



FULL VISITATION REPORT

To the Afyon Kocatepe University, Afyonkarahisar, Türkiye

On 13 - 17 October 2025

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Introduction

The Faculty of Veterinary Medicine at Afyon Kocatepe University (AKU) was founded in 1995 and admitted its first students in 1997. In 2022, the faculty successfully completed the VEDEK national accreditation process.

The faculty's strategy is built on three main objectives: delivering veterinary education and services at an international level, advancing scientific research, and strengthening engagement with stakeholders and society.

A new Veterinary Teaching Hospital and a Faculty Farm used for teaching and research have been established.

The VEE aims at aligning education and research applying e.g. the One Health concept and delivering graduates with Day One Competences to serve society.

The SER was not delivered on time.

ESEVT SOP 2023, adopted on 8 June 2023, was valid for this visitation.

Area 1. Objectives, Organisation and Quality Assurance Policy

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

The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

1.1.1. Findings

The VEE has developed its Mission, Vision and Objectives in relation to the University documents. In the Vision, VEE stated the importance of local and global contributions, maintaining strong relationships with different stakeholders and leadership in undergraduate and graduate education. The Mission of the VEE is to “educate veterinarians who respect the principles of the Republic of Türkiye, Atatürk’s reforms, and national values”, through providing high-quality education, ethical scientific research, and offering excellent professional services. Objectives cover infrastructure, international cooperation, professional development, practical training, the faculty's veterinary journal, student clubs, product diversity in dairy units, and increasing national and international projects involving students and staff.

1.1.2. Analysis of the findings/Comments

The Mission, Vision, and Objectives of the VEE, developed by the Faculty Board in consultation with the External Advisory Board, are determined and modified as needed. In the Objectives, the VEE stated two main goals: to obtain EAEVE accreditation by 2025 and to increase the number of international publications by staff members.

Further to this, additional information was obtained during meetings with staff and students organised during the visitation. The VEE has recently changed the curriculum, based on national and global standards and other accredited (Turkish) VEE curricula, involving the Educational Curriculum Commission, staff and external stakeholders. ESG were not taken into account.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

The VEE is one of the faculties of Afyon Kocatepe University (AKU), which is one of the state universities of the Republic of Türkiye.

The VEE is led by the Dean, Prof. Dr. Turan Civelek, as well as two vice deans - Prof. Dr. Zeki Gurler and Dr. Durmus Fatih Baser, one responsible for students and teaching and the other for administration, finances and QA.

The VTH is led by Prof. Dr. Musa Korkmaz (chief director), assisted by Dr. Fatma Görücü Özbek and Dr. Ebubekir Yazıcı (all holding a DVM degree). The VTH Management Board also contributes to the governance and decision-making of the VTH.

The organisational structure of the VEE is as follows: five divisions (Veterinary Medicine and Basic Science; Preclinical Sciences; Clinical Sciences; Animal Husbandry and Animal Nutrition; and Food Hygiene and Food Technology). Divisions have between one and six departments (in total 21 departments). Faculty Secretary, Commissions and Committee, Diagnosis and Analysis Laboratory, Educational Research and Application Farm and Dairy Production Unit are also organisational units of the VEE.

The VEE has a Faculty Board, Administrative Board, Intern Education Commission, Internship Commission, Graduation Commission, EAEVE Commission, Educational Research and Application Farm, Education Coordination Commission, Quality Improvement Commission, and Scientific Research Projects Commission.

1.2.2. Analysis of the findings/Comments

The staff list provided contains the titles and names of the academic employees (102 academic staff members). For the Hospital staff (10), the title, name and profession are listed. The same is valid for Officers (8), Workers (4) and staff working at the VEE and Education, Research and Practice Farm (61).

Different boards and commissions are responsible for assisting the Dean in making and implementing the decisions on all matters related to the VEE administration, admission, teaching, assessment, professional work and research. The Education Coordination Commission is led by the Dean (serves as president; vice dean is the vice president) and has 19 members altogether (year coordinators and their assistant coordinators), and the vice dean is directly responsible for the curriculum and for the coordination between the Education Coordination Commission and the Faculty Board. The VTH Management Board has 7 members (director, deputy director and 5 other members, one of whom is also the vice dean). All members are senior academic staff. The members of commissions and boards are appointed by the Faculty Board upon the Dean's proposal or open call. The decision-making process, organisation and management of the VEE allow implementation of the AKU and VEE strategic plan.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

AKU develops its short-term strategic plan for a four-year period. The latest plan, developed in 2024, is valid for the period of 2024-2028. AKU develops its strategic plan by involving external stakeholders, staff, and students. AKU's Strategic Plan also serves as the VEE Strategic Plan, and activities including education, research, clinical services, and community engagement align with the strategic priorities defined by AKU. The VEE is mentioned in the new AKU Strategic plan, especially in chapter 5.2.4. as a contributor to the regional and national development in the fields of animal health and livestock (document available in Turkish). The AKU Quality Action Plan contains planned actions, responsible units/commissions, units to collaborate with, outputs, completion dates and frequency of monitoring.

1.3.2. Analysis of the findings/Comments

The VEE is obliged to provide feedback to the AKU on the implementation of the Strategic Plan. This should be achieved through annual activity reports, self-assessment documents, and quality assurance reviews submitted to the AKU Rectorate and Quality Commission. On the VEE official web page, there is a list of Aims and Goals (<https://veteriner.aku.edu.tr/en/amaclar-ve-hedefler/>). They were developed by the Faculty Board in consultation with the External Advisory Board and are intended to state the VEE's educational mission and strategic priorities, and to inform students, staff, stakeholders, and the public about the goals of the institution. It is not stated when they were developed and how they are related to the AKU strategic goals and/or operational plan.

The VEE prepares annual activity reports and submits them to the AKU Rectorate and Quality Unit.

The AKU Quality Action Plan contains broadly described activities and for only some of them the frequency of monitoring is mentioned. It is also not stated for what period of time this Action Plan is developed.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE has a Quality Policy developed by the AKU. AKU quality culture is embedded into the Strategic plan and top management structures, as the University Executive Board and the Senate. At the VEE level - Faculty Board and Faculty Executive Boards operate in a democratic and tolerant atmosphere.

The AKU's Quality Coordinator's Office is established, according to the University Quality Directive, on behalf of the Quality Commission and it is responsible for coordinating all quality assurance activities and the promotion of quality culture at the AKU, as well as for the establishment of external and internal quality assurance systems and accreditation processes. In the AKU Strategic plan, core values are listed, as Universality, Justice, Sense of Belonging, Effort, Participation and Transparency, Quality Orientation, Student-Centeredness, Innovation and Social Sensitivity. The Quality Coordinator's Office is responsible for providing guidance to the AKU's faculties and units, and ensuring compliance with national and institutional quality standards. The University Quality Directive is the AKU and VEE official QA regulatory framework, defining procedures, responsibilities, and processes of the QA.

The University Quality Commission is the main decision-making body that monitors, evaluates, and reports on the implementation of QA and improvement activities in line with national higher education quality standards.

VEE follows AKU's QA organisational structure and has established a Quality Commission that reports directly to the University's Quality Coordinator's Office and Quality Commission.

The official QA documents and procedures, covering strategic planning, monitoring, assessment, and continuous improvement, are publicly available and accessible to staff, students, and stakeholders of all AKU faculties and units through the University Quality Coordination Office website <https://kalite.aku.edu.tr/en/> and on the VEE website.

On the AKU University Quality Coordination Office website, names and the roles of the members of the Quality Commission are available (15 members), as well as of the Quality Coordinatorship (5 members). The rector is the chair of the Quality Commission and the acting chair is the vice rector, appointed by the rector. Members of the Quality Commission, from different AKU academic units and different fields of science, are appointed by the Senate. The quality coordinator, general secretary, head of the strategy development department and the student representative (President of University Student Council) are also members of the Commission.

1.4.2. Analysis of the findings/Comments

The quality assurance system is well developed at the University level, and the culture

of quality is embedded in the strategic documents and accepted by the management structures. The last Unit Activity Report published by the AKU is for the year 2024 (https://kalite.aku.edu.tr/wp-content/uploads/sites/118/2025/01/KaliteKoordinatorlugu_BFR_2024__.pdf). The Self/Peer/Unit Evaluation Reports are available on the AKU web site for all units of the University, but for the VEE only the Program Self-Evaluation Report (PSER) for 2021 is available, not the Program Peer Evaluation Report (PPER). No reports of the VEE from 2022 onwards are available (but they are available for some other AKU units). A summarised table of the accreditation is available, and it was updated in August 2023/. For the VEE it shows VEDEK accreditation valid from 2022 to 2024. The rector, vice rector, dean and vice dean are responsible persons both for the QA at the AKU and VEE level and they are responsible for nominating the members of the different bodies responsible for the QA. The Quality Improvement Commission and the Quality Assurance Unit (both terms used in SER) refer to the same body within the VEE. The vice dean for administration, finances and QA is appointed quality officer of the VEE.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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

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

1.5.1. Findings

The SER was delivered with a delay of 19 days. Furthermore, it was short, and several tables and areas of text were not presented according to the format laid down as dictated in the SOP Annex 6. Further, the ESEVT Indicators were not presented according to the SOP, Annex 4. Lastly, the Timetable for the visitation was insufficiently detailed and pre-site visit questions were not answered in full.

The VEE and the VTH have one web page (<https://veteriner.aku.edu.tr/>), where information is shared with the public and different stakeholders. Among others, the information on clinical services, organisational structure, infrastructure and contact and practical information is available for the VTH. Other information is also available on specific websites, such as the ones of the Diagnosis and Analysis Laboratory, Educational Research and Application Farm and Dairy Products unit.

A specific website, called "YOKATLAS" is offering various types of information for potential students, the broader public and different stakeholders, such as Higher Education Input Indicators and Higher Education Process and Output Indicators.

1.5.2. Analysis of the findings/Comments

The English version of the official VEE website contains information on VEE boards, departments, units, ERASMUS, course timetables, as well as a message from the Dean. On the website, under Quality, VEE also publishes the so-called Unit Activity Report (Birim Faaliyet Raporu), last one for year 2024 (composed in 2025, in Turkish), containing information on strategic objectives and performance indicators of the unit; achievements, challenges, and areas needing improvement; data on human resources, physical resources, and financial expenditures. The quality officer of the VEE (vice dean) and the Quality Commission are responsible for the collection and analysis of different data.

The data on YOKATLAS are available to all interested parties, as potential students, second and third level educational institutions, etc. Data are available only in Turkish.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is partially compliant with Standard 1.5 because of a delayed and inadequate SER

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

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

Afyon University has, since 2019, a University Information Management System that contains consolidated information on strategic planning, unit strategic planning, budget planning, and unit budget planning. During 2019–2023, the Strategic Plan Monitoring and Evaluation Board were responsible for strategic plan implementation, monitoring and evaluation processes (boards were composed of unit managers responsible for the implementation and coordination of the relevant performance indicators).

Student feedback on teachers and teaching activities (lecturer's preparation and regularity, communication and support for students, use of diverse and up-to-date teaching methods, explanation of the course's professional/social contribution, and fairness, clarity, and timely feedback in exams and assignments) is systematically collected through questionnaires administered via the University's Student Information System. The results are subsequently discussed by the VEE departments and finally by the Faculty Board.

1.6.2. Analysis of the findings/Comments

AKU has in place a complex system for monitoring and evaluation of the Strategic Plan that includes different internal stakeholders (and management), boards and reports. In Afyon Kocatepe University Quality Action Plan, under Activity A3.1. *"Integration of the Information Management System with the internal quality assurance system and creation of an IMS that will support quality management processes"* it is written that it should be completed by March 31, 2025, so there is a question if this System is fully operating or, since 2019, it was used only for strategic and budget planning (and not related to internal QM processes). AKU uses the University Information Management System for collecting the reports from its units and consolidating them. These inputs are then analysed to identify achievements, challenges, and areas for improvement. On the basis of this information, the AKU prepares and updates its institutional strategic plan.

Peer review reports prepared by academic staff from other peer institutions provide an external perspective on areas such as the curriculum, teaching methods, research integration, and clinical training. The last such report, for 2023, is available on the VEE website(<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2023/11/Veteriner-Fakultesi-Akran-Degerlendirme-raporu-2023.pdf>).

Further to this, additional information was obtained during meetings with staff and students organised during the visitation. The VEE has reported that around 90% of undergraduate students fill out the online "teachers survey" and that the obtained results are discussed among the teachers at the departmental level. If the given grades and/or comments are below the average, a meeting with the respective teacher is organised both on the departmental and dean's level. Although the VEE monitors and periodically reviews its activities to ensure that the objectives set in the strategic plan are met, VEE does not use those analyses for further development. The QA loop is not fully closed related to the QA activities to enhance the overall quality of the VEE.

1.6.3. Suggestions for improvement

To close the PDCA cycle more effectively, planning of data collection, stakeholder input, clear communication, capacity building, continuous monitoring and knowledge sharing should be addressed in more detail.

1.6.4. Decision

The VEE is partially compliant with Standard 1.6. because of sub-optimal ability to fully close the QA loop, i.e. Plan-Do-Check-Act process.

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

1.7.1. Findings

A previous EAEVE visit to the VEE took place in 2010. After that visitation, the VEE used the recommendations to improve the facilities (especially the animal hospital),

increase the number of animals, revise the curriculum, etc. Also, a Biosafety Committee was established and biosafety measures were implemented.

1.7.2. Analysis of the findings/Comments

As seen from the VEE Objectives, Goals and Strategy, an EAEVE visitation was planned for 2023. However, it was not conducted due to the COVID pandemic, restructuring of the VEE and the completion of new teaching and clinical facilities, which required additional time to become fully operational. VEDEK accreditation of the VEE is valid from 2022 to 2024.

For this full visitation, the SER was not delivered on time. Also, the SER was suboptimal; it did not contain enough information about the VEE and the visitation team had to gather numerous information and data during the visit. The full visitation timetable was not produced and delivered on time either.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings

The VEE is a state institution; its finances are covered by the budget allocated by the Ministry of Finance and by revenues from revolving fund enterprises (Animal Hospital, Dairy Unit, Diagnostic Laboratory, Faculty Farm, etc.). There is a positive balance between revenues and expenditures for hospital operations (average surplus ~€10,000/year). Investments were recently made for a new VTH (inaugurated 2024), new barns (buffalo, sheep), and research funding support (BAP, TÜBİTAK).

Despite some fluctuation (notably a peak in AY-1), the average annual expenditure is ~€1.98M.

Revenues increased threefold from AY-2 to AY-1, then stabilised. This reflects the growing activity of the Veterinary Hospital and diagnostic services after the inauguration of the new facility. Balance (revenues vs. expenditures), clinical/diagnostic activities consistently generate a small surplus, but these figures represent only a fraction of global VEE expenditure.

Table 2.1. Financial evolution of Afyon Faculty (last 3 AYs, in €)

Academic Year	Total Expenditures	Personnel	Operating Costs	Maintenance	Equipment	Total Revenues	Balance
AY-2	1,291,584	1,163,808	27,204	9,131	81,059	40,428	+8,686
AY-1	2,583,438	2,348,102	61,094	14,178	160,069	130,035	+10,467
AY*	2,055,789	1,873,409	60,322	5,046	117,012	131,518	+11,118

The VEE remains heavily dependent on central state funding (via the University and Ministry of Finance) to cover salaries and infrastructure costs. The operating margins of the clinical services are positive but modest relative to global needs. They ensure the sustainability of the VTH as an instructional resource but cannot replace state support. The VEE's financial model is based on state allocations, complemented by revenues from revolving fund enterprises, particularly the VTH. Over the last three years, total expenditures have ranged between €1.29M and €2.58M, with personnel costs representing more than 90% of the budget. Operating, maintenance, and equipment costs account for only a small proportion of overall expenditure. Revenues from clinical and diagnostic services have grown significantly, increasing from €40k to over €130k, and now provide a modest but stable surplus of around €10–11k annually. This positive balance demonstrates the financial sustainability of hospital operations without compromising their instructional role. Large-scale investments, such as the new hospital and new barns, have been financed by the Rectorate and the Ministry of Finance, ensuring that infrastructure development does not depend on service revenues. The Faculty is thus able to sustain its mission in education, research, and services. While the SER itself acknowledges that the allocated budget remains insufficient for all ambitions, financial adequacy and stability are demonstrated. The financial data show that core running costs are largely dependent on central state funding, while revolving funds contribute modestly but positively to the Faculty's operational flexibility.

Personnel costs are by far the largest component, averaging ~€1.8M (91% of total), confirming that human resources are the VEE's main financial commitment. Operating (€49k), maintenance (€9k), and equipment (€119k) costs remain modest compared to staff expenditure.

2.1.2. Analysis of the findings/Comments

The VEE is commended for its healthy financial situation and the ability to attract funding for major investments.

The upward trajectory of revenues (stable above €130k in the last 2 AYs) shows that the VTH is consolidating its role both as an educational and financial contributor. The mixture of central allocations for large-scale investments (new hospital, barns, research infrastructure) and incremental growth of service income indicates that the

Faculty's financial model is sustainable and improving, though autonomy in resource generation remains limited. The University and external bodies provide targeted development funds when requested, suggesting responsiveness to Faculty needs.

The revenue stream is narrow (mainly clinical/diagnostic services), but stability is ensured through state funding.

Clinical revenues generated through the Faculty's revolving fund are managed according to national and university-level financial regulations. The allocation of income is distributed as follows: 1% of revenues are transferred to the State Treasury as required by law; 52-55% are used to cover operational expenses, including consumables, maintenance, and staff-related costs; 5% are dedicated to scientific research and development activities; The remaining approximately 39-42% are returned to the clinical departments to support teaching, clinical training, and service enhancement. These proportions demonstrate that the majority of funds are reinvested in the Faculty's core missions — teaching, clinical services, and research — ensuring sustainability and contributing to continuous quality improvement within the clinical units.

The SER acknowledges that the allocated budget remains insufficient to fully support all aspects of the ambitious development and improvement projects.

Despite this, financial adequacy for sustaining education, research, and clinical services is demonstrated.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

Revolving fund revenues from clinical and diagnostic services have been stable and positive: Mean of 3 years: €100,660, which, on average, is distorted by the recent opening of the new VTH. Balance between revenues and expenditures (hospital/clinical services) demonstrates a consistent small surplus year-on-year. These revenues are reinvested through the revolving fund to support hospital equipment, clinical teaching, and fieldwork.

Fees are set by the Faculty Board, aligned with tariffs from the Local Veterinary Chamber, and approved by the University Senate, ensuring fairness and transparency. Transportation costs for fieldwork (mobile clinic) are covered by the Rector's Office.

The Dean has sufficient autonomy in prioritising expenditures within the Faculty allocation.

Recent infrastructure investments (new VTH, expansion of barns, diagnostic units) have been largely covered by state and university allocations, with revolving funds used mainly for operational support.

Additional information revealed that the clinical activity and revenue have grown sharply in the VTH since 2023, indicating a rapid establishment of services and increasing demand from the community. Annual income rose from ₺1,944,687 (~€34,000) in 2023 to ₺6,241,564 (~€135,000) in 2024, representing a 220% increase in one year. By September 2025, income had already reached ₺7,115,557 (~€180,000); if this trend continues, the forecast for the full year 2025 exceeds ₺9 million (~€225,000), corresponding to a fourfold increase since opening.

The number of patients followed a comparable pattern, rising from approximately 3,000 in 2023 to over 5,000 in 2024, with around 4,000 cases already recorded by September 2025—suggesting a total of 5,500–6,000 patients by year-end.

During the staff interviews, it was understood that while financial decisions are largely centralised at the University level, departmental input is regularly collected through Faculty Council and administrative meetings. Staff expressed satisfaction with the allocation for infrastructure and equipment renewal, but some noted delays in procurement and maintenance procedures due to central university control.

2.2.2. Analysis of the findings/Comments

The VTH is explicitly defined as an educational resource, with financial self-sufficiency not regarded as its primary objective. Revenues from clinical and diagnostic services have more than tripled over the last three years, reflecting increased patient flow and the positive impact of the new hospital facilities. Despite this growth, instructional priorities consistently take precedence over financial considerations. Fees are set transparently by the Faculty Board, aligned with tariffs from the Local Veterinary Chamber, and approved by the University Senate, ensuring fairness and avoiding market distortion. The modest annual surplus generated by clinical activities is reinvested through the revolving fund into equipment, consumables, and teaching support. Transportation costs for fieldwork are covered by the Rector's Office, which guarantees that students have full access to extramural teaching resources without financial restrictions. Overall, the VEE has demonstrated both sufficient autonomy in budgetary prioritisation and a clear commitment to maintaining clinical and field services as instructional resources, in full compliance with Standard 2.2.

The three-year trend shows substantial growth in clinical service revenues (from €40k to €130k), reflecting the increased case load and attractiveness of the new Animal Hospital.

Surpluses, while modest in absolute terms, confirm that clinical services are financially sustainable without compromising their instructional role.

The positive trajectory suggests that revolving fund contributions will further increase as the hospital matures, strengthening the Faculty's ability to reinvest in teaching resources.

The reliance on state allocations for capital investments (e.g. hospitals, barns) ensures that essential educational infrastructure is safeguarded and not dependent on fluctuating service income.

While financial self-sufficiency is not a goal, the VEE could systematically monitor the evolution of clinical revenues and expenditures to ensure transparency and optimise reinvestment in teaching.

This steady expansion demonstrates that the hospital is consolidating its role as a key provider of veterinary services in the region and as a strong platform for clinical teaching, student case exposure, and financial sustainability. The growth trend reflects effective management, increased visibility, and improved service integration across species and disciplines. Given the strong growth of the Veterinary Hospital since the opening of the new facility, it would be useful to establish a multi-year financial forecast for the revolving fund. This could help anticipate future needs in equipment renewal, consumables, and staff support.

Overall, the evolution of funds demonstrates stability and growth, in line with SOP 2023 expectations that finances must remain adequate and instructional priorities must prevail over self-sufficiency.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

On 14 March 2024, the new VTH was inaugurated; it has since been operating 24/7, significantly increasing patient flow. In 2024, the Faculty secured funding for 17 general-purpose projects and 23 postgraduate thesis projects through the Scientific Research Projects (BAP) system. In 2024, two TÜBİTAK-funded projects were launched and remain ongoing.

In 2024, an invited project for the Meat and Food Products Unit was awarded €20,850, and the Rectorate allocated €62,550 in additional support. In 2024, the Rectorate also allocated major capital investments for the construction of a new buffalo barn, the construction of a new sheep barn and for sheep genetic research. Annual budget meetings (latest in 2024) involve the Dean, department/division heads, academic and support staff, and the Veterinary Hospital Director. Priorities are consolidated and submitted to the Rectorate. The University Senate annually prepares and approves the investment and development budget, which is then discussed with the Ministry of Finance and submitted to the Grand National Assembly of Türkiye (TBMM) for approval.

2.3.2. Analysis of the findings/Comments

It is commendable that resource allocation at the Faculty is reviewed annually through structured meetings involving the Dean, department and division heads, staff, and the Veterinary Hospital Director. This participatory process enables the identification of needs, which are then consolidated and submitted to the Rectorate for prioritisation. The extra funding illustrates both the responsiveness of central authorities and the

VEE's capacity to channel funds toward strategic priorities. Although the VEE remains dependent on state allocations for large-scale infrastructure, the systematic review and diversification of funding sources ensure that resources are regularly aligned with teaching, research, and clinical needs.

The VEE has an established annual process for identifying and prioritising resource needs, with stakeholder involvement (departments, VTH director, staff). Evidence from 2024 shows significant targeted investments (hospital, barns, projects), demonstrating the responsiveness of both the Rectorate and external funding bodies. The diversity of funding sources (Rectorate, Ministry, BAP, TÜBİTAK, and invited projects) indicates a resilient financial structure for development. The VEE is, however, dependent on central allocations for major investments, but its own revenues (revolving funds) will play a growing role in the future, given the rule of ~40% revolving revenue reinvestment in clinicians initiatives. Regular reviews, combined with demonstrated external responsiveness, confirm that resource allocation is aligned with needs and reviewed systematically, in compliance with SOP 2.3.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

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

3.1.1. General findings

The VEE revised the veterinary curriculum in 2025 (Decision 2025/44) to align with EU Directive 2005/36/EC (as amended by 2013/55/EU), the ESEVT Day-One Competences, and the requirements of the Turkish Higher Education Council (YÖK) and of professional accreditation bodies.

The veterinary curriculum is subject to national higher education regulations as well as the requirements of professional accreditation bodies like: The Council of Higher Education (Yükseköğretim Kurulu–YÖK), VEDEK, and national-specific legislation.

3.1.1.1. Findings

The curriculum is structured for five years, into 10 semesters (plus two summer internships), with 57% of course hours dedicated to practical and clinical work. Each year is divided into two semesters, and the total volume of tuition is 300 ECTS with 60 ECTS per year. Students complete 23 ECTS of elective courses (which represents 7.66% of the total amount). Semesters 9–10 internship training, completing, full-time rotations (40 hours/week), in clinics, herd health, food hygiene/public health, and laboratory diagnostics. Group size is usually 10–15 students per teaching staff.

Core rotations start in Year 3 (Semester 6, Clinic I), continue in Year 4 (Clinics II–III), and conclude in the Internship Year (Semesters 9–10). Emergency service tasks begin in Year 5. Emergency Services (Year 5 only): when students participate in the 24/7 emergency service during the internship. Last year students made rotations with 5-7 student subgroups between all departments in the veterinary faculty.

The curriculum supporting resources are: the VTH (clinics, imaging, surgery, ICU), the University Farm (extramural), the slaughterhouse, Milk Processing Unit, Wildlife Rehabilitation Centre, and Diagnostic. Also Clinical skills labs and simulation models allow acquisition of skills before direct patient work and the E-learning tools and supervised self-learning modules support flexible, student-centred training.

The most recent curriculum revision was made in 2025 (Decision 2025/44). The VEE has all established mechanisms to continuously monitor and optimise the curriculum like: Curriculum Committee Review, Annual Course Reports, Student Feedback, Stakeholder Input, Quality Assurance Processes: Internal QA processes, guided by the University's Quality Commission and VEDEK accreditation requirements.

Correction and Integration Measures are accomplished by: Harmonisation Workshops, Integration of Subjects, Revision of Course Content, Curriculum Updates: The most recent curriculum reform (Decision 2025/44), Continuous Monitoring: every 5 years.

3.1.1.2. Analysis of the findings/Comments

While core curriculum elements (minimum ECTS, compulsory subjects, overall programme length) are fixed by law, the VEE maintains autonomy in course design, sequencing, electives, teaching methodologies, and assessment practices.

The curriculum covers the listed subjects in Annex 2 of the ESEVT SOP 2023, for Basic subjects and Specific veterinary subjects - Basic Sciences.

Curriculum hours in each academic year taken by each student are presented in Table 3.1.1., being held (for years I-IV): 2142 h - lectures; 224 h - supervised self-learning; 1042 h - laboratory and desk-based work; 184 h and clinical activities (years 3, 4 and 5) - 1476 hours. Also in Table 3.1.2., are presented Core curriculum hours taken by each student on all subjects (BS, CS-CA, CS-FPA, VPH, and QA): Basic subjects – 126 h, Specific veterinary subjects, Basic Sciences – 2,044 h, Clinical Sciences in companion animals (including equine and exotic pets) – 490 h, Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) – 560 h, Veterinary Public Health (including Food Safety and Quality) – 266 h.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Basic subjects (126 h) and Specific veterinary subjects - Basic Sciences (2044 h) comprise 42,81% from the total curriculum hours in academic years, taken by each student (5068 h).

The list of disciplines is presented in Table 3.1.2. Also in Table 3.1.4., are presented the Electives for Basic sciences (98 h), and Basic subjects (0 h). During the first two years of study, students are mainly engaged with subjects such as anatomy, histology, physiology, biochemistry, genetics, pharmacology, pathology, microbiology, parasitology, immunology, toxicology, animal nutrition, ethology, and animal welfare. In parallel, modules in information literacy, statistics, and professional communication prepare students to evaluate scientific data and to develop essential soft skills.

3.1.2.2. Analysis of the findings/Comments

The distribution of hours in Basic Sciences is weighted towards laboratory and desk-based work, where students acquire practical familiarity with anatomical dissection, histological techniques, microbiological culture, and biochemical assays. These experiences are complemented by lectures, seminars, and supervised self-learning.

Notably, Anatomy, Histology and Embryology (420 h), Microbiology (182 h), Parasitology (196 h), Pathology (168 h), and Animal Nutrition (210 h) constitute the five major components of the early curriculum.

A key strength of the programme is the consideration given to integration across subjects. Anatomy and physiology are taught in sequence and in parallel, which allows students to understand form and function simultaneously, while pharmacology and pathology are aligned to support later clinical reasoning. Infection biology modules (microbiology, parasitology, and immunology) are linked horizontally with public health and herd health training, thus avoiding compartmentalisation.

The 2025 reform specifically addressed earlier concerns about overlap in physiology and pharmacology content by establishing cross-departmental harmonisation workshops.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

The curriculum revised in 2025 (Decision 2025/44) allocates 57.26% of course hours to practical and clinical work. Core clinical training begins in Semester 6 (“Clinic I”), continues in Semesters 7–8 (“Clinics II–III”), and culminates with full-time Internship Training in Semesters 9–10 (40 h/week). Students participate in small groups of 5–7 during rotations.

Clinical training includes small animal internal medicine, surgery, anaesthesia, diagnostic imaging, ICU, and emergency service in Year 5. Extramural training is provided through compulsory EPT I and II (20 working days each, after Semesters 6 and 8). Compulsory wildlife and exotic exposure is offered through the Wildlife Rehabilitation Centre and electives such as Anatomy of Exotic Animals, Wildlife and Ecology, and Diseases of Exotic Animals.

3.1.3.2. Analysis of the findings/Comments

The curriculum provides a structured and progressive clinical exposure in companion animals with increasing student responsibility. Strengths include the new VTH, skills laboratories (although not fully equipped yet) emergency/ICU participation, and small group size.

3.1.3.3. Suggestions for improvement

None.

3.1.3.4. Decision

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

Activities concerning Animal Production start in Semester 2 with Animal Science I, which is mainly focused on agronomy and economy, and are completed in the following semesters including Animal Science II, Animal Science III, Biostatistics, Feed Hygiene and Technology, Animal Welfare, Animal Nutrition and Nutritional Diseases, Animal Breeding, Food Hygiene and Technology, Herd Management and Health.

Preclinical courses include General Parasitology, Helminthology, Protozoology, Arthropodology, Epidemiology, Microbiology I, Microbiology II, Virology I, Virology II, Immunology and Serology, Poultry Diseases, Bee Diseases, Aquatic Products And Diseases, Foot Diseases, Veterinary Medicine and Public Health, Epidemiology, Professional Legislation and Ethics, Veterinary Forensic Medicine

Clinical competences in FPA are acquired starting from Semester 6 and include Obstetrics and Gynaecology I, Udder Health and Diseases, Obstetrics and Gynecology II, Artificial Insemination, Internal Medicine I, Internal Medicine II, Internal Medicine III, Introduction to Internal Diseases, Surgery I, Surgery II, Surgery III, Introduction to External Diseases, Anaesthesia and Reanimation, Clinic I, Clinic II, Clinic III, Diagnostic Imaging,

Internal Medicine I, Internal Medicine II, Internal Medicine III, and Introduction to Internal Diseases.

Core clinical rotations start in the third year (Semester 6, Clinic I), continue throughout the fourth year (Clinics II–III), and are completed during the Internship Year (Semesters 9–10). From the fifth year onward, students also participate in emergency service duties.

Through scheduled rotations in core clinical training, students gain practical experience by being assigned to clinical duties, which provide consistent exposure to a wide range of clinical cases. All rotations take place under the direct supervision of academic staff, with attendance and active participation carefully tracked and documented.

Emergency Services (Year 5): As part of their internship, students take part in the 24/7 emergency duty schedule. Their responsibilities include admitting and triaging patients, carrying out stabilisation procedures, and assisting in emergency surgeries such as cesarean sections and trauma interventions.

In the clinical courses, students are grouped into 10–15 members or smaller subgroups. During the fifth year, rotations take place across all departments of the veterinary faculty, with students working in smaller teams of 5–7.

While there is no dedicated mobile clinic, students gain field experience in veterinary practice during an Internship (16 days) in private farms which have an agreement with the VEE. Herd Health Management topics are included in Animal Science and Clinical courses. However, a specific course has been included in the new curriculum. These activities are carried out through visits to the teaching farm and feed factories, with standard transportation arranged by the faculty; vehicles are provided when necessary.

Animal Production training also covers specialised areas such as Beekeeping and Aquaculture. In addition, certain Animal Production topics are offered as elective courses.

During each training visit to herds, flocks, or production units for cattle, buffalo, sheep, and horses, students receive instruction in tooth-based age estimation and identification marking. They also participate in practical sessions on herd management practices, including milking, manure handling, animal husbandry techniques, and data recording at the faculty farm. Further to this, additional information was obtained during physical inspection of facilities and meetings with staff and students during the visitation. The curriculum includes topics on pigs. There are no pigs for practical training which is compensated by tutorials.

There is a 24/7 emergency service that also includes FPA.

3.1.4.2. Analysis of the findings/Comments

All subjects related to Clinical Sciences in food-producing animals (including Animal Production) are taught respecting EU Directives. Clinical practical training in FPA is mainly based on clinical rotations during internship. The VEE uses it for pre-clinical activities and animal production training, and covers pre-clinical training in cows, buffalo and sheep. The faculty farm is used only for Animal Science-related activities and research. And the necessary teaching staff is called for emergency surgery.

The number of FPA seen intramurally partially compensates for the low number of visits to farms.

The introduction of ambulatory clinics in the new curriculum is expected to implement CCT on FPA, including competences on Herd Health management.

The VEE has compensated for the ethical and social absence of pigs for clinical training with videos

3.1.4.3. Suggestions for improvement

The number of visits to FPA herds should be considered and the faculty farm should also be considered for pre-clinical and clinical training.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

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

3.1.5.1. Findings

The Veterinary Public Health (VPH) curriculum is divided into three parts. The first part takes place in the third year (6th semester) and includes 3 ECTS in Food Hygiene and Technology. The remaining parts are in the fourth year (7th semester), consisting of Meat Hygiene, Inspection, and Technology with 3 ECTS, and Milk Hygiene and Technology with 3 ECTS. During the visitation it was visited the Milk Unit (where dairy products are made) and also the Food and Meat Products Unit, which is in a finalising stage. Both facilities provide a good model of teaching for the VEE students.

There are elective courses offered from the 5th to the 10th semester in several topics: Egg Technology (2 ECTS), Bee Products Technology (1 ECTS), Hygiene and Sanitation in Food Enterprises (2 ECTS), and Hygiene and Technology of Aquatic Products (1 ECTS). The fifth year (Semesters 9th and 10th) offers food hygiene/public health internship training.

The curriculum hours in VPH taken by each student include 14 hours in veterinary legislation (official controls) and 140 hours in Food Hygiene and Environmental Health. Within the optional curricular hours, 14 hours are offered in Veterinary Public Health (including Food Safety and Quality).

Due to a misunderstanding by the VEE, the hours related to VPH were not correctly reflected in the SER. During the visit on site, it was established that this data complies with the standard.

The students visit slaughterhouses (beef and poultry). Transfers are carried out with university vehicles. In the last three years, the number of visits to slaughterhouses and related premises for training in VPH (including FSQ) was 2022-2023 4 in poultry and 4 in cattle, 2023-2024 4 in poultry and 4 in cattle, and 2024-2025 0 in poultry and 4 in cattle. No poultry slaughterhouses were visited last year because of the strict biosecurity measures.

The students visit slaughterhouses in groups of 10-15, accompanied by a teaching staff member. During the visits, aspects such as ante - and post-mortem inspection, animal welfare, hygiene procedures, and official controls are included.

Because of national regulation and traditional customs in Türkiye, students are not allowed to directly touch carcasses or offals, but they have tutorials on that and also have the option to ask the official veterinarian and the tutor to do that.

The VEE includes training in other foods of animal origin like egg production, fish or honey for practices in hygiene audits, Hazard Analysis and Critical Control Points (HACCP), and EU certification procedures.

3.1.5.2. Analysis of the findings/Comments

The number of hours of theoretical and practical training in VPH falls below the recommended level, see indicator I6, balance -185,800. However, this is compensated by 320 hours of extra-mural practical training in VPH, the balance is 288, 200, indicator I7. From the visit it was asserted that the students in four and five years have 4 hours per week (2 theoretical and 2 practical).

The practices in VPH are performed intramurally both in labs and in a Milk Unit. The VEE will include the new Meat Unit in the program of the intramural practice.

In the last three years, the VEE has signed collaboration protocols with 6 slaughterhouses (1 poultry and the rest of them for ruminants), where the students from year 4 and 5, are accepted for 6 weeks per semester. The visitation has been done in rotation mode.

The practices in slaughterhouses are for cattle, small ruminants and poultry; last year, due to avian influenza, they were only carried out on cattle and small ruminants. There are many tutorials which are presented to the students about pig veterinary control and also tutorials about hands-on (examining AM exam including animal welfare evaluation and PM exam including lymph nodes, offals, frigorific chain, etc). In the second semester of the 5th year students are trained in the EU legislation. One of the staff members of this department has solid knowledge of working as an official authority in abattoirs in the UK. The official control in the visited slaughterhouse was made by an alumni of the VEE.

Biosecurity measures for students and VEE staff visiting slaughterhouses are presented before the start of each week.

There is a system for the assessment of students' in extramural training (slaughterhouses), including direct questions, mid-term examinations which are included in the final exam.

3.1.5.3. Suggestions for improvement

Consider the possibility of increasing biosecurity measures when visiting private slaughterhouses.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The curriculum includes Animal Health Economics and Practice Management (28 hrs). In these courses, students are introduced to veterinary business models, cost structures, and decision-making.

A module on Professional Ethics and Communication (140 hrs) covers accountability, professional behaviour, and ethical reasoning in veterinary practice. Veterinary Legislation and Deontology courses provide the framework for accountability towards clients, animals, society, and regulatory authorities. During Core Clinical Training (CCT) in the VTH, students are exposed to case responsibility, record-keeping, and client communication, which simulate aspects of professional accountability. Cfr 3.5. Elective Practical Training (EPT) placements are conducted in private veterinary practices or public institutions, where students observe and participate in daily operations, including client relations, invoicing, and basic business management tasks. cfr 3.5 Assessment is based on a combination of written/oral exams, case discussions, and logbooks, which include sections on professional conduct, communication, and ethical decision-making.

3.1.6.2. Analysis of the findings/Comments

The Faculty provides an introductory exposure (28 hrs) to practice management and economics. This covers basic knowledge but may not fully prepare students for the complex financial and strategic realities of private veterinary practice. FVE and OBSVET Belgium highlight the importance of practical exposure to business planning, including topics such as fee-setting, cost control, HR management, and legal responsibilities of practice owners. In Afyon, these elements are touched upon but largely remain theoretical. Evidence from EPT confirms that students encounter real-world examples of practice management, but the scope and consistency of this exposure depend heavily on the host practice. Professional ethics and communication modules, combined with case responsibility during CCT, foster awareness of accountability to patients, clients, and society. The SER shows that logbooks and supervisor feedback are used to evaluate accountability (e.g. record-keeping, ethical conduct, client interaction). This is in line with FVE guidance, which stresses that graduates must demonstrate accountability in clinical decision-making and professional conduct at Day One. The current curriculum provides limited direct teaching on building a veterinary business plan. Students are introduced to cost analysis and practice economics, but structured exercises (e.g. preparing a business plan or financial simulation) are not described in the SER.

CCT offers exposure to hospital workflows, case responsibility, and teamwork. Students practice communication and ethical decision-making under supervision. EPT offers immersion in private practice environments, where students may witness practice management, invoicing, stock control, and client relations. However, the learning outcomes are variable, depending on the host. The SER shows that logbooks are used to track EPT experiences, but it is not clear if they specifically capture business and management competences.

In light of FVE recommendations, more structured alignment of EPT with practice management and accountability learning outcomes would strengthen training. Afyon meets the SOP requirement of including Professional Knowledge (ethics, communication, legislation, economics, management). Accountability and professional behaviour are taught and assessed. Business planning and advanced practice management training remain limited, and their reinforcement relies on variable EPT experiences.

This represents a potential area for curricular enhancement, though not a deficiency under SOP 2023.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4. Decision

The VEE is compliant with SOP

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings

As mentioned in Standard 3.1., VEEs only study program, in Turkish, was revised in 2025, to be competency-based and designed so that the students meet national standards upon the completion of the 5-year program. The program is in accordance with the Turkish Higher Education Qualifications Framework, which is aligned with the European Qualifications Framework (EQF, Level 7).

The body responsible for the curriculum design and updates, as well as monitoring, is the Education Curriculum Committee (ECC).

Students are prepared for lifelong learning through specific courses (such as Professional Communication and Scientific Research Methods and Data Analysis) and internships taken during their studies.

3.2.2. Analysis of the findings/Comments

The study program has altogether 18 program learning outcomes (PLO) that are available on the AKU and VEE website. Those PLOs are related to the courses of the old and new curricula. The specificity of these rubrics is the description of the contribution level of each course to the PLO (P1-P18), rated on a scale from 1-5. The meaning of these scores is as follows: 1- very low contribution to 5- very high contribution. This scale helps quantify how strongly a specific course supports the achievements of each programme's learning outcomes. The VEE did not provide proof that students use self-learning in the courses, nor through the SER, nor during the visitation.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings

The newly revised spiral curriculum is designed to integrate basic science and pre-clinical disciplines with clinical sciences, animal production and VTH (Years 1-2 for basic science, Years 3-4 for integration of courses and Year 5 for consolidation and professional autonomy). Course LOs are aligned with PLOs. The course teachers are responsible for the proposal of the course LOs, and the Education Curriculum Commission is responsible for the review of the LOs, which are later approved by the Faculty Board and University Senate (final validation). The same Commission is also responsible for addressing overlaps, redundancies or omissions in the curriculum. Revision of LOs took place every year at departmental meetings and the whole curriculum is revised every 5 years. New/revised LOs and/or PLOs are communicated to students through the syllabi of specific courses and to the staff at academic meetings.

3.3.2. Analysis of the findings/Comments

A new curriculum was designed by the Educational Curriculum Commission, in a way that they compared other curricula of accredited VEEs and created their own proposal. Various stakeholders, including students, discussed this proposal and provided their suggestions for improvement. The new curriculum was advertised through the official website and by WhatsApp groups. The new curriculum ensures that the content, teaching, learning and assessment activities enable students to progress all the way to the certification. Although the courses are related to the PLOs, Day One Competences are not aligned with the same PLOs in any document or procedure. Day One Competences are listed in the logbook, in the form of specific tasks/activities students must complete during the study process. Assessment of learning outcomes is monitored throughout the exam results analysis. The fulfilment of the task/activities related to the Day One Competence is confirmed by the supervisor's signature, but without the formal assessment.

3.3.3. Suggestions for improvement

To ensure that the study program forms a cohesive framework and that it effectively

aligns all the study content and assessment activities, a mapping matrix should be created. Such activity should identify gaps as well as redundancy in the curriculum.

3.3.4. Decision

The VEE is partially compliant with Standard 3.3. because of the absence of structured mapping of program learning outcomes and Day One Competences.

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

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

3.4.1. Findings

Members of the Education Curriculum Commission (ECC), the body responsible for the curriculum, are the vice-dean for education, heads of departments, QA unit representatives, teaching staff, and two students. The main roles of ECC are: i) to oversee the development of the curriculum, its competency-based approach and constructive alignment; ii) to validate the delivery of curriculum and assessment methods; iii) QA - to gather and analyse student and stakeholder feedback and outcomes from external reviews; iv) to annually analyse exams/assessments performance data. ECC members are appointed by the Faculty Board. The term of office for ECC members is two years but the members can be re-elected. The ECC has two student members; they volunteer for this position and the dean/Faculty board accepts their application. Curriculum review should happen every year during departmental and CC meetings, and any changes should be approved by the Faculty Board and communicated via website and circular notes. ECC is also a responsible body for the identification of teaching staff training needs.

The Quality Assurance (QA) Unit is a dedicated body within the VEE responsible for monitoring, evaluating, and enhancing the quality of education, research, and administrative services. The QA Unit operates in alignment with the QA policies of AKU and the national quality standards defined by YÖKAK. The quality officer of the VEE is the vice dean Prof. Dr. Zeki GÜRLER.

3.4.2. Analysis of the findings/Comments

ECC holds meetings when needed. In the minutes from their meetings, it can be seen

that, during the curriculum development, they met more often. Departmental meetings are organised by the department head when needed and the decisions or conclusions are presented to the dean. All teaching staff of the VEE must obligatorily participate in specific pedagogical training before starting their teaching activities, according to the national regulations. Such educational training is offered through the university's distance learning system (one of the topics of such training was how to prepare exam questions). In the VEE documents, the QA Unit is also known as Afyon Kocatepe University Veterinary Faculty Unit Quality Development Commission.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is partially compliant with Standard 3.4 because of students' insufficient exposure to anatomical, physiological, and preclinical training on pigs.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

According to the SER (2025), the cumulative load of EPT and CCT is as follows:

Elective Practical Training (EPT), two compulsory summer internships (EPT I and II) after the 6th and 8th semesters. Each internship lasts 20 working days (~4 weeks, 3 ECTS). Total compulsory EPT = 40 working days (~8 weeks, 6 ECTS). Core Clinical Training (CCT), delivered intra-murally under direct supervision of teaching staff, mainly during hospital rotations in Year 5. In the new curriculum, clinical animal work hours (CCT) = 1,120 hrs (Year 5 only), in addition to progressive exposure earlier in Years 3–4. CCT is therefore the main structured clinical workload, representing over 1,400 hours of supervised hands-on training.

EPT: ~8 weeks (40 days, 6 ECTS), variable content depending on placement.
CCT: ~1,420 hours of supervised intramural clinical training (mainly Year 5).

The curriculum provides two compulsory EPT periods, each lasting 20 working days (~160 hrs), carried out after the 6th and 8th semesters (i.e. after Years 3 and 4). Students choose placements in private practices, farms, laboratories, or public

veterinary institutions, under the supervision of a qualified veterinarian or professional. The VEE supplies a standard EPT logbook to record activities, skills performed, and supervisor evaluations.

Supervisors sign off on attendance and performance, and students submit reports reviewed by staff. EPT is recognised with 6 ECTS (3 per period). The SER confirms that EPT is explicitly complementary and cannot replace Core Clinical Training (CCT).

The Faculty reports that students receive theoretical and practical instruction on veterinary legislation, ethics, and management within the curriculum, mainly during the final years. Dedicated courses cover veterinary law, professional deontology, animal welfare regulations, and food-chain legislation, in alignment with the national framework.

Ethical aspects related to the use of experimental animals are under the oversight of an institutional ethics committee, which is functional and involved in protocol evaluation.

3.5.2. Analysis of the findings/Comments

The organisation of EPT is compliant with SOP 2023: it occurs outside the VEE, under qualified supervision, with documented objectives and VEE oversight. Timing after Years 3 and 4 is appropriate, as students have acquired sufficient theoretical and practical background to benefit from exposure in real-world contexts. The use of logbooks ensures traceability of skills and attendance, though the SER does not clarify whether these logs systematically include practice management, client communication, and accountability competences (see 3.1.6). The total duration (8 weeks, 6 ECTS) is consistent with European practice and provides valuable complementarity to the structured 1,420 hrs of CCT. The curriculum ensures that students are familiar with the legal and ethical responsibilities of the veterinary profession and provides suitable theoretical teaching.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

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

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

The SER states that all EPT providers must be registered veterinarians or professionals who meet national Veterinary Practice Standards. A formal tripartite agreement is signed between the Faculty, the student, and the provider, outlining the rights and duties of each party, including insurance coverage. Students are required to keep an EPT logbook, which the provider signs and evaluates at the end of the placement. EPT providers are invited to give qualitative feedback to the on the student's performance and on the functioning of the EPT programme. Responsibility for the overall coordination of EPT lies with a designated member of the academic staff, who liaises with providers, validates placements, and reviews student reports.

3.6.2. Analysis of the findings/Comments

The VEE complies with SOP 2023 by ensuring that all EPT providers must be registered at the regional veterinary chamber, have a reasonable full-time practice, and be in line with faculty evaluation and that formal agreements are in place. The use of a tripartite agreement with explicit mention of insurance provides clarity and legal security for all parties. The logbook system provides traceability of student activities and ensures that providers formally evaluate performance. Opportunities for providers to give feedback to the VEE reinforce the quality assurance loop for EPT, although it is not clear how systematically this feedback is collected and acted upon. Having a designated Faculty member responsible for EPT oversight is consistent with best practices and provides continuity between academic and external training environments

We had evidence that the students are following a very detailed journal (logbook EPT), which is evaluated by the EPT provider, and the commission of externship training. The EPT provider is evaluated by the students, and there is a system to approve, reapprove or cancel an EPT provider.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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

3.7.1. Findings

The SER states that students are responsible for identifying and preparing for their EPT placements, in line with VEE guidance. A VEE-issued logbook is mandatory: students must record activities, hours, and skills, and obtain signatures from supervisors. At the end of each EPT period, students submit the logbook and a self-evaluation report

to the VEE, which is reviewed and archived. The VEE provides a mechanism for student complaints: these can be submitted either officially to the Dean's office or anonymously through a university-wide digital platform. A QA system is in place: the EPT coordinator and administrative staff monitor logbook completion, evaluate provider reports, and gather student feedback for continuous improvement of placements.

3.7.2. Analysis of the findings/Comments

The VEE's use of structured logbook recordings and evaluations is commendable. The VEE has established a clear framework that places responsibility for preparation and record-keeping on students, which promotes autonomy and accountability. The use of logbooks ensures transparency of activities and provides evidence for evaluating whether Day One Competences are progressively met. The requirement for a self-evaluation report strengthens reflective learning, aligning with best practices in professional education.

Complaint mechanisms exist, both official and anonymous, which are in line with SOP 2023 expectations for student welfare and QA.

The EPT logbook demonstrates a structured and transparent evaluation framework that supports the Faculty's quality assurance processes. The form includes ten clearly defined performance criteria—covering professional attitudes, communication, teamwork, responsibility, technical ability, and self-improvement—each scored on a 10-point scale. The aggregation of scores provides an objective overall assessment (e.g., 89/100 – Excellent), facilitating comparability across placements and cohorts.

From a QA perspective, this approach ensures that both quantitative and qualitative aspects of student performance are documented. The inclusion of descriptive criteria such as "interest in work," "sense of responsibility," and "communication skills" aligns with ESEVT expectations for evaluating Day One Competences. The logbook serves as a valuable monitoring tool for student progress and professional behaviour during EPT. To enhance its QA function, it would be beneficial to incorporate structured feedback sections for EPT providers and students to comment on the experience and link each criterion explicitly to Day One Competences; and ensure systematic analysis of aggregated results within the VEE's QA cycle, so trends in performance can inform curricular improvement.

Overall, the EPT logbook reflects a mature and well-structured assessment instrument that effectively contributes to transparency and accountability in externship evaluation. With minor refinements to feedback integration and data analysis, it could become an even more excellent benchmark for continuous quality improvement.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings

The VTH was inaugurated on 14 March 2024 and has been operating on a 24/7 basis since then. The hospital provides separate facilities for small animals, equines, farm animals and exotic species, with consultation areas, hospitalisation rooms, operating theatres, intensive care units, isolation rooms and diagnostic imaging units, including digital radiography and ultrasonography, among others. During the on-site visit, additional evidence was gathered confirming that a strategic facilities plan has been implemented by the university, including regular technical inspections, budgeting for repairs, and phased upgrades. Dedicated funds are allocated for equipment renewal, information technology infrastructure, and building maintenance, with priority given to the Veterinary Teaching Hospital as a recently established facility.

The VEE also includes a Veterinary Teaching Farm, referred to as the Education, Research and Practice Farm, which is used for training in animal husbandry and farm animal medicine. The Veterinary Teaching Farm is integrated into the clinical curriculum, where students, under academic supervision, regularly participate in hands-on farm rotations. Their practical skills are evaluated through structured tools (e.g. logbooks, structured checklists, direct observation), while activities include training in livestock management and production across several species. In addition, there is a Wildlife Rehabilitation Centre, providing students with opportunities to gain experience in wild animal medicine. This centre is used in elective rotations and specific training modules. Student participation is organised in small groups on a rotational basis, and attendance is recorded to ensure equitable exposure among all students.

Teaching spaces are described in Standard 4.2. The VEE has 7 classrooms, 13 teaching laboratories, one anatomy laboratory, 2 student practice laboratories, a veterinary clinical pathology lab occupying more than 600m², used for clinical services and education purposes. Teaching laboratories and classrooms are allocated through a centralised scheduling system managed by the faculty's education office. For larger groups, multiple sessions are organised to guarantee adequate space and hands-on access for all students. Moreover, there is a necropsy hall and several seminar rooms. There are also lecture theatres adapted to the size of student cohorts.

For staff (academic and administrative), the VEE counts on 70 academic staff offices, 7 administrative staff units, together with a variety of halls (including 2 conference halls, a small one for 50 people and another for a maximum of 250 people), to support academic and administrative activities. During the staff interviews, it was confirmed that the recent improvements in the Veterinary Teaching Hospital and pre-clinical facilities have positively impacted teaching quality.

Library and IT facilities are described in Standard 6.2. The central university library provides access to more than 1,000 printed books, and over 45 periodicals specifically related to veterinary medicine. The university provides VPN access for off-campus use. Students also have access to IT rooms, computer laboratories, and e-learning platforms. According to Standard 6.3, Wi-Fi is available throughout the VEE.

Biosecurity and biosafety facilities, including isolation units and waste management procedures, are described in Standard 4.9. The Faculty has separate access to isolation areas and applies the FVMAKU Biosecurity Guide, with posters and SOPs available to staff and students.

4.1.2. Analysis of the findings/Comments

The very spacious facilities overall are commendable. The VTH, inaugurated in March 2024, represents a major step forward by providing modern, species-dedicated facilities and 24/7 services. The recent implementation of a strategic facilities plan demonstrates the VEE's commitment to long-term sustainability and maintenance of infrastructure. The prioritisation of the new VTH within this plan ensures continued functionality and technological updating.

Teaching and learning environments are adequate in terms of number and equipment. The existence of a centralised scheduling system helps ensure efficient allocation of teaching spaces and prevents timetable conflicts.

The central library resources are extensive, as well as VPN-supported off-campus access.

The integration of the Veterinary Teaching Farm provides opportunities for animal husbandry and farm animal training, while the Wildlife Rehabilitation Centre extends the scope of teaching to wild species. Both facilities strengthen the practical exposure of students to a wider spectrum of animals.

Biosecurity and biosafety procedures are addressed in the SER, with isolation facilities described and supported by the FVMAKU Biosecurity Guide. During the visit, the team confirmed that the isolation facilities are aligned with standards.

Overall, the facilities described in the SER meet the requirements of Standard 4.1, ensuring appropriate infrastructure to support the teaching, research, and clinical mission of the Faculty.

4.1.3. Suggestions for improvement

None.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

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

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

4.2.1. Findings

The VEE has 7 classrooms, 13 teaching laboratories, and several seminar rooms. These facilities are modern, well-equipped with audiovisual technology, and of adequate size for the current number of students enrolled. For staff, there are offices, preparation rooms and research laboratories, supporting both teaching and research activities. Study and support facilities are regularly evaluated through student surveys and QA reports. Each student has access to an individual locker at both the faculty and the hospital. Dining and hygiene facilities, including a canteen, vending machines, restrooms, and showers, are adequate and well-maintained. Staff offices and research laboratories are allocated according to departmental needs, with no major space limitations reported.

Students have access to IT rooms, study spaces, locker areas, sanitary facilities, and canteens. The Faculty provides full Wi-Fi coverage and VPN-supported access for off-campus users.

4.2.2. Analysis of the findings/Comments

The number and distribution of lecture theatres, laboratories and seminar rooms is adequate for the current student intake. Facilities are modern, equipped for instructional purposes, and adapted to cohort size. Student support facilities are adequate.

The provision of staff offices, preparation areas, and research laboratories is sufficient. Office and laboratory space is distributed according to departmental teaching and research needs, and no significant space limitations are currently identified.

Self-learning and recreation facilities are available for students. The on-site visit confirmed that the self-learning areas, food services, and staff offices are appropriate and well-maintained.

4.2.3. Suggestions for improvement

None.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings

There are livestock facilities, animal housing and the Veterinary Teaching Farm (Education, Research and Practice Farm), which are used for teaching in animal husbandry and farm animal medicine. These facilities host different species, including ruminants, small ruminants, equines and poultry, and are maintained under production-like conditions. The VTH includes hospitalisation areas for farm animals and equines, as well as isolation facilities, diagnostic imaging and surgical theatres (Standard 4.4).

Biosecurity is assured by the application of the FVMAKU Biosecurity Guide, with SOPs and posters available (Standard 4.9). Hands-on training with farm animals and equines is organised through structured rotations at the Teaching Farm, affiliated external farms and the municipality's equine facility. All students complete a defined number of supervised practical sessions (in groups of 8-12 students), monitored through attendance records and logbooks. Biosecurity training is included in all farm and hospital activities. Students receive formal instruction before participation, and compliance is monitored by staff. A dedicated biosecurity course is also provided in the first-year curriculum.

Within the Veterinary Teaching Hospital, biosecurity circuits might benefit from a clearer definition.

The separation between clean and dirty areas in the anteroom of the necropsy hall was insufficient.

4.3.2. Analysis of the findings/Comments

Access to the necropsy room is inadequate because of insufficient separation between clean and dirty areas and suboptimal facilities for cleaning of boots.

In addition, biosecurity practices within the Veterinary Teaching Hospital require strengthening, particularly regarding access control and visitor protection measures in hospitalisation areas. The implementation of biosecurity protocols would benefit from clearer internal procedures and supervision.

4.3.3. Suggestions for improvement

It is suggested that the VEE clarifies that access to hospitalisation areas is restricted to authorised personnel and that appropriate protective measures are consistently applied.

The anteroom of the necropsy hall should be improved to create a better separation between clean and dirty areas, and to include proper facilities for cleaning and disinfecting boots and equipment.

It is suggested to review and update responsibility for biosecurity procedures in the hospital.

4.3.4. Decision

The VEE is not compliant with Standard 4.3.4 because of inadequate access procedures to the necropsy room and partly unclear responsibility for biosecurity procedures overall.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

The VTH has been operating on a 24/7 basis since its inauguration in 2024, with services available for companion animals, including exotics and equines. The VTH includes consultation rooms, operating theatres, hospitalisation wards, intensive care units, isolation facilities, diagnostic imaging (digital radiography, ultrasonography) and clinical pathology laboratories. Acquisition of a CT scanner is ongoing. The VTH provides species-specific areas for small animals, equines and farm animals, including a triage area, and surgical and treatment facilities. On-call services are available at VEE.

Clinical training is carried out under the supervision of teaching staff. Students participate in case discussions and apply evidence-based approaches to clinical decision-making. Quality assurance mechanisms include student feedback collection, monitoring of clinical logbooks, use of a digital patient record system, client satisfaction surveys, and regular reviews by the Hospital Management Board. Research activities within the hospital require prior ethical and institutional approval from the Hospital Director.

4.4.2. Analysis of the findings/Comments

The establishment of a new, very spacious and modern VTH is commendable.

It is commendable that the VTH is constructed in collaboration with local authorities so it can function as a human shelter, hospital etc. in case of disasters (earthquakes e.g.) or severe epidemics (Covid e.g.).

The VTH provides a wide range of clinical facilities and has been operating 24/7 since

its opening, which clearly fulfils the requirement for continuous availability for companion animals and equines. Dedicated spaces for different species, including ruminants (on-call service), ensure that students are exposed to a broad spectrum of cases. The infrastructure appears adequate and continues to expand (e.g., ongoing acquisition of a CT scanner), which demonstrates a commitment to continuous improvement.

Clinical training is supervised by teaching staff.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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

4.5.1. Findings

The VTH includes consultation rooms, species-specific operating theatres, intensive care units, hospitalisation wards, isolation facilities, and diagnostic imaging with digital radiography and ultrasonography. Acquisition of a CT scanner is ongoing. Clinical pathology, microbiology, and parasitology laboratories are located within the VTH and support both diagnostic services and student training. Anaesthesia and surgical procedures are carried out in species-adapted facilities, and treatment areas are available for small animals, equines, and farm animals.

A necropsy room is available for teaching pathology and post-mortem diagnostics. Pharmacy services are integrated within the VTH. Ambulatory clinical services are linked to farm animal teaching, supported by the Education, Research and Practice Farm.

A Clinical Skills Laboratory is available and equipped for pre-clinical training in basic clinical and technical procedures. Student access is organised through scheduled curricular sessions and open-access hours supervised by staff. The curriculum also includes a compulsory course entitled “Communication”, specifically designed to strengthen interaction skills with animal owners.

All medicines and consumables used in patient treatment are supplied by the VTH pharmacy. Requests are made by the attending veterinarian and dispensed by pharmacy staff. Medicine use and stock levels are monitored both manually and through the digital Patient Registration System. Vaccines and medicines are additionally tracked via the Ministry of Agriculture and Forestry’s Agricultural Information System (TARBİL), while consumables are controlled exclusively through the Patient Registration System. The pharmacy is managed by a designated veterinarian responsible for medicine tracking and compliance.

4.5.2. Analysis of the findings/Comments

The range of diagnostic and therapeutic facilities is comprehensive, covering the core clinical disciplines and providing opportunities for practical training across species. Integration of clinical pathology and microbiology laboratories within the VTH enhances student exposure to diagnostic processes. The VTH pharmacy operates under defined procedures for medicine request, dispensing, and tracking, using electronic systems integrated with national databases. A designated veterinarian is responsible for managing medicine tracking and compliance.

The small clinical skills laboratory is a positive feature, ensuring students can practise competences in a controlled environment prior to live animal training. The range of potential procedures to train in the skills lab is narrow and animal models are limited to dogs and cats.

4.5.3. Suggestions for improvement

The VEE should consider expanding the Clinical Skills Laboratory

4.5.4. Decision

The VEE is compliant with Standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

The VTH has isolation facilities for both small animals and large animals (Standard 4.4, and 4.9). Access to these areas is separated from the main clinical flow. The FVMAKU Biosecurity Guide is applied, with posters and SOPs available to staff and students.

Isolation units are available in the Veterinary Teaching Hospital for the management of suspected or confirmed infectious cases, and additional isolation facilities are also available at the Wildlife Rehabilitation Centre. The units are equipped with independent ventilation systems including HEPA filtration, transition areas (anterooms), footbaths, hand disinfection stations, easily cleanable surfaces, and clear signage.

Students receive both theoretical and practical training in the use of isolation facilities within the Biosafety course and during clinical rotations. Waste management and infection control procedures follow the Infectious Diseases Procedure, the Medical Waste Procedure, and the Biosafety Guide, in compliance with national regulations.

During the on-site visit, additional information demonstrated three isolation boxes for each species, with separate access and full compliance with biosecurity requirements. Quarantine facilities for wildlife are in place in the Wildlife Rehabilitation Centre.

4.6.2. Analysis of the findings/Comments

The isolation facilities for all species are available, and the description of separate access and waste disposal confirms compliance with basic biosecurity requirements. Theoretical and practical student training on infection control and isolation procedures is ensured within the curriculum, contributing to compliance with the educational component of the Standard.

4.6.3. Suggestions for improvement

None.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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

4.7.1. Findings

A mobile clinic function is substituted by a bus where a group (6-8) of students and teachers are making extra-mural visits one day a week to evaluate/treat large animals (every Monday). Student exposure to field veterinary medicine and Herd Health Management is instead provided through visits to local farms and external facilities, supervised by teaching staff. Students participate in herd-level interventions (e.g. reproductive management, preventive medicine, health monitoring). Farm visits are scheduled in collaboration with local farms, covering different species and production systems. Attendance is compulsory and monitored. Case diversity and quality are tracked through student logbooks and staff reports.

4.7.2. Analysis of the findings/Comments

The VEE uses structured scheduling, compulsory attendance, and monitoring tools (logbooks and staff reports) to ensure consistency and adequate case exposure.

4.7.3. Suggestions for improvement

The VEE should establish a mobile clinic for production animals to provide structured and consistent opportunities for students to gain more practical experience in field veterinary medicine and Herd Health Management.

4.7.4. Decision

The VEE is non-compliant with Standard 4.7. because the present transportation unit does not fulfil the criteria of a mobile clinic.

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

4.8.1. Findings

Students are transported in university buses.

The VEE currently does not operate a dedicated transport system for live animals, cadavers, or teaching materials. Clarifications provided during the on-site visit showed that live animals or cadavers are always brought to the hospital by their owners.

4.8.2. Analysis of the findings/Comments

It is commendable that the VEE uses external partners for the transportation of cadavers and animal material.

No dedicated VEE-owned transport system for live animals, cadavers or teaching materials is currently available. Transport-related biosecurity and welfare responsibilities lie outside the VEE's responsibility.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

Operational policies and procedures, including biosecurity, are taught to students and made available to staff and visitors. A biosecurity manual in Turkish has been developed and is accessible both in printed form and electronically through the faculty website and learning platform, with QR codes facilitating access in key areas. A committee responsible for biosecurity is mentioned. Feedback from students, staff, and clients received by written format or through an online system is collected but the feedback is not systematically analysed and used for improvements.

4.9.2. Analysis of the findings/Comments

The VEE is aware of the importance of operational policies and procedures and has a biosecurity manual and committee structure with a commitment to compliance with the Standard. It is also positive that QA mechanisms and feedback collection are mentioned.

4.9.3. Suggestions for improvement

In line with other Areas and Standards QA-procedures for this Standard should be revised.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

Healthy animals and material of animal origin and cadavers are used for pre-clinical training starting from the 1st semester in the course Anatomy I. Formalin fixed material is used for teaching gross anatomy.

Clinical training begins in the sixth semester with Clinic I.

The number of animals and materials of animal origin seen intramurally progressively increased in the last 3 years for both pre-clinical and clinical training, during which students' skills and progress are recorded in logbooks verified by department heads.

The number of animals housed in the Faculty Farm in 2024-2025 was 29 cattle, 528 small ruminants, 5 horses and 126 buffalo.

No patients were seen in the last three years extramurally (SER table 5.1.4) .

The balance between first-opinion and referral cases is not registered (SER, p. 40).

The number of visits in herds/flocks/units for training in animal production and herd health management and the number of cadavers used in necropsy significantly decreased in the last academic year.

The Animal Welfare Committee monitors that all practical activities with live animals are carried out under ethical oversight and in accordance with national and institutional regulations.

Cadavers are obtained from the VTH, municipal shelters, local farms, and slaughterhouses.

Cadavers of companion animals that die or are euthanised are used for educational purposes only after obtaining written informed consent from their owners.

Cadavers and specimens are stored in cold rooms or a low-temperature freezer.

No poultry slaughterhouse visits for the academic year 2024-2025 was conducted considering the potential risk for avian influenza.

Planning of animals and material of animal origin is coordinated by academic committees based on expected student workload, number of practical sessions, and pedagogical objectives.

Further to this, additional information was obtained during physical inspection of

external facilities, showing agreement with farms and an equestrian centre. This riding facility, next to the local racetrack, houses 34 horses owned and managed by the municipality. The horses are retired trotters and the VEE has full access to those horses for teaching non-clinical purposes. All students are on a compulsory, equine husbandry rotation with specific practical issues to be trained. The students add the practical skills to their logbook. For students interested in horseback riding, there is an opportunity to get teaching and training for free during the course period. This period of horseback riding may be extended for a small fee. If horses fall ill they are either treated by veterinarians from the VEE or transported to the VTH.

5.1.2. Analysis of the findings/Comments

Low numbers in the last academic year of visits in herds/flocks/units for training in animal production and herd health management and cadavers used in necropsy strongly reduced the students' experience. Unfortunately, this shortage could not be fully compensated for by alternative teaching methods, and it represents a gap in students' practical training during this period. Maintaining a balance between outpatient and hospitalised patients, acute and chronic conditions, and individual patient and herd medicine ensures case variety.

Low number of equine and poultry (cadavers and patients).

An ambulatory clinic service (Mondays) has been organised for extramural clinical practice only in 2025-2026. Before that, the students had no experience in the field of FPA. A low number of equines for preclinical training (see table 5.1.2.) is compensated by the agreement with the equestrian centre.

5.1.3. Suggestions for improvement

The use of formalin-fixed material is hazardous to humans and should be terminated in all the VEEs premises.

The VEE should consider increasing the number of visits to herds/flocks/units for training in animal production and herd health management both for animal sciences and herd health management.

Cadavers from the teaching farm, wildlife centre and VTH could be used more intensively to increase material for practical training.

It would be beneficial to use the faculty farm also for preclinical and clinical training (CCT).

5.1.4. Decision

The VEE is non-compliant with Standard 5.1.1 because of the use of formalin-fixed tissues for teaching purposes and an insufficient number of necropsies in all species.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1. Findings

Besides training within the VEE, students gain additional experience through supervised external practice at affiliated or contracted farms doing herd health and

production tasks such as identification, milking, manure handling, record keeping, and age estimation by dentition. Collaborations with regional farms and institutions ensure sufficient caseloads and necropsy material. Student participation is reported in the personal logbook, evaluated by teaching staff and validated by the department heads.

5.2.2. Analysis of the findings/Comments

Students have many opportunities to enhance their skills in external sites, under the supervision of teaching staff. The introduction of the ambulatory clinics in the new curriculum has already improved the students' experience of FPA.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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

5.3.1. Findings

Nursing care skills are first introduced in theoretical courses and then reinforced through practical training. In the third year, students learn basic procedures in the Clinical Skills Laboratory using models and mannequins, within the program defined by the Dean's Office and under the supervision of academic staff.

In the internship year (fifth year), students have the opportunity to apply nursing care skills directly to real cases during clinical rotations under the supervision of academic staff and research assistants.

During clinical rotation, students are divided into groups (size 3-6 depending on topics). Under academic supervision, students take an active role in clinical work, participating in diagnosis, treatment, including drug administration, fluid therapy, wound dressing, surgery and postoperative management, emergency procedures, and case discussions in the teaching hospital. They also gain experience in emergency and intensive care, with strict adherence to hygiene and biosafety protocols. All activities are recorded in individual logbooks, reviewed and validated by teaching staff.

5.3.2. Analysis of the findings/Comments

Students actively participate in nursing care of the hospitalised animals (including exotic and wild animals) and are active participants in the clinical workup of patients.

In the faculty farm, the treatments and clinical procedures do not include students most of the time. Though the case load is compliant with Standard 5.3, the students can be much more involved in the faculty farm (lambing, calvings, veterinary procedures etc...).

The actual facilities are very well suited for a high level of veterinary education. The very good animal interaction by the facilities staff members is also notable.

5.3.3. Suggestions for improvement

It is suggested that the high existing number of animals in the farm is used to increase student participation in ruminants medicine.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

The VEE uses both electronic (E-Vet) and paper-based patient record systems. E-Vet centralises diagnostic, treatment, surgical, and follow-up data, while also enabling caseload tracking by species and Department. Archived records are accessible to students for supervised learning, case discussions and audits. Students are involved in record keeping as part of their clinical training, with access regulated to maintain confidentiality and ethical standards. All the students can access medical records using their own ID and PW.

Reports in paper format are available for the University's farm and the wildlife rehabilitation centre.

5.4.2. Analysis of the findings/Comments

E-Vet record systems are well integrated in the VTH and accessible to the students.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When The VEE is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

The AKU has a central library for its 24 faculties, schools and institutes. Printed books,

electronic books, and periodicals are available in various formats. In addition to access to scientific databases to promote research. New additions are announced online. The “never the first time on a live animal” principle is followed by various audiovisual materials available. Student access is via VPN, and support for English searches is provided.

First-year students are trained in catalogue access, browsing, and academic integration.

The central library promotes open science and open access through integration with various platforms.

All requests for new books or needs from the Departments are coordinated annually by the VEE who are in contact with the library on an annual basis.

6.1.2. Analysis of the findings/Comments

The Central Library provides services to the whole university.

Access is available through the website

Technical support is provided in case any user has any problems with their computer or connection.

There is an access control system at the entrance of the library used to determine the number of physical visitors. There is also an electronic connection control system.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

The Central Library at AKU is staffed by a dedicated team of 15 persons, led by Professor Dr. Şehabettin Yiğitbaşı. The library opens Monday to Friday 8.30 to 20.00 and Saturday 9:00 to 17:00. Electronic access is available 24/7.

The university administration manages the library’s budget, but it is not publicly disclosed.

The library occupies a total area of 8,000 m² and features a variety of spaces, including reading rooms, individual and group study rooms, and rest areas. It offers seating for up to 700 persons.

It is equipped with software that supports bibliographic searches and provides access to a range of scientific databases.

A qualified engineer and technician are responsible for managing IT and the online learning platform. Remote access is available and secured through identity verification.

All e-learning materials are accessible via Wi-Fi throughout the VEE facilities. Off-campus access is provided through a secure VPN connection.

6.2.2. Analysis of the findings/Comments

The library offers an online platform, IT support, and accessibility both at the VEE and off campus.

The library has qualified staff. The e-learning platforms are well-resourced and easily accessible via Wi-Fi, both from outside and via VPN.

6.2.3. Suggestions for improvement

None

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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

6.3.1. Findings

The library houses more than 70,000 books and more than 40 periodicals specifically related to veterinary medicine. Students have access to more than 60,000 books and more than 64,000 electronic journals. The library also provides access to more than 1.3 million open-access theses, articles, and reports through various platforms and more than 45 scholarly databases. All of this is accessible both on campus and off campus. Language learning platforms and academic support are also offered. Training sessions on databases are regularly organised.

The Afyon Kocatepe University Distance Education Centre (AKUZEM) hosts and manages the e-learning platform.

Clinical skills laboratories are governed by the principle of "never the first time on a live animal."

6.3.2. Analysis of the findings/Comments

Access is available to a significant number of learning resources. Orientation courses are provided for training in their use.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

Student admission to the VEE depends on centralised exam results provided by the Evaluation, Selection, and Placement Centre (ÖSYM). Final placement of the student is done by the Student Affairs Department. Both AKU and VEE have their own Student Affairs offices. All the regulations regarding the student progression and certification are defined in *Afyon Kocatepe University Associate Degree and Undergraduate Degree Education and Exam Regulation* (in Turkish). The University's official website (International Student Coordinatorship) contains all the information for international students, such as about academic calendar, staff, quotas, fees, etc. Students who have completed the courses and received a grade “CC” are considered successful. Students who advance to the next academic year can take the courses they failed in the previous year, as well as their regular courses for the current academic year. Students take 30 ECTS courses per semester, and students with a GPA above 1.75 can take up to 45 ECTS courses.

7.1.2. Analysis of the findings/Comments

The student admission system is the same for the whole country and all higher education institutions.

National students do not pay a tuition fee (or only if they did not progress on time) and international students pay annual fees.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

Student quotas are determined by the Council of Higher Education (YÖK). The VEE admits both national and international (foreign) students every academic year (mean

full number of admitted students is 83,33; in 2022/2023 and 2023/2024, 82 national students were admitted, and in 2024/2025, 93 students were admitted). The number of admitted international students was 40, 46 and 35, respectively. The mean value of veterinary undergraduate students registered at the VEE is 598 in all five years. Annually, around 100 students get their degree. Around 80.33% of students graduate in the 5th year of the study, and 5% need 3+ years to graduate. VEE also has postgraduate students, as interns (average 107,33 per academic year), residents (average 107,33 per academic year), and PhD students (average 99 per academic year). The VEE applies the words interns and residents in a context not comparable to the EBVS system.

7.2.2. Analysis of the findings/Comments

The number of admitted students is in concordance with available resources. It is evident that the number of national students increased and international students decreased during the last couple of academic years. The number of international students graduating is very low (only one student graduated in the academic year 2023/2024, and not a single one in academic years 2022/2023 and 2024/2025). International students take the same courses and exams as the national students, in the Turkish language. Also, they are required to pass a Turkish language exam within two years, and if they fail, they are dismissed from the VEE. That could be the reason for a very low graduation rate among international students.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

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

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

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

7.3.1. Findings

All candidates are evaluated under the standard university admissions procedure, which is publicly available and published on different websites. Also, all the results are published online and sent directly to the applicants. Student admission criteria and procedures for the admission of students into Public Universities are established by the Student Selection and Placement Centre (ÖSYM), which is an institute under YÖK. Specifically for the VEE, students must pass the two-stage "Higher Education

Institutions Exams" organised by ÖSYM. Students who pass the "Basic Proficiency Exam" can register to the VEE based on their science and mathematics scores in the "Field Proficiency Exam".

The appeal procedure is described in the official documents, and it is publicly available. Candidates can appeal within 10 days after the exam.

7.3.2. Analysis of the findings/Comments

In Türkiye, the student selection system is the same for all higher education institutions - the admission criteria are the result of the University Entrance Exam. Students are admitted to the VEE based on their national ranking. The Field Proficiency Exam is conducted nationwide, and the University Entrance Exam is an exam conducted by higher education institutions.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

AFU has a Directive for Disabled Students. The directive mentions that students with disabilities are provided with equal education opportunities in integrated environments as non-disabled persons. The Directive also describes measures to be taken before, during, and after classes to ensure equal opportunities and prevent negative impacts of disabilities on the success of a student, as well as examination practices.

7.4.2. Analysis of the findings/Comments

AKU has a strong sense for students with disabilities and has provided the infrastructure to support individuals with disabilities. VEE buildings have signs, elevators, and direction indicators for persons with disabilities. Currently, there are no students with disabilities studying at the VEE. Information about how applicants/students with disabilities can be admitted or can progress through the study is not available. Also, there is no information on the requirements for disabled students to meet DOC. 7.4.3.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

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

7.5.1. Findings

The duration of the study program is 5 years (10 semesters). Students are expected to graduate after a maximum of 8 years. VEE monitors student progression and attrition rates through course performance and examination outcomes. Students who fail to graduate after 8 years are subject to a maximum of 5 final exams for the failed courses, excluding internships. If they reduce their number of failed courses to 5 or less, they gain 3 additional semesters of study. At the end of this period, students who fail are dismissed. If a student wishes to terminate their study, they must submit a petition. The student's registration will be terminated upon review of the documents and a decision taken by the Board of Directors.

7.5.2. Analysis of the findings/Comments

If necessary, student support mechanisms, such as remedial courses, academic counselling or mentoring are implemented to enhance student success and reduce attrition. All exams are graded up to 100 and the grade is based on the midterm exam, quizzes, and final exam results. A student's success grade in a course is determined by the teacher and is assigned as a letter grade (from AA-excellent to FF-Failing; passing grade is CC). Students reported that in cases where issues arise during examinations, they are permitted to retake the exam. They are also able to request a consultation with the respective professor to discuss the exam content or results. Each student is allowed a total of three examination attempts — the initial regular term followed by a first and second retake. However, it was noted that professors do not maintain fixed office hours, which can make arranging consultations challenging. As a result, students must contact professors individually to schedule meetings or seek clarification.

7.5.3. Suggestions for improvement

It is recommended that teachers set and communicate regular office hours to ensure availability for student consultations.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and

publicly available.

7.6.1. Findings

Candidates can appeal against the results of the University Entrance Exam. The procedure is documented at the official ÖSYM website and on the universities' websites. If students believe there is an error in their grades, an error report form can be filled out (available on the VEE website), and students should contact the Student Affairs Office. The course teacher conducts the necessary checks and points out any errors. Grade changes are made by the Board of Directors. VEE uses the AKU policies for managing termination of the study, as stated in the Afyon Kocatepe University Associate Degree and Undergraduate Degree Education-Teaching and Exam Regulation, section five.

7.6.2. Analysis of the findings/Comments

Course teachers are responsible for managing appeals on their own grades, and the final decision is made by the Board of Directors. A student is expelled and his/her enrolment terminated if the student submit the termination form, if a student is absent for more than two academic years due to serious health problems, if a student is simultaneously enrolled in two associate's or two undergraduate programs, if a final registration was not completed properly or the right to final registration was not earned, if a student fail to pay their contribution or tuition fees for four consecutive years. The procedure is based on the reason for the exclusion. If the student withdraws voluntarily, their registration will be terminated by the Board of Directors' decision. In cases of exclusion due to disciplinary reasons, the principles of the disciplinary regulations will be taken into account.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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

There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

VEE has several mechanisms in place to support the physical and emotional needs as well as the well-being of its students. A mentorship program is in place, and each student has a mentor and a second mentor for their academic and professional education throughout their studies. Students and staff can solve their medical issues at the Medico Social Centre, organised by the Department of Health, Culture and Sports of the Afyon University. Affordable and high-quality food services are provided

to the students and staff, and for low-income students, food scholarships are awarded. Afyon University and VEE have a student council, different student clubs, activities and facilities (91 societies and clubs are active at the University). Public transportation is available for the university students, as well as a shuttle service for students within the campus. The University has a barrier-free policy on the campus.

7.7.2. Analysis of the findings/Comments

The availability of a wide range of student support offers, including low-cost dorms and food services is commendable.

The VEE has a mentoring program in place that offers two mentors for one student -first mentor handles student course registration and academic matters, and the second provides career counselling to students. Numerous student clubs, activities and facilities are available at the university and VEE to support students physical and emotional needs. VEE has a cafeteria called Kedi Cafe, and students can also visit nearby cafeterias at other faculties. Students can freely use the university's dining hall and social facilities. Students and staff can purchase their meals at affordable prices from the university's dining hall. All the health and social services of the AKU are also available for the VEE students. The vice dean is responsible for resolving student complaints.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

The VEE has complaint boxes for the students to submit their complaints, requests, and suggestions. Students can also use a link on the AKU website (<https://aku.edu.tr/iletisim/>), send an email or communicate through WhatsApp. All of the aforementioned are examined by the dean, vice dean and Quality Commission who are also the ones making the decisions. Students can also contact the academic staff directly. Alternatively, students can send a message to the course teachers through the university's student information system or through the Presidential Communication Centre (CİMER), which is nationally operated.

7.8.2. Analysis of the findings/Comments

VEE reported three complaints filed with CİMER in the last three years, without mentioning the reasons for the complaints. Students are informed about the complaint procedure during the teaching activities.

7.8.3. Suggestions for improvement

It is recommended to maintain a suggestion box for students to confidentially submit complaints or feedback, and to ensure that new students are informed about the staff member responsible for their welfare and support.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

The academic calendar is published online prior to the start of the academic year, and the curriculum is delivered through a combination of lectures, practical sessions, and clinical training, with particular emphasis placed on hands-on experience. The programme consists of ten semesters of sixteen weeks each, during which students are assessed through midterm, final, resit, make-up, and, when applicable, single-course examinations.

8.1.2. Analysis of the findings/Comments

The VEE has a defined structure for assessment. Attendance and results are monitored via the Online Student Information System (OBIS). Theoretical knowledge is evaluated using written examinations—including multiple-choice, short-answer, and essay questions—as well as oral assessments, while practical skills are tested through laboratory examinations on animals, cadavers, organs, and related materials, complemented by oral evaluations in clinical settings.

From the fifth semester (3rd year) onwards, students begin clinical rotations where they gradually develop competencies in animal handling, clinical procedures, and client interaction, with responsibilities increasing in later semesters to include injections, examinations, patient follow-up, and surgical practices. Clinical training is closely supervised by academic staff, who monitor progress through logbooks, while internship placements are coordinated under the guidance of the Veterinary Internship Training Program (VEHIP) Commission.

The VEE Education Commission determines general policies, standards, and compliance processes. Final decisions are generally shaped by the joint opinions of the Department Chairs and the Faculty Education and Teaching Commission.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The assessment of core courses is conducted by the relevant departments. At each semester, progressive assessment methods (quizzes, midterms, practical applications, and internship evaluations) are implemented to enhance students' clinical and theoretical knowledge. Additionally, course completion requirements demand progressively higher levels of knowledge and skill from one term to the next. The evaluation process follows faculty regulations and published examination principles, with schedules specifying exam details announced in advance on the faculty website. Examination results are communicated through the OBIS system, and grading is based on an absolute system requiring a minimum final exam score of 60 (40% of the midterm and 60% of the final) and an overall passing grade of CC, with DC and DD grades accepted only if the student's AGNO is at least 2.00. The grading policies are also defined in the faculty regulations.

8.2.2. Analysis of the findings/Comments

In courses with both theoretical and practical elements, the contribution of practical exams to the final grade ranges between 20% and 50%, at the discretion of the course instructor. Attendance requirements are strictly enforced, with at least 70% required for theoretical sessions and 80% for practical, and failure to meet these thresholds prevents students from taking the final examination. The VEE applies an absolute grading system and defines explicit passing requirements. Written feedback and end-of-term evaluation surveys are administered in the courses. Students may appeal results within five days, though appeals are restricted to material errors and are reviewed by a Material Error Review Commission (composed of three faculty members and chaired by the Vice Dean) and finalised by the Administrative Board.

While assessment criteria, grading rules, and appeal processes are clearly defined and accessible, there is no systematic provision of post-assessment feedback to students. Appeals are usually submitted by petition within one week after the announcement of the exam grade.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

The criteria for student evaluation are established by the Education and Teaching Commission and approved by the Faculty Council, providing a regulatory framework within which each department designs its own evaluation strategies.

The Quality Assurance Commission monitors the quality of education through student surveys, objective evaluations of course achievement levels, and feedback from graduates and stakeholders. Each course in the curriculum defines specific learning outcomes that are mapped to the program's overall outcomes, and assessment methods are selected to align with the nature of these outcomes. The grades are announced in the student information system. If necessary, students may submit a petition to the administrative board to review their exam papers.

8.3.2. Analysis of the findings/Comments

The VEE has established processes for reviewing assessment outcomes and quality assurance. Theoretical knowledge is tested through written or oral examinations, while practical and clinical competences are evaluated by means of hands-on examinations, case-based assessments, clinical rotations, and logbook reviews. This systematic alignment ensures that all programme learning outcomes are linked to appropriate assessment tools, allowing progression and graduation to be based on the demonstrated achievement of competences. The student/stakeholders' feedback is integrated into changes in assessment, feedback being collected from students through end-of-term surveys. These data contribute to making changes in course content or exam methods.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings

Programme outcomes are published via OBIS, with course-specific learning outcomes assessed through examinations. Students actively engage in practical courses, self-directed learning, research assignments, and case investigations in clinical settings. Also, students are encouraged to actively participate in learning beyond formal

classes. Students are supported through club activities, field trips, participation in scientific meetings, and social responsibility projects.

8.4.2. Analysis of the findings/Comments

Programme outcomes are published and defined for each course, and students' achievement is evaluated based on these outcomes. Students engage actively in learning through practical courses, assignments, presentations, research, and clinical cases, with additional opportunities provided by student societies. Assessments reflect both their theoretical knowledge and practical development; this approach supports the development of Day One Competences. The assessment strategy accounts for self-directed learning, and practical engagement is assured by: Internships, case discussions, clinical course practices, and individual presentations, which enable students to take responsibility for their own learning. The contributions of students involved in research projects are acknowledged in the project outputs (such as publications, posters, theses, etc.).

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

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

8.5.1. Findings

Within the OBIS system, programme outcomes for each course are defined and assessed through examinations according to ESEVT SOP 2023, Annex 2, with graduation requirements regulated by the Afyon Kocatepe University Associate Degree and Undergraduate Education Regulations.

The curriculum is designed to integrate and secure attainment of ESEVT Day One Competences, with all theoretical and practical outcomes mapped accordingly.

Clinical logbooks are monitored by supervising instructors, who oversee and validate the clinical procedures performed by students, thereby certifying completion of hands-on training and acquisition of competences. A distinction between training conducted under teaching staff supervision (CCT) and that performed under the supervision of a qualified person (EPT) is made through the logbooks.

The student workload is managed to prevent assessment overload, the course and exam schedule is coordinated with student representatives and the vice dean in order to prevent excessively intensive exam weeks.

8.5.2. Analysis of the findings/Comments

The VEE employs validated assessment methods, including: written and oral examinations, practical evaluations, clinical rotations, and logbook monitoring. Day One Competences are systematically embedded in the curriculum, and successful completion of all courses is directly linked to competence achievement. Logbooks distinguish between CCT and EPT, ensuring supervision and verification of clinical training. This system ensures that only students who have achieved the required competences graduate.

However, intensive scheduling of exams and coursework may negatively affect student performance.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

The VEE follows the directives of the AKU accreditation system for the national high education committee. Teaching and support staff is periodically trained and licensed for updated knowledge of occupational health and safety standards. High-quality standards are facilitated and applied to each procedure within the issued management programmes for each unit in University. Reports are submitted to an academic commission composed by quality experts for each academic and directive unit led by Rector. During the visitation, information on the formal quality-assured programme of teacher training organised by the University, including “Social media usage in education”, “Training for self-education”, etc. was given.

9.1.2. Analysis of the findings/Comments

The recruitment process is thorough and transparent, with high expectations for teaching proficiency. Newly appointed instructors, including PhD-students, are required to undergo formal pedagogical training, based on national regulation. Although national regulations require teachers to attend training on pedagogical topics, the provided training possibilities do not follow the General guidelines on the minimum training to teach and to assess for each category of teachers.

9.1.3. Suggestions for improvement

EPT providers, support staff involved with teaching, non-academic teaching staff and academic staff should be offered the opportunity to participate in the training related to, among all, practical and clinical teaching, teaching methodologies and tools, assessment methodologies and tools, QA loops in teaching and assessment, etc., in the minimal duration that allows the acquisition of knowledge and skills, and with possible updates if needed, in the most appropriate way (in person or online).

9.1.4. Decision

The VEE is partially compliant with Standard 9.1. because the minimum training for teachers and staff has not been reached.

Standard 9.2: The total number, qualifications and skills of all staff involved with The VEE, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver The VEE and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

The teaching staff is entirely composed of veterinarians.

Academic staff positions are determined in accordance with the "Afyon Kocatepe University Directive on Promotion and Appointment to Faculty Membership, which will come into force on September 1, 2024".

The recruitment process begins with the preparation of an announcement for available positions, formulated according to the needs of the university. Following approval, it is forwarded to the Official Gazette for publication. A selection commission is established to assess the eligibility and suitability of the candidates. The commission conducts its evaluation in accordance with the established criteria and submits a detailed report of its findings to the Rector's Office. Further to this, additional information was obtained during the visitation. The teaching staff is composed of 55 full professors, 10 associate professors, 12 assistant researchers and 22 assistants. They all have permanent positions, excluding assistants who have 1- 4 year renewable contracts depending on a research project.

9.2.2. Analysis of the findings/Comments

The total number, qualifications and skills of all staff involved with The VEE are

adequate and qualified considering the organisation of the course.

9.2.3. Suggestions for improvement

None.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Teaching staff are employed under contracts that define responsibilities in teaching, research, and community service. Staff are supported through professional development opportunities, resources for academic activities, and reward systems that encourage teaching excellence. Contracts also provide social benefits and guarantees to ensure staff stability, continuity, and career progression.

9.3.2. Analysis of the findings/Comments

Teaching staff are supported through professional development opportunities, resources for academic activities, and reward systems that encourage teaching excellence. Contracts provide social benefits and guarantees to ensure staff stability, continuity, and career progression in accordance with Standard 9.3.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

The VEE has a programme to support the professional development of both teaching and support staff. This is communicated through official channels such as the website, internal announcements, and the staff handbook.

Staff are actively encouraged to engage in continuous professional activities, including pedagogical and clinical teaching workshops, research methodology, and soft skills training (e.g., communication, leadership, digital literacy).

Financial and institutional support is available for participation in national and international training events and conferences.

Regular formal appraisals are conducted using criteria aligned with university and national standards based on teaching, research, service, and scholarly contributions.

New staff are paired with experienced mentors to promote integration and knowledge sharing.

Staff are involved in governance through representation on committees, working groups, and faculty boards.

Promotion and Appointment Directives are renewed periodically to encourage professional advancement of lecturers, together with higher salaries and improvement of teaching quality. Promotion and appointment are mainly based on research quality and participation in administrative duties.

If a lecturer receives consistently negative evaluations across classes, an academic commission investigates the case. The outcome can affect the lecturer's promotion, salary, and may result in sanctions. Additionally, lecturers who fail to publish at least one SCI-Expanded indexed international paper per year lose the right to supervise doctoral students.

Additional information was obtained during the meeting with support staff. The VEE has a clearly described promotion criterion, and support staff can easily apply for promotion every year.

9.4.2. Analysis of the findings/Comments

The VEE has a transparent and accessible programme to support the professional development of both teaching and support staff.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

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

9.5.1. Findings

Student Feedback on Teaching Staff is required at the end of each course or clinical rotation. They fill out anonymous online forms with ratings and comments on a voluntary basis. The Quality Assurance Office reviews the feedback and shares summary reports with teachers and department heads. Staff recruitment, support, and evaluation processes follow national and university rules and are managed by the Faculty Board and the Academic Personnel Affairs Committee, in coordination with the Human Resources Department.

Allocation and recruitment are carried out through open calls, merit-based selection, and committee interviews.

Promotion is based on evaluation of teaching, research, clinical work, and community service.

Teaching staff are supported through training, mentoring, and exchange programmes. Regular reviews of staff include student feedback, peer input, and self-assessment. All procedures are shared through meetings, newsletters, and the website. They are regularly reviewed and updated.

9.5.2. Analysis of the findings/Comments

A valid system for staff evaluation, with active student participation, is in place.

Results are communicated to the staff, and measures are taken to correct unsatisfactory performances.

9.5.3. Suggestions for improvement

All teaching staff should receive student feedback if they participate in direct teaching activities that also include assessment.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

The VEE conducts research activities covering both basic and clinical veterinary sciences. The majority of the teaching staff actively participate in research programs, as evidenced by national research projects, research grants, conference presentations, and publications in peer-reviewed journals.

The VEE conducts internal short-term research activities covering both basic and clinical veterinary sciences (e.g. in genetics, zootechnics, histology and cell biology, etc., is generally granted by TÜBITAK and TAGEM as national, and Scientific Projects Supporting Unit of the University in general the value of these is 1,000-1,500 USD). The teaching staff actively participate in research programs, as evidenced by national (ten in the last three years) and international research projects (two, in the last three years). The results are presented via conference presentations (for this purpose, 20 scientific events have been carried out within the faculty or jointly in the last 3 years), also publications in peer-reviewed journals (including the faculty's Kocatepe Veterinary Journal).

Undergraduate and postgraduate students are involved in research projects and actively participate in laboratory work, field studies, clinical trials, etc. The number of projects and national-international publications carried out by faculty academic staff in the last 3 years, according to their resources and budgets, is 222.

Publications in the last three years: National = 78, International = 219.

10.1.2. Analysis of the findings/Comments

The VEE has broad research activities integrating with The VEE through research-based teaching. The research activities include veterinary basic and clinical sciences. Most teaching staff are actively involved with research programmes.

10.1.3. Suggestions for improvement

None

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

Students are trained in scientific methods and research techniques relevant to evidence-based modern veterinary medicine. Students take courses: compulsory and

elective taught in associate, undergraduate, graduate and doctoral programs. Examinations are made as mid-term and final examinations, as well as make-up, resit, single-course and similar exams held within associate, undergraduate, graduate and doctoral programs.

10.2.2. Analysis of the findings/Comments

All students are trained in scientific methods and research techniques.

10.2.3. Suggestions for improvement

None

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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

10.3.1. Findings

There are 45 students in the 3 continuing education programmes. Postgraduate clinical training Interns: total 134 (specialisation not specified), Residents (there is no residence system in Türkiye) EBVS = 0. Postgraduate research training PhD Mean: 87; others (non-specified): 161. Supervisors and PhD conductors at the moment are 82. The maximum number (postgraduate, master, and PhD) per one conductor in this VEE is 14.

Table 10.3.3. Attendees to continuing education courses provided by the VEE (total 135 students). Courses of: Experimental Animal Use Certificate (mean = 15), Artificial Insemination (mean = 15), HACCP ISO22000-2018' (mean = 15). During the visitation, it was ascertained that the PhD students are involved in internship duties and specific activities like examination, teaching and valuable research outcomes, but also as research assistants, being involved in the VEE's research. Also, they have to provide at least one WOS-indexed scientific paper from their research (as main author) to defend the thesis successfully.

10.3.2. Analysis of the findings/Comments

The VEE provides advanced postgraduate degree programmes.

10.3.3. Suggestions for improvement

None

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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

10.4.1. Findings

Five research conferences have been organised within the last three years. The VEE has participated in a total of 65 scientific events, including seminars, courses, symposia, and conferences dedicated to students' training. Furthermore, contact with the University biobase showed that the research on animals is made in conformity with European legislation. There is a Bioethical Committee that is formed by twelve veterinarians that gives approval for the research done.

From the visitation it was ascertained that, as research, in the last three years, the VEE was leading ten national projects and two international grant-financed projects, generating publications, and involving PhD students. The number of papers published was: 2022 / IDB = 78; WOS / Core Collection = 8; 2023 / IDB = 82; WOS/ Core Collection = 16; 2024 / IDB = 84; WOS/ Core Collection = 15.

10.4.2. Analysis of the findings/Comments

The scientific articles and projects produced are, in general, of quality, reflecting the aim to improve this aspect in the near future.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

Name & mail of the VEE's Head: Prof. Dr. Turan ÇİVELEK, tcivelek@aku.edu.tr					
Date of the form filling: 04-09-2025, revised by the VEE 16-10-25					
Raw data from the last 3 complete academic years					
		Year 1	Year 2	Year 3	Mean
1	n° of FTE teaching staff involved in veterinary training	87	87	87	87,00
2	n° of undergraduate students	581	588	625	598,00
3	n° of FTE veterinarians involved in veterinary training	100	100	100	100,00
4	n° of students graduating annually	117	92	93	100,666667
5	n° of FTE support staff involved in veterinary training	80	80	80	80
6	n° of hours of practical (non-clinical) training	1226	1226	1226	1226
7	n° of hours of Core Clinical Training (CCT)	1476	1476	1476	1476
8	n° of hours of VPH (including FSQ) training	608	608	608	608
9	n° of hours of extra-mural practical training in VPH (including FSQ)	320	320	320	320
10	n° of companion animal patients seen intra-murally	2614	4484	3389	3495,66667
11	n° of individual ruminant and pig patients seen intra-murally	856	1132	1547	1178,33333
12	n° of equine patients seen intra-murally	68	47	25	46,6666667
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	637	1350	858	948,3
14	n° of companion animal patients seen extra-murally	0	0	0	0,0
15	n° of individual ruminants and pig patients seen extra-murally	0	0	0	0,0
16	n° of equine patients seen extra-murally	137	310	162	203,0
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0
18	n° of visits to ruminant and pig herds	34	88	44	55,3
19	n° of visits to poultry, farned rabbit, fish and bee units	2	7	5	4,7
20	n° of companion animal necropsies	1	3	2	2,0
21	n° of ruminant and pig necropsies	45	34	24	34,3
22	n° of equine necropsies	0	0	2	0,7
23	n° of rabbit, rodent, bird and exotic pet necropsies	67	10	11	29,3
24	n° of FTE specialised veterinarians involved in veterinary training	97	97	97	97,0
25	n° of PhD-students graduating annually	11	15	15	13,7

Name of the VEE: Afyon					
Date of the form filling: Revised by the VEE 16 October 2025					
Calculated Indicators from raw data		VEE values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,145	0,15	0,13	0,019
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,993	0,84	0,63	0,363
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,795	0,88	0,54	0,255
I4	n° of hours of practical (non-clinical) training	1226,000	953,50	700,59	525,410
I5	n° of hours of Core Clinical Training (CCT)	1476,000	941,58	704,80	771,200
I6	n° of hours of VPH (including FSQ) training	608,000	293,50	191,80	416,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	320,000	75,00	31,80	288,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	34,725	67,37	44,01	-9,285
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stud	11,705	18,75	9,74	1,965
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	2,480	5,96	2,15	0,330
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	9,421	3,11	1,16	8,261
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,550	1,29	0,54	0,010
I13	n° of visits to poultry, rabbit, fish and bee units / n° of students graduating annually	0,046	0,11	0,04	0,002
I14	n° of companion animal necropsies / n° of students graduating annually	0,020	2,11	1,40	-1,380
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0,341	1,36	0,90	-0,559
I16	n° of equine necropsies / n° of students graduating annually	0,007	0,18	0,10	-0,093
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,291	2,65	0,88	-0,589
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduat	0,964	0,27	0,06	0,904
I19	n° of PhD-students graduating annually / n° of students graduating annually	0,136	0,15	0,07	0,066

11.1. Findings

The quantitative data provided in Area 11 (ESEVT Indicators) required substantial revision during the visitation. Several figures, particularly those concerning animal resources, caseload, student-to-staff ratios, and financial indicators, were found to be inconsistent with on-site evidence or to have evolved significantly since the SER submission. The updated numbers demonstrated a considerable improvement in clinical activity and student exposure, reflecting the rapid development of the new hospital and the expansion of herd health services. The indicators should be recomputed based on the most recent full academic year, using the definitions and weighting described in the ESEVT SOP, Annex 4. The number of hours in VPH (including FSQ) was corrected from 6 h to 608 h to reflect the full scope of the programme. This includes the internship in food rotation as well as the theoretical and practical courses in Meat Hygiene, Milk Hygiene, Food Hygiene, and Public Health (6 h). This aligns the

indicator with the teaching plan verified during the visitation. Clinical activity data were significantly revised: companion animal patients now include summer cases seen by alternate students; ruminant cases were updated based on the current activity of faculty farms; and equine cases include the new extramural equestrian facility. The number of herd visits increased due to the integration of the animal science course and farm internship, and the visits to fish farms were also adjusted accordingly.

11.2. Analysis of the findings/Comments

Misunderstandings of the SOP regarding calculation of numbers in most Areas can explain the need for massive corrections of numbers to calculate/recalculate the Indicators.

11.3. Suggestions for improvement

All Tables in all Areas must be filled out in the SER to be able to report the correct data to calculate the Indicators correctly.

12. ESEVT Rubrics

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	N C
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	x		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	x		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	x		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	x		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about The VEE. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.		x	
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.		x	

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Any action planned or taken as a result of this data analysis must be communicated to all those concerned.			
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	x		
Area 2. Finances	C	PC	N C
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	x		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	x		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
Area 3. Curriculum	C	PC	N C
<p>Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.</p> <p>This concerns:</p> <ul style="list-style-type: none"> ● Basic Sciences ● Clinical Sciences in companion animals (including equine and exotic pets) ● Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) ● Veterinary Public Health (including Food Safety and Quality) ● Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). <p>When part of The VEE cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p> <p>3.1.1. General findings</p>	x		
3.1.2. Basic sciences	x		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	x		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	x		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	x		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	x		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	x		
Standard 3.3: Programme learning outcomes must:		x	

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<ul style="list-style-type: none"> ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework include a description of Day One Competences form the basis for explicit statements of the objectives and learning outcomes of individual units of study be communicated to staff and students be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 			
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 		X	
<p>Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.</p>	X		
<p>Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
<p>Area 4. Facilities and equipment</p>	C	PC	N C
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.</p>	X		
<p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students be of a high standard, well maintained and fit for the purpose promote best husbandry, welfare and management practices ensure relevant biosecurity take into account environmental sustainability be designed to enhance learning 			X
<p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must</p>	X		

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<p>unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.</p> <p>The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.</p> <p>The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.</p>			
<p>Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.</p>	x		
<p>Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.</p>	x		
<p>Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.</p>			x
<p>Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.</p>	x		
<p>Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.</p>	x		
<p>Area 5. Animal resources and teaching material of animal origin</p>	C	PC	N C
<p>Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>			x
<p>Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.</p>	x		
<p>Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.</p>	x		
<p>Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.</p>	x		
<p>Area 6. Learning resources</p>	C	PC	N C
<p>Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When The VEE is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.</p>	x		
<p>Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p>	x		

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Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare	C	PC	N C
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	x		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	x		
Area 8. Student assessment	C	PC	N C
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	x		

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<p>Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in The VEE have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.</p>	X		
Area 9. Teaching and support staff	C	PC	N C
<p>Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.</p> <p>A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.</p> <p>Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>		X	
<p>Standard 9.2: The total number, qualifications and skills of all staff involved with The VEE, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver The VEE and fulfil the VEE's mission.</p> <p>A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.</p>	X		
<p>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.</p> <p>Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>		X	
<p>Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>		X	
<p>Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.</p>	X		
Area 10. Research programmes, continuing and postgraduate education	C	PC	N C
<p>Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen The VEE through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).</p>	X		
<p>Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p>	X		
<p>Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen The VEE and are relevant to the needs of the profession and society.</p>	X		
<p>Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into The VEE.</p>	X		
<p><i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i></p>			

Executive Summary

The Faculty of Veterinary Medicine at Afyon Kocatepe University (AKU) was founded in 1995 and admitted its first students in 1997. It had an EAEVE visitation in 2010.

The visitation was carried out in a collegial and constructive atmosphere with strong support from the VEEs management and the LO.

Commendations

2.1.

The VEE is commended for its healthy financial situation and the ability to attract funding for major investments.

2.3.

It is commendable that resource allocation to the Faculty is reviewed annually through structured meetings involving the Dean, department and division heads, staff, and the Veterinary Hospital Director.

3.7.

The VEE's use of structured logbook recordings and evaluations is commendable.

4.1.

The very spacious facilities overall are commendable.

4.3.

The establishment of a very busy wildlife unit is commendable.

4.4.

The establishment of a new, very spacious and modern VTH is commendable.

It is commendable that the VTH is constructed in collaboration with local authorities so it can function as a human shelter, hospital etc. in case of disasters (earthquakes e.g.) or severe epidemics (Covid e.g.).

4.8.

It is commendable that the VEE uses external partners for the transportation of cadavers and material of animal origin.

7.7.

The availability of a wide range of student support offers, including low-cost dorms and food services, is commendable.

Recommendations

For future visitations, it is recommended that the VEE consider sending an observer(s) to other EAEVE-visitations according to the SOP Annex 18.

Suggestions for improvement are embedded in the text under each Standard.

List of items of partial compliance with the ESEVT Standards:

Standard 1.5

The VEE is partially compliant with Standard 1.5 because of a delayed and inadequate SER.

Standard 1.6.

The VEE is partially compliant with Standard 1.6. because of sub-optimal ability to fully close the QA loop, i.e. Plan-Do-Check-Act process.

Standard 3.3.

The VEE is partially compliant with Standard 3.3. because of the absence of structured mapping of program learning outcomes and Day One Competences.

Standard 3.4

The VEE is partially compliant with Standard 3.4 because of students' insufficient exposure to anatomical, physiological, and preclinical training on pigs.

Standard 9.1.

The VEE is partially compliant with Standard 9.1. because the minimum training for teachers and staff has not been reached.

List of items of non-compliance with the ESEVT Standards:

Standard 4.3.

The VEE is non-compliant with Standard 4.3.4 because of inadequate access procedures to the necropsy room and partly unclear responsibility for biosecurity procedures overall.

Standard 4.7

The VEE is non-compliant with Standard 4.7. because the present transportation unit does not fulfil the criteria of a mobile clinic.

Standard 5.1.

The VEE is non-compliant with Standard 5.1.1 because of the use of formalin-fixed tissues for teaching purposes and an insufficient number of necropsies in all species.

Glossary

AKU: Afyon Kocatepe University

AKUZEM: Afyon Kocatepe University Distance Education Centre

CCT: Core Clinical Training

CIMER: Presidential Communication Center of the Republic of Türkiye

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECTS: European Credit Accumulation and Transfer System

EPT: Elective Practical Training

EQF: European Qualifications Framework

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards, Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

FVE: Federation of Veterinarians of Europe

IT: Information Technology

OBIS: Online Student Information System

PDCA: Plan-Do-Check-Act

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

SWOT: Strengths, Weaknesses, Opportunities and Threats

TAGEM: Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Policies

TÜBİTAK: Scientific and Technological Research Council of Türkiye

VEDEK: Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Association (Türkiye)

VEE: Veterinary Education Establishment

VEHIP: Veterinary Internship Training Program

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

ÖSYM: Student Selection and Placement Centre

Decision of ECOVE

The Committee concluded that three Major Deficiencies have been identified.

The Veterinary Education Establishment (VEE) of the Afyon Kocatepe University is therefore classified as holding the status of: NON ACCREDITATION.