

**European Association
of Establishments for Veterinary Education**



RE-VISITATION REPORT

To the Faculty of Veterinary Medicine of Selcuk University, Konya, Turkey

On: 28 – 31 March 2022

By the Re-visitation Team:

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Introduction

The Faculty of Veterinary Medicine of the Selcuk University (FVM-SU) in Konya (called the Veterinary Education Establishment (VEE) in this Report) received from ECOVE the status of "Approval" between 2013 and 2019 after an ESEVT visit in 2013. After this approval period, the VEE requested a further Visitation in 2019, based on the 2016 SOP.

In the Final Report published by ECOVE in December 2019, several deficiencies were identified.

Major Deficiencies

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

In addition, ECOVE identified two minor deficiencies:

Minor Deficiencies

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

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

However, the ESEVT team also identified some aspects as worth praising. These were:

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

1. Correction of the Major Deficiencies

1.1. Major Deficiency 1

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

1.1.1. Findings

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

At Selcuk University, there is a Student Council and affiliated faculty representatives who convey the problems that students encounter in many fields such as education, health, culture and sports to the university administrative units and represent students in the decision-making mechanisms.

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

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Surveys were prepared for students and administered by the EAEVE Survey and Analysis Subcommittee to be used in curriculum studies. The results obtained from the student surveys and the opinions of the heads of the department were combined and a committee was established by the Faculty Board. The report prepared by the committee on the reduction of theoretical course hours was presented to the Faculty Board. With the Decision of the Faculty Board, a significant decrease was achieved in the number of theoretical courses (232 course hours in total) which was then approved by the University Senate.

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

To evaluate the learning outcomes, a new practice was started in addition to the midterm, applied course exam and end-of-year exams. For this purpose, a **student progress monitoring notebook** was prepared for each student, showing the applications that are included in the curriculum of the courses he/she takes, the semester he/she is in and what he/she should complete. The report card of the student who completes such applications is approved by the responsible faculty member and the head of the relevant department (RSER Appendix 20).

1.1.2. Comments

The learning outcomes are better described, however the cohesive framework remains patchy, but such an alignment is difficult under the conditions set by the Turkish law.

1.1.3. Suggestions

None.

1.1.4. Decision

Major Deficiency 1 has been fully corrected.

1.2. Major Deficiency 2

Non-compliance with Substandard 3.5 because of absence of practical training in a slaughterhouse setting.

1.2.1. Findings

Studies in this context were increased for the students to receive their slaughterhouse training. Although the visits to two local slaughterhouses (Akşeker Et Entegre and Yilet Et Entegre) and the practical training of Meat Inspection and Technology could be completed in the 2020 spring term, students at a later date could not visit as the slaughterhouses did not accept visitors due to the emergence of the COVID-19 pandemic.

On the resumption of face-to-face education, a protocol was signed with one of the largest scale slaughterhouse and meat products production facility (KONET) in Turkey, allowing students to receive on-site practical training (RSER Appendix 22). With the signed protocol, training and practices related to meat inspection in the slaughterhouse were restarted in the fall semester of 2021-2022.

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

1.2.3. Comments

Although the re-visitation of a slaughterhouse was not possible during the visit, the documents, including a series of videos, clearly demonstrated a sufficient training of the students.

2.1.3. Suggestions

None.

1.2.4. Decision of the Visitation Team

Major Deficiency 2 has been fully corrected.

1.3. Major Deficiency 3

Non-compliance with Substandards 4.6 and 4.12 because of insufficient implementation and control of biosecurity procedures.

1.3.1. Findings

After the 2019 Report, a Biosafety Subcommittee was established under the VEE's EAEVE Committee. The Biosafety Subcommittee visited all units and determined the deficiencies on-site in line with the Final Report and prepared a report. The adjustments made within the scope of this report are clearly described within the RSER.

1.3.2. Comments

A strong effort has been undertaken to correct this deficiency.

1.3.3. Suggestions

None.

1.3.4. Decision

Major Deficiency 3 has been fully corrected.

1.4 Major Deficiency 4

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

1.4.1. Findings

With the establishment of the Small Animal Hospital, the number of companion animal patients seen in the institution was increased to the desired level to gain the Day One Competences. In addition to these positive developments, an agreement between the university and the General Directorate of Nature Conservation and National Parks of the Ministry of Agriculture and Forestry, has resulted in the establishment of the "Wild Animal Rescue and Rehabilitation Center" on an area of approximately 5,600 m² within the campus.

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

Since its establishment, the VEE continues to constantly develop and has been revising its education system in line with EAEVE/ESEVT standards, of which it has been a member since 2000. Although it is accepted that the number of students is high, it carries out new studies to increase its capacity in line with its qualifications on Day One Competences. It has significantly increased this capacity with the Small Animal Hospital (see ESEVT Indicators).

As far as equine related studies are concerned, the COVID-19 pandemic has restricted the number of equine patients/cadavers reaching the VEE, which was already low before the pandemic. This could be partly linked to the small numbers of horses within the geographical area. It was told to the RV Team that some agreements have been made with locally based equine facilities that could increase in the future both the number of patients and necropsies for this species.

1.4.2. Comments

There is a satisfactory compliance with the standards, except for four Indicators. However, exact collection of the data is impaired due to the changes in training and reduction in clinical activities during the COVID-19 years.

The deficiency in the caseload of equine patients and cadavers has not been corrected, which may affect the acquisition of Day One Competences in this species. The planned development of links with locally based equine facilities could be an option for correcting this deficiency.

1.4.3. Suggestions

It is suggested to implement a strategy for increasing the number of equine patients and cadavers and to provide convincing compensations for the training in the equine species.

1.4.4. Decision

Major Deficiency 4 has been partially corrected.

1.5. Major Deficiency 5

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

1.5.1. Findings

Education is free in State Universities in Turkey, and the quotas of Higher Education Institutions are determined by the Council of Higher Education (YOK) and placement is made through a central examination. The VEE is a faculty affiliated to the State University and at the beginning of each academic year, the Faculty Administration submits its request for the reduction of quotas to YOK (RSER Appendix 31) and has continued to submit requests for the reduction of quota at the beginning of each academic year.

Considering the disabled students and visitors, new regulations have been made in all the education and service areas with easy access opportunities and biosecurity measures.

With the opening of the Small Animal Hospital Building, new spaces for students were formed. The Small Animal Hospital has a closed area of 11000 m² and started service in the VEE in January 2021. In addition to increasing the modern and adequate clinical training areas, a hall with a capacity of approximately 300 people has been constructed where faculty conferences, panels and meetings are held and student societies carry out their activities. In addition, two large meeting and seminar rooms, and three classrooms have been built in the Small Animal Hospital where intern student groups can take lessons. All the necessary infrastructure (desk, table, projection, etc.) have been provided for use in these classrooms. Student consultation rooms (one at the Horse Clinic and one at the Farm Animal Clinic) have also been built.

Further classrooms are planned to be built in the spaces vacated from the original small animal clinic and by rearranging the Large Animal Hospital Clinics. Construction is due to start within the 2022 and it is planned to build 4 classrooms with an average capacity of 120 students in these areas.

Private rooms of faculty members working in clinical sciences were also moved to the Small Animal Hospital building, and some of the large rooms (3 rooms) that were vacated in these areas were converted into small classrooms, especially for interns and graduate students.

1.5.2. Comments

As the number of students cannot be changed by law, the increased resources are sufficient to meet the standard.

1.5.3. Suggestions

None.

1.5.4. Decision

Major Deficiency 5 has been fully corrected

1.6. Major Deficiency 6

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

1.6.1. Findings

There is a regulation at the VEE regarding students' participation in applied and theoretical courses and taking final exams. These issues are clearly explained in the "FVM-SU Education and

Examination Regulations”. Many topics such as admissions procedures, course schedules and course types, attendance, exam types and success, right of objection and internship are explained in the relevant regulation. In addition, there is a “FVM-SU Assessment and Evaluation Principles Directive” for holding the exams.

The VEE developed a new procedure to monitor student application achievements. For this purpose, a "**student progress monitoring notebook**" was created for all students for each academic year (RSER Appendix 20). In this notebook, application topics were determined for each course that the student took during the semester. The student's participation and success in the application are followed and approved by the responsible lecturer/head of the department through this notebook.

Although training programmes, in accordance with EAEVE standards, had been implemented, the previous ESEVT Visitation team had determined that they had not been adequately documented. As a result, new measures have been taken in the preparation of the relevant course curricula, the evaluation of Day One Competences and the provision of facility biosecurity.

1.6.2. Comments

None.

1.6.3. Suggestions

None.

1.6.4. Decision

Major Deficiency 6 has been fully corrected.

1.7. Major Deficiency 7

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

1.7.1. Findings

The VEE now has a strong and ongoing quality assurance policy to identify, monitor and improve the organization's mission, vision, strategic goals and performance indicators. A planning team consisting of Heads of Departments representing all academic and administrative units, EAEVE Committee Members and some administrative staff representatives was established at the VEE in 2017. This team published "Institutional Evaluation and Strategy Plan for 2019-2023" in line with the goals of the faculty.

The VEE also carries out its community service activities at certain standards and its services have been certified by authorized institutions. Animal Hospital Operating License, Central Laboratory Operating License, Food Production Unit Turkish Patent and Trademark Authority Trademark Registration Certificate are some of them. The VEE's units (hospitals, farms and laboratories) are periodically inspected by the officials of the Ministry of Agriculture and Forestry. New surveys were created and applied by the Survey and Analysis Subcommittee for students, graduates, academic and administrative staff, and patient owners.

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After the final ECOVE report in 2019, the EAEVE Quality Subcommittee was established at the VEE in order for the process to be carried out properly and which meets at regular intervals. Before the current Re-visitation, meetings were held for the students, administrative staff and faculty staff to fully explain EAEVE and the RSER.

The VEE has an "Education, Training and Examination Regulation" and "Assessment and Evaluation Principles Directive" to measure the competence of students. In order to evaluate the learning outcomes, **Student Development Monitoring Notebooks** were prepared for all students, as explained in detail in the different sections above, showing the practices they should do in the academic calendar each semester. This notebook shows the weekly practices for each course and is approved by the responsible lecturer and the head of the department.

There is a "Completion Training" in the 9th and 10th semesters to complete the missing or insufficient training of the intern students. The nature of the completion training is explained in the "Intern Student Directive, VEHIP" and the time is announced in the academic calendar.

There is an "Assignment and Promotion Directive" (RSER Appendix 46) for the recruitment of teaching staff in all units of Selcuk University. According to this directive, minimum requirements have been determined to become a Professor, Associate Professor and Assistant Professor. The rectorate also requests the activities of the faculty members from all units in the form of an "Academic Activity Report" at the end of each academic year in order to evaluate their qualifications. In addition, faculty members are rewarded by the Scientific Research Projects (BAP) Coordinatorship, taking into account parameters such as publications, projects, scientific citations and academicians are encouraged to take an active part in studies.

In addition, for each calendar year, an "Academic Incentive Score" is calculated for activities concluded in the country or abroad that contribute to science, technology and art in the previous year, and academic staff are paid additional payments throughout the year accordingly.

A procedure has been developed by the Education Committee so that students can take an active role in creating the learning process. For this purpose, a survey was prepared by the Survey and Analysis Committee to be presented to intern students before graduation. Curriculum changes can be made by evaluating the results of the survey conducted at the end of the academic year by the Faculty Board. Student surveys are repeated at regular intervals at each grade level. In addition, student representatives have been appointed to the Faculty Board, EAEVE Education Committee, etc. in relation to education, so ensuring their contribution to the learning process.

The Academic Calendar, which includes course registrations, education and training calendar, midterm exams and end-of-year exams, is announced at the beginning of each academic year. At the VEE, the entire education curriculum, course contents, ECTS information, weekly topics, exam formats and information about faculty members are also prepared at the beginning of the semester and announced in the Bologna Course Information Package.

As explained in more detail in Major Deficiency 1, a number of measures have been taken to correct this deficiency. Students monitor their detailed training and skill acquisition in laboratories, clinics, farms and food units of each department, and these are recorded in the yearly notebooks. The evaluation system of such acquisitions has been expanded to include subclasses, and course

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outcomes have been started with a similar notebook application. Seminar assignments are given to students in order to encourage self-learning and teamwork within their units, and these presentations are evaluated by advisors or department boards (RSER Appendix 19).

The VEE has launched a new application to perform annual audits and complete the PDCA (**Plan-Do-Check-Act**) cycle. With this application, the feedback received from internal and external stakeholders is evaluated by the relevant committees of the faculty, contributing to the necessary updates in order to increase quality. Thanks to this cycle, deficiencies are evaluated at the stage of providing quality assurance and increasing quality, and strategies are determined accordingly. The results of the survey prepared by the survey and analysis committee for internal stakeholders (students, academic staff, support staff) and external stakeholders (graduates and animal owners, etc.) are presented to the Dean's Office for evaluation by the Faculty Administrative Board and Faculty Board. Stakeholder views are also effective in new decisions to be taken in these meetings.

1.7.2. Comments

None.

1.7.3. Suggestions

None.

1.7.4. Decision

Major Deficiency 7 has been fully corrected

2. Correction of the Minor Deficiencies

2.1. Minor Deficiency 1

Partial compliance with Substandard 4.3 because the size of the lecture halls is too small for the number of students.

2.1.1. Findings

In the ESEVT 2019 Report, it is stated that the classrooms at the VEE are very small compared to the number of students. As explained in detail in the relevant sections of the RSER and also earlier in this Report, new training areas became operational with the opening of the Small Animal Hospital in 2021. An excellent large 300-person Conference Hall/Auditorium has also been built within the new Small Animal Hospital.

Conversion of some areas in the large Animal Hospital into classrooms and lecture halls is ongoing, and due to be built in 2022, providing four new classrooms for the use of students.

2.1.2. Comments

None.

2.1.3. Suggestions

None.

2.2. Minor Deficiency 2

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

2.2.1. Findings

The VEE has planned an ongoing number of personal development practices for both teaching and support staff with training programmes conducted at certain times during the year. Updating Bologna course information packages, information about the EAEVE process, occupational health and safety training, biosafety applications, national or international cooperation and project trainings, as well as vocational training such as electronic prescription applications, are all examples of information provided within these courses.

2.2.2. Comments

None.

2.2.3. Suggestions

None.

3. ESEVT Indicators

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

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

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

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I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,497	2,05	0,69	0,804
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,865	0,20	0,06	0,802
I22*	n° of PhD graduating annually / n° of students graduating annually	0,133	0,15	0,09	0,045

3.2. Comments

- The Visitation team in 2019 found the acquisition of Day One Competences insufficient in 9 out of 13 indicators as shown in the 2019 Final Report.
- The table presented below compares the indicators presented in the 2019 Final Report with those presented in the 2022 Re-visitation SER. It has been seen that the I1, I7, I8, I20 and I22 indicators are in normal standards, while a certain level of improvement has been achieved in the I3, I10, I14 and I17 indicators.

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

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- According to the ESEVT Indicators for the VEE, although it is better than previous years, the following indicators are still somewhat below the minimal values.
 - ✓ n° of equine patients seen intra-murally / n° of students graduating annually,
 - ✓ n° of equine patients seen extra-murally / n° of students graduating annually,
 - ✓ n° of companion animal necropsies / n° of students graduating annually
 - ✓ n° of equine necropsies / n° of students graduating annually”
- Due to the COVID-19 pandemic, which affected the whole world in 2020 and 2021, a significant problem was encountered in the field of education in Turkey. In this difficult period, distance education was started quickly in order not to interrupt the education in Turkey, and carried out successfully by a rapid adaptation process.

3.3. Suggestions

It is strongly suggested to develop a strategy for correcting the Indicators which are below the minimal values.

4. Conclusions

The Major Deficiencies have been fully corrected for:

- Non-compliance with Substandard 3.1
- Non-compliance with Substandard 3.5
- Non-compliance with Substandards 4.6 and 4.12
- Non-compliance with Substandard 7.1
- Non-compliance with Substandard 8.8
- Non-compliance with Substandards 11.1, 11.7 and 11.10

The Major Deficiencies have been partially corrected for:

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

Glossary

BAP: Scientific Research Projects Coordination Unit

FSQ: Food Safety and Quality

FVM-SU: Faculty of Veterinary Medicine, Selcuk University

IVSA: International Veterinary Students' Association

SIMER: Selcuk University Communication Center

SUADEK: Selcuk University Academic Assessment and Quality Improvement Committee

SUYOS: Coordinatinship of Foreign Student Selection Exam, Selcuk University

TARSIM: Agricultural Insurance Pool

TUBITAK: Scientific and Technological Research Council of Turkey

UZEM: Distance Education Application and Research Center, Selcuk University

VAKA: Society of Veterinary Research Career Academy

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

VEHIP: Internship Programme of Faculty of Veterinary Medicine

VETO: Society of Veterinary Education and Promotion Organizations

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

YOK: The Council of Higher Education, Turkey

YOKAK: Higher Education Quality Board

Decision of ECOVE

The Committee concluded that six out of the seven Major Deficiencies identified after the full Visitation on 15 – 19 April 2019 had been fully corrected.

The Committee concluded that the Major Deficiency in Standard 5.1 due to insufficient acquisition of Day One Competences, resulting from 9 out of 13 Indicators being below the recommended minimum level, has not been fully corrected. The number of equine patients and equine necropsies still do not allow sufficient acquisition of Day One Competences.

The Veterinary Education Establishment (VEE) of the Selcuk University in Konya is therefore classified as holding the status of: **NON-ACCREDITATION**.