



AFYON KOCATEPE UNIVERSITY
FACULTY OF VETERINARY MEDICINE
SELF EVALUATION REPORT
2025



Full Visitation 13 -17 October 2025

The European Association of Establishments For Veterinary Education

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Introduction

The Faculty of Veterinary Medicine at Afyon Kocatepe University (AKÜ) was founded in 1995 by decision of the Council of Ministers and admitted its first students in 1997. Since then, the Faculty has developed into a modern institution that combines veterinary education, research, and clinical services, with the mission of training competent veterinarians and contributing to animal, human, and public health. In 2022, the Faculty successfully completed the VEDEK national accreditation process, and it now aims to achieve full accreditation by the European Association of Establishments for Veterinary Education (EAEVE) by 2025.

The Faculty's strategy is built on three main objectives: delivering veterinary education and services at an international level, advancing scientific research and publications, and strengthening engagement with stakeholders and society. To this end, priorities include improving research output, developing infrastructure such as the new Veterinary Teaching Animal Hospital and the Faculty Farm (Education, Research and Application Farm), expanding international mobility, supporting student development, and enhancing alumni and community relations.

By aligning its education and research activities with national and international standards, and by integrating modern themes such as One Health, sustainability, and digitalisation, the Faculty is committed to producing graduates equipped with the Day One Competences required of veterinarians in Europe and to serving as a centre of excellence for the region.



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.

Vision:

To be a faculty that adapts to changing national and global conditions, focuses on advanced specialization and lifelong learning, and provides high-quality education and services. The vision is to make important contributions locally and internationally, maintain strong relationships with stakeholders, support university-industry cooperation, and lead in both undergraduate and graduate education.

Mission:

To educate veterinarians who respect the principles of the Republic of Turkey, Atatürk's reforms, and national values, while having strong cultural and ethical foundations. The mission includes providing high-quality education, carrying out ethical scientific research, producing and sharing valuable knowledge, and offering excellent diagnostic, hospital, and production services. Ensuring stakeholder satisfaction is also a priority.

Objectives:

The main objectives are to obtain accreditation from the European Association of Establishments for Veterinary Education (EA EVE) by the end of 2025, and to increase the number of international publications per academic staff member. Infrastructure will be strengthened by improving research and application units such as dairy, biotechnology, beekeeping, poultry, and equine. International cooperation will grow by increasing student and faculty exchange agreements. Professional development will be supported by organizing regular events with experienced veterinarians. Practical training will be enhanced by preparing the Meat and Meat Products Unit for student use. Additional goals include expanding the reach of the faculty's veterinary journal, supporting student clubs, increasing research staff, broadening product diversity in dairy units, and increasing national and international projects involving students and staff.

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 academic 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

Afyon Kocatepe University Faculty of Veterinary Medicine is a Faculty of Afyon Kocatepe University (<https://aku.edu.tr/>) which is one of the state universities affiliated to the Higher Education Council (YÖK) (<https://www.yok.gov.tr/en>) of Republic of Türkiye.

Name of the Faculty Afyon Kocatepe University Faculty of Veterinary Medicine

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E-mail	vetfak@aku.edu.tr
Website	https://veteriner.aku.edu.tr/
Head of the Faculty	Dean Prof. Dr. Turan CIVELEK
Vice Dean	Prof. Dr. Zeki GURLER
Vice Dean	Dr. Durmus Fatih BASER

Information about the Faculty Board and Administrative Board in the Faculty organizational structure is summarized in the table below.

Administrative Board-To assist the Dean in implementing the principles determined by the decisions of the Faculty Board.

-To ensure the implementation of the faculty's education and training plans, programs, and academic calendar.

-To prepare the faculty's draft budget.

-To make decisions on all matters related to faculty administration as presented by the Dean.

-To make decisions on student admissions, course equivalency, dismissals, and all procedures related to education, training, and examinations.

-To carry out other duties assigned under the provisions of Law No. 2547 on Higher Education.

Faculty Board To carry out the following duties as assigned by Law No. 2547 on Higher Education:

-To determine the principles, plans, programs, and academic calendar related to the faculty's educational, scientific research, and publication activities.

-To elect members to the Faculty Administrative Board.

-To fulfill other responsibilities stipulated by this law.

Intern Education Commission Responsible for organizing and monitoring the theoretical and practical training of final-year veterinary students during their internship period.

Internship Commission Coordinates, supervises, and evaluates student internships; ensures that training objectives are met; collaborates with internal and external institutions to maintain and improve internship quality.

Graduation Commission Oversees the graduation process, including verifying the completion of all academic requirements and approving student eligibility for graduation.

EAEVE Commission Ensures compliance with the standards set by the European Association of Establishments for Veterinary Education (EAEVE) and coordinates the accreditation and evaluation processes.

Educational Research and Application Farm Responsible for managing the farm's operations, making decisions related to its use, and overseeing activities involving education, research, production, and animal welfare.

Education Coordination Commission Coordinates academic programs across departments to ensure consistency in curriculum, scheduling, and educational outcomes.

Quality Improvement Commission Monitors and enhances the quality of education, research, and administrative services through regular evaluations and improvement strategies.

Scientific Research Projects Commission

Evaluates, supports, and monitors scientific research projects conducted within the faculty, and assists in project funding applications and reporting.

The following table provides information about the department and division heads in the organizational structure of the Faculty.

Veterinary Medicine and Basic Sciences Department	
(Head of Department)	Prof. Dr. İsmail Türkmenoğlu
Anatomy	Prof. Dr. İsmail Türkmenoğlu

Histology and Embriology	Prof. Dr. Korhan ALTUNBAŞ
Physiology	Prof. Dr. Abdullah ERYAVUZ
Biochemistry	Prof. Dr. Nalan BAYŞU SÖZBİLİR
Veterinary History and Deontology	Dr. Emine TÜRKMENÖĞLU
Medical Biology and Genetics	Prof. Dr. Cevdet UĞUZ
Laboratory Animals	Prof. Dr. Halil SELÇUKBİRİCİK
Preclinical Sciences Department	
(Head of Department)	Prof. Dr. Yavuz Osman BİRDANE
Pharmacology and Toxicology	Prof. Dr. Yavuz Osman BİRDANE
Microbiology	Prof. Dr. Esra ŞEKER
Parasitology	Prof. Dr. Feride SEVİMLİ
Pathology	Prof. Dr. Alper SEVİMLİ
Virology	Prof. Dr. Sibel GÜR
Clinical Sciences Department	
(Head of Department)	Prof. Dr. Duygu BAKİ ACAR
Surgery	Prof. Dr. İbrahim DEMİRKAN
Obstetrics and Gynecology	Prof. Dr. Duygu BAKİ ACAR
Reproduction and Artificial Insemination	Prof. Dr. Fatih AVDATEK
Internal Medicine	Prof. Dr. Fatih Mehmet BİRDANE
Wild Animal Diseases and Ecology	Prof. Dr. Emine Hesna KANDIR
Animal Husbandry and Animal Nutrition Department	
(Head of Department)	Prof. Dr. Mustafa TEKERLİ
Biostatistics	Prof. Dr. İbrahim KILIÇ
Animal Nutrition and Nutritional Diseases	Prof. Dr. İbrahim Sadi ÇETİNGÜL
Animal Science	Prof. Dr. Mustafa TEKERLİ
Animal Health Economics and Management	Prof. Dr. Hasan ÇİÇEK
Food Hygiene and Technology Department	
(Head of Department)	Prof. Dr. Zeki GÜRLER
Food Hygiene and Technology	Prof. Dr. Zeki GÜRLER

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.

The university had a strategic plans covering the years 2019-2023. A current strategic plan covering the years 2024-2028 was publicly available published on the website in the 2024 (<https://strateji.aku.edu.tr/wp-content/uploads/sites/29/2023/09/2024-2028-Stratejik-Plan-21.07.2023.pdf>). The 2024–2028 Strategic Plan of Afyon Kocatepe University outlines the institution's medium- and long-term objectives, fundamental principles and policies, strategic goals and priorities, performance indicators, and the methods and resource allocations to be followed in achieving them. The plan was prepared within the framework of the university's mission and vision, the 2024–2028 Strategic Plan was developed through a participatory approach that incorporates the views of external stakeholders, staff, and students. Strategic plan was designed with an openness to change and innovation, the plan will serve as a guiding document to help the university to achieve its goals through the effective, economical, and efficient use of resources.

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.

The procedures to ensure the quality and standards are highlighted in the strategic plan of the Afyon Kocatepe University. Establishing a strong institutional culture aligned with the goals and strategies of the university is essential for achieving organizational success. In this context, the University Executive Board and the Senate, which serve as the university's top decision-making bodies, convene regularly to make decisions in a consultative and participatory environment. Similarly, decision-making bodies at the unit level (such as Faculty Boards and Faculty Executive Boards) operate in a democratic and tolerant atmosphere where matters are discussed and resolved.

In accordance with the Quality Directive of Afyon Kocatepe University, the Quality Coordinator's Office was established to act on behalf of the Quality Commission. It is responsible for promoting a culture of quality throughout the university, establishing internal and external quality assurance systems, and overseeing accreditation processes. To foster a quality culture, the university's Quality Policy has been framed and displayed in the hallways of all academic and administrative units. In addition, "quality ambassadors" have been assigned in each unit to raise awareness of quality initiatives across the institution. The university is committed to cultivating the mindset that "quality is not a result but a goal."

The Quality Policy of Afyon Kocatepe University is stated in the 2024-2028 Strategic Plan as follows:

Our university aims to provide education and training in accordance with internationally recognized standards, to produce outcomes based on scientific research, and to ensure the sustainability of these efforts. In line with this objective, Afyon Kocatepe University adopts the following as its Quality Policy:

To ensure the satisfaction of internal and external stakeholders by considering the evolving quality standards specific to higher education,

To educate environmentally and socially responsible individuals who contribute to national development by taking into account national and regional conditions, in line with global competition requirements,

To continuously enhance the individual competencies of its staff through internal and external training programs,

To continuously improve education and training processes in order to fulfill the institutional vision,

To enhance and optimize the infrastructure and resources necessary to increase and support the university's capacity for scientific research,

To strengthen cooperation with national and international institutions to deliver services at the highest level and to improve overall institutional performance and success.

Core Values of Afyon Kocatepe University have been stated in the 2024–2028 Strategic Plan. These are mentioned below:

1) Universality: Services are provided in accordance with universal values and norms in terms of science, ethics, rights, and freedoms.

2) Justice: All individuals within the university are treated fairly and with integrity, without any form of discrimination. Appointments and promotions are based on merit and competence.

3) Sense of Belonging: Academic and administrative staff are expected to work in a manner that reflects their sense of ownership toward the university. Stakeholders are encouraged to see themselves as integral parts of the institution, and an appropriate environment is created to support this.

4) Effort: The university aims to provide an environment where all employees and students are recognized and rewarded for their efforts. The dedication shown is considered a sign of institutional commitment.

5) Participation and Transparency: Students and staff are encouraged to take part in administrative processes. The opinions and perspectives of all stakeholders are taken into account in institutional decision-making. Measures are taken to ensure that all affected parties can easily access relevant information.

6) Quality Orientation: To ensure stakeholder satisfaction, continuous improvement in design, processes, and outcomes is pursued in alignment with national and international quality standards. Efforts are made to promote a culture of quality throughout the university.

7) Student-Centeredness: Education, research, and entrepreneurship activities are carried out with a focus on enhancing student quality. Students are actively involved in decisions that affect them.

8) Innovation: The transformation of new ideas into high value-added initiatives is supported.

9) Social Sensitivity: The university respects the core values of society and ensures that all segments of the community—especially disadvantaged groups—are considered in addressing social issues.

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 study programme.

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.

By updating their web pages, the Faculty and Animal Hospital openly share information about the institution and their activities with the public and their stakeholders (<https://veteriner.aku.edu.tr/>).

Faculty Web Site	https://veteriner.aku.edu.tr/
Diagnosis and Analysis Laboratory	https://vetanalizlab.aku.edu.tr/
Educational Research and Application Farm	https://ciftlik.aku.edu.tr/
Dairy Products Unit	https://veteriner.aku.edu.tr/sut-ve-sut-urunleri-2/
Animal Hospital	https://hayvanhastanesi.aku.edu.tr/

The following information about the Faculty is available on the "YOKATLAS" website published by the YÖK, which is used by students to start higher education, their families, educators and education administrators at secondary education level, academicians, researchers and administrators at higher education level.

(<https://yokatlas.yok.gov.tr/lisans.php?y=100410324>)

Higher Education Input Indicators:

1. Quotas, the number of placed, registered, additionally placed and additionally registered
2. Gender distribution of the students placed
3. Geographical regions of the students placed
4. Provinces from which the students placed come
5. Educational status of the students placed
6. Years of graduation from high school of the students placed
7. High school fields of education from which the students placed graduated
8. Types of high schools from which the students placed graduated
9. High schools from which the students placed graduated
10. Placed top-ranking students
11. Base point and rank statistics

12. Profile of the last placed student
13. The net scores of the students placed in the university entrance exam
14. The university entrance exam scores of the students placed
15. The ranking of success of the students placed in the university entrance exam
16. Preference statistics across the country
17. The order of the placed student's preference
18. The preference tendencies of the students placed
19. Placement conditions

Higher Education Process and Output Indicators:

1. Number of Faculty members and distribution of their academic titles
2. Number of registered students
3. Number of registered international students
4. Number of alumni
5. Incoming/outgoing students with mobility programs
6. Incoming transfer student number

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.

Information on monitoring and evaluation of performance indicators is provided in the AKUVF Strategic Plan. In order to monitor and evaluate the annual implementation periods of the strategic plan, and to obtain and consolidate the data needed during the preparation phase of performance programs, the Strategic Planning, Unit Strategic Planning, Budget Planning, and Unit Budget Planning modules were integrated into the Afyon Kocatepe University Information Management System in 2019, through the collaboration between the Directorate of Strategy Development and the Directorate of Information Technology.

The modules related to monitoring and evaluation have been designed to allow responsible units to assess the data entries made by sub-units and to verify the accuracy and completeness of the information provided. The system enables all units within the university to input data, and data entry authorizations are granted to the heads of these units.

During the 2019–2023 period, the monitoring and evaluation processes of the Strategic Plan were carried out by the Strategic Plan Monitoring and Evaluation Board, which was composed of unit managers responsible for the implementation and coordination of the relevant performance indicators. According to the updated regulation, the monitoring and evaluation of the 2024–2028 Strategic Plan will be carried out by the Strategy Development Board. It is planned that the performance indicators will be reviewed with the participation of the responsible unit managers before being submitted to the Strategy Development Board.

In addition, action plans related to the implementation periods of the strategic plan will be prepared to clearly define the roles and responsibilities of each unit, ensuring a more effective and structured monitoring and evaluation process.

At the end of the sixth month of each implementation year, sub-units enter their semi-annual performance realization results into the strategic plan module. Responsible units consolidate these results and prepare draft monitoring tables, which are then reviewed and compiled by the Directorate of Strategy Development before being submitted to the Strategy Development

Board. The Board evaluates the semi-annual performance realizations and takes necessary actions to ensure that the end-of-year targets are met.

At the end of the year, sub-units input their annual performance results into the strategic plan module, and responsible units again consolidate the data to prepare draft evaluation tables. These are submitted to the Strategy Development Board by the Directorate of Strategy Development. The Board evaluates the performance realizations in the target cards based on relevance, effectiveness, efficiency, and sustainability, and finalizes the target cards. The finalized target cards are then included in the administrative activity report under the section titled "Evaluation of the Strategic Plan."

The strengths and weaknesses of the faculty are identified through peer review reports prepared by academic staff from other institutions. These reports are published on the faculty's website. At the end of each academic semester, our students fill in the academic staff and course evaluation and course learning outcomes evaluation questionnaires over the OBIS (Student Information Portal).

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.

The previous EAEVE visitation to our faculty took place in 2010, and since then, significant progress has been made. Foremost among these developments is the renovation of the faculty's animal hospital. The renovation aimed to expand the hospital's capacity and increase the number of patients treated, thereby offering students more extensive practical training opportunities.

In addition, the number of animals at the faculty's education, research, and application farm has been increased, and efforts have been made to modernize existing animal shelters. These improvements were intended to provide students with more hands-on experience in a real farm setting.

Furthermore, the faculty's curriculum has been revised in accordance with EAEVE standards. Certain required courses have been added, and the scheduling of some existing courses has been modified to improve the overall educational structure and ensure better alignment with professional requirements. In addition, a Biosafety Committee has been established within the faculty, and the necessary biosafety measures have been implemented in laboratories and clinics. Warning labels and signs have been posted in appropriate areas to ensure awareness and compliance.

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).

Table 2.1.1. Annual expenditures during the last 3 academic years (AYs) (in Euros)

Area of expenditure	AY*	AY-1	AY-2	Mean
Personnel €	1.873.409 €	2.348.102 €	1.163.808 €	1.795.107
Operating costs €	60.322 €	61.094 €	27.204 €	49.540
Maintenance costs €	5.046 €	14.178 €	9.131 €	9.452
Equipment €	117.012 €	160.069 €	81.059 €	119.380
Total expenditure €	2.055.789 €	2.583.438 €	1.291.584 €	1.976.937

(25 August 2025 European Central Bank (ECB) exchange rate (1 EUR = 47.9475 TRY → 1 TRY = 0.02085 EUR))

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

Revenues source	AY*	AY-1	AY-2	Mean
Clinical and diagnostic services	131.517,70 €	130.034,59 €	40.427,69 €	100.659,99 €
Total revenues	131.517,70 €	130.034,59 €	40.427,69 €	100.659,99 €

(Our university is a state university, and the financial operations of our faculty are carried out through the budget allocated by the Ministry of Finance and the revenues generated from the revolving fund enterprises affiliated with our faculty. Since most of the items requested in Table 2.1.2 are covered in this manner, the corresponding fields have been left blank)

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

Academic year	Total expenditures	Total revenues	Balance***
AY-2	27.204 €	35.890 €	8.686 €
AY-1	61.094 €	71.561 €	10.467 €
AY*	60.322 €	71.440 €	11.118 €

*** Total revenues minus total expenditures

(25 August 2025 European Central Bank (ECB) exchange rate (1 EUR = 47.9475 TRY → 1 TRY = 0.02085 EUR))

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.

The Faculty holds full authority over the use of its revolving fund, which is primarily allocated to support its strategic missions, including education, training, and the provision of clinical services. The Veterinary Hospital (VH) is regarded first and foremost as an educational resource. While efficiency in operation is pursued, financial self-sufficiency is not considered the primary objective. Fees for clinical and diagnostic services are determined by the Faculty Board, in alignment with the tariffs set by the Local Veterinary Chamber, and subsequently approved by the University Senate. To avoid unfair competition, VH applies market-based pricing for its clinical and field services. Furthermore, in cases where transportation is required for fieldwork and extracurricular activities, the costs associated with the mobile clinic vehicle are covered by the Rector's Office. This framework ensures that clinical and field services operate with financial transparency and accountability, while maintaining their core function as educational resources.

After the budget is transferred to AKU by the Ministry of Finance, the spending units distribute it to the faculties based on their needs and demands. While the total amount of the budget is determined by the Rectorate, the priorities of the expenditures are decided by the Dean of the Faculty. Therefore, the FVAKU administration holds sufficient autonomy in the utilization of the budget.

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

On March 14, 2024, the new Animal Hospital was inaugurated and has since been providing services 24 hours a day, 7 days a week (24/7). In 2024, a total of 17 general-purpose projects and 23 postgraduate thesis projects within our faculty were entitled to support by BAP. In addition, the studies of two projects supported by TÜBİTAK are currently ongoing. In addition, an invited project aimed at supporting the Food and Meat Products Unit was entitled to funding of 20,850 €. Moreover, 62,550 € of financial support was provided to the unit by the Rectorate. For the construction of a new buffalo barn, 542,100 € was allocated, while a new sheep barn project received 104,250 €. Furthermore, 10,425 € was allocated by BAP and Rectorate to support sheep genetic research.

The financial resources of AKU are expected to grow in the coming years, driven by the consistent annual increase in revenues from the VH and emergency clinical services. In addition, the state budget is anticipated to rise annually in line with the inflation rate, and revenues from all services of AKU are expected to continue increasing, as has been the case over the past three years.

Each year, the faculty administration organizes a meeting with department and division heads, academic and support staff, and the Director of the VH in order to gather their needs (such as purchasing necessary instruments and equipment, expanding laboratories and the VH, etc.) and opinions. Based on these discussions, a list of decisions is prepared in line with priorities and requirements and submitted to the Rectorate.

Subsequently, the Rectorate convenes a meeting of the University Senate, composed of the Vice Rectors, Faculty Deans, and Directors of units such as Vocational Colleges and Graduate Schools, where the annual investment and development budget of Afyon Kocatepe University is prepared, discussed, and approved. The approved budget proposal is then submitted by the Rectorate to the Ministry of Finance.

At this stage, meetings are held between the Ministry of Finance experts and university representatives (the Rector and the Finance Director). Following these discussions, the Ministry of Finance prepares revised budget lists and submits them to the Grand National Assembly of Türkiye (TBMM), where the budget is reviewed by the Planning and Budget Commission with

the participation of representatives of the Council of Higher Education (YOK). Once approved by the TBMM, the budget is put into effect. The budget transferred to Afyon Kocatepe is then distributed among the faculties by the expenditure units according to their needs and demands.

Comments on Area 2

Revolving funds are available for the Education, Research and Application Farm, the Diagnosis and Analysis Laboratory, the Milk and Dairy Products Unit, the Animal Hospital (Veterinary Health Application and Research Center), and the Laboratory Animal Research and Application Centers. Nevertheless, the budget allocated to the Faculty remains insufficient to support the initiatives aimed at its development and improvement.

Suggestions for improvement in Area 2

Strategic initiatives are underway to establish a Meat Unit, thereby creating a new economic enterprise. The establishment phase of the Meat Unit is nearing completion.

Efforts are ongoing to expand both the product diversity and the operational capacity of the existing Dairy Unit.

Following the commissioning of the new hospital building, the number of patients admitted and treated has increased. It is projected that this upward trend in patient diagnosis and treatment will continue in the forthcoming period, thereby contributing to the enhancement of the existing revolving funds.

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.

This concerns:

- **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).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

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.

3.1. Educational Aims and General Curriculum Strategy (Revised for 2025–2026 Curriculum)

The Veterinary Educational Establishment (VEE) of Afyon Kocatepe University revised its 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).

The primary aim of the VEE is to graduate veterinarians with the knowledge, practical skills, clinical competences, and professional values needed to protect animal health, animal welfare, food hygiene and public health, while being fully prepared for lifelong learning and professional development.

Educational Aims

- Deliver a 5-year veterinary programme (300 ECTS) combining theory, practicals, and clinical training, with 57% of course hours dedicated to practical and clinical work.
- Equip students with day-one competences in diagnostics, clinical reasoning, surgery, therapeutics, preventive medicine, communication, and ethics.
- Prepare graduates for careers in clinical practice, food hygiene/public health, animal production, research, and regulatory services.
- Encourage evidence-based practice, innovation, and lifelong learning.

General Strategy for Curriculum Design

- The curriculum is structured into 10 semesters plus two summer internships.
- The first two years (Semesters 1–4) cover basic sciences, biomedical sciences, and animal husbandry, with integrated professional practice modules and electives.
- The third and fourth years (Semesters 5–8) focus on pathology, pharmacology, preventive medicine, and clinical sciences, combined with core clinical training (CCT), supervised studies, and advanced electives.
- The fifth year (Semesters 9–10) is entirely dedicated to internship training, with students completing full-time rotations (40 hours/week) in clinics, herd health, food hygiene/public health, and laboratory diagnostics.
- Students complete 23 ECTS of elective courses (7.66% of total), ensuring academic freedom and career orientation.
- The balance of the curriculum ensures a progression from theoretical foundations → hands-on pre-clinical training → clinical rotations → internship practice.

Resources Supporting the Curriculum

- The Veterinary Teaching Animal Hospital (clinics, imaging, surgery, ICU) is the cornerstone of clinical training.
- The University Farm (extramural), slaughterhouse, Milk Processing Unit, Wildlife Rehabilitation Centre, and Diagnostic Laboratories provide a broad spectrum of hands-on experience.
- Clinical skills labs and simulation models allow safe acquisition of surgical and diagnostic skills before direct patient work.

- E-learning tools and supervised self-learning modules support flexible, student-centered training.

Curriculum Management

- Curriculum design and revisions are overseen by the Faculty Board and Curriculum Committee, with input from staff, students, alumni, and stakeholders.
- Regular evaluation ensures compliance with ESEVT Standards, YÖK requirements, and societal needs.
- Continuous quality assurance guarantees that each graduate meets the Day-One Competences.

This revised version now explicitly incorporates the new curriculum features:

- 57.26% practical hours
- 23 ECTS electives (7.66%)
- 2 summer internships
- Full-time 5th year internship structure

The veterinary curriculum of Afyon Kocatepe University (AKÜ) Faculty of Veterinary Medicine is subject to national higher education regulations as well as the requirements of professional accreditation bodies.

National and Regional Legal Constraints

- The Council of Higher Education (Yükseköğretim Kurulu – YÖK) regulates the overall structure and minimum requirements of all undergraduate programmes in Türkiye, including:
 - The total duration of the veterinary degree (5 years, 10 semesters, 300 ECTS).
 - The credit system, aligned with the Bologna Process and the European Credit Transfer System (ECTS).
 - The inclusion of general compulsory university-wide courses such as *Turkish Language, Atatürk's Principles and History of Revolution, and Foreign Language*.
 - The requirement for practical and clinical components to be included in veterinary education.
- The Veterinary Education Accreditation Council (VEDEK), operating nationally in alignment with EAEVE standards, provides further benchmarks to ensure that veterinary programmes meet international accreditation requirements.
- National legislation requires that certain subject areas, particularly basic sciences, animal production, food hygiene, and public health, must be included in the veterinary curriculum to ensure compliance with the Veterinary Profession Act and related laws.

Degree of Autonomy of the VEE

- Within these legal and regulatory frameworks, the Faculty has substantial autonomy to design, revise, and implement its curriculum.
- The VEE can:
 - Determine the distribution of teaching hours between theoretical, practical, and clinical training.
 - Introduce new courses and electives to reflect scientific advances, stakeholder needs, and regional priorities (e.g., *Veterinary Biotechnology, Artificial Intelligence in Veterinary Medicine, Exotic Animal Diseases*).
 - Decide on the content and methods of delivery (lectures, seminars, laboratory work, clinical rotations, supervised self-learning).

- Establish extra-mural teaching agreements with farms, slaughterhouses, diagnostic laboratories, and veterinary practices.
- The most recent curriculum revision (Decision 2025/44) was made by the Faculty Board and formally approved by the University Senate, demonstrating the VEE's capacity to adapt its programme in line with EAEVE/VEDEK recommendations and societal needs.
- While core curriculum elements (minimum ECTS, compulsory subjects, overall programme length) are fixed by law, the Faculty maintains autonomy in course design, sequencing, elective offerings, teaching methodologies, and assessment practices.

The Faculty of Veterinary Medicine at Afyon Kocatepe University has established mechanisms to continuously monitor and optimise the curriculum to ensure coherence, integration, and alignment with learning outcomes and Day-One Competences.

Identification of Issues

- Curriculum Committee Review: The Faculty Curriculum Committee, consisting of representatives from each department, meets regularly to evaluate the curriculum. Particular attention is given to potential overlaps, redundancies, and omissions across basic, pre-clinical, and clinical subjects.
- Annual Course Reports: Course coordinators submit annual reports that highlight content covered, teaching methods, student feedback, and perceived overlaps or gaps with other subjects.
- Student Feedback: Structured student surveys and informal feedback collected after each semester are used to identify topics perceived as repetitive, insufficient, or inconsistent.
- Stakeholder Input: Feedback from graduates, practitioners, professional associations, and external stakeholders is used to identify missing competences or redundancies in professional training.
- Quality Assurance Processes: Internal QA processes, guided by the University's Quality Commission and VEDEK accreditation requirements, include systematic reviews of learning outcomes to ensure transversal skills (communication, ethics, evidence-based practice) are consistently covered.

Correction and Integration Measures

- Harmonisation Workshops: Regular meetings are organised between teaching staff of related subjects (e.g., Anatomy, Physiology, Pathology; Parasitology, Microbiology, Epidemiology; Internal Medicine, Surgery, and Diagnostics) to coordinate content and avoid duplication.
- Integration of Subjects: When possible, transversal integration is promoted (e.g., clinical case-based teaching incorporates microbiology, pathology, parasitology, and internal medicine simultaneously).
- Revision of Course Content: Identified redundancies are removed or reduced, while omissions are corrected by updating lecture content, adding practicals, or creating new elective courses (e.g., *Artificial Intelligence in Veterinary Medicine*, *Wildlife Rehabilitation* in the new curriculum).
- Curriculum Updates: The most recent curriculum reform (Decision 2025/44) specifically addressed prior overlaps in basic sciences and strengthened horizontal integration between pre-clinical and clinical training.
- Continuous Monitoring: Every 5 years, a major curriculum review is conducted, but minor corrections are applied on an annual basis.

Outcome

Through these processes, the VEE ensures that the curriculum is:

- Free from unnecessary repetition,
- Complete and aligned with day-one competences,
- Horizontally and vertically integrated,
- Adaptable to evolving scientific and societal needs.

This version shows that your Faculty has a systematic process for:

1. Detecting problems (committee, reports, feedback, QA)
2. Fixing them (harmonisation workshops, integration, revision)
3. Ensuring continuous improvement

Curriculum is attached.

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

Academic Year	A	B	C	D	E	F	G	H	J
Year 1	574		56	308					
Year 2	518		56	350	56				
Year 3	490		56	300	100	132			
Year 4	560		56	84	28	224			
Year 5						1120			

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

* An academic year may be subdivided into 2 semesters

Table 3.1.2. Curriculum hours taken by each student

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: EPT; H: total. Semesters calculated at 14 weeks. General university courses and non-core electives excluded.

Basic subjects

Subjects	A	B	C	D	E	F	G	H
Medical physics	14			14	0	0		28
Chemistry (inorganic and organic sections)	14			14	0	0		28
Animal biology, zoology and cell biology	28			0	0	0		28
Feed plants and toxic plants	14			0	0	0		14
Biomedical statistics	14			14	0	0		28

Specific veterinary subjects – Basic Sciences

Subjects	A	B	C	D	E	F	G	H
Anatomy, histology and embryology	182			56	182	0		420
Physiology	56			56	0	0		112
Biochemistry	56			56	0	0		112
General and molecular genetics	28			0	0	0		28
Pharmacology, pharmacy and pharmacotherapy	56			56	0	0		112
Pathology	84			84	0	0		168
Toxicology	28			0	0	0		28
Parasitology	84			112	0	0		196
Microbiology	98			84	0	0		182
Immunology	14			14	0	0		28
Epidemiology	14			0	0	0		14
Information literacy and data management	14			168	0	0		182
Professional ethics and communication	56			28	56	0		140
Animal health economics and practice management	28			0	0	0		28
Animal ethology	28			0	42	0		70
Animal welfare	14			0	0	0		14
Animal nutrition	98			0	112	0		210

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

Subjects	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders (CA)	0			0	0	0		0
Diagnostic pathology (CA)	14			14	0	0		28
Medicine (CA)	140			0	0	56		196
Surgery (CA)	112			0	0	0		112
Anaesthesiology and analgesia (CA)	14			0	0	14		28

Clinical practical training in common companion animals	0			0	0	84		84
Infectious diseases (CA)	0			0	0	0		0
Preventive medicine (CA)	0			0	0	0		0
Diagnostic imaging (CA)	14			0	0	28		42
Therapy in common companion animals	0			0	0	0		0

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

Subjects	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders (FPA)	112			0	0	0		112
Diagnostic pathology (FPA)	0			0	0	0		0
Medicine (FPA)	28			0	0	0		28
Surgery (FPA)	0			0	0	0		0
Anaesthesiology and analgesia (FPA)	0			0	0	0		0
Clinical practical training in common food-producing animals	0			0	0	224		224
Infectious diseases (FPA)	42			0	0	56		98
Preventive medicine (FPA)	0			0	0	0		0
Diagnostic imaging (FPA)	0			0	0	0		0

Therapy in common food-producing animals	0			0	0	0		0
Animal Production, including breeding, husbandry and economics	70			0	0	0		70
Herd health management	14			0	14	0		28

Veterinary Public Health (including Food Safety and Quality)

Subjects	A	B	C	D	E	F	G	H
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	14			0	0	0		14
Control of food, feed and animal by-products	0			0	0	0		0
Zoonoses and their prevention	0			0	0	0		0
Food hygiene and environmental health	140			0	112	0		252
Basic food technology	0			0	0	0		0

Internships / EPT

Subjects	A	B	C	D	E	F	G	H
Internship I	0			0	0	0	160	160

(Summer Term)								
Internship II (Summer Term)	0			0	0	0	160	160
Internship Training (9th semester)	0			0	0	560		560
Internship Training (10th semester)	0			0	0	560		560

List of practical rotation	Duration(weeks)	Year of programme
Clinic I	14 weeks	Year 3 – Semester 6
Clinic II	14 weeks	Year 4 – Semester 7
Clinic III	14 weeks	Year 4 – Semester 8

Table 3.1.4. Curriculum hours taken as electives for each student

Note: This table counts only veterinary electives required by the curriculum; university-wide non-departmental electives (2+0 weekly each, two courses total = 56 hours/semester-hours) are excluded, as they do not map to EAEVE veterinary subject groups. Hours shown are per student, calculated from weekly hours × 14 weeks.

Assumed distribution across groups is aligned to the elective menus offered in semesters 1–8: Basic Sciences-heavy in early semesters (microscopy/anatomy/genetics/biochemistry/techniques), then increasing clinical options (semiology, clinical pharmacology, clinical parasitology, repro-biotech), with a smaller number of VPH-oriented electives (FSQ, hygiene/sanitation). Adjustments can be made if your Faculty enforces specific elective group choices.

Electives (Subject Group)	A	B	C	D	E	F	G	H
Basic subjects	0			0	0	0		0
Basic Sciences	98			0	0	0		98
Clinical Sciences in companion animals (including equine and exotic pets)	42			0	0	0		42
Clinical Sciences in food-	28			0	0	0		28

producing animals (including Animal Production and Herd Health Management)								
Veterinary Public Health (including Food Safety and Quality)	14			0	0	0		14

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

Before beginning the structured clinical rotations in the Veterinary Teaching Hospital (VTH), students complete a compulsory sequence of core clinical exercises and practicals. These are embedded in the curriculum mainly during Year 3 (Semesters 5 and 6), and ensure students acquire the essential hands-on skills, diagnostic foundations, and professional competencies required for safe and effective clinical work.

1. Propaedeutics and Basic Examination Skills

- **Course mapping:**
 - Introduction to External Diseases (Sem 5)
 - Introduction to Internal Diseases (Sem 5)
 - Clinical Anatomy (Sem 4, as preparatory background)

2. Laboratory and Diagnostic Foundations

- **Course mapping:**
 - General Parasitology (Sem 3)
 - Protozoology (Sem 5)
 - Pathology I & II (Sem 5–6)
 - Microbiology I & II (Sem 4–5)
 - Virology I (Sem 4)
 - Biochemistry I–II (Sem 2–3)

3. Imaging and Clinical Techniques (Skills Labs)

- **Course mapping:**
 - Anesthesia and Reanimation (Sem 5)
 - Diagnostic Imaging (Sem 6)

4. Necropsy and Pathology Practicals

- **Course mapping:**
 - Pathology I–II (Sem 5–6)
 - Necropsy (Sem 8 – more advanced stage, but initial exposure begins earlier)

5. Herd Health and Public Health Orientation

- **Course mapping:**
 - Animal Nutrition and Nutritional Diseases (Sem 5)

- Animal Science I–III (Sem 2–4)
- Feed Hygiene and Technology (Sem 4)
- Food Hygiene and Technology (Sem 6)

6. Professionalism, Communication, and Ethics

- **Course mapping:**

- Professional Communication (Sem 5)
- History and Deontology of Veterinary Medicine (Sem 1)
- Professional Legislation and Ethics (Sem 8 – reinforcement at advanced level)

Core rotations start in Year 3 (Semester 6, Clinic I), continue in Year 4 (Clinics II–III), and culminate in the Internship Year (Semesters 9–10). Emergency service duties begin in Year 5. Emergency Services (Year 5 only): Students participate in the 24/7 emergency roster during the internship. Responsibilities include admission and triage, stabilization (IV access, fluids, monitoring), and assisting in emergency surgeries (e.g. caesarean, trauma cases). In the clinic courses students are dividing 10-15 sub groups via different departments in the VTH. Last year students are making rotations with 5-7 people sub groups between all departments in the veterinary faculty.

Teaching in food hygiene and veterinary public health is delivered both intra-murally (milk unit, dairy products, food technology labs) and extra-murally in collaboration with cattle and poultry slaughterhouses.

Students are taken in groups, accompanied by teaching staff, to poultry and cattle slaughterhouses located in the region. Transportation is organized by the Faculty using university vehicles. During these visits, students actively participate in ante-mortem and post-mortem inspections, assessment of animal welfare, hygiene procedures, and official veterinary control tasks under direct supervision of academic staff.

Group size is usually 10–15 students per teaching staff, ensuring close supervision and allowing each student to observe and practice inspection procedures. In addition to slaughterhouses, students are also introduced to premises for the processing, distribution, and sale of products of animal origin (e.g. dairies, meat-processing facilities), where they gain experience in hygiene audits, hazard analysis and critical control points (HACCP), and certification procedures.

This structured teaching provides hands-on learning that complements the theoretical courses in Food Hygiene, Meat Hygiene, and Milk Hygiene, and ensures that all students acquire Day One Competences in the area of food safety and public health.

Selection Procedures for Electives

Elective courses are an integral part of the curriculum, designed to give students flexibility in exploring specific areas of interest.

- **Timing of Selection:**
 - Electives are offered each semester from Year 1 through Year 4, with a total of 10 elective course groups across the programme.
 - Students choose their electives during the pre-registration period before the start of each semester.
- **Degree of Freedom:**
 - Students are free to select any course from the elective lists announced for each semester.
 - There is no upper limit on student enrolment in a given elective.
 - To ensure quality teaching, a course is opened only if at least 5 students register.
- **Oversubscription/Undersubscription:**
 - If more than expected students choose one elective, all students are admitted since there is no maximum cap. Teaching groups may be split into subgroups to maintain interactive learning.

- If fewer than 5 students register, the course is cancelled, and students are asked to select another elective from the same group.

The VEE applies a structured system to guarantee that all students achieve the core learning outcomes in pre-clinical, clinical, and food hygiene/public health training.

- Attendance Requirements
 - Students must attend at least 80% of practical classes and 70% of theoretical classes.
 - Attendance is checked via sign-in sheets or electronic systems, and failure to meet the threshold prevents admission to the final examination.
- Assessment Methods
 - Each course includes written and/or oral examinations for theoretical knowledge.
 - Practical and clinical competencies are assessed through direct observation, oral questioning, and structured practical exams (e.g. OSCE-type in anatomy, pathology, clinical skills).
 - Clinical rotations require case-based discussions and submission of case or necropsy reports, graded by the supervising clinician.
- Internship and Logbooks
 - During the Internship Year, students maintain a logbook documenting their direct involvement in clinical and public health activities.
 - The logbook is structured according to the Day One Competences.
 - Responsible staff sign off each competence once the student demonstrates the required skill.
 - Completion of all logbook items is mandatory for graduation.

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.

Ensuring that Study Programmes Meet the Objectives

- The curriculum is competency-based and structured to achieve the Day One Competences defined by EAEEVE and national legislation.
- Each course has clearly defined Intended Learning Outcomes (ILOs), aligned with the European Qualifications Framework (EQF, Level 7) and the Turkish Higher Education Qualifications Framework.
- ILOs are published in the course information packages (Bologna system) and are accessible online.

- Curriculum design and updates are overseen by the Faculty Curriculum Committee, with input from students, external stakeholders, and QA mechanisms.
- Periodic curriculum reviews ensure consistency, avoid overlaps, and address omissions (see Area 3.1).

Promoting a Teaching Environment Conducive to Learning

- Teaching is delivered in a student-centred environment, combining lectures, laboratory and desk-based work, animal handling, clinical training, and food hygiene/public health activities.
- Facilities include modern lecture halls, laboratories, a Veterinary Teaching Hospital, a necropsy unit, a farm, a wildlife centre, and food hygiene units, ensuring exposure to real-life contexts.
- Teaching staff undergo continuous pedagogical development, including workshops in interactive teaching and digital learning.
- The QA system monitors teaching quality through student evaluations, annual staff reports, and regular feedback loops.
- A high staff-to-student ratio in practical/clinical teaching (typically 1:4–6) ensures active learning and close supervision.

Encouraging and Preparing Students for Self-Learning and Lifelong Learning

- Supervised self-learning is embedded in the curriculum (e.g. supervised study modules, case-based learning, research projects).
- Students use e-learning platforms and digital libraries to access updated materials, journal databases, and video-based clinical demonstrations.
- The Professional Communication and Scientific Research Methods and Data Analysis courses strengthen critical thinking, literature use, and independent study skills.
- During the Internship Year, students work with increasing autonomy, maintaining logbooks that document Day One Competences.
- Lifelong learning is promoted through:
 - exposure to evidence-based veterinary medicine,
 - seminars, and guest lectures by external experts,
 - encouragement to participate in national and international scientific meetings, Erasmus exchanges, and IVSA networks.

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.**

Educational Aims and Strategy for a Cohesive Framework

- The curriculum is designed as a cohesive framework integrating basic sciences, pre-clinical disciplines, clinical sciences, animal production, and veterinary public health.

- Each course is mapped to programme-level learning outcomes which are aligned with Day One Competences (DoC) and the European Qualifications Framework (EQF, Level 7).
- Constructive alignment is ensured: teaching and learning activities (lectures, laboratory work, clinical practice, self-learning) are directly linked to assessment methods (written, oral, practical exams, clinical case reports, logbooks).
- Progressive acquisition of knowledge and skills is guaranteed by a spiral curriculum design: basic sciences in Years 1–2, integration in Years 3–4, consolidation and professional autonomy in Year 5.

Ensuring Learning Outcomes Fit with Day One Competences

- The VEE has explicitly mapped all programme learning outcomes to the ESEVT Day One Competences.
- Pre-clinical courses (e.g. Anatomy, Physiology, Pathology) ensure competence in structure, function, and mechanisms of disease.
- Clinical rotations (Clinics I–III, Internship) guarantee exposure to diagnosis, treatment, prevention, animal welfare, public health, and One Health perspectives.
- Food hygiene and veterinary public health courses (e.g. *Food Hygiene and Technology*, *Meat Hygiene and Inspection*, *Veterinary Public Health*) ensure competences in food safety, zoonoses, epidemiology, and legislation.
- Internship logbooks, based on Day One Competences, are signed by responsible staff to verify achievement before graduation.

Procedures, Committees, and Communication of Learning Outcomes

- **Decision and Review Structure:**
 - Curriculum Committee (composed of Heads of Departments, QA Unit representatives, student representatives) proposes and reviews learning outcomes.
 - Faculty Board approves changes and forwards them to the University Senate for final validation.
- **Procedures:**
 - Learning outcomes are defined at course level by teaching staff, in line with programme outcomes.
 - They are reviewed annually during departmental meetings and comprehensively every 5 years in full curriculum reviews.
 - Feedback from students, external stakeholders (practitioners, professional bodies, Ministry of Agriculture and Forestry), and EAEVE/VEDEK standards informs revisions.
- **Communication:**
 - Learning outcomes are published in the Bologna Information System (Course Catalogue) and on the Faculty website.
 - They are communicated to students in syllabi at the start of each course and to staff via QA reports and academic meetings.
- **Assessment and Monitoring:**
 - Alignment of outcomes with teaching and assessment is monitored through student course evaluations, exam result analysis, QA audits, and external examiner feedback (if applicable).
 - Adjustments are made by the Curriculum Committee to address overlaps, redundancies, or omissions.

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.**

Committee Structure and Responsibilities

- The VEE has a formally constituted Curriculum Committee (CC), which operates under the authority of the Faculty Board and in accordance with University Senate regulations.
- The CC includes:
 - Chair: Vice-Dean for Education (or designated senior academic).
 - Members: Heads of Departments, QA Unit representatives, teaching staff from basic, clinical, and public health disciplines.
 - Student Representation: 2 elected student members (one pre-clinical, one clinical).
 - External Stakeholder Representation: practitioner or alumni representatives are invited to periodic reviews.

Functions and Procedures

- **Pedagogical Basis and Design**
 - The CC determines the pedagogical principles of the curriculum, ensuring competency-based design, constructive alignment, and integration of theoretical, practical, and clinical training.
 - It validates delivery methods (lectures, laboratories, supervised practice, clinical rotations) and assessment methods (written/oral exams, OSCEs, logbooks, case reports).
- **Quality Assurance and Feedback**
 - The CC oversees QA of the curriculum, systematically gathering and analysing:
 - Student feedback (surveys, course evaluations, student–staff meetings).
 - Stakeholder feedback (from alumni, professional bodies, Ministry representatives).
 - Outcomes from internal and external evaluations (VEDEK, EAEVE, peer review).
 - Data from exam/assessment performance are analysed annually to identify strengths, gaps, and redundancies.
- **Review Cycle**
 - Ongoing reviews occur annually during departmental and CC meetings.
 - Comprehensive reviews are conducted with wide involvement of staff, students, and stakeholders.

- Identified actions (e.g., curriculum changes, teaching upgrades) are approved by the Faculty Board and communicated to all stakeholders through circulars, faculty assemblies, and the Faculty website.
- **Staff Training and Development**
 - The CC, in collaboration with the QA Unit, identifies training needs for teaching staff (e.g., pedagogy, e-learning tools, assessment methods).
 - Regular workshops and seminars are provided by the University's Staff Development Centre to enhance teaching competence.

Decision-Making and Communication

- Decision-Making: Core curriculum changes are proposed by the CC, approved by the Faculty Board, and validated by the University Senate.
- Communication:
 - Learning outcomes, changes, and updates are communicated to staff via academic meetings and QA reports,
 - To students via course catalogues, syllabi, and Faculty announcements,
 - To stakeholders via consultations and advisory boards.

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)¹ 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.

Organisation of the EPT

- The VEE integrates two compulsory summer internships (EPT I and EPT II) after the 6th and 8th semesters.
- Each internship has a duration of 20 working days (3 ECTS).
- Students are free to choose their internship place (private practice, farm, diagnostic laboratory, food hygiene facility, or another veterinary setting) according to their personal interests and career goals.
- EPT can be organised either extra-murally under the supervision of a licensed veterinarian or intra-murally under the supervision of teaching staff.
-

Supervision and Documentation

- Students must keep a daily logbook/record of their internship activities.
- The responsible supervising veterinarian signs the logbook at the end of the period, confirming the student's attendance and participation.
- The Faculty Internship Commission evaluates the submitted logbooks and either approves or rejects the internship, based on completeness, supervisor validation, and compliance with requirements.

Complementarity with Core Clinical Training (CCT)

- EPT is designed to complement, but not replace, Core Clinical Training (CCT).
- CCT is delivered under direct supervision of teaching staff during intra-mural clinical rotations and hospital training.
- EPT instead provides opportunities for students to:

	Core Clinical Training	Elective Practical Training
Abbreviations	<i>CCT</i>	<i>EPT</i>
Content	<i>Clinical training in all common disciplines and species (rotations)</i>	<i>Additional training in some disciplines or species (clinical and/or pre-clinical)</i>
Audience	<i>Compulsory in the core curriculum</i>	<i>Compulsory in addition to the core curriculum</i>
Study programme	<i>Identical for all students</i>	<i>Elective</i>
Supervision	<i>Contracted teaching staff formally trained to teach and to assess</i>	<i>Qualified persons</i>
Site	<i>Intra- and/or extra-mural</i>	<i>Extra- and/or intra-mural</i>
Main objective	<i>Acquisition of Day One Competences (DIC)</i>	<i>Enhancement of students' experience, professional knowledge and soft skills</i>
Monitoring	<i>Logbook</i>	<i>Logbook</i>
Assessment	<i>Formal assessment by the contracted teaching staff</i>	<i>Standardised evaluation by the qualified person</i>
Feedback from students	<i>Yes</i>	<i>Yes</i>
Further requirements	<i>Must include ambulatory clinics, herd health management, practical training in VPH (including FSQ)</i>	<i>May not replace CCT nor compensate for deficiencies in CCT</i>

- Gain exposure to diverse professional environments,
- Strengthen soft skills such as communication, teamwork, and decision-making,
- Apply knowledge in real-world veterinary contexts,
- Explore career directions (e.g. companion animal practice, food hygiene, herd health, wildlife).

Quality Assurance

- Attendance is mandatory for recognition of the internship.
- Completion and approval of both Internship I and Internship II is a graduation requirement.
- The Internship Commission provides feedback to students and monitors the overall quality of training sites, ensuring they meet the standards set by the Faculty.

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student

<i>Fields of Practice</i>	<i>Minimum duration (weeks)</i>	<i>Year of programme</i>
<i>Production animals (pre-clinical)</i>	<i>0</i>	<i>0</i>
<i>Companion animals (pre-clinical)</i>	<i>0</i>	<i>0</i>
<i>Production animals (clinical)</i>	<i>0</i>	<i>0</i>
<i>Companion animals (clinical)</i>	<i>0</i>	<i>0</i>
<i>VPH (including FSQ)</i>	<i>0</i>	<i>0</i>

Comparison CCT vs EPT

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.

Agreements and Standards

- All EPT providers (private practices, clinics, farms, laboratories, food production facilities) must comply with national veterinary practice standards.
- Before starting the internship, a tripartite agreement is signed between:
 1. The VEE,
 2. The student,
 3. The EPT provider (supervising veterinarian).
- The agreement specifies mutual rights and duties, including:
 - Scope of the student's training and responsibilities,
 - Obligations of the EPT provider (supervision, evaluation),
 - Insurance coverage and liability,
 - Procedures for conflict resolution.
- A sample agreement is provided in the Appendices of the SER.

Student Assessment and Feedback

- During the internship, students maintain a daily logbook of activities.
- The responsible supervising veterinarian at the EPT site completes a standardised evaluation form at the end of the period, assessing:
 - Professional attitude,
 - Practical skills,
 - Communication and teamwork,
 - Level of autonomy achieved.
- The completed evaluation, together with the logbook, is submitted to the Internship Commission of the Faculty for approval.

VEE Oversight and Supervision

- A designated member of teaching staff (Internship Coordinator) is responsible for:
 - Overall supervision of EPT,
 - Liaison between students, the Faculty, and external EPT providers,
 - Ensuring that providers meet the Faculty's requirements and veterinary practice standards.
- The Internship Commission monitors the quality of EPT placements by reviewing evaluation forms and collecting feedback from EPT providers.
- Providers are encouraged to comment on the strengths and weaknesses of students as well as on the organisation of the EPT programme. This feedback is discussed in Faculty meetings and used for continuous improvement.

The supervision of all Elective Practical Training (EPT) activities at the VEE is under the responsibility of the Student Internship Commission (Öğrenci Staj Komisyonu). The Commission is chaired by Assist. Prof. Durmuş Fatih BAŞER and includes:

- Prof. Dr. Zeki GÜRLER
- Prof. Dr. Sinan İNCE
- Prof. Dr. Duygu BAKİ ACAR
- Doç. Dr. Deniz YENİ
- Doç. Dr. Ruhi TÜRKMEN
- Student Representative: Mustafa SERİN

The Commission coordinates the EPT programme, approves agreements with providers, monitors student placements, evaluates internship logbooks and provider reports, and ensures compliance with national standards. It also serves as the liaison between students, EPT providers, and the Faculty administration, thereby guaranteeing both the academic quality and the professional standards of EPT activities.

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.

Student Responsibilities in EPT

- Students are expected to take responsibility for their own learning during EPT by:
 - Preparing adequately before each placement, familiarising themselves with the expected competences and host institution.
 - Maintaining a daily logbook provided by the VEE, in which they record all practical activities, cases observed, and skills performed.
 - Obtaining supervisor validation (signature and comments) for each entry.
 - Submitting the completed logbook, together with the provider's evaluation form, to the Internship Commission for assessment.
- The Internship Commission evaluates the logbooks and feedback forms to decide whether the internship is approved or rejected.
- In addition, students are required to evaluate their EPT experience (training quality, supervision, opportunities to learn) through a structured feedback form, ensuring a two-way QA process.

Complaint Procedures

- Students may raise official complaints regarding EPT through the Internship Commission or the Vice-Dean for Education.
- Complaints can be submitted either:
 - Formally, in writing, with student identification, or
 - Anonymously, through the Faculty's QA Office online system or student representatives.
- All complaints are reviewed confidentially by the Internship Commission and, if necessary, discussed with the EPT provider.
- Corrective actions (e.g. relocation of the student, removal of provider from the approved list, or follow-up monitoring) are taken to ensure student safety, educational quality, and fairness.

Comments on Area 3

The veterinary curriculum has undergone a substantial revision to better align with the ESEVT Day One Competences and contemporary veterinary education standards.

- **Curriculum Structure:**

The previous programme (pre-revision) consisted of 2160 theoretical hours and 2325 practical hours, with practical training representing approximately 52% of total contact hours. Electives accounted for about 10% of the total ECTS, and internships comprised 60 ECTS.
- **New Curriculum (implemented 2025/2026):**
 - Theoretical hours: reduced to 153
 - Practical hours: increased proportionally to 205, representing 57.26% of the total course load
 - Electives: adjusted to 7.66% of total ECTS (23 ECTS), ensuring a strong focus on core subjects while still offering meaningful choice
 - Internships: restructured to 6 ECTS, now divided into two summer EPT internships supervised by the Internship Commission
 - Total ECTS: remains compliant with Bologna standards at 300 ECTS
- **Qualitative Improvements:**
 - Introduction of Professional Practice and Supervised Study courses across multiple semesters to ensure early and progressive exposure to hands-on training, communication skills, and clinical reasoning.
 - Enhanced integration of soft skills (communication, teamwork, ethics, legislation) directly into the curriculum, rather than as optional or peripheral elements.
 - Stronger pre-clinical preparation before rotations, improving the transition into core clinical training.
 - The dual summer internships now provide structured Elective Practical Training (EPT) opportunities that complement but do not replace CCT.
 - Electives were restructured: previously many overlapped with compulsory courses, but in the new curriculum all electives are innovative and distinct, including One Health, sustainability, digitalisation (AI/robotics in veterinary medicine), and lifelong learning skills. These electives strengthen student choice while preparing graduates for emerging challenges in veterinary medicine.

Overall, the new curriculum improves balance, practical exposure, and soft skills development while remaining within the framework of 300 ECTS. It is also better structured for progressive skill acquisition, ensuring readiness for Day One Competences.

Suggestions for improvement in Area 3

1. Monitor Balance of Theory and Practice:
2. While the new curriculum strengthens practical exposure (57% practical hours), it is important to continue monitoring whether core theoretical foundations remain sufficiently covered, particularly in the basic sciences.
3. Expand Internship Opportunities:
4. Consider expanding the range of recognised internship sites, including more opportunities in public health, food safety, and non-traditional veterinary sectors (e.g. wildlife, laboratory animal medicine), to diversify student experiences.
5. Formalise Feedback Loops:
6. Strengthen systematic collection and analysis of student and provider feedback from internships and electives, and integrate results into curriculum reviews.

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.

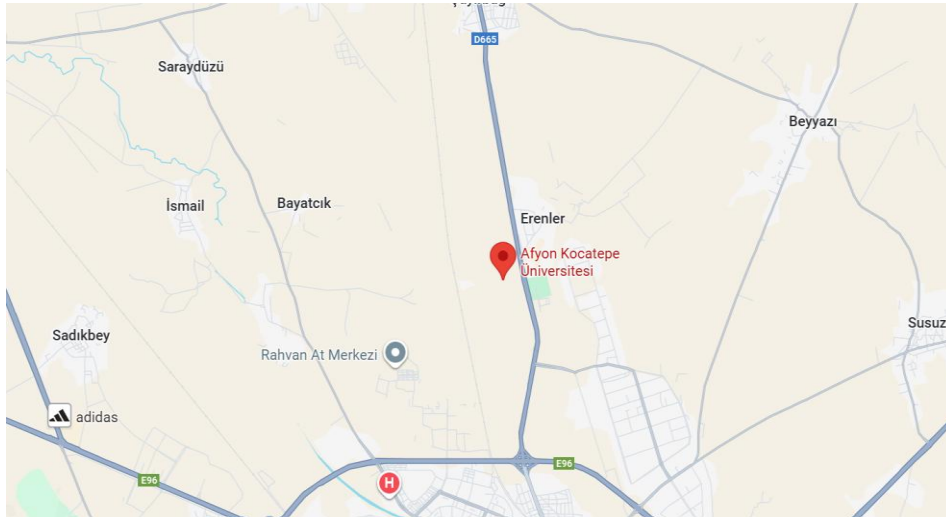
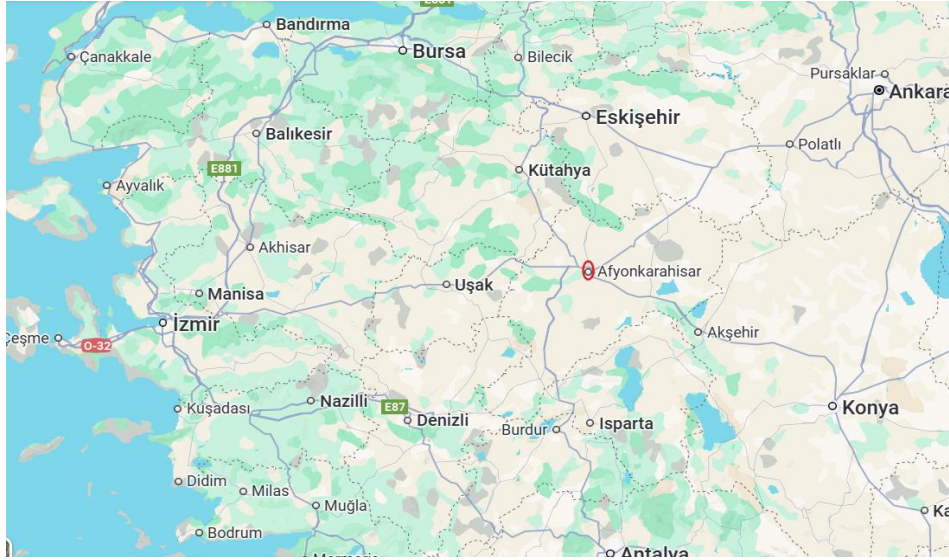


Figure 4.1. Afyon city around and location of FVMAKU

The Faculty of Veterinary Medicine at Afyon Kocatepe University was established by the decision of the Council of Ministers dated July 4, 1995, pursuant to Article 30 (Additional) of Law No. 2809, based on the letter of the Ministry of National Education dated June 28, 1995, and numbered 16923. It commenced its educational activities in the 1996–1997 academic year. Educational and instructional activities are carried out in the Faculty Main Building, the

Veterinary Health and Research Center, the Faculty of Veterinary Medicine Education, Research and Practice Farm, the Anatomy Building, and the indoor and outdoor necropsy facilities located on the Ahmet Necdet Sezer Campus.

Between the years 2022 and 2024, the faculty's physical infrastructure has remained stable, providing a well-established environment for education, research, and practical training. The total indoor area encompasses 14,853 m², offering ample space for classrooms, laboratories, administrative offices, and specialized units that support both academic and scientific activities. In addition, the faculty possesses an outdoor area of 3,300 m², which serves as an important setting for practical applications, animal facilities, and various educational and research purposes. This balanced distribution of indoor and outdoor spaces ensures that students and researchers have access to modern facilities that meet the requirements of veterinary education and scientific advancement.

Procedures using animals are submitted to AKU Animal Experiments Local Ethics Committee (HADYEK) for approval. The Afyon Kocatepe University Animal Ethics Committee (AKUHEK) commenced its activities in 2001. Within the framework of the Animal Protection Law No. 5199, the Afyon Kocatepe University Local Ethics Committee for Animal Experiments (AKUHADYEK) and its Directive were restructured and approved by the Central Ethics Committee of the Ministry of Environment in June 2008. The use of animals for experimental and scientific purposes within Afyon Kocatepe University is subject to the approval of AKUHADYEK ([Deney Hayvanları Uygulama ve Araştırma Merkezi | AKÜ](#)).

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.

The service areas allocated to the faculty comprise a wide range of educational, research, clinical, and social facilities. In total, there are 7 classrooms covering 732 m² and 13 laboratories with a combined area of 840 m², in addition to a dedicated Anatomy Laboratory of 170 m². For research purposes, the faculty includes 2 student practice laboratories (140 m²) and a necropsy hall (294 m²). The Veterinary Diagnosis and Analysis Laboratory occupies 625 m², while the total indoor area of the Veterinary Teaching Hospital is 2,009 m², serving as a central hub for clinical education and services.

The faculty also hosts a library of 45 m², 2 meeting, seminar, and conference halls totaling 230 m², and 2 social areas of 109 m². Sports facilities include an open sports field of 150 m², while storage areas cover 49 m² across 6 units. Administrative offices occupy 280 m² across 7 units. Outdoor facilities such as parking lots and green spaces extend over 1,320 m². Furthermore, the faculty's farm includes 9,360 m² of indoor space and 1,800 m² of outdoor area, supporting both educational and research activities in animal husbandry.

Altogether, the total number of units amounts to 48, with a combined service area of 18,153 m². This table has been prepared by taking into account all service areas allocated to the faculty. It should be completed by specifying the respective campuses and building names where these areas are located, and any relevant explanations or evaluations regarding the table should be provided below.

Within the faculty, educational and research facilities are organized to meet diverse student capacities. There is one classroom with a capacity of 0–50 students and five classrooms with a capacity of 76–100 students, making a total of six classrooms. In addition, the faculty provides

13 educational laboratories and 2 research laboratories, bringing the total number of educational and research areas to 21. These facilities ensure that both theoretical and practical training are supported with modern and adequately equipped spaces. This table has been prepared considering all educational and research areas of the unit, and relevant explanations and evaluations are to be provided below.

The service areas allocated to academic and administrative staff are designed to provide sufficient working space. There are 70 academic staff offices, covering a total area of 1,200 m², with an average of 1.58 staff members per office and 13.3 m² per staff member. Administrative staff offices consist of 7 units, covering 150 m², with an average of 0.32 staff per office and 21.4 m² per staff member. No designated service rooms for administrative staff are reported. Altogether, the total number of staff offices is 77, covering 1,350 m², corresponding to 1.90 staff members per room and 34.7 m² per staff member. This table reflects the service areas allocated to academic and administrative personnel, with further details and evaluations to be provided below.

The faculty includes a variety of halls to support academic and administrative activities. There is one conference hall with a capacity of 151–250 people and one meeting hall with a capacity of 0–50 people, making a total of 2 facilities. These halls are used for conferences, seminars, meetings, and academic events. This table has been completed by considering the conference and meeting areas available within the unit, with additional comments and evaluations to follow below.

The library and study facilities of the faculty provide important resources for both students and staff. The available areas include a prayer room (mescit) with a capacity of 40 people (40 m²), a group study room for 20 people (20 m²), and 50 academic staff study rooms with a total area of 860 m², accommodating 89 individuals. In total, the library-related facilities comprise 52 units, with a seating capacity of 149 and a total area of 920 m². This table has been completed by considering all library-related areas within the unit, with additional explanations and assessments to be provided below.

The social facilities of the faculty contribute to student and staff well-being. These include one cafeteria/tea house (109.84 m²) with a seating capacity of 75, as well as one open sports facility (150 m²). In addition, there are three open parking areas covering 1,000 m² with a total capacity of 700 vehicles. Other social and recreational areas such as restaurants, dining halls, kindergartens, cinemas, dormitories, guesthouses, and other commercial units are not currently available. Overall, the total number of social units amounts to 5, with a combined area of 1,259.84 m² and a total capacity of 775. This table has been prepared by considering all social facilities allocated to the unit, with relevant explanations and evaluations to be provided below.

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.**

One of the priority areas of Afyon Kocatepe University is animal husbandry and animal health. Within this scope, the Faculty of Veterinary Medicine hosts one of the region's most important veterinary hospitals. The hospital currently operates in a total indoor area of 6,500 m², where diagnostic and treatment services for a wide variety of species—including cats, dogs, birds,

companion animals, horses, and farm animals—are provided using modern methods and advanced technology. With its comprehensive facilities, the hospital serves both the local community and the academic field in a highly modern and innovative environment.

The hospital building consists of 5,055 m² on the ground floor, which accommodates waiting areas, restrooms, a prayer room, changing rooms, physicians' rooms, and clinical skills rooms. In addition, there are 7 operating theaters, 7 intensive care units, 16 hospitalization rooms, 4 emergency intervention rooms, 15 examination rooms, 2 central laboratories, and 5 delivery rooms located on this floor.

On the first floor, the hospital provides 2 classrooms, 31 faculty offices, the office of the chief physician, administrative staff rooms, as well as restrooms and technical service rooms. In addition, our hospital's emergency service continues to operate as a dedicated unit. The emergency examination room is opened during evening shifts and serves as the emergency department throughout the night on-call period. Patients enter through the emergency entrance located next to the hospital's main entrance. Routine laboratory services, radiography, intensive care, and hospitalization cages are also utilized as required.

Department of Surgery

The Department of Surgery is equipped with advanced instruments to support both clinical services and student training. The unit operates with two SMS 2000 Classic inhalation anesthesia machines and one Mallard 2800C equine inhalation anesthesia machine, ensuring safe anesthesia practices for small and large animals. Radiographic imaging is facilitated by a Fujifilm PRIMA T2 Computed Radiography (CR) system and three X-ray machines (CPI CMP200 DR and Ecoray Ultra100), along with a Prodental 04L71 dental X-ray unit. For sterilization, the department utilizes two sterilizers (Nüve FN500 and Mega Therm M160), while surgical procedures are carried out using soft tissue and orthopedic surgery sets, portable dental units, and periodontal scalers.

The department further supports clinical and teaching activities with 5 lead aprons for radiography, surgical lamps for operating fields, equine surgical tables, bedside monitors, and defibrillators for emergency interventions. A comprehensive range of equipment allows for operative procedures, diagnostics, treatment, and student practice across multiple species.

Department of Obstetrics and Gynecology

This department provides essential facilities for the clinical management of reproductive disorders, obstetric emergencies, and surgical interventions. Ultrasonography devices (Mindray DP-20Vet, DP-10Vet, and Medelkom M-SLE-901) are employed for both diagnostics and research. Obstetric tools include fetotomy and traction sets, bovine and small ruminant vaginal specula (tubular, Polansky, and canine models), as well as uterine lavage systems.

Soft tissue surgical sets for both large and companion animals further enhance the department's surgical capabilities. The integration of these devices ensures comprehensive training opportunities for students and supports high-quality veterinary care in the field of reproduction and obstetrics.

Department of Reproduction and Artificial Insemination

The Department of Reproduction and Artificial Insemination is equipped with specialized laboratory devices for research and student practice. These include incubators, fluorescence microscopes with cameras (Olympus CX31), stereo microscopes (Nikon SMZ800N), centrifuges, electrophoresis systems, and osmometry units. Facilities also feature nitrogen storage tanks (Statebourne, MVE), artificial insemination guns, electroejaculators, and artificial vaginas, supporting reproductive biotechnologies in multiple species. Complementary devices

such as precision scales, hotplate stirrers, refrigerators, water baths, and cold work cabinets ensure that research and training activities are conducted under modern laboratory conditions.

Department of Internal Medicine

The Department of Internal Medicine operates with advanced diagnostic and monitoring systems. Imaging technologies include two ultrasound systems (Esaote MyLab 5 and MyLab 7) and endoscopy equipment (Pentax). Laboratory diagnostics are supported by hematology analyzers (Human Count80ts), biochemistry analyzers (Randox Monaco), blood gas analyzers (Radiometer ABL9), urine analyzers, hormone analyzers, and precision pH meters. Additional equipment includes binocular microscopes (Nikon Type 104c), tube mixers, and precision scales. These resources facilitate clinical diagnostics, patient monitoring, and student training across a broad spectrum of internal medicine disciplines.

Department of Wildlife Diseases and Ecology

The Department of Wildlife Diseases and Ecology provides specialized facilities for the diagnosis and treatment of wildlife species. Equipment includes a computerized veterinary CR and X-ray system (Fujifilm FCR Prima T2 with Hasvet 838 HF50), hemogram devices, stereomicroscopes with digital imaging, and portable ultrasound devices (Mindray DP-10Vet). For surgical and treatment support, the department is equipped with automatic veterinary anesthesia systems, intensive care units, and sterilization devices. These facilities provide an advanced environment for both wildlife patient care and student training in wildlife medicine and ecology.

Students receive practical training both within the faculty and at external facilities dedicated to food safety and public health. Educational activities include visits and hands-on practice at slaughterhouses, food processing units, and dairy production facilities. These experiences allow students to observe and participate in hygiene inspections, quality control procedures, and regulatory compliance practices. The program ensures that students gain direct exposure to real-world food safety operations, enhancing their understanding of public health standards and veterinary responsibilities in food production and safety.

Milk and Dairy Products Unit

The facility occupies a total indoor area of 200 square meters. It includes a milk reception unit, pasteurization unit, cream separator, fresh mozzarella production unit, and additional equipment for cutting, boiling, kneading, and portioning of cheese. The unit also comprises yogurt production, clotted cream (kaymak) production, ayran production, and a Clean-In-Place (CIP) system, along with cold storage and incubation rooms. In addition, preparations for a comprehensive meat processing unit are underway at full speed to begin operations.

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.

All units within our Veterinary Teaching Hospital operate 24/7, ensuring continuous service for all animal species. Information can be obtained by phone at any time. Emergency shifts are staffed by licensed veterinarians, and on-call faculty members or teaching staff are notified when necessary to provide supervision and support.

The hospital includes patient admission areas, patient lounges, small and large animal clinics, diagnostic imaging, central laboratory, pharmacy, clinical examination and practice rooms, treatment rooms, operation halls, intensive care and rehabilitation units, dental unit, echocardiography and eye examination rooms, endoscopy unit, isolation rooms, and hospitalization units for each animal species. Additionally, rooms for infectious disease management are available. An amphitheater is used for clinical practice training activities and case discussions. The hospital also operates a mobile clinic for external services.

The emergency service provides excellent opportunities for student training. Intern emergency groups are organized in rotation schedules to accompany veterinarians during their shifts. Relevant information and guidance are provided to students as part of their daytime clinical rotations. From the third year onwards, students actively participate in the clinic according to their course schedules, performing practical training on both models and live animals.

Day shifts at the hospital operate from 08:30 to 17:30, while night shifts run from 17:30 to 08:30. On weekends, day shifts cover 08:00 to 20:00, and night shifts 20:00 to 08:00, with duty rotations arranged accordingly.

Clinical training of students is carried out under the supervision of expert faculty members from the Departments of Internal Medicine, Surgery, and Obstetrics and Gynecology. Both small and large animal clinics are equipped with modern facilities and necessary infrastructure to ensure high-quality education and patient care. Diagnosis, treatment, and surgical procedures for a wide range of animal species are performed in general and specialized units. A project for procuring a missing tomography device for the imaging unit has been issued by the Rectorate, and procurement studies have commenced.

All clinical and research activities in the VTH comply with ESEVT Standards, ensuring research-based and evidence-based training. The VTH and associated ambulatory clinics meet national Veterinary Practice Standards and provide students with hands-on training opportunities in line with international guidelines.

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.

The Veterinary Teaching Hospital provides students with access to a wide range of diagnostic and therapeutic facilities, including clinical skills labs, diagnostic imaging, clinical pathology, anaesthesia, surgery, treatment units, intensive care, ambulatory services, pharmacy, and necropsy. Soft skills training, such as communication through role-play and supervised client interactions, is also included. All practical training is conducted under the guidance of qualified faculty members.

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.

There are facilities for keeping animals in isolation at the VTH.

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.

Although a dedicated mobile clinic is not currently available, students perform field veterinary applications and Herd Health Management under academic supervision by visiting farms and feed factories using standard transportation. When necessary, vehicles are arranged to transport students.

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.

Currently, no dedicated transport system for live animals, cadavers, or teaching materials is available. All necessary transportation of students, animals, and teaching materials is carried out under strict supervision and in accordance with national regulations to ensure the safety of students and staff, and to minimize any risk of spreading infectious agents.

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.

FVMAKU "Biosecurity Guide" has been prepared. In addition, a safer environment was created for internal and external stakeholders by hanging the biosecurity and warning signs at all points determined under the supervision of the "Biosecurity Commission". An information poster on Waste Management was prepared for the VTH and laboratories of the Faculty. Information presentations on biosafety were made to the Faculty's 1st year students at the beginning of the semester and to the 3rd, 4th, and 5th years before starting their Clinical Applications. In this context, "Biosecurity Training" is given to all staff and students. The basic items such as gloves, lab coats, masks, wellingtons, etc, are used. Generally, disposable, non-glassware, and blunt equipment are preferred for practical demonstration. Each flat has a first aid kit and a fire extinguisher. For the examination of patients, students are required to wear lab coats, gloves, wellingtons, and a mask where necessary. The wastes are collected in separate special containers and evaluated according to the Faculty waste product directories. Domestic wastes are collected from their sources separately Afyon and then taken by Afyon Municipality Environmental Management Department. Packaging materials (e.g., plastics, glass, wood, ceramic, textile) are collected by a private waste management firm whenever the Faculty demands. The faculty has a purification unit; the fluid drainage waste is treated by this system and then the waste may be used for agricultural purposes. Clinical and pathological wastes

(medical wastes) are collected in two separate special containers and collected by the local municipality whenever demanded by the Faculty.

Comments on Standard 4

The Veterinary Faculty of Afyon Kocatepe University provides comprehensive clinical teaching facilities and services in accordance with ESEVT Standards. The Veterinary Teaching Hospital (VTH) and affiliated clinics operate 24/7, offering emergency services for companion and production animals. All practical training is conducted under academic supervision, ensuring that students actively participate in clinical rotations, hands-on procedures, and case-based learning. Students have access to a wide range of diagnostic and therapeutic facilities, including clinical skills laboratories, diagnostic imaging, clinical pathology, anaesthesia, surgery, intensive care, ambulatory services, pharmacy, necropsy, and soft skills training, such as communication exercises.

Operational policies, including biosecurity, good laboratory practices, and good clinical practices, are taught and communicated to all relevant personnel, ensuring safety and quality in clinical, laboratory, and farm services. Continuous monitoring and feedback from students, staff, and clients support ongoing quality assurance and improvement.

All departments and units are staffed with qualified veterinarians and faculty members, and students are integrated into emergency and rotation schedules to maximize hands-on training. The hospital's daytime hours are 08:30–17:30 and nighttime hours 17:30–08:30, while weekend shifts are organized as 08:00–20:00 for the day and 20:00–08:00 for night shifts.

Suggestions for improvement on Standard 4

Although the Faculty ensures high-quality clinical training, the absence of a dedicated mobile clinic and structured transport system for live animals, cadavers, and teaching materials limits the scope of field-based practice for production animals and herd health management. This aspect could be further developed to comply with Standard 4.7-4.8 fully.

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.

Clinical training begins in the sixth semester and continues through structured rotations in core clinical departments such as Internal Medicine, Surgery, Obstetrics and Gynecology, Reproduction, and Wildlife and Ecology. Students are assigned to clinical duties, ensuring regular exposure to diverse clinical presentations. All rotations are conducted under direct academic supervision, and attendance and participation are recorded and monitored.

All procedures involving live animals are conducted under ethical supervision and in compliance with relevant national and institutional regulations. The Animal Welfare Committee oversees all activities, and all projects involving live animals are subject to ethical approval and reporting.

Cadavers are obtained from animals that died naturally or were euthanized at the Veterinary Teaching Hospital (VTH), or from municipal shelters, local farms, and slaughterhouses. All

cadavers and specimens are stored in appropriate cold rooms and deep freezers before being used in educational sessions. Disposal follows national biohazard waste regulations.

In every visit of herds/flocks/units for training in cattle, buffalo, sheep and horse production, students are given training on tooth age determination and mark identification. Students are also given applied lessons for herd management practices such as milking, manure management, animal handling and data recording in our faculty farm.

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

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	9	8	7	8
Small ruminants	5	4	4	4.33
Pigs	-	-	-	-
Companion animals	12	10	8	10
Equine	4	3	2	3
Poultry & rabbits	9	7	7	8
Aquatic animals	-	-	-	0
Exotic pets	10	8	8	8.66
Others (specify)	2	0	0	0.66
Hawk				
Deer	2	1	1	1.33
Specimen	2024-2025*	2023-2024	2022- 2023	Mean
Liver	16	12	10	12.66
Intestines	10	8	18	8.66
Brain	15	14	13	14
Eye	20	18	19	19
Lung	12	10	12	11.33
Spleen	7	4	4	5
Pancreas	4	3	4	3.66
Stomach	8	7	6	7
Heart	23	20	20	21
Kidney	45	39	35	39.66

Animals model	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	1	1	1	1
Small ruminants	1	1	1	1
Equine	1	1	1	1
Dog	1	1	1	1
Ear models	1	1	1	1
Eye models	1	1	1	1

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	29	42	49	40
Small ruminants	528	693	703	641

Pigs	-	-	-	-	
Companion animals	-	-	-	-	
Equine	5	6	7	6	
Poultry & rabbits	-	-	-	-	
Exotic pets	-	-	-	-	
Buffalo		126	132	141	133

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

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	1301	980	721	1000,66
Small ruminants	245	152	135	177,33
Pigs	0	0	0	0
Companion animals	3389	4484	2614	3495,66
Equine	25	47	68	46,66
Poultry & rabbits	46	50	19	38,33
Exotic pets	591	1300	839	910
Others (Buffalo, Camel)	4	2	0	2

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

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	0	0	0	0
Small ruminants	0	0	0	0
Pigs	0	0	0	0
Companion animals	0	0	0	0
Equine	162	310	137	203
Poultry & rabbits	0	0	0	0
Exotic pets	0	0	0	0
Others (specify)	0	0	0	0

The ambulatory clinic guidelines were prepared last semester (<https://kms.kaysis.gov.tr/Home/Kurum/38907166>) and added to the 2025-2026 fall semester course schedule on the faculty website. The table was not filled in because there were no ambulatory clinics in previous years.

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	100	100	100	100
Small ruminants	100	100	100	100
Pigs	-	-	-	-
Companion animals	100	100	100	100
Equine	100	100	100	100
Poultry & rabbits	100	100	100	100
Exotic pets	100	100	100	100

Others (specify)	100	100	100	100
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The VTH also functions as a regional referral hospital, receiving cases through referrals or for consultations. A significant portion of patients (approximately 20% of the total caseload) are from outside the Afyonkarahisar province, many of whom seek our services after an initial examination or even treatment by another veterinarian.

However, our patient records system does not currently include a specific data field to distinguish between first-opinion and referral cases upon admission. Consequently, for the purpose of compiling these tables (5.1.3 & 5.1.4), it has been necessary to assume that all patient admissions are first-opinion cases. This practical limitation should be considered when interpreting the reported percentage.

Table 5.1.6. Cadavers used in necropsy

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	-	2	8	3.33
Small ruminants	22	32	37	30.33
Pigs	2	-	-	0.66
Companion animals	2	3	1	2
Equine	2	-	-	2
Poultry & rabbits	5	10	43	19.33
Aquatic animals	-	-	-	-
Exotic pets	3	-	-	1
Others (Deer, Hawk)	3	-	24	9

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

Species	2024-2025*	2023-2024	2022- 2023	Mean
Cattle	33	55	22	36.66
Small ruminants	11	33	12	18.6
Pigs				
Poultry	5	6	0	3.66
Rabbits				
Aquatic animals	-	1	2	1
Horse	14	23	10	15.66
Buffalo	2	16	9	9

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)

Species	2024-2025*	2023-2024	2022- 2023	Mean
Ruminant slaughterhouses	4	4	4	4
Pig slaughterhouses				
Poultry slaughterhouses	4	4	4	4
Related premises **				
Others (specify)				

*: The scheduled poultry slaughterhouse visit for the academic year 2024-2025 was not

conducted owing to the potential risk of avian influenza.

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

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.

In addition to the training provided within the VEE, students gain experience through external practical training conducted under direct academic supervision. Herd health and production training is conducted on faculty-affiliated or contracted farms, where students perform activities such as animal identification, milking, manure management, data recording, and age estimation by dentition. Although the faculty does not currently operate a mobile clinic, transportation to external locations is provided via university vehicles or external service procurement when needed. The faculty maintains cooperation protocols with regional farms and public institutions to supplement the clinical caseload when required. In the absence of sufficient necropsy material or patient diversity, collaborations with local private and state farms are activated. Students' participation and performance in external practical training are documented in personalized logbooks and regularly evaluated by supervising faculty.

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.

Students actively participate in all clinical activities under the supervision of academic staff. They are directly involved in diagnosis and treatment processes, including physical examination, laboratory diagnostics, imaging techniques, pharmacological applications, surgical procedures, and case discussions. Clinical practice is conducted both within the teaching hospital and, when possible, in field conditions. To enhance the effectiveness of hands-on experience, students are divided into small rotation groups, typically comprising 3 to 6 students depending on species. Emergency and intensive care units further improve students' exposure to critical care procedures. Standard hygiene rules and biosafety protocols are strictly implemented throughout all procedures. Each student's clinical activities are documented in individualized internship logbooks, which are reviewed and signed by the responsible faculty members.

Standard 5.4: Medical records for patients seen intra- and extramurally 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.

The VEE utilizes both electronic and paper-based patient record systems. The electronic system, known as EVet, allows centralized recording of diagnostic data, treatments, surgical procedures, and follow-up information. All records are systematically stored and are accessible to students under supervision for educational purposes such as case discussions and clinical audits. Students are encouraged to contribute to record keeping as part of their clinical training. The system also enables archiving and tracking of clinical caseload statistics by species and department. Access is regulated to ensure confidentiality and ethical compliance.

Comments on Area 5

The VEE provides comprehensive opportunities for students to work with live animals and

materials of animal origin in both clinical and preclinical settings. Clinical rotations are well structured and supervised, and students are actively involved in a wide range of diagnostic and therapeutic procedures. The use of individualized logbooks ensures consistent documentation of student engagement and progress. The EVet patient record system supports accurate data tracking and contributes to educational audits. Collaboration with local farms, shelters, and public institutions enhances clinical caseload diversity. Although cadaver supply is sometimes limited, alternative sources and cold storage facilities are in place to ensure continuity in anatomical and necropsy training.

Suggestions for improvement in Area 5

The faculty currently does not operate a mobile clinic, which limits student exposure to field cases in remote areas. Efforts to establish a mobile clinical unit are ongoing and should be prioritized. In addition, the number of necropsy cases per student may not always be sufficient due to limited availability of material. Further cooperation with municipal shelters and regional farms is recommended to ensure a continuous and varied supply of necropsy cases. Investments in simulation-based teaching tools and expansion of inter-institutional agreements could further strengthen practical training opportunities.

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 study programme 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.

Afyon Kocatepe University provides modern and universal library services through the Afyon Kocatepe University Central Library (PROF. DR. ŞEHABETTİN YİĞİTBAŞI KÜTÜPHANESİ) to support its educational, research, and community service missions. The library is equipped with qualified staff, extensive resources, and a robust technological infrastructure. It continuously evolves to meet the diverse information needs of students, academic staff, and other stakeholders.

<https://kutuphane.aku.edu.tr/>

The Central Library offers access to over 70,000 printed books, more than 60,000 e-books, over 100 printed periodicals, and more than 30 electronic databases, along with access to 1,300,000+ open-access theses, articles, and reports. Off-campus access is available via VPN. Subscribed databases include ScienceDirect, Web of Science, CAB Abstracts, Springer, EBSCO, JSTOR, and ProQuest, supporting scientific inquiry and contemporary learning. These resources are aligned with the “never the first time on a live animal” principle by offering digital content, videos, virtual laboratories, and simulations to enhance ethical and safe veterinary training.

Information literacy training is a core component of the library’s user services. At the beginning of each academic year, first-year students are introduced to the library system through structured orientation sessions. These sessions cover catalog browsing, accessing databases, reference management, and academic integrity. Individual consultation services, in-class

training sessions, and database provider workshops held throughout the year further support students and staff in developing efficient and ethical research practices. When necessary, additional support is provided to assist with conducting searches in English.

The acquisition, review, and communication of learning resources are coordinated by the Faculty Library and Publication Committee, in collaboration with the Central Library. Resource requests from academic departments are submitted via the VETİS Library Automation System, evaluated, and procured by the end of the academic year. Electronic resources are subscribed to based on user demand and access statistics. All updates and newly acquired materials are announced through the library's official website.

The Central Library also promotes open science and open access through integration with platforms such as the AKU Open Access Repository, YÖK National Thesis Center, DergiPark, and OpenAIRE. These partnerships ensure broad and sustainable access to scholarly literature for all members of the academic community.

Through this structured and proactive approach, Afyon Kocatepe University ensures timely, equitable, and effective access to high-quality learning resources, thereby strengthening the quality of veterinary education, research excellence, and lifelong learning.

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).

Main Library of the VEE

Afyon Kocatepe University provides learning resources through its central academic library, officially named the Afyon Kocatepe University Central Library (PROF. DR. ŞEHABETTİN YİĞİTBAŞI KÜTÜPHANESİ), which is easily accessible to all students and staff from the Faculty of Veterinary Medicine.

Staff and Qualifications

As of 2023, the library employs: 1 Head Librarian, 2 Branch Librarians, 1 IT Specialist, 1 Technician, 1 Archivist, 2 Clerks, 7 Librarians, 2 Security Guards. The personnel regularly update their professional knowledge through workshops and training programs related to technology, library management, and information systems.

Open Days and Hours

Section	Weekdays	Saturday	Sunday
General Reading Rooms	08:30 – 20:00	09:00 – 17:00	Closed
Service Units	08:30 – 17:30	Closed	Closed

The library is open 6 days a week and offers extended study time for students during weekdays and Saturdays.

Annual Budget

The library budget is managed by the university administration. It includes allocations for printed/electronic resource acquisitions, digital infrastructure, database subscriptions, and maintenance. While the specific budget is not publicly disclosed, the funding level is sufficient to maintain access to major academic databases and services.

Facilities

The central library is located on the Ahmet Necdet Sezer Campus and occupies approximately 8,000 m² of indoor space. It includes: 6 general reading rooms, 3 group study rooms, 9 individual study rooms, 1 internet lounge, 700+ seating capacity, 1 archive area, 1 photocopy room, Cafeteria, masjid, WC, and rest areas

Equipment

100+ desktop computers for student and staff use, Extensive access to power sockets for laptops and mobile devices, 1 internet lounge with high-speed connectivity

Software for Bibliographic Search

VETIS Library Automation System: For catalog access and bibliographic search. Access to international databases: ScienceDirect, SpringerLink, CAB Abstracts, JSTOR, Web of Science, EBSCOhost, ProQuest, and others.

<https://tarama.aku.edu.tr/vetisbt/?dil=tr&p=0>

Subsidiary Libraries

There is no subsidiary or branch library within the Faculty of Veterinary Medicine. All services are provided centrally through the main campus library.

IT Facilities and E-learning Platform

Afyon Kocatepe University has a dedicated Information Technology Department, managed by qualified engineers and technicians. The IT team ensures full operational capacity of: Wired and wireless campus network, Server infrastructure, VPN services, Online student information system, Integrated identity verification and remote access to digital resources, The university's e-learning platform is operated by AKUZEM (Afyon Kocatepe University Distance Education Center). It offers: Online course delivery (via Microsoft Teams and university LMS), Lecture video upload and streaming, Digital exam modules, Assignment and quiz systems, Technical support for staff during content creation and live broadcasting, Academic staff receive guidance and software support for developing multimedia educational materials.

Accessibility of Electronic Learning Resources (On and Off Campus)

On-Campus: Wireless internet (Wi-Fi) is available throughout all VEE facilities, including classrooms, offices, and library spaces. Students and staff can access digital learning materials, e-books, journals, and video content with no limitations.

Off-Campus: The university provides secure VPN access, enabling students and faculty to connect to electronic databases and internal university systems from outside the campus securely and without interruption.

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.

Printed and Electronic Learning Resources

The Afyon Kocatepe University Central Library (PROF. DR. ŞEHABETTİN YİĞİTBAŞI KÜTÜPHANESİ) provides extensive academic resources to support veterinary education. The total number of printed books exceeds 70,000, with over 1,000 printed books and 40+ periodicals specifically related to veterinary medicine. Students have access to more than 60,000 full-text e-books and over 64,000 full-text e-journals, a significant portion of which are relevant to the veterinary sciences. The library also hosts a comprehensive thesis collection and supports access to over 1.3 million open-access theses, articles, and reports through platforms like YÖK Thesis Center, OpenAIRE, and DergiPark. Additional print and electronic resources are available in related fields such as biology, public health, pharmacology, ethics, statistics, and law. Access to digital academic content is supported through VPN for off-campus use and campus-wide Wi-Fi for on-site access.

Electronic Databases and E-Learning Resources

Students and academic staff at the Faculty of Veterinary Medicine benefit from access to more than 45 scholarly databases, including: ScienceDirect, CAB Abstracts (ULAKBİM), JSTOR, SpringerLink, EBSCOhost, Scopus, Web of Science, Taylor & Francis, Wiley, IEEE, ProQuest, Emerald. Field-specific tools such as Turnitin, iThenticate, VETİS, Grammarly, Mendeley, and AYEUM. Language learning and academic support platforms such as Rosetta Stone, BookCites, and Kelime.com

A complete list is provided in Table: AKU Academic Databases.

<https://kutuphane.aku.edu.tr/veri-tabanlari/>

Database training sessions are periodically organized by both the university's Information Technology Department and external database vendors. These are held in the Rectorate's seminar rooms and actively attended by students and faculty from the Faculty of Veterinary Medicine. Instructional videos and search guides are also available on the library website under the "e-resources training" section. The Afyon Kocatepe University Distance Education Center (AKUZEM) hosts and manages the e-learning platform. It supports synchronous and asynchronous learning via: Course content delivery, Online lectures and recorded videos, Assignments and quizzes. Simulated learning environments and skill assessments. These resources play a crucial role in supporting learning outcomes across all phases of the veterinary curriculum.

Clinical Skills Laboratory

The Faculty of Veterinary Medicine provides dedicated Clinical Skills Laboratories for the development of students' procedural competencies in a controlled and ethical environment, in accordance with the "never the first time on a live animal" principle.

These laboratories are: Supervised by trained academic personnel and veterinary practitioners. Equipped with simulators, mannequins, suture models, birthing models, and IV injection trainers. Integrated into the core curriculum from the early years to prepare students before clinical rotations. Usage is structured through scheduled sessions, guided learning, and performance evaluation checklists.

Comments on Standard 6

Afyon Kocatepe University is adequately equipped in terms of learning resources, library infrastructure, and information technology support. The Central Library (Prof. Dr. Şehabettin Yiğitbaşı Kütüphanesi) is located in a central and easily accessible area on campus. It offers a wide range of print and electronic resources, study halls, and digital databases to support undergraduate and postgraduate education. The library staff are competent and experienced,

and the seating and study capacity meets student demand. In addition to the central library, the university provides access to numerous e-learning platforms and databases. Wi-Fi infrastructure across the campus is stable, and off-campus access via VPN enhances resource availability. The Clinical Skills Laboratory is actively used in teaching procedural skills and contributes to competency-based education. However, student visits to the physical library for printed materials remain relatively low due to the growing preference for digital access. Additionally, while the existing clinical skills laboratory is functional, there are gaps in equipment variety, especially regarding realistic simulators and modern anatomical models.

Suggestions for Improvement on Standard 6

In light of the evolving nature of academic needs and the increasing shift toward digital learning environments, the university recognizes the importance of adopting a student-centered and technology-integrated approach to library services. This includes enhancing the digital interface, expanding e-resource availability, and providing more dynamic study environments beyond the traditional library setting. Future-oriented plans and goals related to learning resources include: Expanding the Clinical Skills Laboratory with new anatomical models, task trainers, and species-specific simulators to ensure broader procedural practice coverage. Increasing the interactivity of electronic learning modules and e-books used in the core curriculum. Encouraging greater library use by promoting blended access to both print and digital resources. Digitizing in-house academic outputs, such as student projects, theses, and procedural guides, and making them accessible in a searchable, institutional repository. Such initiatives aim to reinforce student engagement, support self-directed learning, and align learning resources more closely with the pedagogical vision of the Faculty of Veterinary Medicine.

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.

Student registration for the AKÜ Faculty of Veterinary Medicine is based on centralized exam results administered by the Evaluation, Selection, and Placement Center (ÖSYM). Final registration for students placed in the faculty based on ÖSYM exam results is conducted by the Student Affairs Department on the dates determined and announced each year, using the required documents in accordance with the principles established by the Council of Higher Education (YÖK), ÖSYM, and the Rectorate (the Higher Education Entrance Articles of Law No. 2547 on Education and Training). Students who fail to apply for registration on time or provide the required documents lose their right to register. If the submitted documents are found to be incomplete, the student is enrolled in another higher education institution, or has been expelled from another higher education institution, registration will be canceled, even if finalized. Additionally, students can complete their registration themselves via e-government.

All higher education programs in Türkiye are free for Turkish citizens for the duration of their studies. Those who need a longer study period pay a small tuition fee for additional years of study. International students pay an annual fee.

Academic Year, Educational Principles, Registration and Admission, Re-registration, Counseling, Credit Limit, Horizontal Transfer and Exchange Programs, Admission through Vertical Transfer, Mandatory Attendance, Conduct of Compulsory, Elective and Prerequisite Courses, Exams and Assessment Principles, Duration of Education, Cancellation of Registration, Diploma, Freezing of Registration, Recognition of Previous Education and Adaptation Principles, Student Health Reports procedures are included in the AFYON KOCATEPE UNIVERSITY ASSOCIATE DEGREE AND UNDERGRADUATE DEGREE EDUCATION AND EXAM REGULATIONS. These regulations are available on the Student Affairs Department's page

(<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=15244&MevzuatTur=8&MevzuatTertip=5>) and on our faculty's page (<https://kms.kaysis.gov.tr/Home/Goster/40519>).

Additionally, social media platforms are also used for various announcements at the university.

Admission of foreign students to the faculty is carried out in accordance with the "Afyon Kocatepe University International Student Admission Directive." You can access the relevant directive by clicking <https://kms.kaysis.gov.tr/Home/Goster/202473>.

Additionally, the application guide for foreign students can be accessed on the <https://yos.aku.edu.tr/> website.

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.

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	2024/2025*	2023/2024	2022/2023	Mean
Standard students	93	82	82	83,33
Full fee students				
(Foreign student)	35	46	40	40,33
Total	128	128	122	126

<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2025/02/2024-Fakulte-Birim-Faaliyet-Raporu.pdf>

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE**

Year of programme	2024/2025*	2023/2024	2022/2023	Mean
First year	111	118	115	114,66
Second year	118	130	128	125,33
Third year	130	119	119	122,66
Fourth year	119	110	110	113,00
Fifth year	146	111	109	88,66
Total	625	588	581	598,00

<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2025/02/2024-Fakulte-Birim-Faaliyet-Raporu.pdf>

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2024/2025*	2023/2024	2022/2023	Mean
Standard students	93	92	117	100.66
Full fee students				
(Foreign student)		1	-	
Total	93	93	117	100.66

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated in 2024/2025*
+ 0**	80,33
+ 1 year	13,33
+ 2 years	0,83
+ 3 years or more	5

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2024/2025*	2023/2024	2022/2023	Mean
Interns	105	104	113	107,33
Residents	11	12	12	11,66
PhD students	98	98	101	99,00
Others (specify)				

<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2025/02/2024-Fakulte-Birim-Faaliyet-Raporu.pdf>

<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2024/02/2023-Fakulte-Birim-Faaliyet-Raporu.pdf>

<https://veteriner.aku.edu.tr/wp-content/uploads/sites/70/2023/01/2022-Faku%CC%88lte-Birim-Faaliyet-Raporu.pdf>

<https://sagbilens.aku.edu.tr/birim-faaliyet-raporlari/>

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. The admission procedures are the same for all students. Student admission criteria and procedures for the admission of students into Public Universities are established by Student Selection and Placement Centre (ÖSYM) which is an institute under YÖK.

To enter the faculty, graduates of high school or an equivalent school must take the two-stage "Higher Education Institutions Exams" organized by ÖSYM. Students who pass the "Basic Proficiency Exam" (TYT) can register to the AKÜ Faculty of Veterinary Medicine, which is listed in the "Higher Education Programs and Quotas Guide," based on their science and

mathematics scores in the "Field Proficiency Exam" (AYT).

In 2025 a total of 2 million 351 thousand 641 students across Turkey took the university exam. Students entering our Faculty got the lowest 358,39844 and the highest 406,79546 points.

There is no specific selection committee for student admission to the veterinary department; admission is based on University Entrance Exam scores.

ÖSYM facilitates the University Entrance Exam application process for students with disabilities and has prepared a guide for students with visual and hearing impairments and published it on its website.

Furthermore, to facilitate the educational processes of students with disabilities, our university's education and student regulations include provisions for students with disabilities. Furthermore, our university Senate has decided that exams for students with disabilities will be planned according to their disability.

https://dokuman.osym.gov.tr/pdfdokuman/2025/YKS/ebk_ykd06022025.pdf

<https://www.osym.gov.tr/TR,33007/2025.html>

<https://kms.kaysis.gov.tr/Home/Goster/175776>

<https://ogrenci.aku.edu.tr/engelli-ogrenciler-yonergesi/>

Sanato decision dated May 28, 2025, numbered E-70813604-050.04-365854

There is no specific selection committee for the admission of students onto the Veterinary degree course, given that admission is based on the score obtained in the University Entrance Exam.

The process to be followed regarding the objection (appeal) process to the ÖSYM exam result has been published as General Information, Basic Principles and Rules Regarding the Exam.

<https://www.osym.gov.tr/TR,5717/sinava-iliskin-genel-bilgiler-temel-ilke-ve-kurallar.html>

Candidates who want their exam results to be reviewed must apply to ÖSYM using the General Purpose Petition sample, in accordance with the announcement titled "Submission of Petitions by Candidates" on ÖSYM's website, within 10 days at the latest following the announcement of the results electronically by ÖSYM. Students can follow the process from

<https://ais.osym.gov.tr>

<https://ais.osym.gov.tr> addresses.

University Entrance Exam results and student applications are evaluated under the standard university admissions procedure, which is fully publicized and transparent. All relevant information is published online. Admissions results for all public universities in Türkiye are also published online simultaneously and sent in person to all applicants (<https://www.osym.gov.tr/>).

Student quotas are determined by the Council of Higher Education (YÖK). The admission procedures are the same for all students. Student admission criteria and procedures for the admission of students into Public Universities are established by Student Selection and Placement Centre (ÖSYM) which is an institute under YÖK.

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.

DECISION 2013/34

It was unanimously decided to adopt the Afyon Kocatepe University Directive for Disabled Students as outlined below.

AFYON KOCATEPE UNIVERSITY DIRECTIVE FOR DISABLED STUDENTS

CHAPTER ONE

General Principles

Purpose

Article 1 – The purpose of this Directive is to set out the working procedures and principles of the Disabled Students Advisory and Coordination Unit established at Afyon Kocatepe University in order to:

- a) Take the necessary measures and make arrangements to prepare the academic environment required to facilitate the education of disabled students enrolled at Afyon Kocatepe University and ensure their full participation in educational processes,
- b) Eliminate problems arising in courses and examinations due to their disabilities, thereby ensuring equal opportunities in education.

Scope

Article 2 – This Directive covers the arrangements to be made for disabled students enrolled at Afyon Kocatepe University.

Legal Basis

Article 3 – This Directive is based on Article 15 of Law No. 5378 on Amendments to the Law on Disabled Persons and Certain Laws and Decrees dated 01.07.2005, the provisions of the Regulation on the Advisory and Coordination of Disabled Persons in Higher Education Institutions published in the Official Gazette No. 27672 on 14.08.2010, and the decisions of the Higher Education General Assembly dated 25.08.2011.

Definitions

Article 4 – Within the context of this Directive:

- a) University: Afyon Kocatepe University,
- b) Rector: the Rector of Afyon Kocatepe University,
- c) Regulation: the Regulation on the Advisory and Coordination of Disabled Persons in Higher Education Institutions published in the Official Gazette No. 27672 on 14/08/2010,
- ç) Disabled Student Unit: the unit established at Afyon Kocatepe University in accordance with Article 11 of the Regulation,
- d) Board of Directors: the board established by the Disabled Student Unit of Afyon Kocatepe University,
- e) Disabled Student: higher education students who, due to congenital or subsequent physical, mental, psychological, emotional or social impairments to varying degrees, have difficulties adapting to social life and meeting daily needs, and who require protection, care, rehabilitation, counseling and support services,
- f) Health Board Report for Disabled Persons: the document issued by a Health Board for Disabled Persons specifying the disability and health status and intended use,
- g) Course: compulsory and elective courses taught in associate, undergraduate, graduate and doctoral programs at Afyon Kocatepe University,
- ğ) Examination: mid-term and final examinations, as well as make-up, resit, single-course and similar exams held within associate, undergraduate, graduate and doctoral programs at Afyon Kocatepe University.

Article 5 – The following principles apply in the provision of services within the scope of this Directive:

- a) The special circumstances and differences of disabled persons are taken into account, and they are provided with equal education opportunities in integrated environments together with non-disabled persons,
- b) The participation of disabled persons, their families, and relevant voluntary organizations is ensured in decisions and services for disabled students,
- c) The opinion of the Disabled Student Unit is sought in services and arrangements intended by University units for disabled students.

CHAPTER TWO

Structure and Working Principles of the Disabled Student Unit

Article 6 – The Disabled Student Unit consists of the Vice Rector responsible for educational affairs (as chairperson), the Unit’s Board of Directors, student advisors from educational units, and other staff appointed according to needs.

Article 7 – The Board of Directors of the Disabled Student Unit comprises: the relevant Vice Rector (as chair), an academic staff member specialized in disabilities or special education, the Dean of the Faculty of Education, the Director of the School of Physical Education and Sports, the Head of the Health, Culture and Sports Department, the Head of the Student Affairs Department, the Head of the Construction and Technical Department, and a Disabled Student Representative.

The Board meets at the beginning of each semester and whenever necessary, evaluates student applications and university-wide activities, takes decisions on new arrangements, and monitors their implementation. Academics from relevant departments and experts may be invited.

Article 8 – Each faculty/school dean/director appoints a faculty member as a disabled student advisor to ensure the implementation of Board decisions, to monitor activities, and to address the needs of disabled students in their unit.

Article 9 – The Board appoints one disabled student each year as the Disabled Student Representative.

CHAPTER THREE

Duties of the Disabled Student Unit

Article 10 – The duties of the Unit include:

Preparing and executing the annual work program, budget draft, and activity report,

Identifying the needs of disabled students (academic, physical, administrative, financial, social, housing, etc.), proposing solutions and coordinating with other university units to eliminate obstacles,

Adjusting teaching programs and environments to ensure accessibility, providing assistive tools, preparing special materials, and improving research and accommodation facilities,

Ensuring fair and meaningful assessment by arranging additional exam time, readers, adapted materials, and appropriate venues,

Raising awareness by preparing documents, publications, and providing training to academic staff,

Organizing awareness-raising events (seminars, conferences, etc.),

Creating and maintaining a website for communication, information, and resources on disability issues,

Securing free provision of necessary assistive devices for financially disadvantaged disabled students,

Preparing informative publications on career and employment opportunities,

Ensuring campus accessibility,

Monitoring the implementation of the Unit's strategies and decisions.

CHAPTER FOUR

Course Practices

Article 11 – Measures are taken before, during, and after classes to ensure equal opportunities and prevent negative impacts of disabilities on success. Examples include:

Seating arrangements enabling hearing-impaired students to clearly see lecturers,

Lecturers facing the class while speaking,

Allowing visually impaired students to record lessons (except in personal discussions),

Providing verbal descriptions of visual materials,

Holding classes for physically disabled students in accessible rooms,

Preparing teaching materials considering disability groups.

CHAPTER FIVE

Examination Practices

Article 12 – Measures to ensure fairness in examinations include:

Considering disabled students when assigning exam staff,

Holding exams in accessible venues,
Providing extra time in documented cases of disability,
Making announcements in accessible ways,
Allowing assistive devices (e.g. hearing aids, magnifiers, telescopic glasses),
Allowing computer use for exams,
Providing large print exam papers for visually impaired students,
Allowing separate exam rooms for students with disabilities like dyslexia,
Allowing medications or medical equipment in exams (e.g. insulin pumps),
Permitting supervised restroom use during exams.

CHAPTER SIX

Miscellaneous and Final Provisions

Article 13 – In cases not covered by this Directive, decisions of the University Senate apply.

Article 14 – This Directive enters into force as of the date of its adoption by the Senate.

Article 15 – The Rector implements the provisions of this Directive.

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.

All educational processes, including student admission, progression, and graduation, are regulated by the Afyon Kocatepe University Education and Examination Directive. Admission to the Faculty of Veterinary Medicine is carried out exclusively through the national central examination system administered by the Council of Higher Education (ÖSYM). Students are placed in the veterinary programme based on their national ranking in this centralized examination.

The Faculty of Veterinary Medicine and the University Rectorate do not have the authority to directly influence or amend admission criteria, as these are determined at the national level. However, within the framework of university regulations, the Faculty continuously monitors student progression and attrition rates through course performance, examination outcomes, and academic advising reports. Where necessary, student support mechanisms—such as remedial courses, academic counselling, or mentoring—are implemented to enhance student success and reduce attrition.

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.

Mechanisms for student exclusion, rules for student retention, and policy regarding complaints about admissions and academic decisions are outlined in the Afyon Kocatepe University academic regulations. These regulations are available on the University and Faculty websites.

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=15244&MevzuatTur=8&MevzuatTertip=5>
<https://kms.kaysis.gov.tr/Home/Goster/40519>

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).

There are several mechanisms provided by AKU or AKU Veterinary Faculty to support the physical and emotional needs and well-being of veterinary students. These support and counselling services related to learning can be listed as professional advice and other mechanisms to deal with other problems that prevent adequate progress in courses.

Student mentors:

Each student has a mentor and a second mentor for their academic and professional education throughout their studies.

Education and Training Coordination Commission

Prof. Dr. Turan CİVELEK (Chair)

Assistant Professor Durmuş Fatih BAŞER (Vice Chair)

Prof. Dr. Gülcan AVCI (Chief Coordinator)

Prof. Dr. Recep KARA (Deputy Chief Coordinator)

Prof. Dr. Murat Sırrı AKOSMAN (1st Grade Coordinator)

Res. Asst. Duygu UĞURLU (1st Grade, Branch A – Assistant Coordinator)

Res. Asst. Beste SARAÇOĞLU (1st Grade, Branch B – Assistant Coordinator)

Prof. Dr. A. Fatih FİDAN (2nd Grade Coordinator)

Res. Asst. Yusuf KOÇ (2nd Grade, Branch A – Assistant Coordinator)

Res. Asst. Murat KIRIKKULAK (2nd Grade, Branch B – Assistant Coordinator)

Assistant Prof. Özlem HACAN (3rd Grade Coordinator)

Res. Asst. Eda DEMİRTAŞ (3rd Grade, Branch A – Assistant Coordinator)

Res. Asst. Zeynep BİDECİ (3rd Grade, Branch B – Assistant Coordinator)

Prof. Dr. Duygu BAKİ ACAR (4th Grade Coordinator)

Res. Asst. Muhammet Emre ORMAN (4th Grade, Branch A – Assistant Coordinator)

Res. Asst. Dr. Oğuz Kağan TÜREDİ (4th Grade, Branch B – Assistant Coordinator)

Prof. Dr. Erhan ÖZENÇ (5th Grade Coordinator)

Res. Asst. Mustafa DEMİRTAŞ (5th Grade, Branch A – Assistant Coordinator)

Assistant Lecturer Belma DAYI (5th Grade, Branch B – Assistant Coordinator)

<https://veteriner.aku.edu.tr/kurul-ve-komisyonlar/>

Each student can view the information about his/her second advisor through his/her own OBIS system. <https://obs.aku.edu.tr/oibs/std/login.aspx>

Medico Social Center: Medico Social Center serving under the Health Services Branch Directorate provides services to solve the health problems of AKU staff and students. Psychological support services have been provided at the Medico-Social Center within the Department of Health, Culture and Sports of our university since September 28, 2020. <https://skultur.aku.edu.tr/>

Nutrition and Health

Meticulous efforts are being made to provide affordable and high-quality food services to our university students and staff. The ingredients used in food services and the menus created are inspected by our food engineers and dietitians. A predetermined number of food scholarships are awarded annually to students in need. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/beslenme-saglik/>

Barrier-Free AKU

Our university conducts various studies addressing the needs of different disability groups to integrate students with special needs into education and campus life. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/engelsiz-aku/>

Library facilities

Our Central Library serves students, administrative and academic staff and other users with the aim of being an exemplary information center that provides the information service required by the age in the best way in printed and electronic media and contributes to the development of our University. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/kutuphane-imkanlari/>

Student Council

Student Councils are established to protect the rights of associate, undergraduate and graduate students in meeting and developing their educational, health, sports and cultural needs, to ensure their awareness of national interests, to communicate students' expectations and requests to the governing bodies by establishing effective communication between the governing bodies and the students, and to ensure student participation in decisions regarding education and training. Based on Article 7 of the "Higher Education Institutions Student Councils and Higher Education Institutions National Student Regulations" published in the Official Gazette dated September 20, 2005 and numbered 25942, our University Senate prepared the Student Council Directive dated September 19, 2011 and numbered 2011/128. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/ogrenci-konseyi/>

Student Clubs and Societies

Many of the social, cultural, and scientific activities at our university are carried out by student societies and clubs. As of 2023, 91 societies and clubs were active at our university. We have a Community and Club Center available to all of our societies and clubs to facilitate their activities. You can find detailed information about our societies and clubs at <https://topluluklar.aku.edu.tr/>

Social and Cultural Activities

Our university aims to ensure students make the most of their time outside of class, and organizes numerous and diverse artistic, social, and cultural events throughout the year. Our university aims to cultivate well-rounded individuals, and multi-purpose halls in our academic units, including the Atatürk Congress Center, are used for these activities.

<https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/sosyal-ve-kulturel-faaliyetler/>

Sports Facilities

All our campuses offer sports facilities that allow our students to participate in sports, and our young athletes can participate in teams. Our students can participate in football, basketball,

volleyball, tennis, table tennis, badminton, track and field, rhythmic gymnastics, step mountaineering, boxing, wrestling, taekwondo, and karate, and they can participate in tournaments on teams.

Kocatepe RC Park Model Vehicle Racetrack is Turkey's first and only racetrack and began serving RC vehicle users in July 2023. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/spor-olanaklari/>

Transportation

Public buses and minibuses regularly provide transportation from the city center to Afyon Kocatepe University's campuses.

Our university also provides shuttle service for students within the campus.

Distance education opportunities

The Distance Education Application and Research Center was established in 2020 to ensure that our university's internet-supported educational activities are conducted more effectively and efficiently.

The center utilizes distance education technologies to support educational processes and create an environment that meets today's educational needs. <https://aku.edu.tr/ogrenci-eski/ogrencikampus-yasami/uzaktan-egitim-imkanlari/>

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.

Students can submit complaints, requests, and suggestions through the complaint boxes located in the Faculty buildings. Once a complaint, request, or suggestion is received, the Dean, in collaboration with the Vice Dean for Student and Academic Affairs and the Quality Commission, will make the necessary decisions or make arrangements. Students can also submit their complaints, requests, and suggestions through the Rectorate Communication Center located on the AKU Rectorate website (<https://aku.edu.tr/iletisim/>). Students can also contact the Dean, Vice Deans, academic advisors, or academic staff directly with their complaints, requests, and suggestions.

Comments on Area 7

Veterinary education should have a rational quota system that aligns with the needs of the veterinary profession and society at large. The AKU student quota is not determined by the Deanate.

Suggestions for improvement in Area 7

A system should be established in all veterinary faculties in Turkey, under the responsibility of the Faculty Deans' Offices, to monitor student admissions based on a critical needs assessment.

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.

The academic calendar is announced on the university and faculty websites prior to the commencement of the academic year. The curriculum is implemented by the departments

through visual, auditory, and practical instruction. The faculty places particular emphasis on practical training within its educational strategy. Education at AKU-VET consists of ten semesters, each comprising a total training period of sixteen weeks. In each semester, students are required to take a midterm examination, a final examination, and, if necessary, a resit examination. Students who fail the final examination are granted the right to sit the resit examination. Students who are unable to attend the midterm examination due to a valid excuse are entitled to take a make-up examination. Students who have only one outstanding course required for graduation are permitted to take a single-course examination. Examination results and student attendance are monitored through the online Student Information System (OBIS). The evaluation of theoretical courses is primarily conducted through written and/or oral examinations. Written examinations may consist of multiple-choice questions, short-answer items, or essay-type questions. Practical examinations are organized to assess students' practical competencies, in accordance with the content and specific requirements of each course. In clinical practice, oral examinations constitute the primary criterion for the evaluation of practical skills. The assessment of these skills is conducted through laboratory examinations utilizing healthy animals, cadavers, organs, archived materials, and in accordance with the content and subject matter of the course. In order to successfully complete the course, students are required to demonstrate proficiency in the practical examinations. Students' clinical practical skills are primarily acquired through hands-on applications on sick animals admitted to the Veterinary Teaching Hospital (VTH). Oral and practical examinations are conducted by the academic staff responsible for the respective courses. Clinical applications are implemented according to the semester in which the student is enrolled. From the third year of education (fifth semester) onwards, students begin clinical rotations. During this period, they are expected to develop their skills in animal handling, understanding the operation of clinics, and interacting with animal owners. Between the sixth and tenth semesters, students are required to assume responsibility for more advanced procedures such as injections, examinations, patient follow-up, sterilization, and similar clinical practices. Intern students are organized in accordance with the guidelines of the Veterinary Internship Training Program (VEHIP) Commission. The monitoring of all students' clinical applications is carried out through logbooks, and the academic staff is responsible for supervising and evaluating the students' practical training.

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.

The evaluation process is conducted in accordance with the education, training, and examination regulations, as well as the examination principles established by MAKU-VET. The examination schedule, which specifies the date, time, type of exam, and evaluation criteria, is made available on the faculty's website. Examination results are announced through the OBIS system.

An absolute grading system is implemented in the faculty. In order to pass a course, a student must obtain a minimum overall score of 60, calculated as 40% of the midterm examination grade and 60% of the final examination grade, provided that the final examination grade itself is at least 60. A minimum course grade of CC is required to be considered successful. However, if the student's AGNO for the relevant semester is at least 2.00, grades of DC and DD are deemed successful; if the AGNO is below 2.00, DC and DD grades are regarded as

unsuccessful.

Theoretical and practical examinations may be conducted in either theoretical and/or practical formats. In cases where both theoretical and practical examinations are applied, the contribution of the practical examination grade to the overall course grade is determined by the course instructor and may vary between 20% and 50%.

Attendance is compulsory for at least 70% of theoretical courses and 80% of laboratory/practical courses. In courses with both theoretical and laboratory/practical components, students must attend a minimum of 70% of the theoretical part and 80% of the practical part. Students who fail to attend the required portion of the practical sessions are also considered absent from the theoretical part of the course. Students who are deemed absent are not permitted to sit for the final examination of the course and are required to retake the course. Students are entitled to submit an appeal within five days following the announcement of the results. Appeals are reviewed solely in terms of material errors. There are no systematic procedures in place to provide students with post-assessment feedback after examinations.

Appeals concerning examination grades are accepted only in cases of material error. Applications are reviewed by the Material Error Review Commission, which is composed of three faculty members and chaired by the Vice Dean. The course lecturer is invited to provide information to the Commission. The Commission presents its evaluations to the Administrative Board in the form of a report, and the Board finalizes any grade changes. The decision is then communicated to the student

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.

The criteria for student evaluation are defined in the regulations and examination principles prepared by the Education and Teaching Commission and approved by the Faculty Council. Based on these regulations and principles, each department establishes its own student evaluation strategies. The Quality Assurance Commission continues its efforts to assess the quality of education in the faculty through student surveys, objective evaluations of course achievement levels, and feedback from graduates and stakeholders.

Each course within the curriculum specifies its intended learning outcomes, which are mapped to the overall programme outcomes. The assessment methods (written examinations, oral examinations, practical evaluations, clinical rotations, logbook controls, etc.) are selected in accordance with the nature of the targeted outcomes. For example, theoretical knowledge is evaluated through written or oral examinations, while clinical and practical competences are assessed via hands-on examinations, case-based evaluations, and supervised performance in real or simulated clinical settings. By ensuring that every learning outcome is paired with an appropriate and valid assessment tool, the faculty guarantees that the progression and eventual graduation of students are based on the achievement of defined competences. This systematic link between outcomes and assessment design also supports transparency, comparability, and accountability within the educational process, and provides evidence that graduates meet the expected “Day One Competences” required for entry into the veterinary profession.

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.

Programme outcomes are published through OBIS. For each course, specific learning outcomes are clearly defined, and the extent to which students have achieved these outcomes is evaluated on the basis of course examinations

The central library is open to students and provides a range of services to support their academic needs. Students are granted access to the faculty's laboratories during working hours. They are actively engaged in practical courses, undertake self-directed learning, prepare assignments in certain courses, conduct research while preparing these assignments, and deliver presentations. They also investigate cases encountered in clinical courses and within the teaching hospital. Furthermore, student societies within the faculty promote active involvement in animal care, nutrition, and treatment processes..

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 study programme 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.

Within the AKÜ OBIS, the programme outputs for each course are defined as items according to Annex 2, and the proficiency of the student is evaluated with the exam of the course. The student's methodology for graduation is explained in the Afyon Kocatepe University Associate Degree and Undergraduate Education Regulations.

In brief, the curriculum is structured to integrate the Day One Competences and to ensure their attainment at the expected level. All theoretical and practical qualifications acquired by students align with ESEVT Day One Competences. Since the learning outcomes of each course are clearly defined and success in every course is compulsory, failure in any course also indicates failure in achieving the related Day One Competence. Therefore, the primary method of evaluation ensuring that every graduate is Day One competent is the successful completion of all courses within the programme. Additionally, in the clinics, clinical logbooks are monitored by a supervising instructor who is responsible for overseeing the practices performed by the students.

Comments on Area 8

At AKU, training, and surveys related to student assessment are carried out, and studies are carried out to make student assessment in the best and most efficient way. Education continues during the midterm exams. Students take at least one midterm exam every day and attend classes. Intensive courses and exam periods can negatively affect the success of the student.

Suggestions for improvement in Area 8

Assignments should be given to improve student's presentation and research skills. The experience and opinions of the graduates about the first day's qualifications in their first five years of professional life should be obtained through surveys.

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 training¹ (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.

¹ General guidelines on the minimum training to teach and to assess for each category of teachers (to be used as a general guiding reference and amended as necessary for the writing of the SER, taking into account the local characteristics and peculiarities of the VEE):

	Basic level	Intermediate level	Advanced level
Persons concerned	EPT providers and support staff involved with teaching	Non-academic teaching staff	Academic staff
Code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESEVT Day One Competences (DIC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GCP (good clinical practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical & clinical teaching (basic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical & clinical teaching (advanced)		<input type="checkbox"/>	<input type="checkbox"/>
Teaching methodologies		-	<input type="checkbox"/>
Teaching tools		<input type="checkbox"/>	<input type="checkbox"/>
Assessment methodologies		-	<input type="checkbox"/>
Assessment tools		<input type="checkbox"/>	<input type="checkbox"/>
QA loops in teaching and assessment	-	-	<input type="checkbox"/>
Minimum duration of the initial training	4 h	16 h	24 h
Annual update	-	-	<input type="checkbox"/>
Format	physical, online or e-learning	physical, online or e-learning	physical, online or e-learning

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

Table 9.2.1. Teaching staff** involved with the core veterinary programme				
Type of contract	AY*	AY-1	AY-2	Mean
Academic staff (FTE)	87	87	87	87
Interns (FTE)	105	105	105	105
Residents (FTE)				
PhD students (FTE)	95	95	95	95
Certified specialists (FTE)				
Practitioners (FTE)				
Others (specify) (FTE)	10	10	10	10
Total (FTE)				
* The last complete academic year prior to the Visitation				
** All staff included in this table must be contracted by the VEE and have received a training to teach and to assess undergraduate students. Qualified persons/practitioners involved with EPT are not included in this table.				

Table 9.2.2. Percentage (%) of veterinarians in teaching staff				
Type of contract	AY*	AY-1	AY-2	Mean
Permanent (FTE)	100	veter	100	100
Temporary (FTE)				

Table 9.2.3. Support staff of the veterinary programme				
Type of contract	AY*	AY-1	AY-2	Mean
Permanent (FTE)	80	80	80	80
Temporary (FTE)				
Total (FTE)	80	80	80	80

Table 9.2.4. Research staff of the VEE				
Type of contract	AY*	AY-1	AY-2	Mean
Permanent (FTE)	97	97	97	97
Temporary (FTE)				
Total (FTE)	97	97	97	97

The number of full-time equivalent teaching and support staff in the veterinary program for the current academic year is 177, and this number is targeted to increase by 15 percent for the next three academic years.

Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)

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".

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

A description of the official program for selecting, hiring, and training support staff to perform specific duties (including continuing education) is provided at the link below.

<https://personel.aku.edu.tr/wp-content/uploads/sites/108/2024/07/Sozlesmeli-Personel-Alim-Sureci-Is-Akisi.pdf>

Description of the formal rules governing outside work, including consultation and private practice, by staff working at the VEE

A description of the official rules governing outside work, including consulting and private practice, by personnel employed at VEE is provided in the appendix.



CONSULTANCY
PROTOCOL AUGUST

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.

At our institution, employment contracts with teaching staff are arranged in accordance with the principles outlined in Standard 9.3. The contracts clearly specify the type of employment (permanent/tenured or temporary/contractual), and job descriptions ensure a balanced workload among teaching, research, and community service activities.

Furthermore, continuous professional development opportunities are provided through didactic and pedagogical training, and participation in in-service training programs is encouraged. Necessary resources and support are made available for engagement in academic activities, while reward and recognition systems are implemented to promote excellence in teaching.

The contracts also include guarantees and social benefits aimed at ensuring the stability, continuity, and competence of the teaching staff, and mechanisms that support academic career development are regularly updated.

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.

The VEE has established and implemented a comprehensive programme for the professional growth and development of both teaching and support staff. This programme is transparent, accessible, and communicated through official channels (website, internal announcements, staff handbook).

1. Professional growth and development:

Teaching and support staff are encouraged and supported to participate in continuing professional development (CPD) activities, including didactic and pedagogical training, clinical teaching workshops, research methodology seminars, and soft-skill trainings (e.g., communication, leadership, digital literacy). Financial and institutional support is provided for attendance at national and international congresses, courses, and training events.

2. Appraisal and promotion procedures:

Formal appraisal is conducted on a regular basis, based on predefined and transparent criteria that are aligned with university and national regulations. These appraisals assess contributions in teaching (including clinical training), research, service, and other scholarly activities. Promotion criteria are clearly defined, published, and accessible to all staff. Promotion decisions give equal weight to excellence in teaching, research, and service, and acknowledge achievements in each of these domains.

3. Mentoring and supporting procedures:

Newly recruited teaching and support staff are paired with experienced colleagues who act as mentors. Informal mentoring is encouraged to foster knowledge exchange, professional development, and integration into the academic community. Support mechanisms are in place for staff experiencing difficulties, including counselling, peer support, and tailored training opportunities.

4. Implication in decision-making processes:

Teaching and support staff actively contribute to the direction and decision-making processes of the VEE. This is achieved through representation in committees, working groups, and faculty boards, where their perspectives on academic, research, and service-related matters are considered. Regular meetings, surveys, and open consultations ensure that staff opinions are collected and incorporated into strategic planning and policy development.

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.

1. Formal system for student evaluation of teachers:

The VEE has an established and mandatory system for student evaluation of teaching staff. At the end of each course/clinical rotation, students complete structured and anonymised evaluation forms that include both quantitative (rating scales) and qualitative (open comments) components. These evaluations are collected electronically, ensuring confidentiality, and are analysed by the Quality Assurance (QA) Office. The results are systematically compiled into reports, which are then communicated to the respective staff members and department heads.

2. Procedures for allocation, recruitment, promotion, support, and evaluation of teaching and support staff:

The allocation, recruitment, promotion, support, and evaluation procedures are determined according to national higher education legislation and university regulations. Within the VEE, these procedures are overseen by the Faculty Board and the Academic Personnel Affairs Committee, in coordination with the Human Resources Department. Clear criteria and

guidelines are published on the institutional website and communicated directly to staff, students, and relevant stakeholders.

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

Promotion: based on transparent criteria that consider teaching, research, clinical service, and community engagement.

Support: continuous professional development opportunities, mentoring programmes, and academic mobility schemes are provided.

Evaluation: periodic performance evaluations incorporate student feedback, peer review, and self-assessment.

The committees responsible for these procedures include representatives from teaching staff, administrative staff, and, where appropriate, student representatives to ensure transparency and inclusiveness. The outcomes of these evaluations feed into strategic decision-making and improvement planning.

3. Communication, implementation, evaluation, and revision:

All procedures are communicated via official channels (faculty meetings, newsletters, website) and are subject to periodic review. Evaluations are discussed at committee and board levels, and when necessary, procedures are revised to improve transparency, efficiency, and fairness.

Comments on Area 9:

Area 9 is critical for ensuring teaching excellence and staff development. The existing systems provide a solid framework for quality assurance; however, continuous enhancement is required.

Suggestions for improvement:

Expand digital platforms for faster and more user-friendly student feedback collection.

Increase feedback loops by sharing summary results and improvement actions with students to strengthen trust in the evaluation system.

Formalise peer evaluation of teaching to complement student assessments.

Enhance mentoring programmes, particularly for early-career staff, to improve integration and performance.

Introduce periodic external audits of staff evaluation and promotion processes to ensure alignment with international best practices.

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 study programme 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).

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 and international research projects, research grants, conference presentations, and publications in peer-reviewed journals.

The integration of research activities into the educational program allows students to have direct access to up-to-date scientific knowledge and innovative approaches. Undergraduate and postgraduate students are involved in research projects and actively participate in laboratory work, field studies, and clinical trials. This engagement enables students to develop not only

theoretical knowledge but also practical skills in scientific methodology, data analysis, problem-solving, and critical thinking, thereby experiencing research-based learning.

The intensive research activities of the teaching staff ensure that the curriculum is continuously updated, that new scientific findings are incorporated into courses, and that students are exposed to a research-oriented perspective. In this way, the VEE combines research and teaching to enhance the quality of the educational program, contributing to the training of veterinary graduates who are scientifically minded, inquisitive, and innovative.

Table 10.1.1. List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation (AY

Number of projects and national-international publications carried out by faculty academic staff in the last 3 years according to their resources and budgets:

Number of Completed/Ongoing Projects	National Publication	International Publication
222	78	219

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.

Training all students in scientific methods and research techniques relevant to evidence-based veterinary medicine is fundamental for the development of analytical and critical thinking skills, which are essential in modern veterinary practice. Providing students with opportunities to participate in research programmes not only strengthens their ability to interpret and apply scientific evidence but also fosters innovation, problem-solving, and a lifelong learning mindset. Such training and exposure ensure that graduates are better prepared to integrate scientific knowledge into clinical decision-making and contribute to the advancement of veterinary science. For this purpose, 20 scientific events have been carried out within the faculty or jointly in the last 3 years.

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 study programme and are relevant to the needs of the profession and society.

Table 10.3.1. Number of students registered at postgraduate clinical training				
Training:	AY*	AY-1	AY-2	Mean
Interns:	134	134	134	134
Companion animals				
Equine				
Production animals				
Others (specify)				
..				
Total	134	134	134	134
Residents:				

EBVS disciplines (specify)				
..				
..				
Total	134	134	134	134
Others (non-EBVS programmes) (specify)				
..				
* The last complete academic year prior to the Visitation				

Table 10.3.2. Number of students registered at postgraduate research training				
Degrees:	AY*	AY-1	AY-2	Mean
PhD	87	87	87	87
Others (specify)	161	161	161	161
..				
Total	248	248	248	248

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)

There are no students enrolled in other graduate programs at VEE that are not related to clinical or research studies.

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE				
Courses:	AY*	AY-1	AY-2	Mean
Experimental Animal Use Certificate	15	15	15	15
Artificial Insemination	15	15	15	15
HACCP ISO22000-2018' training	15	15	15	15

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 study programme.

The scientific articles and projects produced were of high quality.

Participation in a total of 65 scientific events such as seminars, courses, symposiums, and congresses and organization of 5 congresses.

Academicians conduct multidisciplinary studies.

To encourage each faculty member to publish at least one publication per year in national and international refereed journals. To encourage faculty members to produce projects supported by national and international organizations.

Glossary

Acronyms & Organisations

AKÜ (Afyon Kocatepe University) – The host university of the Faculty of Veterinary Medicine.

VEE (Veterinary Educational Establishment) – The faculty itself, as an institution providing veterinary education.

EAEVE (European Association of Establishments for Veterinary Education) – The European accrediting body for veterinary schools.

ESEVT (European System of Evaluation of Veterinary Training) – The evaluation system operated by EAEVE.

VEDEK – National Veterinary Education Accreditation Council of Türkiye, aligned with EAEVE standards.

YÖK (Yükseköğretim Kurulu / Council of Higher Education) – National authority regulating higher education in Türkiye.

QA (Quality Assurance) – Systematic processes to ensure and improve the quality of education, services, and research.

SWOT – Strengths, Weaknesses, Opportunities, and Threats analysis.

Curriculum & Training Terms

Day One Competences – The set of essential skills and knowledge required for new veterinary graduates in Europe.

CCT (Core Clinical Training) – Compulsory, structured clinical training under direct staff supervision (e.g. VTH rotations, herd health, VPH).

EPT (Elective Practical Training) – Additional compulsory internships chosen by students to complement core training, either intra- or extra-mural.

ECTS (European Credit Transfer and Accumulation System) – Credit system ensuring comparability across European higher education.

OSCE (Objective Structured Clinical Examination) – Practical exam format used to assess clinical and technical skills.

VPH (Veterinary Public Health) – Field including food safety, meat/milk hygiene, zoonoses, and regulatory control.

One Health – An integrated approach to human, animal, and environmental health.

Faculty Committees & Commissions

Faculty Board – Main decision-making academic body of the Faculty.

Administrative Board – Executive body assisting the Dean in administrative and financial matters.

Curriculum Committee (CC) – Oversees curriculum design, delivery, assessment, and QA.

Internship Commission – Organises, supervises, and evaluates student internships (EPT).

EAEVE Commission – Coordinates compliance with EAEVE standards and accreditation.

Quality Improvement Commission – Monitors and enhances the quality of teaching, research, and administration.

Education Coordination Commission – Ensures coherence in academic programmes.

Graduation Commission – Verifies fulfilment of graduation requirements.

Scientific Research Projects Commission – Supports and monitors research projects.

Facilities & Units

VTH (Veterinary Teaching Hospital) – The core facility for clinical training, including surgery, internal medicine, imaging, ICU.

Educational Research and Application Farm – Faculty farm for teaching, research, and production.

Milk and Dairy Products Unit – Processing facility for milk and dairy hygiene training.

Diagnosis and Analysis Laboratory – Provides diagnostic and laboratory services for teaching and research.

Wildlife Rehabilitation Centre – Unit supporting training and cases related to wildlife.

Necropsy Unit – Facility for pathology teaching and hands-on necropsy work.

General Concepts

Lifelong Learning – Continuous learning and professional development after graduation.

Constructive Alignment – Educational strategy aligning intended learning outcomes, teaching methods, and assessment.

Bologna Process – European framework for comparability in higher education qualifications.

Appendices

Current teaching staff, qualifications, their FTE, teaching responsibilities and departmental affiliations

Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences

Maps of the VEE and the intra-mural and extra-mural facilities used in the core veterinary programme

Written assessment procedures for QA

List of scientific publications from the VEE's teaching staff in peer-reviewed journals during the last three academic years.

Indicators

Name of the VEE:		Afyon Kocatepe University, Faculty of Veterinary Medicine			
Name & mail of the VEE's Head:		Prof. Dr. Turan CİVELEK, tcivelek@aku.edu.tr			
Date of the form filling:		04.09.2025			
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	100,66667
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	3495,6667
11	n° of individual ruminant and pig patients seen intra-murally	856	1132	1547	1178,3333
12	n° of equine patients seen intra-murally	68	47	25	46,66667
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, farmed 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:					
Date of the form filling:					
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 annua	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