

European Association of Establishments for Veterinary Education

European System of Evaluation of Veterinary Training

REPORT ON THE REVISIT TO THE FACULTY OF VETERINARY MEDICINE, ULUDAG UNIVERSITY BURSA

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EXPERT GROUP

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INTRODUCTION

The Faculty of Veterinary Medicine of Bursa (FVMB) was first evaluated (Stage 1 evaluation) in November (21st -28th) 2004. The report was adopted by the JEC on November 3d, 2005 and listed ten Category I and 89 Category II suggestions.

With letter from October 7th, 2007 the Faculty had indicated that it assumed to have resolved virtually all deficiencies and asked for a revisit.

To prepare this revisit the Faculty had provided a "Report for the Revisit" with letter from Oct. 17th, 2007 and a second and amended report with letter from March 18th, 2008.

Though the information provided with the amended report was on a very short notice only, the team accepted this report, called Revisit Report 2 (RR2), as a basis for the revisit, together with the first report from November 3d, 2005, called Evaluation Report 1 (ER1).

RR2 addressed all Category I deficiencies and 27 of the Category II suggestions.

As a result of the communication of the co-ordinator with the liaison officer prior to the visit, the team was provided with an EXPANDED REPORT FOR EAEVE SECOND EVALUATION VISIT and detailed information on the learning objectives and contents of each subject taught within the veterinary curriculum after its arrival in Bursa.

The visit itself followed the schedule developed by the liaison officer and the co-ordinator.

1. OBJECTIVES & STRATEGY

1.1 Findings (Category II suggestions 1.1 – 1.4)

The FVMB now lists its objectives as follows:

- to become a model at the national and international level for the quality of teaching, knowledge production and public services it provides,
- to execute international student and staff exchange at high rates,
- to run undergraduate and postgraduate programmes in English besides Turkish,
- to publish at least two Science Citation Index publications per academic staff per year and to receive high citation rates,
- to have at least 50% of the academic staff acting as project managers in extramurally funded national and international projects,
- to be a reference centre for the solution of problems related to veterinary medicine, and
- to become a centre for continuing education in Turkey.

The revised teaching programme (see chapter 4) now also includes adequate consideration of swine diseases. The curriculum is under constant review of the education committee, which had been more actively involved in curriculum development following

the suggestions of the ER1.

1.2 Comments

The Faculty has met all Category II suggestions related to this topic.

1.3 Suggestions

None

2. ORGANISATION (Category II suggestions 2.3.1 – 2.3.6)

2.1 Findings

Representatives of the junior staff and students are now guests at the meetings of Faculty committee, they have the right of speech but not of voting. Organisation of the Faculty was changed by forming 5 Divisions, each headed by a chair and consisting of 1 to 6 departments. The clinical structure in respect to provide clinical services is species orientated, the teaching is provided by the “discipline”, e.g. surgery, internal medicine and obstetrics and gynaecology.

2.2 Comments and Suggestions

It must be accepted, that the legal situation in Turkey does not allow junior staff or students to vote on Faculty matters; however, allowing students and junior staff an active participation can be considered a big step forward. The new structures strongly enhance communication within the Faculty. It was convincingly argued, that further structural changes would - due to formal reasons - be difficult to be achieved as the final decision is not a matter of the Faculty. Based on the attitude of the present and permanent academic staff, a further reorganisation would rather be contra productive than helpful. The team accepts this opinion and views the above mentioned Category II suggestions as no longer relevant, though especially the unification of reproduction in only one department should still be on the agenda of the Faculty.

3. FINANCES (Category II suggestions 3.3.1 – 3.3.4)

3.1 Findings

Suggestions of ER1 are unresolved.

3.2 Comments and Suggestions

Admittedly is out of the scope of the Faculty to change the present situation of funding by the government and fund distribution. However, the Faculty was able to raise respectable amounts of money for construction, it further has to be acknowledged that the acquiring of extramural funds is honoured within the Faculty.

Though not optimal, the Faculty manages rather well under the present situation and there are no further queries in respect to the above mentioned Category II suggestions.

4. CURRICULUM (Category I suggestions 4.1.3.1, 4.1.3.2, 4.2.3.1 and 4.3.3.4, Category II suggestions 4.1.3.3 - 4.1.3.5, 4.2.3.2 – 4.2.3.6, 4.3.3.1 – 4.3.3.3, 4.3.3.5 – 4.3.3.10, 4.4.3.1 – 4.4.3.5, 4.5.3.1 – 4.5.3.8, 4.6.3.1 and 4.6.3.2)

4.1 GENERAL ASPECTS

4.1.1 Findings

Since the visit of 2004 the curriculum has been updated to European standards, meeting EU Directive 2005/36/EC.

The number of practical hours has been increased and students get a course on animal handling, restraint and safe practice in the 2nd and 3rd semester.

The course in topographical anatomy has become compulsory and is integrated in the total anatomy package.

An evaluation of the English language skills of students before they enter the Faculty has brought up their communication skills towards the international veterinary world.

The course of pathology has been reinforced together with the caseload in the pathology section. In the 7th and 8th semester students work in the necropsy hall in small groups

Theoretical and practical teaching on swine has been added. A small swine unit was established at the Faculty farm.

The Faculty has an education committee that supervises the content of the courses. This committee tries to coordinate between the different departments and looks on the integration of courses; however it has no power to achieve mergers between departments as suggested in the initial report.

Anatomy, histology and physiology are taught in an integrated manner. The same organ systems are studied in the same semester for each course.

The management and use of the Faculty farm has improved markedly since the first visit.

4.1.2 Comments

The category I and II suggestions related to this chapter have been solved.

4.1.3 Suggestions

None

4.2 BASIC SUBJECTS & SCIENCES

4.2.1 Findings

Basic subjects are integrated in the curriculum and for some of these (e.g. physics, mathematics) the necessary level of knowledge is expected to be reached before entry into the veterinary school.

Practicals in anatomy were not demonstrated directly but the very good room for dissection was impressive to the team. The team noted that a current anatomy examination consisted of a number of well prepared specimens with relevant questions about the location of various clinically important anatomical structures in a number of different species.

Topographical anatomy is now being taught and the teaching objectives laid out in the syllabus clearly relate to visualisation by ultrasonography and radiographic visualisation. Teaching of anatomy, histology and physiology has now been arranged that it relates to the same topic (organ) at the same time (teaching in parallel).

Practicals in pathology were demonstrated by a group of students dissecting a small cadaver and removing specimens for further examination. However, the team did not note that a major reorganisation of the microbiology practicals had taken place; no use was made of the opportunity to collect material for these practicals from university farm animals.

It was noted that English textbooks were situated in the various libraries but students were generally using texts in Turkish.

4.2.2 Comments and Suggestions

Despite the fact that an English proficiency test is mandatory for students entering the veterinary school the team met students with a poor knowledge of English. For the sake of the students, i.e. to use English textbooks and to participate in international programmes, the team suggests that the Faculty further encourages the learning of English.

The team did not note that a major reorganisation of the microbiology practicals had taken place. Material used for these practicals was not collected from the university farm animals as suggested in the ER1. However, it is up to the Faculty to make use of this single opportunity and there are no further queries to the above mentioned Category I and II suggestions related to this chapter.

4.3 ANIMAL PRODUCTION

4.3.1 Findings

Involved in teaching of animal production are the Departments of Zootechnics, Animal Nutrition and Nutritional Diseases, Obstetrics and Gynaecology and Reproduction and Artificial Insemination.

The course of zootechnics includes sheep, goats, horses, dairy and beef cattle, poultry (laying hens and broilers) and quails.

In accordance to the recommendations of the ER1 (4.3.3.1), courses of animal nutrition and zootechnics have been merged and the number of lecture hours has been reduced. The basics of zootechnics are now given in semesters 3 and 4. Also a new practical course named “professional practice” has been established where students learn how to handle animals.

The management and housing facilities of the farm are markedly improved. The housing, production and laboratory facilities at the farm are appropriate to train students in animal handling and the subjects of animal production.

There are programmes available for herd health management and for the calculation of diets. But it remains unclear whether the students can really use these programmes and whether they get familiarised with them.

There is also a small horse stable with approximately 9 horses. The physical condition of these horses is not optimal, probably due to dietary deficiencies.

4.3.2 Comments

The category II suggestions listed in the ER1 are solved.

4.3.3 Suggestions

The housing of the pigs has to be improved. They need a straw litter and a paddock where they can live their behaviour.

The diet of the horses must be adapted according to their energetic needs in order to make them proper study objects

4.4 CLINICAL SCIENCES

4.4.1 Findings

At the time of the visit the caseload in the clinics was sufficient. Although clinical activity has slowed down during the transfer to the new animal clinic, the team has got the confirmation by staff and students that the animal caseload is growing.

The amount of clinical training and hands on work was brought up by introducing a lecture free last semester. During this semester students rotate full days in the clinics according to the track they have chosen.

The Faculty now has a mobile clinic which is functioning 7 days per week. The ambula-

tory clinic visits farms in the surroundings of Bursa and can provide the students with an integrated approach in the different clinical areas.

The amount of elective courses has been raised, and all these courses can be followed if at least 10 students subscribe.

4.4.2 Comments

All category 1 and 2 deficiencies are solved.

4.4.3 Suggestions

None

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

4.5.1 Findings

The FVMB has unique facilities and large areas of land for running a full size farm with a huge potential for research and education.

The facilities for teaching food hygiene and technology were diverted between student laboratory facilities in building A, and the dairy and meat processing facilities located at the university farm approximately 1 kilometre away from the main campus.

The dairy and the meat processing facilities were placed in the same building but separated by a wall.

The dairy was run like an ordinary dairy processing unit with the milk delivered daily from the university farm. The staff members working in the dairy and the meat processing plant appeared to be professional and efficient. The dairy was rather old fashioned and the end products were white cheese and yoghurt. These are sold publicly at the local university stores.

The meat processing plant receives whole carcasses from the slaughterhouse. These are cut and the meat is minced, mainly to produce sausages which are smoked before being sold publicly at the university stores.

The food hygiene laboratory facilities were strictly split between student laboratories and research laboratories of which one was placed at the central campus and one was placed at the main building of the university farm.

4.5.2 Comments

The dairy and the meat processing unit placed within the farm area give an excellent opportunity to teach the veterinary students important elements of stable-to-table (feed-to-fork) principles.

HACCP was not taught using real data from the dairy plant or from the meat processing unit. It would be easy for the students to establish a HACCP programme.

During the process of introducing HACCP at the dairy and the meat processing plant it would become evident that the facilities do not live up to the international standard (EU and US) for this type of facility. Among other things the team saw no signs of recordings of temperature control of milk at arrival, milk during the various steps of the procedures, storage room temperatures etc. Such recordings would produce a lot of information needed to introduce HACCP. Basically this would function as a very good teaching example for students and help them and the Faculty - among other things - to conform to EU-regulation "REGULATION (EC) No 854/2004 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL" of 29 April 2004 laying down specific rules for the organisation of official controls on products of animal origin intended for human consumption.

Teaching of Herd Health Management does not make use of the data provided by the well run poultry facilities. The students might easily use the data recorded (e.g. egg production, feed consumption, average weight gain, vaccination programme, mortality and morbidity figures, water consumption etc) to construct a real time Herd Health Management programme including all the economic data which could easily be provided by the Faculty. These data could be compared to national data provided by the company supplying the farm with chicken/broilers, eggs etc. and the students would be given excellent teaching by using already existing data.

Planning and coordination of teaching including laboratory work for the veterinary students could be improved to make the most of the very good facilities at the farm and to use fresh material collected by the students at the farm, transported by students under various conditions to the laboratories, examined at the students laboratories and the results fed back to the farm to be included in the basic data base used by other students working with Herd Health Analysis.

The workload at the various research laboratories seemed unevenly distributed and the number of technical staff members was generally low. The link between food hygiene teaching and elements of parasitology, pathology, pharmacology and toxicology should be strengthened.

However, all related Category II suggestions can be considered resolved.

4.5.3 Suggestion

The dairy and the meat processing unit placed within the farm area are not used to their full extent.

Better use should be made of the excellent and enviable opportunities to teach the veterinary students among other things:

- Important elements of stable-to-table (feed-to-fork) principles,
- HACCP,
- Herd Health Management.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

4.6.1 Findings

There are three types of elective courses, the PEC (professional elective courses), GEC (general elective courses) and the VFP (Veterinary Faculty practice). In the first year the students have two hours introduction to professional foreign language and one hour “supervised work” as electives. During the semesters 3 to 8 very different electives are offered and some of the GEC only have a weak linkage to veterinary medicine, e.g. history of civilisation, designing websites, public structure of Turkey.

4.6.2 Comments and suggestions

The curriculum must cover the essential topics of veterinary profession. Less relevant topics should be avoided as the study load of the students is at its upper limit. As some of the “non veterinary” electives (e.g. Principles of Atatürk and History of the Turkish Revolution) are apparently mandatory by request of the Higher Education Council, there are no further queries concerning the Category II suggestions.

5. TEACHING QUALITY & EVALUATION (Category II suggestions 5.1.3.1 – 5.1.3.3)

5.1 TEACHING METHODOLOGY

5.1.1 Findings

Student groups for practical classes have been brought down to approximately 5 students. This gives the student more possibilities for hands on training.

The Faculty has made a shift from ex cathedra teaching to self learning and stimulation of independent work by the students.

Among students and staff is a friendly atmosphere that stimulates study attitudes.

The education committee has succeeded in the coordination an integration of several subjects of the curriculum and all teachers are evaluated by students. The lecture halls are properly equipped

5.1.2 Comments

All category II deficiencies have been solved

5.1.3 Suggestions

None

5.2 EXAMINATIONS (Category II suggestion 5.2.3.1)

5.2.1 Findings

Examinations are during the middle and at the end of a semester, applying multiple choice questions but also by assay questions, orals and practical examinations. When developing the new curriculum the Faculty also marked those courses, which have to be passed successfully, before the follow up course can be taken. Students having failed may take summer school prior to the next try. The number of repeats is not limited. However, students are exmatriculated if they exceed the official study time of 5 years by 3 years.

5.2.2 Comments

The examination system was intensified and to some extent changed as requested according to ER1. Though the team is of the opinion that there is still room for improvements, there are no further queries.

5.2.3 Suggestions

None

6. FACILITIES & EQUIPMENT (Category I suggestions 6.1.3.9, 6.2.3.3 – 6.2.3.6, Category II suggestions 6.1.3.1 – 6.1.3.8, 6.1.3.10 – 6.1.3.12, 6.2.3.2, 6.2.3.7 – 6.2.3.9)

6.1 GENERAL ASPECTS

6.1.1 Findings

In March 2008 the Faculty had moved to a new building encompassing all clinical facilities as well as the departments of parasitology, microbiology and pathology. The team views this as a great improvement when compared to the first visit in 2004. It also recognises that substantial efforts have been made to modernise centrally used student laboratories, like the anatomy dissection laboratory or the laboratory used for histological and microbiological instructions as well as the farm facilities. The team also appreciates that student- and research laboratories have been stocked up with modern equipment, as were the clinical facilities.

However, though the team recognised that the Faculty had just moved into the new clinical premises and that construction work was still going on at some places, it came to the conclusion that the Faculty had missed its chance to come up with an optimal design in respect to placing certain areas and - apparently – to finish and equip the buildings

that they meet up to date hygienic standards and those of animal handling and housing (see below).

The team urges the Faculty to take the respective precautions concerning the student and administration building still under construction.

6.1.2 Comments and Suggestions

The Faculty should commit itself to update and finish the new clinical facilities as Indicated above (6.1.1) and as suggested below (6.2).

6.2 CLINICAL FACILITIES & ORGANISATION

6.2.1 Findings

The new animal hospital is in function since March 23rd, 2008 and all clinics are now located in one building-complex.

The companion animal clinic has a modern reception area and waiting room. Parking facilities are about 50 meters from the entrance. The clinic has an electronic filing system for patient- and client data. This system is organised in a network structure that allows consultation of the data in the different rooms.

The case load of the small animal clinic equals approximately 150 cases per month. There are three surgery rooms (one soft tissue, one bone surgery and special procedures) but they don't seem to be fully operational yet at the time of the visit. Thus some of the equipment (lamps – connection with anaesthesia apparatus) was not yet present. The hospitalisation rooms for dogs and cats are functional and in good condition. There are isolation facilities for dogs and cats, but the entrance to these rooms is from the normal clinic pathways without special precautions being taken. There is no direct entrance from outside the building.

The equine clinic has a functional surgery table and a system for transporting anaesthetized horses. The apparatus for inhalation anaesthesia is not yet present. This means that the operation theatre for horses is not yet functional. Also the recovery box is not yet ready; thus the padding for walls and doors is still missing.

The equine clinic has a stable destined for colic horses. The floor is ready but the shock absorbing material for the walls must still arrive.

The equine clinic has a room (still under construction) for intensive care. The concept of this room is questionable because the horse can only be reached from one side.

The ruminant clinic is equipped and functional. The stables for horses and cattle are ready and well constructed. Isolation facilities for infectious diseases in horses and cattle are present with entrances that are outside the normal clinic pathways.

In the stables for horses and cattle and the hospitalisations rooms for dogs and cats, connecting points for hot and cold water and disinfectant, meeting modern demands, are not available.

The team has serious concerns about the quality of the flooring in the large animal part

of the clinics. Some parts of the flooring are made in rubber with one centimetre openings (cracks) between the different parts. Other parts are made in asphalt with an open /gross structure/surface. Neither the asphalt nor the rubber floor can be disinfected properly.

In several parts of the building where large and domestic animals are treated, the walls seem to be inadequately painted rendering them difficult to be disinfected.

At the time of the revisit, the radiology facilities were still outdated. For the small animal section there is an x-ray apparatus that does not meet modern standards, for the equine section only a portable apparatus without mounting possibility is present.

The staff told that a new X-ray machine for the small animal section was purchased and should be installed within 3 months. The new machine will be a conventional type with the possibility to use semi digital screens. For the equine section there are apparently no plans for modernising the present machine.

The necessary protection material is present in the X-ray facility.

The necropsy facility is situated between other clinical facilities. Theoretically all safety measures for handling infectious materials are taken, but in all days practice it will be very difficult to maintain these measures. Students and staff must cross other clinical facilities to go in and out the necropsy room. The necropsy room has only an outside entrance for cadavers, not for people. The team has also some doubts about the possibility for disinfection of the necropsy table. The sides of the tables are covered with plastic that is most likely not sufficiently thigh fixed on the table; infectious liquids might easily enter in the mechanical lifting part of the table.

The Faculty has a central clinical laboratory with all necessary and up to date equipment in order to perform routine blood count, blood smears and biochemical analysis.

There is also a central sterilisation unit with autoclaves, but the team has some doubts about the maintaining of the sterile aspect of the material after it leaves the autoclaves. All equipment is placed in towels in the autoclaves, and after sterilisation manually picked up and stored in the towels in cabinets. No metal boxes were seen that would avoid manual handling of the equipment after sterilisation.

When visiting the farm facilities it was noticed that the housing of the 3 female and 2 male pigs was rather inadequate. Similarly the batteries for laying poultry should be replaced by modern cages meeting EU-demands as soon as possible; the quails should be removed immediately for animal welfare reasons.

While perfect on the farm it was noticed that in some laboratories the necessary hygienic standards (provision of soap, disinfectant, paper towels) were not or only partly maintained.

The Faculty now has a mobile clinic with two modern minibuses. These buses contain all the necessary equipment and medicines to go outside the Faculty and to visit farms. The buses can transport 9 to 14 persons. This mobile clinic provides a year round day-time service.

6.2.2 Comments and Suggestions

Although there is a tremendous progress in health and safety measures, there are still some points which rise serious considerations. This particularly relates to the possibilities for active disinfection of the clinical facilities, which are still insufficient. Consequently

- A) Flooring in the large animal section (asphalt) should be changed to a flooring with a closed structure. The cracks between the different parts of the rubber-brick floors must be closed with an appropriate kitting material.
- B) Walls of rooms where infectious animals are treated should be tiled or prepared in a way allowing proper disinfection.
- C) The necropsy rooms should only be reachable for students and staff by a direct entrance from outside the building; the immediate connection to the large animal clinic should be closed or secured in a way that improper access is not possible.
- D) The isolation facilities for companion animals should only be accessible by an entrance from outside the building or secured in a way that improper access is not possible.
- E) The concept of the intensive care room for horses should be changed in order to create the possibility to reach the horse from all sides.
- F) The sterilisation procedures should be changed in order to secure the sterility of equipment after autoclaving.
- G) Additional measures should be taken to guarantee the necessary hygienic standards throughout the Faculty.
- H) The housing of the pigs has to be improved. They need a straw litter and a paddock where they can live their behaviour.

The queries listed under points A,B,C and D in view of the team still impose a Category I deficiency.

The queries listed under points E, F, G and F are Category II suggestions

7. ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN (Category I suggestion 7.3.2, Category II suggestions 7.3.1 – 7.3.3)

7.1 Findings

The new clinical facilities are far more attractive than the old, outdated buildings.

Apart from the about 150 patients/month that pass through the small animal clinic, the clinic has also access to animals in a shelter of the city of Bursa. Together these two sources resulted in a caseload of 3840 animals in one year.

The large animal section has a caseload of 3740 animals in one year. This number includes the animals that are treated by the newly created mobile clinic.

The number of necropsies available for students in the pathology section has risen sufficiently.

7.2 Comments

All category I and II deficiencies have been solved

7.3 Suggestions

None

8. LIBRARY & EDUCATIONAL RESOURCES (Category II suggestions 8.3.1 – 8.3.3)

8.1 Findings

The library and the computer room are now situated in two different locations. The former library in the oldest building is transformed in a computer room with 20 computers that are available for students. The modern computers contain only standard programmes. E-learning programmes are not yet available.

Some professors put course notes and course presentations on the website of the Faculty. This gives students the possibility to prepare themselves before the lessons are given.

The library is situated on the ground level of the A-building. Availability of international journals is up to date. Recent copies of international standard textbooks are not present, while some of them are in the small libraries of the departments. Some standard textbooks are also available in the central library of the University.

The library has a computerized searching system for finding books in the Faculty library and in the university library. Books in the libraries of the departments are not listed in this system.

8.2 Comments

Category II suggestion 8.3.1 from ER1 has only been partly met.

8.3 Suggestions

The dispersion of standard textbook between Faculty library, university library and department libraries is confusing for students. All standard international textbooks should be available in the Faculty library with at least one copy.

Faculty has to make a small financial effort to buy a series of modern standard textbooks

9. ADMISSION & ENROLMENT (Category II suggestions 9.3.1 – 9.3.3)

9.1 Findings

After passing an entrance examination the candidates for admission also have to prove a substantial knowledge of the English language. Those who don't pass this test must first follow an additional English course for one year before they can start studying veterinary medicine.

This system has had a very positive influence on the international scientific performance of the students. They are now able to read English textbooks and to speak English when they visit other faculties outside Turkey.

The team has noticed that students in general have far better communication skills in English compared with four years ago

9.2 Comments

Enrolment of students is well controlled; there are no further queries.

9.3 Suggestions

None

10. ACADEMIC & SUPPORT STAFF (Category II suggestions 10.3.1 – 10.3.5)

10.1 Findings

There has been a slight increase in the number of teaching and research staff. When visiting the establishment and during the interviews the team developed the opinion, that the Faculty is well staffed with academic positions.

However, the system to allocate and reallocate academic staff positions, based on the actual workload, rather than a fixed historical allocation, has not yet been established. This no longer should be considered a category II suggestion as these personnel matters apparently can not be handled by the Faculty but on a higher level, e.g. the Higher Education Council.

The ratio of academic to technical staff is still insufficient. Among the support staff particularly high quality people assigned to those laboratories where active research is performed, are missing.

10.2 Comments and suggestions

The present system of managing the academic and non academic personnel will – on

the long run – be a severe burden to the further development of the Faculty and all efforts should be made to change the situation. Additionally all efforts should be made to gain more flexibility in the shifting of support staff positions from “non laboratory obligations” to “laboratory obligations”.

11. CONTINUING EDUCATION (Category II suggestions 11.3.1 and 11.3.2)

11.1 Findings

The Faculty today has a functional system for continuing education. They organise short courses and congresses. Some congresses have an international input by speakers from the US and EU.

The younger Faculty is encouraged to participate in these educational programmes and to gain extra experiences.

11.2 Comments

No queries any more

11.3 Suggestions

None

12. POSTGRADUATE EDUCATION (Category II suggestions 12.3.1 and 12.3.2)

12.1 Findings

Since the last evaluation postgraduate education at the Faculty has been improved. There are national and local criteria for student selection, the students are paid and are given ample time to follow their research projects. As indicated by the students interviewed, they do not miss technical support.

PhD students are aware of the fact that they should aim of publishing their results in a peer reviewed journal which is an important issue for the Faculty.

PhD-students must accumulate a certain amount of credits. The respective lectures can be chosen from a certain segment of the electives the Faculty offers or from the canon of lectures offered by other faculties.

12.2 Comments and Suggestions

With currently 43 PhD students the Faculty is in a good position. However, there is still room for improvement. This particularly relates to the courses offered within the pro-

gramme which lack coherence and specificity. The Faculty is urged to improve this situation, however, there are no further queries in respect to the above mentioned Category II suggestions.

13. RESEARCH (Category II suggestions 13.3.1 – 13.3.7)

13.1 Findings

A research committee and an ethical committee were established according to ER1. The Faculty was able to acquire a substantial amount of extramural funds with TÜBITAK being the main sponsoring agency; the support for ongoing projects roughly amounts up to 0.9 Mio €. These projects also demonstrate international cooperation. In 2006 and 2007 totally 128 papers were published in SCI covered journals, some of them of high international reputation.

The output of papers per academic staff had increased from 0.09 in 2000 to 1.10 in 2006.

13.2 Comments

The efforts of the Faculty to improve the scientific environment and to increase the scientific output are evident. There are no further queries and the Faculty is encouraged to continue this way.

13.3 Suggestions

None

CONCLUDING SUMMARY

As was particularly recognized by the chairman of the team, Dr. Janssens, who also acted as chairman during the 2004 visit, the Faculty has made tremendous improvements in respect to facilities, laboratory equipment, structure of the curriculum and teaching.

Unfortunately at the time of the visit the new clinical facilities still lacked some equipment and final finishing. Though the team does not doubt the statements of the Faculty that everything has been ordered and that the facilities will be finished properly, it can not extrapolate and must base its statements and suggestions on the situation encountered at the visit.

Thus the team recognizes that most of the Category I and II suggestions listed in ER 1 have been resolved.

However, the following Category I deficiencies remain to be resolved:

- A) Flooring in the large animal section (asphalt) should be changed to a flooring with a closed structure, the cracks between the different parts of the rubber floor-bricks should be closed with an appropriate kitting material.
- B) Walls of rooms where infectious animals are treated should be tiled or prepared in a way allowing proper disinfection.
- C) The necropsy rooms should only be reachable for students and staff by a direct entrance from outside the building; the immediate connection to the large animal clinic should be closed or secured in a way that improper access is not possible, to both, staff and students.
- D) The isolation facilities for companion animals should only be accessible by an entrance from outside the building or secured in a way that improper access is not possible, to both, staff and students.

The team also points to the following Category II deficiencies:

- a) The concept of the intensive care room for horses should be changed in order to create the possibility to reach the horse from all sides.
- b) The sterilisation procedures should be changed in order to better secure the sterility of equipment after autoclaving.
- c) Additional measures should be taken to guarantee the necessary hygienic standard throughout the Faculty.
- d) The housing of the pigs has to be improved. They need a straw litter and a paddock where they can live their behaviour.

From a technical point the Faculty should have no problems to resolve all still existing Category I and II suggestions within a short period of time. This was the declared will of the Faculty as indicated by the dean during the exit interview.

ECOVE (JEC) decision: NON-APPROVAL