by the Support Officers of Distance Education Unit. In addition, our students can convey their requests and suggestions to the relevant units through the Student Council/Unit Representatives.

- **The Establishment does not evaluate the competences of the teaching staff although a minority of the staff facilitate small scale feedback programs. The transparent process for the recruitment and development of staff is not in place.**

Recruitment of teaching staff to work in higher education institutions in Turkey has been determined by the higher education law numbered 2547, and with this law, higher education institutions have been given the authority to introduce additional auditable criteria. There is an "Assignment and Promotion Directive" (Appendix 46) for the recruitment of teaching staff in all units of Selcuk University. According to this directive, minimum requirements have been determined to become a Professor, Associate Professor and Assistant Professor. The rectorate also requests the activities of the faculty members from all units in the form of an "Academic Activity Report" at the end of each academic year in order to evaluate their qualifications. In addition, faculty members are rewarded by the Scientific Research Projects (BAP) Coordinatorship, taking into account parameters such as publications, projects, scientific citations and academicians are encouraged to take an active part in studies. In addition, for each calendar year, an "Academic Incentive Score" is calculated for activities concluded in the country or abroad that contribute to science, technology and art in the previous year, and academic staff are paid additional payments throughout the year accordingly.

- **The Establishment does not have a procedure in place that can ensure that the program is delivered in a way that encourages the students to take an active role in creating the learning process.**

A procedure has been developed by the Education Committee so that students can take an active role in creating the learning process. For this purpose, a survey was prepared by the Survey and Analysis Committee to be presented to intern students before graduation (Appendix



43). Curriculum changes can be made by evaluating the results of the survey conducted at the end of the academic year by the Faculty Board. Student surveys are repeated at regular intervals at each grade level. In addition, our student representatives have been taken to the Faculty Board, EAEVE Education Committee, etc. in relation to education, and their contribution to the learning process is ensured.

- **The Establishment is not producing a clear timetable for the whole semester, indicating the schedules for specific subjects (name of the lecturer, time slot, and location), vertically and horizontally related. The Establishment did not provide evidence of the monitoring and reviewing of the programme, hampering attempts to continually improve the quality of teaching.**

The Academic Calendar, which includes course registrations, education and training calendar, midterm exams and end-of-year exams, is announced at the beginning of each academic year. At FVM-SU, the entire education curriculum, course contents, ECTS information, weekly topics, exam formats and information about faculty members are also prepared at the beginning of the semester and announced in the Bologna Course Information Package. A study was carried out by our Dean's Office to update the course information packages on the faculty web page together with our unit representatives. The deficiencies were corrected and the course information packages were made available on the current page. Program follow-up is carried out by the Heads of the Departments (<https://bologna.selcuk.edu.tr/tr/TyycPcIliski/veteriner-veterinerlik-veterinerlik-lisans>).

- **The reporting line of the Establishment is not adequate, preventing a suitable feedback-led response by the appointed committees or designated persons.**

There are ready-made forms for committees operating in FVM-SU. The committees prepare their decisions on these forms and present them to the dean's office in the form of a report (Appendix 47).

- **Mainly, a teacher is telling the students what they will have to do next week.**

Course syllabuses are updated and announced on the faculty website.

(<https://bologna.selcuk.edu.tr/en/Dersler/veteriner-veterinerlik-veterinerlik-lisans>).



➤ **There is no clear evidence on how ECTS scores are counted /value of one ECTS.**

There is a guide on how ECTS credits are calculated at Selcuk University (Bologna Process Adaptation Studies, Program Information Package and Course Information Package Preparation Guide). This guide and all other information are given in detail on the relevant web page (<https://bologna.selcuk.edu.tr/tr/Dokumanlar>).

➤ **There is a significant minimum of practical training on the different subjects, especially on the electives.**

After the Final Report, a partial reduction was achieved in the number of theoretical lessons. In addition, with the start of face-to-face education, it was requested and encouraged to add practice hours to the curriculum of elective courses from all departments (Appendix 48).

➤ **In Anatomy, there are 30 seconds to answer each question during the practical exam and the bell is ringing after the time has passed.**

The time has been extended by making changes in the form of the exam (Appendix 49).

➤ **The biosafety and biosecurity procedures are not met at all locations**

As described in Major Deficiency 3, standard biosecurity measures have been implemented in all units.

➤ **Space for storing the chemicals was not adequate in all laboratories.**

As explained in Major Deficiency 3, adequate space was created in all laboratories for the storage of chemicals. Cabinets were placed in the relevant environments for the safe storage of chemical materials. Chemical wastes generated after applied courses and laboratory studies are categorized and stored, and collected at regular intervals by an authorized private chemical waste collection company (Appendix 28). A place was allocated for the temporary storage of these chemical wastes.

➤ **Student self-learning, teamwork, gaining of the soft skills is not (separately) recorded or evaluated.**



As explained in more detail in Major Deficiency 1, a number of measures have been taken for this purpose. As was practiced before, with small groups of 5-6 people, intern students provide detailed training and skill acquisition in laboratories, clinics, farms and food units of each department, and these are recorded in a notebook. This evaluation system of the acquisition has been expanded to include subclasses, and course outcomes have been started to be followed with a similar notebook application. Seminar assignments are given to intern students in order to encourage self-learning and teamwork in their units, and these presentations are evaluated by advisors or department boards (Appendix 19).

In addition, a new student society (Veterinary Research Career Academy Society, VAKA) was included in our existing 2 student societies, one of which is international (International Veterinary Students' Association IVSA, Society of Veterinary Education and Promotion Organizations VETO), and they were encouraged to organize programs for self-learning and professional development. IVSA student society hosted Veterinary Faculty students from Poland for 1 week within the scope of the international exchange program and participated in various professional practices and cultural activities together. The Student society VETO also organized vocational talks with our graduates from our Faculty (Appendix 18).

➤ **The majority of the facilities at the FVM-SU are research laboratories where undergraduate students do not take any lessons (only in the 5th year)**

Adequate laboratory infrastructure and training materials are provided in line with the curriculum and day one competences in the units reserved for undergraduate education at FVM-SU. In addition to its undergraduate education, the faculty is one of the leading postgraduate education institutions in Turkey in the field of veterinary medicine. Postgraduate education is provided in 19 of its 20 departments. The faculty also has a very strong potential as researcher academicians. For this reason, there are many well-equipped laboratories in the institution where advanced research is carried out. Only in 2021, 61 research projects were carried out by faculty members (Appendix 50). In addition, one of the Covid-19 inactivated vaccine studies in Turkey is carried out under the leadership of the Head of Microbiology Department (Prof. Osman Erganiş) within our faculty. This project was also appreciated by our University Senate and it was proposed to be submitted as a candidate project for the “2021 YOK Outstanding



Achievement Award” on behalf of our University in the field of University-Industry Cooperation (Appendix 51).

Thanks to its competent research staff and research infrastructure, FVM-SU was among the top 3 among 32 veterinary faculties ranked according to the most cited researchers in Turkey in 2021 (Academic Performance Analysis of Turkey-Alper M, Doger C., Researchgate). DOI: 10.13140/RG.2.2.35576.37127).

As stated in the Final Report, graduate students as well as intern students and some scholarship students can participate in scientific research carried out in more equipped research laboratories. Willing students also have the opportunity to take their first steps in scientific studies by giving student research projects (TÜBİTAK, BAP, etc.) under the supervision of academicians (Appendix 52). In addition, as an application of the Selcuk University Rectorate, our students have the opportunity to work part-time for a fee out of course hours in different units of our faculty according to their interests (Appendix 53). Another application for students in our faculty is the assistant student application. Thanks to this application, students with a high level of success are also assigned to the units they are interested in, for a fee (Appendix 54). Thus, our students contribute to their professional development by participating in research and production activities in all units.

- **An area for students to safely practise clinical skills has been designated, but has a restricted offering with the opportunity to practise suturing on plastic and foam matting designed to simulate skin suturing.**

With the newly opened Small Animal Hospital, new areas and application materials were provided to students for sewing simulations. With the increase in the number of patients, our intern students had the opportunity to participate more in surgical operations with the expert team.

- **There is no SOP for conducting annual audits by the Establishment itself. There is no clear evidence of how the Establishment is into account improvements or enhancement; there is no clear evidence on how the Establishment involves students or external stakeholders in the QA procedures.**



FVM-SU has launched a new application to perform annual audits and complete the PDCA (**Plan-Do-Check-Act**) cycle. With this application, the feedback received from internal and external stakeholders is evaluated by the relevant committees of the faculty, contributing to the necessary updates in order to increase the quality. Thanks to this cycle, deficiencies are evaluated at the stage of providing quality assurance and increasing quality, and strategies are determined accordingly. The results of the survey prepared by the survey and analysis committee for internal stakeholders (students, academic staff, support staff) and external stakeholders (graduates and animal owners, etc.) are presented to the Dean's Office for evaluation by the Faculty Administrative Board and Faculty Board. Stakeholder views are also effective in new decisions to be taken in these meetings. For example, at the request of the patient owners, a web page was created only for the hospital. In addition, in line with the opinions of the patient owners, boxes of wishes and requests were placed in different units of the animal hospital in order to meet the demands more quickly. Another application example is the VEHIP directive change made in line with student feedback. With this change, the number of theoretical course hours has been reduced. (Appendix 17). Many of the FVM-SU instructors are frequently preferred by the sector thanks to their effective research in their field. They organize programs through many events such as panels, symposiums, conferences, and webinars in line with the demands of the sector, and the feedback received from the sector is used to improve the education, research and community service policies of our institution (Appendix 55).

During this period, the dean's administrative mechanism, student affairs and the missing Workflow Charts and Device Usage Instructions were renewed and standardized in all units. These procedures were published in the form of "FVM-SU Quality Guide" and distributed to the related sciences, and also published on the Institution's website (Appendix 56).

- **Surveys conducted by 5th year students (9th semester) gave non-satisfying results: majority do not find the 9th semester training, the number of the patients per students, gaining practical skills sufficient. The lowest scores were given for the Food Hygiene and Technology, Biostatistics, and Genetics.**

These issues were evaluated together with the relevant departments in the academic board held at the end of the year. In 2021, new surveys were conducted to measure student



satisfaction (Appendix 14, 15). The increasing number of patients with the opening of the Small Animal Hospital also increased the number of applied trainings. In addition, a new product sales unit was opened in the university campus by increasing production under the control of the Department of Food Hygiene and Technology, and the application opportunities of students who directly contribute to production depending on the increase in products were improved. In addition, the meat products production facilities in the enterprise, with which the slaughterhouse protocol was made, were visited by the students, which contributed to their professional development. The surveys submitted to the ESEVT visiting team in the SER report belong to 2011, and the problems were resolved with the surveys made in 2021 and the improvements made after the surveys. The issue was also brought up in the meetings held with the heads of departments and faculty members related to the EAEVE re-visit program.

- **Surveys conducted by 5th year students (10th semester) gave non-satisfying results: majority do not find the 10th semester training and gaining practical skills sufficient. The students do not want to take the courses related to the Biostatistics and are of the opinion that Food Hygiene and Technology, Genetics and Histology-Embryology should be elective subjects in that semester.**

The 9th and 10th semester curriculum is carried out according to the VEHIP Directive. It is planned to make new arrangements in VEHIP education by asking new questions to the students in the surveys conducted by the survey and analysis committee. As explained in the previous article, the increase in the number of patients with the opening of the Small Animal Hospital, the increase in the production of meat and dairy products to which the students actively contribute under the control of the Food Hygiene and Technology Department, and the detailed tour of the meat products production facilities in the enterprise where the students are taken for meat inspection eliminated the hesitations on this issue and contributed to the professional development of our students.

- **Academic staff survey raise an issue of the biosecurity on the campus, facilities (laboratories and rooms not sufficient for teaching), and the absence social activities (although there are several table tennis stations and sports activities at the campus).**



The aforementioned survey was conducted in 2011, and similar dissatisfaction was not found in our last survey. Some measures were taken in line with the results of the academic staff survey. Increasing biosecurity measures and increasing physical areas can be given as examples. According to Selçuk University's administrative activity report for 2020, 56,360 m² area in the central campus is reserved for sports facilities. Among these facilities, there are sports areas such as tartan track, turf and astroturf pitches, indoor and outdoor basketball and tennis courts, an olympic swimming pool and indoor and outdoor maneges. "Merve Mercan Park", which was built in memory of Medical Faculty Student Merve Mercan, who lost her life from the Covid-19 pandemic last year and is located right across the FVM-SU building, offers sports and recreation opportunities to both our university and especially our faculty staff and students with its walking areas and park areas. In addition, the staff of our Faculty actively participates in sports competitions held within the university and between institutions in Konya. An example of this is the Veterinary Faculty Volleyball Team, which participated in the Konya Inter-Institutional Volleyball Tournament and achieved successful results these days when our report was being prepared.

- **The surveys conducted by patient owners (answered by 212 persons) gave non-satisfying results as the owners answer to almost all questions as “Very non-important”. Also, the assessment of the Emergency service gave non-satisfying results: difficult access to the emergency room, staff and first reaction was not quick enough, and specialised personnel was not easily accessible. In general, patient owners are not satisfied with the service provided.**

The improvements regarding all these negativities began to be achieved with the Small Animal Hospital, which started to serve from the beginning of 2021. At the end of 2021, a new survey was prepared for patient owners and submitted for evaluation (Appendix 43). An area is reserved for the Animal Hospital for animal owners to convey their wishes and requests. Emergency shifts are carried out through Emergency Watch Schedules created separately for each month. As can be seen in the Schedule, the shifts are carried out by research assistants and veterinarians in the relevant departments under the control of a faculty member every day, and there is no problem of accessing the specialist physician (Appendix 57). As can be seen in the patient owners survey conducted in 2021, all these negative issues were corrected and satisfactory results were obtained.



1.7.2. Comments

Thanks to its 40 years of experience, national accreditation, 21-year membership of EAEVE and numerous audits, FVM-SU continues its services to the community intensively and under certain standards. Our faculty has also created a unique quality culture in accordance with national and international standards. During the ESEVT visit and in the Final Report, it was determined that there were some deficiencies in the measurement and evaluation and the conversion of activities into written procedures. As explained in the other titles, important studies were carried out in this area as well, and significant improvements were made in completing the deficiencies and in the arrangement of documents. The institution quickly established the Quality Committee in order to follow these processes. The committee plans the quality processes required for the institution and controls the practices on site. The web page of the institution contains the quality processes such as strategic plan, quality assurance policy, internal audits, development plan and SWOT analysis.

Major deficiency 7 has been corrected in line with the explanations above.



2. Correction of the Minor Deficiencies

2. Correction of the Minor Deficiencies

2.1. Minor Deficiency 1: Partial compliance with Substandard 4.3 because the size of the lecture halls is too small for the number of students.

2.1.1. Factual information

In the Final Report, it is stated that the classrooms in FVM-SU are very small compared to the number of students. As explained in detail in the relevant sections of our report, new training areas became operational with the opening of the Small Animal Hospital in 2021. Some large halls in the faculty members' block were also emptied and moved to the new building. These vacant halls were especially designed for intern groups to conduct their courses. 2 student consultation halls were created with the reorganization of the Large Animal Hospital. In addition, as mentioned before, the training areas were considerably expanded in the Small Animal Hospital with 8 triage rooms, 8 special examination rooms, a 300-person Conference Hall, 2 meeting and 3 student consultation rooms.

2.1.2. Comments

While FVM-SU was serving in a closed area of 25,000 m², with the addition of the Small Animal Hospital of 11,000 m² to these areas, it increased its service area to 36.000 m². This facility area is considered to be suitable in terms of education and training, research activities and community service.

Minor deficiency 1 has been corrected in line with the explanations above.

2.1.3. Suggestions of improvement

Conversion of some areas in the large Animal Hospital into classrooms and lecture halls is ongoing. For this purpose, an architectural project was drawn, and requests were sent to the Rectorate for the construction of classrooms. Thanks to the classrooms planned to be built in 2022, 4 new classrooms with an average of 120 people will be opened to the use of students.



2.2. Minor Deficiency 2: Partial compliance with Substandards 9.1, 9.3 and 9.5 because of absence of systematic, formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) for all staff involved with teaching and absence a cohesive program for professional growth and development of academic and support staff.

2.2.1. Factual information

As explained in detail in the relevant sections of our report, there are some criteria for being an instructor in Turkey, and appointments are made after various exams (Foreign Language Placement Exam, Academic Graduate Education Exam, Associate Professorship Exam, etc.). In addition to these basic principles, Selcuk University also requires some additional conditions for appointment and promotion (Appendix 58). At the beginning of each year, the activities of the academic staff in the previous year are also evaluated and an additional fee is paid for the points they get (Appendix 59). In this way, qualified personnel are employed in the institution.

FVM-SU plans some personal development practices for teaching and support staff and conducts these trainings in certain periods. Updating Bologna course information packages, informing about the EAEVE process, occupational health and safety training, biosafety applications, national or international cooperation and project trainings, as well as vocational training such as electronic prescription applications, agricultural insurance pool (TARSIM) applications can be given as examples.

2.2.2. Comments

FVM-SU makes some evaluations for the personal development and productivity of its academic and support staff and gives importance to development programs. Although these trainings are held from time to time, information about them is not given in the SER. This information is presented as an appendix in Revisit SER.

Minor deficiency 2 has been corrected in line with the explanations above.



2.2.3. Suggestions of improvement

Depending on the professional developments in Turkey and in the world, educational activities will continue to be planned by the dean's office and the relevant faculty committees.



3. ESEVT Indicators

3. ESEVT Indicators

3.1. Factual information (*Updated data based on the last three academic years*)

| | Raw data from the last 3 full academic years | 2019 | 2020 | 2021 | Mean |
|----|---|-------|-------|-------|----------|
| 1 | n° of FTE academic staff involved in veterinary training | 137 | 139 | 149 | 141,67 |
| 2 | n° of undergraduate students | 980 | 1034 | 1063 | 1025,67 |
| 3 | n° of FTE veterinarians involved in veterinary training | 141 | 145 | 157 | 147,67 |
| 4 | n° of students graduating annually | 156 | 182 | 167 | 168,33 |
| 5 | n° of FTE support staff involved in veterinary training | 69 | 60 | 74 | 67,67 |
| 6 | n° of hours of practical (non-clinical) training | 1564 | 1564 | 1564 | 1564,00 |
| 7 | n° of hours of clinical training | 784 | 784 | 784 | 784,00 |
| 8 | n° of hours of FSQ & VPH training | 288 | 288 | 288 | 288,00 |
| 9 | n° of hours of extra-mural practical training in FSQ & VPH | 36 | 32 | 36 | 34,67 |
| 10 | n° of companion animal patients seen intra-murally | 13802 | 14017 | 21611 | 16476,67 |
| 11 | n° of ruminant and pig patients seen intra-murally | 1789 | 1276 | 1283 | 1449,33 |
| 12 | n° of equine patients seen intra-murally | 107 | 57 | 94 | 86,00 |
| 13 | n° of rabbit, rodent, bird and exotic patients seen intra-murally | 364 | 395 | 554 | 437,67 |
| 14 | n° of companion animal patients seen extra-murally | 47 | 23 | 82 | 50,67 |
| 15 | n° of individual ruminants and pig patients seen extra-murally | 656 | 149 | 3987 | 1597,33 |
| 16 | n° of equine patients seen extra-murally | 28 | 18 | 101 | 49,00 |
| 17 | n° of visits to ruminant and pig herds | 109 | 81 | 164 | 118,00 |
| 18 | n° of visits of poultry and farmed rabbit units | 47 | 39 | 46 | 44,00 |
| 19 | n° of companion animal necropsies | 42 | 43 | 110 | 65,00 |
| 20 | n° of ruminant and pig necropsies | 295 | 279 | 233 | 269,00 |
| 21 | n° of equine necropsies | 3 | 1 | 1 | 1,67 |
| 22 | n° of rabbit, rodent, bird and exotic pet necropsies | 199 | 265 | 292 | 252,00 |
| 23 | n° of FTE specialised veterinarians involved in veterinary training | 141 | 145 | 151 | 145,67 |



| Name of the Establishment: | | Faculty of Veterinary Medicine, Selcuk University, Konya, TURKEY | | | |
|-------------------------------------|--|--|---------------------|---------------------|----------------------|
| Date of the form filling: | | 29.12.2021 | | | |
| Calculated Indicators from raw data | | Establishment | Median | Minimal | Balance ³ |
| 0 | | values | values ¹ | values ² | |
| I1 | n° of FTE academic staff involved in veterinary training / n° of undergraduate students | 0,138 | 0,16 | 0,13 | 0,012 |
| I2 | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually | 0,877 | 0,87 | 0,59 | 0,288 |
| I3 | n° of FTE support staff involved in veterinary training / n° of students graduating annually | 0,402 | 0,94 | 0,57 | -0,165 |
| I4 | n° of hours of practical (non-clinical) training | 1564,000 | 905,67 | 595,00 | 969,000 |
| I5 | n° of hours of clinical training | 784,000 | 932,92 | 670,00 | 114,000 |
| I6 | n° of hours of FSQ & VPH training | 288,000 | 287,00 | 174,40 | 113,600 |
| I7 | n° of hours of extra-mural practical training in FSQ & VPH | 34,667 | 68,00 | 28,80 | 5,867 |
| I8 | n° of companion animal patients seen intra-murally / n° of students graduating annually | 97,881 | 70,48 | 42,01 | 55,872 |
| I9 | n° of ruminant and pig patients seen intra-murally / n° of students graduating annually | 8,610 | 2,69 | 0,46 | 8,146 |
| I10 | n° of equine patients seen intra-murally / n° of students graduating annually | 0,511 | 5,05 | 1,30 | -0,787 |
| I11 | n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually | 2,600 | 3,35 | 1,55 | 1,055 |
| I12 | n° of companion animal patients seen extra-murally / n° of students graduating annually | 0,301 | 6,80 | 0,22 | 0,078 |
| I13 | n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually | 9,489 | 15,95 | 6,29 | 3,194 |
| I14 | n° of equine patients seen extra-murally / n° of students graduating annually | 0,291 | 2,11 | 0,60 | -0,304 |
| I15 | n° of visits to ruminant and pig herds / n° of students graduating annually | 0,701 | 1,33 | 0,55 | 0,154 |
| I16 | n° of visits of poultry and farmed rabbit units / n° of students graduating annually | 0,261 | 0,12 | 0,04 | 0,217 |
| I17 | n° of companion animal necropsies / n° of students graduating annually | 0,386 | 2,07 | 1,40 | -1,014 |
| I18 | n° of ruminant and pig necropsies / n° of students graduating annually | 1,598 | 2,32 | 0,97 | 0,628 |
| I19 | n° of equine necropsies / n° of students graduating annually | 0,010 | 0,30 | 0,09 | -0,083 |
| I20 | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually | 1,497 | 2,05 | 0,69 | 0,804 |
| I21* | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually | 0,865 | 0,20 | 0,06 | 0,802 |
| I22* | n° of PhD graduating annually / n° of students graduating annually | 0,133 | 0,15 | 0,09 | 0,045 |

3.2. Comments

The Visiting Team found the acquisition of Day One Competencies insufficient as 9 out of 13 indicators were below the minimum recommended in the 2019 Final Report.

The table presented below compares the indicators presented in the 2019 Final Report with those presented in the 2022 Re-visit SER. It has been seen that the I1, I7, I8, I20 and I22 indicators are in normal standards, while a certain level of improvement has been achieved in the I3, I10, I14 and I17 indicators.

| | Calculated Indicators from raw data | Minimal values | 2016-2018 Balance | 2019-2021 Balance |
|-------------|--|----------------|-------------------|-------------------|
| I1 | n° of FTE academic staff involved in veterinary training / n° of undergraduate students | 0,13 | -0,005 | 0,012 |
| I3 | n° of FTE support staff involved in veterinary training / n° of students graduating annually | 0,57 | -0,291 | -0,165 |
| I7 | n° of hours of extra-mural practical training in FSQ & VPH | 28,80 | -28,8 | 5,867 |
| I8 | n° of companion animal patients seen intra-murally / n° of students graduating annually | 42,01 | -6,188 | 55,872 |
| I10 | n° of equine patients seen intra-murally / n° of students graduating annually | 1,30 | -0,919 | -0,787 |
| I14 | n° of equine patients seen extra-murally / n° of students graduating annually | 0,60 | -0,595 | -0,304 |
| I17 | n° of companion animal necropsies / n° of students graduating annually | 1,40 | -1,156 | -1,016 |
| I19 | n° of equine necropsies / n° of students graduating annually | 0,09 | -0,082 | -0,083 |
| I20 | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually | 0,69 | -0,044 | 0,804 |
| I22* | n° of PhD graduating annually / n° of students graduating annually | 0,09 | -0,022 | 0,045 |



3.3. Suggestions of improvement

According to ESEVT indicators for FVM-SU although it is better than previous years, the following indicators are still below the minimal values.

- ✓ n° of equine patients seen intra-murally / n° of students graduating annually,
- ✓ n° of equine patients seen extra-murally / n° of students graduating annually,
- ✓ n° of companion animal necropsies / n° of students graduating annually
- ✓ n° of equine necropsies / n° of students graduating annually”

Due to the Covid-19 pandemic, which affected the whole world in 2020 and 2021, a significant problem was encountered in the field of education in Turkey, as in the rest of the world. In this difficult period, distance education was started quickly in order not to interrupt the education in Turkey, and distance education was carried out successfully with a rapid adaptation process. Covid-19 pandemic emerged in Turkey in the middle of the 2019-2020 Spring semester, normal education continued until this moment, the rest of the semester was completed with distance education.

Apart from this short period of time, FVM-SU continued its practical training face-to-face by fully implementing the pandemic measures. Firstly, intern students, and then all grade level trainings were conducted face-to-face.

Despite the negative effects of the pandemic, especially on clinical practices, FVM-SU quickly put the new Animal Hospital into service and made the hospital a center of attraction in the city. With this center, which has turned into a full clinical training area with all its fields such as triage, polyclinic, operating room, and hospitalization departments, the number of patients has also increased very rapidly. In order to increase other low data, very important protocols were put into practice. For this purpose, it is in constant contact with public and private institutions. These protocols are included in the report. FVM-SU continuously strives to raise these values above average.



4. GLOSSARY



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BAP: Scientific Research Projects Coordination Unit

ECTS: European Credit Transfer System

EUA: European Association of Universities

FSQ: Food Safety and Quality

FVM-SU: Faculty of Veterinary Medicine, Selcuk University

IVSA: International Veterinary Students' Association

SIMER: Selcuk University Communication Center

SUADEK: Selcuk University Academic Assessment and Quality Improvement Committee

SUYOS: Coordinatinship of Foreign Student Selection Exam, Selcuk University

TARSIM: Agricultural Insurance Pool

THE: Times Higher Education

TUBITAK: Scientific and Technological Research Council of Turkey

UZEM: Distance Education Application and Research Center, Selcuk University

VAKA: Society of Veterinary Research Career Academy

VEDEK: Association for the Assessment and Accreditation of Veterinary Educational Institutions and Programs

VEHIP: Internship Programme of Faculty of Veterinary Medicine

VETO: Society of Veterinary Education and Promotion Organizations

YODEK: Regulation on Academic Assesment and Quality Improvement at Higher Education Council of Turkey

YOK: The Council of Higher Education, Turkey

YOKAK: Higher Education Quality Board



5. APPENDIX



5. APPENDIX

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SELÇUK UNIVERSITY
FACULTY OF VETERINARY MEDICINE

Faculty of Veterinary Medicine, Selcuk University, Konya-TURKEY,

2022