



AYDIN ADNAN MENDERES UNIVERSITY
FACULTY OF VETERINARY MEDICINE
SELF EVALUATION REPORT
2021



Full Visitation 11 -15 October 2021
The European Association of Establishments For Veterinary
Education

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Introduction

Brief History of the Establishment and of its Previous ESEVT Visitation

Aydın Adnan Menderes University (ADÜ) Faculty of Veterinary Medicine (FVMADU) was first established in 1987 as affiliated to Dokuz Eylül University, and with a change made in 1992, it was existed within the structure of Adnan Menderes University. FVMADU has started education as of 07.09.1993. In the first two years since 1993, our students started education in Ankara University Faculty of Veterinary Medicine (Located in Ankara) within the framework of a protocol signed and graduated from there. Education activities in Aydın first started in 1995-1996 academic year in the temporary building of Aydın Provincial Directorate of Agriculture. The Animal Hospital, which was established for Research, Application and Education under the Faculty of Veterinary Medicine, was put into service in 1999, and all units of the Faculty of Veterinary Medicine and Adnan Menderes University moved to the campus located within the borders of the Aegean Region, Aydın province, Efeler district, Işıklı quarter.

Faculty continued to work as the only Faculty of ADÜ to have TS EN ISO 9001 Quality Management System Certificate obtained from TSE between 2009-2013. FVMADU is currently a member of the European Association of Veterinary Education Institutions (EAEVE) and the National Association for Evaluation and Accreditation of Veterinary Education Institutions and Programs (VEDEK). The FVMADU has been evaluated within the framework of the European System of Evaluation of Veterinary Training (ESEVT) of the EAEVE. The last visit took place in May 2016, and FVMADU met the established quality criteria and recommended its consideration as "Approved" by European Committee on Veterinary Education (ECOVE) for five years in May 2016 and accreditation approval by VEDEK for seven years in December 2016.

In recent years, it has become an important need to prepare a new strategic plan at FVMADU in order to manage the future in the most accurate and effective way in the light of the standards of national and international accreditation and quality institutions such as The Higher Education Quality Council of Turkey (YÖKAK), VEDEK and EAEVE and rapidly changing internal and external dynamics.

Main features of the Establishment

FVMADU, Faculty Teaching Animal Hospital (VTH) was built in 1998 and has been serving for about 22 years and current physical renovations continue. VTH, licensed by the Ministry of Food, Agriculture and Livestock in 2011, provides health services to patients from Aydın and surrounding provinces. FVMADU, have a certified Experimental Animal Breeding and Experimental Research Unit as a producer - user - supplier for mice, rats, gerbils, pigs, sheep and goats. Sheep and pig units are used together with the farm areas, and there is an experimental animal unit where other laboratory animals and research areas are located. FVMADU have education and research laboratories in the departments as Microbiology, Virology, Pathology, Parasitology, Pharmacology-Toxicology, Biochemistry, Histology, Physiology that have been certified as Veterinary Diagnostic and Analysis Laboratory by the Ministry of Food, Agriculture and Livestock General Directorate of Food and Control.

The FVMADU have 17 departments under five fields working 106 academic staff and 49 administrative staff personnel with more than 1000 student. The FVMADU serves in 11 blocks with a total of 170.000 m² open and 19.097 m² closed area. The Faculty provides a five-year

Veterinary Medicine education at the undergraduate level. Faculty members participate in postgraduate education related to their field, affiliated with the Institute of Health Sciences. During the Covid-19 pandemic period, distance learning course-exam activities and electronic resource sharing are carried out through the software supported by ADUZEM.

Brief summary of Main Developments since the last ESEVT Visitation

FVMADU has undergone significant changes since EAEVE's last visit in 2016, many of them in response to the recommendations made during this visit, which have affected the curriculum, organisation, management, buildings, and equipment.

In the different chapters of the Self Evaluation Report (SER), reference is made to them, but the most remarkable are:

- FVMADU 2021-2023 Strategic Plan.
- Accreditation by VEDEK.
- Modification of curriculum.
- Acceptation and implementation of “day one competences” as FVMADU Program Outcome.
- Certification of FVMADU Units (8 Laboratories, VTH and Experimental Animal Breeding and Experimental Research).
- Renovation and enlargement of necropsy hall.
- Opening of Clinical Skills Laboratory.
- Partial renovation of Veterinary Teaching Hospital.
- Distance learning course-exam portal of ADUZEM.
- Diversification of the postgraduate program.
- Opening of FVAMADU Conference Hall.
- Opening of new student cafeteria.
- The range of devices for diagnostics and treatment was extended.

Major problems encountered by the Establishment

- Covid-19 Pandemic.
- Insufficiency of national / international collaboration.
- 15 July 2016 Turkey's coup attempt.
- Delay of National Veterinary Core Education Program (VUÇEP) implementation.
- Excess admitting the undergraduate student.
- The financial restrictions imposed by authorities.
- Significant decrease of funds given by project grant offices.
- Opening of many special veterinary clinics around FVMADU.

Version and date of the ESEVT SOP which is valid for the Visitation

This self-evaluation report (SER) has been prepared in accordance with the instructions of ESEVT SOP 30 May 2019 (Zagreb).

SER was sent for comments and corrections to the students and academic staff of the FVMADU. It results from the collaboration and efforts of all the FVMADU members, including support staff and academic staff. Hopefully, it will provide an accurate and useful basis for the evaluation work that will be carried out in 11-15 October 2021 by the visiting Expert Team in Aydın.



Standard 1: Objectives, Organization and Quality Assurance Policy

1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.

Faculty of Veterinary Medicine of Aydın Adnan Menderes University (hereinafter referred to as FVMADU), updated and announced their mission and vision on their Strategic Plan 2021-2023 as follow (Annex 1.1. Strategic Plan)

(<https://akademik.adu.edu.tr/fakulte/veteriner/webfolders/topics/20210804145450-KPLAN20212023ENGLISH-000043756206976042395783.pdf>):

Mission

To educate graduates and researchers who are able to identify national and universal problems and produce solutions in the field of veterinary medicine and follow the principles of Atatürk with sufficient knowledge, ethical values, awareness of social responsibility and are rational, creative, productive and able to follow world developments.

To carry out projects and original research which will contribute to national development and universal knowledge by developing solutions to national and global problems.

To provide high quality, reliable and fast service related to societal needs and sensitive to the environment.

Vision

To be a Faculty of Veterinary Medicine recognized for its education quality, research and service activities at national and international standards, to train qualified veterinarians who are fully equipped in veterinary medicine, who can keep up with the developments of science and technology, to conduct research with scientific and economic value, to be internationally recognized and honored to be a member of.

1.2 The Establishment must be part of a university or a higher education institution providing training recognized as being of an equivalent level and formally recognized 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 of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.

FVMADU is a Faculty of ADÜ (<https://www.adu.edu.tr/en>) which is one of the state universities affiliated to the Higher Education Council (YÖK) (<https://www.yok.gov.tr/en>).

Table 1.2.1. General Info

Name of the Faculty	Faculty of Veterinary Medicine, Aydın Adnan Menderes University (FVMADU)
Address of the Faculty	Aydın Adnan Menderes Üniversitesi Veteriner Fakültesi Isikli Mh. No:805 09016 Efeler/Aydın/TURKIYE
Telephone	+ 90 256 247 07 08
Fax	+ 90 256 247 07 20
Website	http://www.akademik.adu.edu.tr/fakulte/veteriner
E-Mail	veteriner@adu.edu.tr
Title and name of head of the Faculty, Dean	Prof. Dr. Cavit KUM
Vice Dean (Finance, Hospital)	Prof. Dr. Bülent ULUTAŞ
Vice Dean (Student affairs)	Assoc. Prof. Göksel ERBAŞ
Faculty secretary	Murat DURMAZ
Hospital director	Prof. Dr. Bülent ULUTAŞ
EAEVE Liaison Officer	Prof. Dr. Selim SEKKİN

The Dean, vice Deans, heads of Faculty units and departments, hospital director, the director of the unit of experimental animals, heads of boards and commissions of the Faculty are all doctors of veterinary medicine (DVM).

In accordance with the Regulation on Academic Organization of Universities of the Higher Education Council, the Dean who is the representative of the Faculty and the units is assigned by the YÖK out of the three professors (from in or out of the university) to be proposed by the rector, for a period of three years. The Dean whose period of assignment has expired may be reappointed.

The Dean is responsible for the rational use and development of the Faculty's teaching capacity; taking security measures when necessary; providing necessary social services to students; conducting education, scientific research and publication activities in a regular manner; supervising, auditing, monitoring and controlling all activities; and obtaining the results. The Dean selects at most two from among the Faculty members as vice Deans to assist him in his duty. When the Dean's period of assignment ends, that of the vice Deans' also ends. When the Dean is not on duty, one of his vice Deans act on his behalf. If the situation lasts for more than six months, a new Dean is appointed.

The Faculty secretary is responsible for the administration of the Faculty's administrative services. It is the secretariat of the Faculty Board and the Faculty Administrative Board.

The structure of the Faculty organization is schematized as follows.

ORGANIZATIONAL STRUCTURE

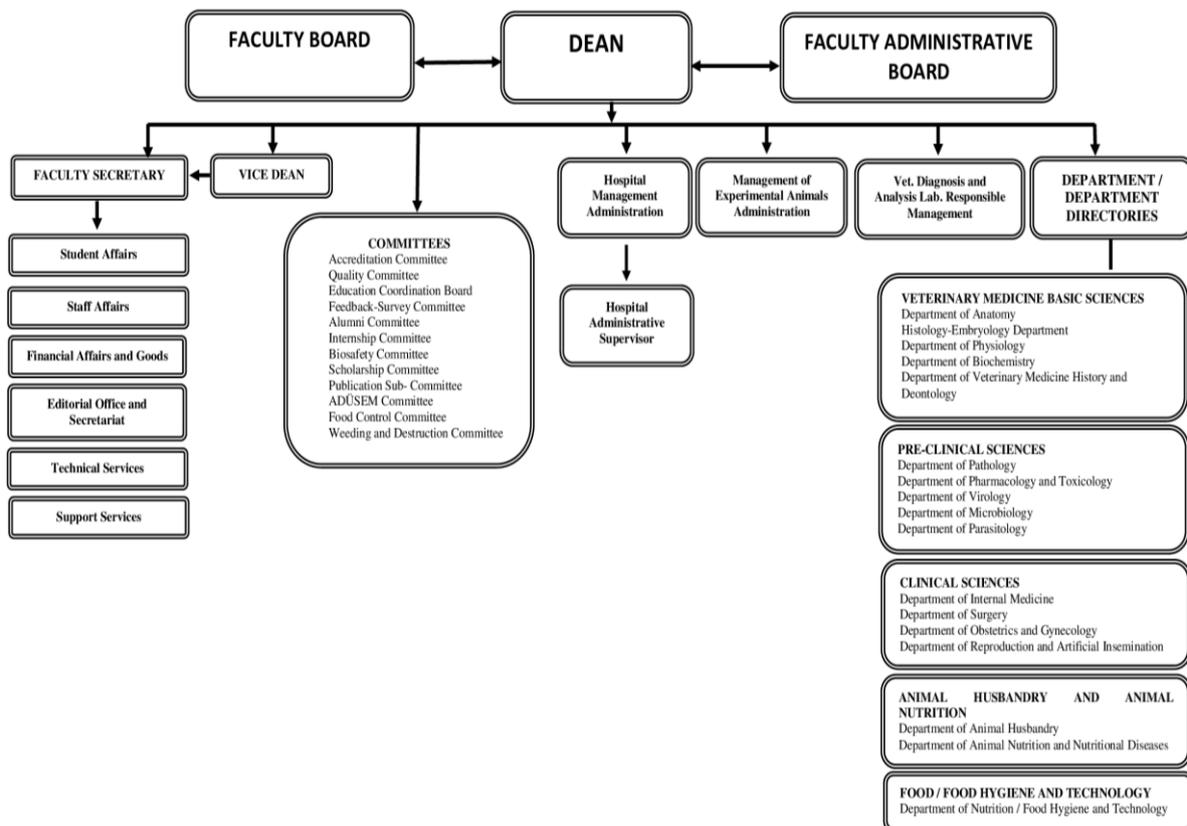


Figure 1.2.1. Organizational structure of FVMADU.

Information about the boards and commissions in the Faculty organizational structure is summarized in the table below.

Table 1.2.2. Boards and Commissions.

Boards	Responsibilities and Functions
Faculty Board	
Dean Heads of Departments (5) Professor (3) Associate Professor (2) Assistant Professor (1) Faculty Secretary/Reporter (1)	It is the board with academic functions; Deciding on the education, scientific research and publication activities of the Faculty and the principles related to these activities, as well as the plan, program and education calendar, Selecting members to the Faculty board of directors, Selecting a member of the university senate

Faculty Administrative Board	
Dean Professor (3) Associate Professor (2) Assistant Professor (1) Faculty Secretary/Reporter (1)	It is the board with administrative functions; Implementing the decisions of the Faculty board Determining the investment program and budget of the Faculty Implementing the educational program and academic calendar of the Faculty Deciding on the admission of students, their course adjustments and expulsions, and the procedures related to education and examinations, Taking decisions on all matters brought by the Dean regarding Faculty management, Assigning assistant professors and research assistants and extending their contracts
Faculty Academic Board	
Academic Staff of the Faculty	Exchanging opinions and presenting them to the university annually in order to improve educational and scientific activities in each semester
Departmental Board	
Head of Department Academic Staff of the Department	Giving suggestions about the effectiveness of educational and research activities in the department.
Academic Division Board	
Head of Division Academic Staff of the Division	Planning all educational and research activities in the academic division Suggesting a name for the chair the academic division.
Commissions	
Commission of Education	
Assigned by the Faculty's administrative board.	Making suggestions to improve educational regulations and statutes
Course Equivalence and Adaptation Commission	
Members are assigned by the Dean.	Making recommendations for managing the equivalence process
Traineeship Commission	
Members are assigned by the Dean.	Determining the traineeship places, evaluating the traineeship / EPT files of the students.
Alumni Commission	
Members are assigned by the Dean.	Communicating with alumni, providing communication between Faculty and alumni, organizing meetings and trainings, conducting graduate evaluation surveys.

Scholarship Commission	
Members are assigned by the Dean.	Determining the students who need scholarship.
International Relations Commission	
Members are assigned by the Dean.	Making suggestions to improve the international relations of the Faculty. Organizing programs for incoming students and academics.
Accreditation Commission	
Members are assigned by the Dean.	Organizing accreditation studies within the scope of EEVAE and VEDEK (The Association for the Evaluation and Accreditation of Veterinary Institutes and Programs).
Quality Commission	
Members are assigned by the Dean.	Ensuring the organization and implementation of the quality assurance system.
Feedback-Survey Commission	
Members are assigned by the Dean.	Organizing the feedback if requested and reporting for the Dean's office.
Bio-Security Commission	
Members are assigned by the Dean.	Organizing bio-security measures for the Faculty and making suggestions to the Dean's office.
Food Control Commission	
Members are assigned by the Dean.	Supervising lunchrooms, cafeterias and canteens.
Continuous Education Commission	
Members are assigned by the Faculty Board.	Organizing and coordinating continuing education activities in the Faculty
Publication Commission	
Members are assigned by the Faculty Board.	Evaluating the publication suggestions other than articles and making suggestions to the university editorial committee.
Market Price Research Commission	
Members are assigned by the Faculty Board.	Performing price research in the purchasing process.
Examination and Purchase Commission	
Members are assigned by the Faculty Board.	Checking the suitability of purchased materials

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

Table 1.2.3. Department and Division Heads.

VETERINARY MEDICINE BASIC SCIENCES DEPARTMENT Prof. Dr. Funda Kırıl (Head of Department)		fkargin@adu.edu.tr
Prof. Dr. Hasan Erden	Anatomy	herden@adu.edu.tr
Prof. Dr. Şadiye Kum	Embryology and Histology	skum@adu.edu.tr
Prof. Dr. Hümeýra Ünsal	Physiology	hunsal@adu.edu.tr
Prof. Dr. Pınar Alkım Ulutaş	Biochemistry	paulutas@adu.edu.tr
Assist. Prof. Erden Sedat Arslan	Veterinary History and Deontology	arslans@adu.edu.tr
PRE-CLINICAL SCIENCES DEPARTMENT Prof. Dr. Şükrü Kırkan (Head of Department)		skirkan@adu.edu.tr
Prof. Dr. M. Tolga Tan	Virology	mttan@adu.edu.tr
Prof. Dr. Selim Sekkin	Pharmacology and Toxicology	ssekkin@adu.edu.tr
Prof. Dr. Hasan Eren	Parasitology	heren@adu.edu.tr
Prof. Dr. Şule Yurdagül Özsoy	Pathology	sule.ozsoy@adu.edu.tr
Prof. Dr. Süheyla Türkyılmaz	Microbiology	sturkyilmaz@adu.edu.tr
CLINICAL SCIENCES DEPARTMENT Prof. Dr. Murat Sarierler (Head of Department)		msarierler@adu.edu.tr
Prof. Dr. Bülent Ulutaş	Internal Medicine	bulutas@adu.edu.tr
Prof. Dr. Bayazıt Musal	Obstetrics and Gynecology	bmusal@adu.edu.tr
Prof. Dr. Murat Sarierler	Surgery	msarierler@adu.edu.tr
Prof. Dr. Melih Aksoy	Propagation and Artificial Insemination	melih.aksoy@adu.edu.tr
ANIMAL SCIENCE AND ANIMAL NUTRITION DEPARTMENT Prof. Dr. Ahmet Gökhan Önel (Head of Department)		agonol@adu.edu.tr
Prof. Dr. Özcan Cengiz	Division of Animal Nutrition and Nutritional Diseases	ocengiz@adu.edu.tr
Prof. Dr. M. Kenan Türkyılmaz	Division of Animal Science	mkturkyilmaz@adu.edu.tr
FOOD HYGIENE AND TECHNOLOGY Prof. Dr. Filiz Kök (Head of Department)		fkok@adu.edu.tr
Prof. Dr. Filiz Kök	Food Hygiene and Technology	fkok@adu.edu.tr

1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

The Faculty has a strategic plan (Annex 1.1.) covering the years 2021-2023. The preparation phase of this plan was completed at the end of 2020, the draft plan was announced on our website, and our stakeholders were also asked for their views on the plan during this period. In this period, administrative processes were carried out according to the draft plan. After the necessary arrangements were made according to the opinions and suggestions received, the final version of the plan was approved by the Faculty Administrative Board. In the strategic plan; together with the general evaluation, stakeholder analysis and SWOT analysis, the strategic objective, goals and performance indicators to be followed in order to achieve these goals were determined.

1.4 The Establishment 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 recognizes the importance of quality, and quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.

FVMADU has been carrying out various studies prioritizing the quality assurance system since the beginning of the Bologna Process. For three years between 2009 and 2013, the Faculty was the only Faculty of the University to have the TS EN ISO 9001 Quality Management System Certificate. After this date, although there were some problems in the studies of the quality commission, the Faculty worked under the coordination of the Quality Board of the Rector's Office. Following the changes in YÖKAK, EAEVE and VEDEK standards; the Faculty Quality Commission was re-established in 2018 but started its active work at the end of 2019 due to the change process in the Faculty management. Documentation studies could not progress rapidly in 2020 because of the uncertainties due to the Covid-19 pandemic and the difficulty of working with the staff. The Quality Commission updated its documentation in 2021, after working the responsible staff of sub-units. In this context, FVMADU reorganized its quality management system through four processes. These processes include the Management Process, Education-Teaching Activity Process, Research Activity Process and Social Contribution Activity Process. The definition, inputs, resources, outputs, performance criteria, responsables, team, beginning, end, purpose, scope, targets of these processes are documented in the process information. In order to carry out these processes, the functioning of the units working in the Faculty organizational chart has been documented with procedures, annual work plans, job descriptions, instructions, work flow charts and forms used (<https://akademik.adu.edu.tr/fakulte/veteriner/>).

FVMADU, with the contribution of the quality commission, has prepared its final strategic plan as of the end of 2020 and has been continuing to work in line with this plan. (Annex 1.1. Strategic Plan). A goal titled "Regular Implementation of the Quality Management System" exists on the Strategic Plan of the Faculty (Annex 1. Strategic Plan, Goal 4.2). Academic staff working in the quality commission have also been assigned to the accreditation commission.

1.5 The Establishment 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, views and employment destinations of past students as well as the profile of the current student population.

The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for 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.

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://akademik.adu.edu.tr/fakulte/veteriner/>).

In addition, the Faculty and the Animal Hospital are in social communication through such social media accounts as Facebook, Youtube, Instagram and Twitter.

Table 1.5.1. Internet and Social Media Addresses

Faculty's Web Site	https://akademik.adu.edu.tr/fakulte/veteriner
Hospital	https://idari.adu.edu.tr/vethastane
Facebook	https://www.facebook.com/Aydin-Adnan-Menderes-Universitesi-Veteriner-Fakultesi-1468311000113749/
YouTube	https://www.youtube.com/channel/UCdVUxgqX8zFOjT0RgceB2Pw
Instagram	https://www.instagram.com/aduveteriner/
Twitter	https://twitter.com/aduveteriner

The Faculty has prepared its new Strategic Plan, which includes organizational structure, general information, stakeholder analysis, SWOT analysis, and future goals and objectives, and has published it on its Webpage.

(<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353335>)

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=100310167>).

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

Since the communication with the graduates was not considered sufficient in the Faculty, it was found necessary to create a new communication environment apart from the graduate tracking system of the rector's office. For this purpose, the Faculty alumni commission has created a website called "alumni platform" (<https://mezunvet.adu.edu.tr/main>). With this system, a link was created on the website of the Faculty of Veterinary Medicine, and our graduate students were asked to register. In this way, information about our graduates can be accessed. In 2021, the Alumni Satisfaction Questionnaire and the Competency/First Day Qualifications Questionnaire were completed, and the evaluation process continues. In addition, lifelong learning trainings are organized with our graduates.

1.6 The Establishment 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 Establishment 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.

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 FVMADU Strategic Plan. Monitoring and evaluation of performances will be done as follows.

Monitoring the 2021-2023 Strategic Plan of the FVMADU will be carried out through administrative activity reports to be written according to this Strategic Plan at the end of every year, performance indicators, year-end student satisfaction surveys, academic and administrative staff satisfaction surveys, patient satisfaction surveys and other feedback methods implemented within the quality management system.

The evaluation of the 2021-2023 Strategic Plan of the FVMADU will be discussed periodically at the Quality Board meetings, based on the performance indicators specified in the plan (immediate improvement arrangements will be made by the administration), recommendations can be made after extensive discussion at the Management Review meeting to be held at least once a year. Finally, development or improvement proposals will be evaluated and resolved in the administrative boards of the Faculty.

In the Faculty, feedback is received and evaluated in the following ways.

A survey commission has also been established within the scope of the Quality and Accreditation Commissions of our Faculty. Within the scope of quality management system studies, feedbacks are received via feedback boxes in various areas of the Faculty, e-mail (veteriner@adu.edu.tr), CIMER (Turkey's Presidential Communications Center), RİMER (Rectorate Communications Center). Written feedback is evaluated by the Quality commission and/or administrators, and necessary improvements are made. Other feedbacks are evaluated and answered by the Dean's units.

Since the courses were conducted as online interactive education during the Covid-19 pandemic process, both students and staff did not come to the Faculty regularly. For this reason, satisfaction surveys of students and staff registered in the quality management system were not applied. It was decided to apply the patient satisfaction survey, which could not be applied regularly due to the ongoing revision studies in the hospital, on the 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). In previous years, it was seen that only Faculty members evaluated these surveys. In line with the recommendation of the Quality Commission, "Academic Staff and Course Evaluation Questionnaires" and "Course Learning Outcomes Evaluation Questionnaires" were evaluated by the Faculty Department committees and presented to the Dean in a report. These reports were evaluated in a meeting chaired by the Dean and attended by the Education Commission, Quality Coordinator and the Head of the Accreditation Commission, and decisions for implementation were taken.

During the Covid-19 pandemic process, for the first time in the spring semester of 2019-2020, courses were held with distance education. In the summer break period, with the decision to conduct the 2020-2021 academic year fall semester courses as distance education, a "Distance Education Evaluation Survey" was applied to the Faculty students and academic staff, and as a result of the evaluation made according to the results of this survey, it was determined that the beginning practices of the Anatomy I course of the fall semester were given by dividing the classes into groups so that interaction with the students is easier. Announcements were made to the students taking the clinical course, and the students who wanted to participate in the hospital-clinical practices voluntarily were included in the practices physically.

In addition, some academic divisions or Faculty members optionally apply their own individual surveys, which do not belong to the Faculty survey system, at the end of the year to evaluate the feedback on their courses. It is known that this feedback evaluation is applied regularly for the courses of Anatomy, Biochemistry, Pharmacology, Animal Science, Internal Medicine. These feedbacks are also evaluated by the Faculty member or by the committees, and the results and improvements are shared with the students in the first course of the new semester.

Faculty students can meet the Dean, Vice-Deans or student affairs officers face-to-face, by e-mail or applications as WhatsApp etc. directly without taking an appointment and can quickly produce solutions to problems through negotiations. In the Faculty, the 2019-2020 spring semester and 2020-2021 academic year education were held in the form of interactive distance education courses using the online "Google Meet" program on "<https://evdekal10.adu.edu.tr/>" organized by the University's ADÜSEM (ADÜ Continuous Learning Centre). In this process, the Distance Education Unit Coordinatorship created in the Faculty immediately evaluated the feedback received from the students via telephone, WhatsApp message or e-mail and tried to find solutions. In addition, the Faculty has a WhatsApp message group formed by the vice Dean in charge of student affairs, the student affairs officer, student representatives of classes and Faculty student representatives. Thus, students' feedback can be quickly resolved through this application.

Before the start of the 2021-2022 academic year, in the first week of September; the results of all the above-mentioned feedbacks, that of the quality management system internal audit, the performance indicators in the strategic plan will be evaluated at the Meeting for the Review of Administration, under the presidency of the Dean, and with participation of the vice Deans, Faculty secretary, and the chairmen of Quality Commission, Accreditation Commission and Education Commission.

In addition, the University has a Quality Coordinating Office (<https://kalite.adu.edu.tr/default.asp?lang=2>). These unit coordinate the quality assurance activities within the university in line with YÖKAK (The Higher Education Quality Council of Turkey - <https://yokak.gov.tr/>).

Table 1.6.1. Reports submitted to the units of the Rector's Office regarding the activities of the Faculty.

Internal Evaluation Report (Annually)	Rector's Office / Quality Coordinator ship	Report covering general information about the Faculty, quality assurance system, education, research and development, social contribution and management system. within the scope of quality assurance system studies in universities (YÖKAK)
Rubric Evaluation Report (Annually)	Quality Coordinator ship	Report in which the quality assurance system, education, research and development, social contribution and management system carried out in the Faculty are scored within the scope of quality assurance system studies in universities (YÖKAK)
Academic Performance Evaluation Report (Annually)	Rector's Office	Report containing education, research and development, social contribution and management activities
Annual Activity Report (Annually)	Rector's Office/Strategy Development Directorate	The report on the financial activities of the Faculty in accordance with the legal regulations regarding the budget.

Performance Indicators' Report (Quarterly)	Rector's Office (Secretariat General)	A report containing Faculty activity information for the purpose of monitoring the performance indicators in the Strategic Plan of the Rector's Office.
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1.7 The Establishment 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.

FVMADU is still a member of the The European Association of Establishments for Veterinary Education (EAEVE) and the Association for the Evaluation and Accreditation of Veterinary Institutes and Programs (VEDEK). The international acceptability of our Faculty was certified by EAEVE for five years in the year 2016.

In addition, the national accreditation of FVMADU was certified by VEDEK in December 2016 with the accreditation approval granted for seven years. Our second interim report, which was sent to VEDEK, which approved our national accreditation, at the end of 2020 was approved on 12.02.2021. However, this report contains warnings about the lack of emergency clinic and mobile clinic services, the decrease in the number of patients and animals undergoing necropsy, and staff shortages. These problems have already been evaluated in the Faculty Strategic Plan, in the SWOT analysis and in the goals and objectives that need improvement.

Comments on Standard 1

Although FVMADU is still a young faculty compared to many veterinary education institutions, it is a faculty that has been able to create a culture of quality since its establishment. In the previous years, some departments received feedback and made improvements in the course processes. Since 2007, the Faculty has systematically provided its students to evaluate the courses and Faculty members. Between 2010 and 2013, the quality management system certification was made for the administrative activities. These studies were not related to any legal obligation until 2017 but were carried out by the own will of the Faculty's administrative units. After that, YÖKAK studies, which are now legally binding for the Faculty, started to implement the new standards of EAEVE and VEDEK. For this reason, Faculty administrations will need to regularly implement their own quality management system obligatorily, not preferably. While determining the processes and process interactions of the Faculty quality management system, it defined the functioning of the Faculty organization as a process under the name of management. In addition, the Faculty has prepared its new Strategic Plan and has set a goal in the plan under the name of improving and developing the management process.

Suggestions for improvement on Standard 1

- Explaining the quality assurance system better to all staff and students and ensuring that they are involved in the system.
- Increasing in-service training for personnel
- More cooperation with the Rectorate's quality coordinator.
- Ensuring regular, accurate and reliable data collection, especially for annual evaluations. More active use of management information systems.

Standard 2: Finances

2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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).

There are two types of university in Turkey as “State” and “Foundation” establishments. Both are governed by YÖK. The state universities are financially supported by the Republic of Turkey Ministry of Treasury and Finance.

ADÜ is a state university and the big proportion of its budget comes from Republic of Turkey Ministry of Treasury and Finance. Every year the budget proposal is estimated by the Strategy Development Unit of the University in July and is sent to Republic of Turkey Ministry of Treasury and Finance for approval. The exact budget of the University is formed by discussing it with the Republic of Turkey Ministry of Treasury and Finance within November in the same year. The budget transferred to the university is allocated to the faculties according to the needs. However, the budget has never been in the amount defined previously. This allocation is limited by the economic policy of the government. Since veterinary medicine offers an exciting and broad spectrum of career choices to those aspiring to enter the profession; in order to fulfill the requisites to commensurate this sophisticated education, expensive equipments/materials are required. On the other hand, since the potential higher education income is divided for many faculties in Turkey; receiving sufficient budget from the government is not possible. The Dean is responsible for the allocation and admission of the budget reserved for the Faculty. The demands from the Departments are followed in order, by giving the priority to the education by the Assembly of the Faculty with the direction of the Dean.

The high amounts of expenses such as equipment, repairs, buildings and machines are met by budget of Faculty or the University. The main authority is the Assembly of University and the Rector.

In addition to the general budget; revolving fund of FVMADU from Veterinary Teaching Hospital (VTH), VTF, consultancy service fees and other diagnostic laboratory services are the other main funds of the Faculty. One of the important incomes of the Faculty is from extramural research funds (e.g. TÜBİTAK)

Salaries and social insurances, various expenses (cleaning, communication, advertising, maintenance-repair, training supplies, travel costs, internet, heating, water and electricity) of FVMADU are covered by the Rector’s Office. Faculty does not pay for these utilities.

The Faculty requests from the general budget of the University after the approval of the rector in order to provide major teaching equipment. Small budget investments and renovations are organized by University Administrative Offices upon demand by Dean’s Office. High budget investments and renovations are applied by a master finance plan accepted by the university management.

The revenues from the services (i.e. clinical, diagnostic) and financial supports are saved in an account of the revolving fund of FVMADU. FVMADU administration has autonomy for the use of the budget as regulated by related laws and regulations. Priorities are decided by the

Dean in line with the needs and demands of the academic units. Finally, the Faculty Administrative Board and Dean administer the main budget.

There is no tuition fee for Turkish-national students for five years of education. However, students who cannot graduate from FVMADU within 5 years pay 420,00 TL (approximately 44 Euros) per year as a tuition fee. The tuition fee is 1.260,00 TL (approximately 132,00 Euros) per year for foreign students. The tuition fee is determined by the Council of Ministers for each academic year. Tuition fees are transferred to the University budget.

The mentioned annual average EUR exchange rates throughout the SER have been calculated with the arithmetic average of the daily exchange rate data of Central Bank of the Republic of Turkey 2021 data run until 30 July. Approximate calculations were as follows; 2019 Currency 1 Euro=6,35, Approximate 2020 Currency 1 Euro = 8,04 TL, Approximate 2021 Currency, 1 Euro = 9,55 TL.

(<https://www.tcmb.gov.tr/wps/wcm/connect/en/tcmb+en/main+menu/statistics/exchange+rates/indicative+exchange+rates>).

All revenues are free of taxes. FVMADU transfers 1% of the revenue to the state budget. Additionally, 5% of the revenue provided from the services is transferred to the ADÜ Scientific Research Projects Coordination Unit (BAP) of the University for funding of future research projects.

Table 2.1.1. Annual revenues for the last three academic years (in Euros).

Year	Public authorities	Revenues generated by the Faculty		TOTAL
		Revenues from services provided	Research	
2021	1.303.030,00	119.851,00	155.811,00	1.578.692,00
2020	2.323.328,00	264.980,00	706.777,00	3.295.085,00
2019	2.597.000,00	227.123,00	88.814,00	2.912.937,00

Table 2.1.2. Annual expenditures for the last three academic years (in Euros).

	2021	2020	2019
A Personnel	1.267.602,00	2.230.715,00	2.479.114,00
A1 Academic staff	1.071.206,00	1.907.685,00	2.102.007,00
A2 Support staff	196.396,00	323.030,00	377.107,00
B Operating costs			
B1 Utilities	35.428,00	92.613,00	117.886,00
B2 Teaching	15.300,00	17.250,00	44.500,00
B3 Research	155.811,00	706.777,00	88.814,00
C Maintenance costs	55.794,00	190.703,00	105.386,00
D Equipment			
D1 Teaching	14.294,00	11.150,00	14.175,00
D2 General Equipment	24.299,00	28.607,00	32.755,00

Table 2.1.3 Annual balance between expenditure and revenue (in Euros).

Year	Total Expenditure	Total Revenue	Balance
2021	1.568.528,00	1.578.692,00	10.164,00
2020	3.277.815,00	3.295.085,00	17.270,00
2019	2.882.630,00	2.912.937,00	30.307,00

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.

The Faculty has full authority to use its revolving fund. This is used to support their key strategic missions such as learning - teaching and clinical service delivery.

The VTH are first and foremost an educational resource and, whilst the Faculty seeks to ensure they are run as efficiently as possible, financial self-sufficiency is not the primary objective. Fees for services (ie clinical, diagnostic) are approved by the university senate, determined by the Faculty board according to the prices set by the Local Veterinary Chamber. Although VTH charges market prices for clinical and field services to avoid unfair competition, free applications made under the student application to ensure sufficient clinical cases for training. In addition, when the transportation required for out-of-school activities and field work is planned, the cost of the mobile clinic vehicle is covered by the Rector's Office.

Table 2.2.1 Revenues of the VTH for the last three calendar years (in Euros).

	2021	2020	2019
Self-Financing	110.000,00	240.000,00	192.000,00

The main purpose of the VTF is to train students. The VTF is managed by an academic staff appointed by the Dean. Low incomes from pigs, small ruminants and large animal facilities in the VTF are transferred to the Faculty budget and the costs related to the current expenditures related to the goods and services (feed, medicine, non-stock items, etc.) made there are covered from the same budget. It can generate additional income by using the facility and animals to conduct trials, academic activities and/or research projects.

Table 2.2.2. Revenues of the VTF for the last three calendar years (in Euros).

	2021	2020	2019
Self-Financing	6.100,00	12.000,00	10.500,00

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

FVMADU's resource allocations are reviewed every year and necessary investments are organized according to its strategic plan. Small-budget investments and renovations are organized by the University Administrative Directorates at the request of the Dean's Office. High-budget investments and renovations are implemented with a master financing plan accepted by the university administration.

Faculty budget mainly consists of university central budget, revolving fund and research grants. The economic crisis that emerged after the 2019 pandemic and the increase in exchange rates in the last two years have created a very troublesome process in investment budgets. However, due to the 2019 Covid-19 pandemic, the Faculty has started a major renovation in the VTH by turning the distance learning course into an opportunity and using the available resources correctly.

In this renovation, which will implement the strategic plan, meet the ESEVT Sub-Standards, perform education and training activities better, and ensure that the operation is more regular and efficient, the following operations have been carried out:

- VTH was transformed from a specific clinical department to a general hospital concept with a re-organization in terms of functioning.
- The patient waiting room was renewed.
- Entire small animal clinic was restructured and renovated
- Cat and dog hospitalization areas were restructured.
- The emergency clinic was rebuilt and restructured.
- The clinical amphitheater in the hospital grounds was renovated and refurbished.
- VTH internet line was renewed and strengthened as optic-fiber.
- All electricity and water lines were renewed
- A Clinical Skill Laboratory (CSL) was built.
- A patient tracking system with a camera was installed.
- New working and resting areas were organized for PhD and MSc students.
- New student cafeteria was built.
- The diagnostic imaging unit has been created. Processes related to device purchases continue.
- Work continues to move the Clinical Center Laboratory to its new location within the VTH.
- The construction of the new operating theater units continues.
- The construction of special clinical examination units for dermatology, cardiology, ophthalmology, etc. continues.
- In addition, heating installations of the education-teaching and department blocks were renewed due to problems related to heating.
- Arrangements were made in the sports fields within the Faculty.
- The renovation will be completed in 2022. Until the end of this period, the renovation of large animal and equine clinics is planned.

Comments on Standart 2

FVMADU, along with its external stakeholders, assesses its financial sustainability through setting, monitoring and reporting against key financial performance indicators which are commonly used in higher education.

Due to financial reasons, the University's central budget is decreasing every year. The main problems faced by FVMADU relate mainly to the lack of adequate funds for the employment of new academic and support staff, as well as the participation of more students than recommended.

The FVMADU has a lower level of budget than the Faculty of Medicine which is often supported by National Health Service operations and/or similar programmes, although the Faculty is involved not only in the clinical but also in the public health services.

Within the scope of pet insurance, which is a newly developing sector in Turkey, no patients have been examined in the VTH. It is foreseen that the income of the VTH will increase with the development of the insurance sector.

We remain committed to the principle that the primary purpose of VTH is teaching students and accept that this places a restriction on the level of financial contribution which can be delivered. That's why it's so important that we try to be as efficient as possible in the way our clinical business is run. With the recent completion of VTH's renovation, improved imaging unit and better procurement, we can increase efficiency and increase working capital inputs without compromising training.

We are happy to state that most of the research projects are supported by the TÜBİTAK and the BAP.

Our future financial strategy is focused on targeted growth in our income streams and a robust and proactive approach to cost control, creating capacity for investment in our core activities and capital infrastructure. We believe this will ensure the future financial sustainability of the FVMADU and its veterinary education programmes.

Suggestions for improvement on Standard 2

The budgets of present veterinary faculties should be increased instead of establishing new veterinary faculties in Turkey, since veterinary medicine education costs are expensive.

Communication with commercial companies should be increased and sponsorship agreements should be made.

In terms of external sources of funding, one possible source consists of donations. Efforts are currently being made to explore this source of funding with companies and organizations in the public and private sector.

In order to achieve a higher degree of autonomy for expenditures, attempts should be made to increase the revolving fund income of FVMADU and the scope of community service should be expanded.

Standard 3. Curriculum

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 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), Food Safety and Quality, and Professional Knowledge.

The curriculum of ADÜ Veterinary Faculty (FVMADU) is designed in accordance with the EU Directive 2005/36/EC (as amended by the 2013/55/EU directive) and Annex V.4.1, and the necessary curriculum studies are carried out for our graduates to have their Day One Competences.

Within the scope of EAEVE, curriculum studies were carried out after 2012 and these studies were completed until the interim report period in 2015. In the intervening 6-year period, a lot of progress has been made in terms of Veterinary Medicine education in our country. The most important one among these advances is the "National Veterinary Core Education Programme" (VUÇEP) studies in providing the standards of our Faculty. Under this programme, the standards of the education curriculum are guaranteed. There have been delays due to various malfunctions in the process of VUÇEP studies. The planned visit to our Faculty by EAEVE in 2019 has been postponed at our request, due to the inadequacy of the national core education programme. VUÇEP studies were completed in the last months of 2020 and were approved by YÖK in 2021. In addition, our efforts to review the curriculum have also gained momentum. However, the Covid-19 pandemic that occurred during this period caused disruptions in our studies. Our students, who are the most important element of education, remained away from the Faculty during this time and their views could not be used sufficiently. Despite this, the Faculty boards continued their work, albeit remotely, and various progress was made regarding the curriculum. In this process, stakeholder opinions are also received in order to improve the curriculum. For this purpose, our Faculty Graduates and Aydın Veterinary Physicians Association were asked for their opinions. These opinions and VUÇEP standards are discussed in the relevant commissions and boards of the Faculty and curriculum development work is carried out.

Within the scope of curriculum studies, an official letter was written to all departments in 2021 and they were asked to review the courses they gave in order to eliminate the deficiencies related to the day one competences. In this context, it was ensured that they make updates in their courses with one-to-one meetings with all departments. As a result, Faculty learning outcomes were revised and updated. The contents of all courses taught at the Faculty can be accessed at <https://ects.adu.edu.tr/programme-detail/3/3890/course-structure/>

When the main strategy of our curriculum is examined, it consists of the distribution of the departments in the Faculty. When our students start Faculty, they first take basic sciences courses, then pre-clinical sciences courses and finally clinical sciences courses. During their education, each student goes through a very intensive training period on food hygiene, food control and public health, which are very important for our profession. And also, there are three obligatory courses in any university programme in Turkey including Atatürk's Principles and History of Revolution, Turkish Literature, Occupational Health and Safety and Second Language (called as 5i courses) beyond the veterinary profession. These courses are given in

the first 3 years of education. The ECTS distributions of the courses within the curriculum of our Faculty are given in Table 3.1.

Table 3.1: ECTS distributions of the Curriculum.

NAME	ECTS
Basic Veterinary Sciences	50
Pre-clinical Sciences	58
Animal Science and Animal Nutrition	22
Clinical Sciences	72
Food Hygiene and Technology	14
External Practical Training - Traineeship	8
Elective subjects (Inc. internship)	62
5i	14
Total ECTS	300

The current undergraduate curriculum followed by all students is given in the tables of Annexes:

Annex 3.1. Undergraduate Curriculum Followed by All Students.

Annex 3.2. Internship Programme

Annex 3.3. Theoretical and Practical Elective Courses

3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

Qualifications for higher education mean what a person achieving any higher education degree is supposed to know, do and be competent about. The adequacy of our curriculum is guaranteed by the "National Competency Framework for Higher Education in Turkey" (TYYÇ). In this way, both national and international competencies have been defined and all national curricula have been created within the framework of these rules (<http://www.tyyc.yok.gov.tr/>). The commission of course learning outcomes and programme qualifications was made for each course in the programme, and the commission of programme qualifications with TYYÇ was made for each programme. These commissions are published in our University OBIS Information Package at <http://akts.adu.edu.tr/degree-programmes/3/>. The structure and course distribution of our programme has been created as a total of 300 ECTS within the scope of the

Bologna Process. The courses are classified under the titles of Compulsory, Elective, and Non-Departmental Elective and determined in percentage ratios.

As stated in Article 3.1, the FVMADU curriculum is based on the acquisition of qualifications and skills (<https://ects.adu.edu.tr/programme-detail/3/3890/course-structure/>). The curriculum ensures that all qualifications to be acquired are distributed among the various courses that make up the curriculum, and as a result, students who reach the graduation stage reach at least the "day one requirements" (<https://ects.adu.edu.tr/programme-detail/3/3890/programme-outcomes/>).

The course surveys regarding the educational objectives and learning outcomes of our Faculty, the evaluation of the teaching staff and the evaluation of the traineeship files are secured by the Regulations and Directives. The current status and suggestions of the graduates of the institution are followed through the relevant graduate platforms. There is a module created within the scope of OBIS to receive feedback from students. Students evaluate the courses and lecturers over this module. The student feedbacks are taken into consideration by the instructors in the next semester and make the necessary improvements themselves. Considering the size of student feedback, the institution management also participates in the process and ensures that the necessary improvements are made.

Learning outcomes are taken into account in the process of measuring and evaluating student achievements. The proficiency levels or achievements of students regarding learning outcomes are carried out by one or more of the open-ended, multiple-choice tests, assignments and practical activities created by the instructors. Our instructors measure and evaluate measurement tools by taking into account the individual differences of the course and the students. Certain weights of midterm, application and final exams are taken to evaluate the success. The software system of our Faculty, OBIS, provides the lecturers with the opportunity to determine the distribution of course grades.

Students start to take applied courses in the Faculty from their first year. Especially in the practice courses they took in their first years, there are practice booklets and these booklets show the experiments and applications to be done in each course. Students initial these booklets to their lecturers during the courses. Practices such as narration, video watching and remote demonstration were made for these practices during the Covid-19 pandemic period. Students start to take clinical courses as of the 3rd grade and obtain a follow-up booklet for each clinical practice course. In this booklet, the practices that students should do are described. After each application, they submit it to the lecturer responsible for that course for approval. Students are free to use all the facilities of the Faculty during these processes. They can follow patients in clinics, work with Faculty practice animals or work on their own in the CSL that is being established. For the pandemic period, students were offered the opportunity to work voluntarily in the hospital in the fall semester. In this period when the education was completely remote, senior students who wanted had the opportunity to work in our hospital.

An alumni platform has been created to update our students' lifelong knowledge and to establish a good contact with them. Through this platform, it is aimed for various students to participate in lifelong learning and to improve themselves. At the same time, we encourage our students, who continue their education life, to participate in distance education by professional associations and other faculties.

3.3. Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes

Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences

Description of how (procedures) and by who (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

As stated in previous chapters, the objectives of the programme are designed to meet the minimum requirements a veterinarian must acquire upon graduation. These requirements are determined as day one competences by veterinary accreditation bodies such as EAEVE and VEDEK. We revised the learning outcomes of our Faculty again in 2021 by targeting them completely. For this, we first compared the learning outcomes of previous years and day one competences in the training commission. Although our previous learning outcomes met most of these, there were some shortcomings. Upon this, a report was written to the Dean's office by the Faculty education commission and the departments were asked to correct these deficiencies. The Dean's Office held a meeting with the departments and gave information about the necessary regulations and a course revision was made based on the learning outcomes of the program. This revision was concluded towards the end of June 2021 and the Faculty learning outcomes specified in the appendix were renewed.

As explained in the previous articles, qualifications and learning outcomes are achieved with a total of 300 ECTS consisting of semester courses each year for five academic years. These 300 ECTS are given by 5 departments (Basic sciences, Pre-clinical sciences, Clinical sciences, Animal Science and Animal Nutrition and Food hygiene and technology) within the Faculty. All of the courses in the curriculum are semesters. One student takes 30 ECTS courses in each semester. 235 ECTS of these required courses are compulsory, 53 ECTS of departmental electives and 12 ECTS of non-departmental elective courses.

The first year (semester 1, 2) takes basic science courses that bring together the basic skills and knowledge required by the European Directive 36/2005. In the second year (semesters 3 and 4), it enters the basic sciences courses as well as pre-clinical sciences. It also takes some of the subjects of Animal Science and Animal Nutrition. The third year (5th and 6th semesters) finishes the pre-clinical sciences subjects. He/she enters the clinical courses and starts to take the applications of clinical courses. In the fourth year (semesters 7 and 8), after getting the basics of diagnosis and treatment, he/she starts an intensive applied education in addition to theoretical training in clinical sciences. However, he/she also takes courses on food safety such as meat and milk hygiene. In the first semester of his last year (semester 9), he/she receives an intensive applied education together with the courses that require more expertise in clinical branches. During this period, emergency clinical services also come into play. In the last semesters, students are directed to applied education completely. There are internship practices in the 10th semester. During this period, they take the compulsory courses of clinical practice, food hygiene and technology, and emergency clinical education. In addition, they complete their education life by choosing one of the modules of farm management, clinical laboratory diagnosis and basic science applications.

The design, communication, evaluation and review of learning outcomes is undertaken jointly and consistently with other aspects of the degree programme (core curriculum, objectives, assessment criteria). The basic procedure is carried out by the Education Commission, the

Quality Commission and the Traineeship (EPT) commission and finally the Faculty board. Commissions meet at least twice a year, and the Faculty board meets whenever necessary. The decisions taken are communicated to the relevant parties both as the presence of students in the commissions and as an announcement.

3.4 The Establishment 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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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.**

FVMADU has an officially established Education Coordination Board (Education Commission) to supervise, develop and create the curriculum, as stated in previous sections. This board consists of 4 people, one of which is the vice Dean responsible for education, a student (Faculty student representative) and at least 2 Faculty members. In addition, other commissions in our Faculty (survey, alumni, quality, accreditation and EAEVE commissions) send the surveys, meetings and various evaluations about the curriculum to the Education Commission and cooperate. In particular, the Faculty accreditation commission collects data for accreditation and informs the Education Commission about the related requirements.

As stated in Section 3.1, approval of VUÇEP standards by the national authority, and a large-scale curriculum review within the scope of VEDEK and EAEVE has been initiated. In this context, external stakeholders were contacted, surveys were conducted with our alumni, and the surveys made over OBIS were also evaluated. All these developments will first be evaluated in the education commission and presented to the Faculty for opinion. Currently, the Education Commission is working on the issue through routine meetings. At the same time, renewals in the course content are routinely made every year.

During the Covid-19 pandemic process that took place in 2020, all Faculty members were provided with measurement and evaluation training in distance education. In this way, our teaching members were supported in the distance education process and they were able to adapt to this process more easily.

3.5. External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary

degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge

There is obligatory EPTs in our Faculty. EPT is referred as "Summer Traineeship" and lasts for five weeks (200 hours) at the end of the 8th semester. All the process is regulated by the University (<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31323030>) according to predefined and announced rules. For the Summer period Traineeship, students have to deliver an acceptance letter from private clinics, veterinary hospitals, farms, laneries, pharmaceutical companies, state-owned or private diagnostic laboratories, feed production plants, food analysis laboratories and state veterinary offices. The acceptance letter is approved by the Traineeship Commission of the FVMADU considering the suitability of the training location.

3.6. The EPT providers must have an agreement with the Establishment and the student (in order to state 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 Establishment on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

Students freely choose the companies and institutions they do EPT according to their professional career inclinations and interests. However, they have to make their choices from the companies or institutions that employ veterinarians. The performances of the students during EPT are evaluated as specified in the traineeship logbooks. In 2020, the " Mobilization" project was initiated between the Presidential Office of the Republic of Turkey and Higher Education institutions. With this project, traineeship opportunities were increased for university students in all public institutions and organizations. The protocol is given in the link <https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20200618165109-GAMBGADUSTAJYNERGESI-000049063414092267345535.pdf>.

For each student, Traineeship/EPT period is 25 workdays comprising a total of 200 hours. FVMADU is responsible for organising health insurance of students during the traineeships period. In order to receive the feedback of the students, a questionnaire form has been prepared and evaluated since 2020-2021. There is a Traineeship/EPT Commission at the Faculty for regulations of student traineeships.

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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

Students have to note all cases and practices daily to their logbooks provided by FVMADU during their traineeship (EPT). Logbooks have to be signed by the supervising practitioner. At the end of each traineeship, the students submit their logbooks to the Traineeship Committee to be evaluated for their involvement in clinical and practical works. A student evaluation form prepared by the supervising practitioner is also in the logbook. This logbook is evaluated by the Traineeship Commission.

The student's traineeship/EPT evaluation stages are presented below:

- a)** The Traineeship Commission convenes at least three times a year. Traineeship Commissions examine and evaluate the traineeship files submitted until the day of the meeting.
- b)** Traineeship evaluation made by Traineeship Commissions; traineeship Registration Form filled out by the workplace, the report of the supervisor instructor, if any, and face-to-face interviews with students if necessary, and the answers given to the questions asked.
- c)** Traineeship evaluations are made by the Traineeship Commission in the form of acceptance, partial acceptance, rejection or correction request, the Traineeship Registry Form is filled and signed, and after the evaluation results are entered in OBIS, it is delivered to the department or unit head to be forwarded to the student affairs. Incomplete traineeship can be completed or the entire traineeship can be re-done.
- d)** The student whose correction is requested must perform the desired correction within 1 (one) month at the latest. Otherwise, his traineeship is deemed to be rejected. At the end of this period, the student's situation is re-evaluated by the Traineeship Commission.
- e)** If the student is successful in the traineeship course, the student is given a grade of "G" (PASS).
- f)** Rejected traineeships are repeated.
- g)** The files of the traineeship that are accepted and given the grade "G" (PASS) can be returned to the students.
- h)** Traineeship Application Form, Workplace Traineeship Contract, Employment and Exit Notifications, Traineeship Registration Form and Attendance Chart for the students whose traineeship evaluation is completed are filed in the "Student File" kept in the student affairs office, other traineeship documents are destroyed after two years of storage.

Students can object to the results of the traineeship evaluation. The objections are examined and finalized by the board of directors, taking the opinion of the Traineeship Commission.

In addition to the compulsory traineeship/EPT, students can also do optional traineeships. Up to 75 working days, the student may be given optional traineeship permission upon the request of the student and the approval of the unit board of directors. In this context, Social Security Authority (SGK) premiums of the students who do traineeship are paid by the University, if requested. Students who want to do an optional traineeship apply to the Dean of the Faculty with a petition. The student whose request is found suitable in the board of directors submits the Traineeship Application Form to the unit at least 10 days before the start of the traineeship after receiving the necessary approvals from the institution where he/she will do the traineeship. In this case, insurance transactions are made at the latest one business day before the start of the traineeship.

Students can submit their complaints/suggestions or opinions about the traineeship to the Traineeship Commission before or after the traineeship. The Traineeship Commission convenes in such cases and takes the necessary decisions.

Comments of Standart 3

With the updates made in the content of the courses in the curriculum of FVMADU, especially in 2021, significant progress has been made in order for students to have their ESEVT day one competences. Faculty learning outcomes have been adapted to the day one competences and it has been tried to ensure that each student has these skills when they graduate from the Faculty. In addition, the FVMADU education commission continues to work on updating the curriculum. In this regard, besides the traineeship (EPT) at the end of the 8th semester, curriculum changes such as the definition of an EPT related to food hygiene and public health at the end of the 6th semester, and the extension of the traineeship training to the entire 5th grade are discussed in this regard. At the same time, issues such as the preparation of a graduation thesis by each student for graduation and the students taking a general graduation exam after the internship are evaluated by the education commission. In our Faculty, there is a quality assurance system in which the entire education system is questioned and working to eliminate the deficiencies. Despite the disruptions in their work due to the pandemic, they contributed to the system with the surveys and evaluations. Since our students have not been in the Faculty for a long time, they have used CIMER, Faculty e-mail or Whatsapp groups established with Faculty class representatives to communicate problems arising from distance education or curriculum.

However, in recent years, studies have been carried out to increase veterinary education to 6 years by the Deans Council, which consists of the Deans of Veterinary Faculties in Turkey. However, due to the Covid-19 pandemic that started in the first quarter of 2020, some such studies have been disrupted. It is thought that increasing the duration of education will be an important agenda in the coming years. Therefore, it is foreseen that very important changes can be made regarding the curriculum.

Suggestions for improvement on Standard 3

Studies need to be accelerated in order to include more practice in the curriculum. Especially EPT should be given more space. If the insurance issue that should be made to students for EPT education can be resolved, it would be appropriate to add EPT to each summer term starting from the 4th semester. During the Covid-19 Pandemic, a new structuring was made in the Faculty clinics and a CSL was established. In order to enable students to benefit more from this laboratory, arrangements should be made to add this subject to the curriculum.

Measurement methods should be developed in order to know to what extent each student at the graduation stage has achieved their day one competences.

It is expected that the council of Deans will present a proposal to the YÖK to increase the education period to 12 semesters in the next 1-2 years. If the training period can be increased to 12 semesters, this will be a very important progress.

In addition, steps should be taken to use the distance education experiences we gained during the pandemic period in some stages of education, even after the pandemic period.

Standard 4. Facilities and Equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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 with reduced mobility, and EU animal welfare and care standards.

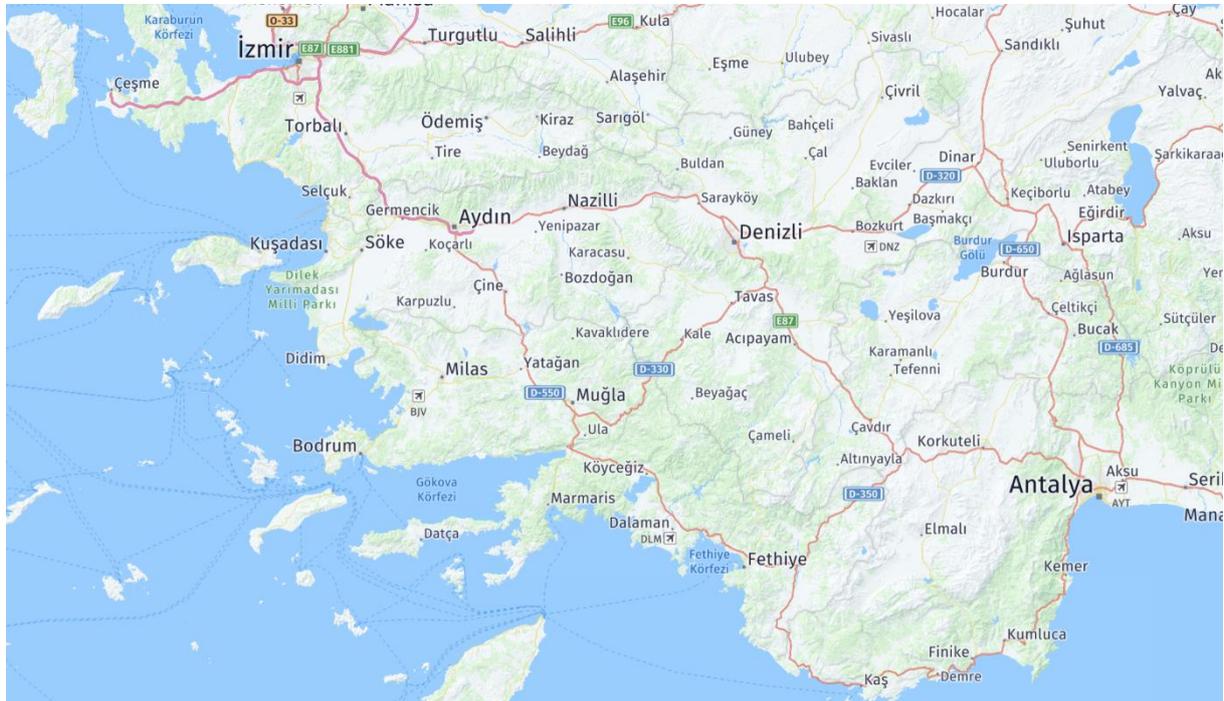


Figure 4.1. Aydın city around and FVMADU map.

FVMADU serves in 11 blocks with a total of 170,000 m² open and 19,097 m² closed area in the West Campus located in Işıklı neighbourhood of Efeler district, Aydın province. The campus is easily accessible by public transport. The Faculty has different buildings. There are a total of 10,484 square meters of education area, 335 square meters of social and cultural area, 158 square meters of student-staff dining hall, and 11 meeting rooms (580 square meters in total). Users can connect to the internet with Education Roaming Access Service (EDURoam) in the campus area.

ADÜ budget comes from Ministry of Treasury and Finance, Republic of Turkey. The budget transferred to the university is allocated to the faculties according to the requirements. The Dean is responsible for the allocation and admission of the budget reserved for the Faculty. The demands from the Departments are followed in order, by giving the priority to the education by the Council of the Faculty in accordance with the direction of the Dean. The high amounts of expenses such as equipment, repairs, buildings, and devices are met by the budget allocated to the Faculty or the University. The main authority rests with the Council of University and the Rector. Standard 2 contains more detailed information.

Accessibility to people with reduced mobility is developing and handled individually. In this context, there are disabled ramps and elevators for easy access to the classrooms and the library, and WC for the disabled in the toilets.

There are a total of 9 security guards working at the main entrance of Faculty, the VTH and West Security Cabin. In addition, the security of the Faculty is provided by a total of 36 cameras.

Occupational safety, biosecurity, and environmental safety of FVMADU are carried out by qualified personnel. A safer environment was created for internal and external stakeholders by posting biosafety and warning signs at all points determined under the supervision of the "Biosafety Commission". In this context, "Biosafety Training" is given to all personnel and students.

Procedures using animals are submitted to ADÜ Animal Experiments Local Ethics Committee (HADYEK) for approval. HADYEK determines the limits of ethically acceptable practices in all processes related to housing, breeding, isolation, transportation, using in experimentation and observation of all animals to be used for experimental, testing and training purposes in various academic units of ADÜ. HADYEK monitors the applications of research proposals in this respect and determines the principles for termination when necessary. ADÜ HADYEK was established with the approval of the Rector's Office, dated 04.07.2007 and numbered 4209 (<https://akademik.adu.edu.tr/rbb/hadyek/default.asp>).

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be 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 academic and support staff.

Lecturing

In the main building, there are five lecture theatres, three classrooms, a small classroom and two lecturing rooms at the VTH (one under construction) (Table 4.2.1). These rooms are equipped with air conditioning, multimedia devices and computers; due to its large capacity, they are mostly used to teach large groups.

Table 4.2.1. Premises with lecture theatres/rooms.

Premises	Location	Number	Surface (m ²)	Capacity (person)
Lecture theatres	Main Building	5	100	80
Classrooms	Main Building	3	100	90
Small classroom	Main Building	1	30	20
VTH Lecture theatre	VTH	1	100	84
VTH Lecture theatre	VTH	1	100	70

Group Work

Group work, seminars, tutorial and discussion sessions are carried out in small rooms available in different departments. In the Main Building, which has a closed usage area of approximately 3000 m²; the Library, with a capacity of 38 people, includes an "Internet Hall" and a "Reading Hall". There is also a 190-seat conference hall and a foyer area.

Practical Work

Under the supervision of the Faculty members of the departments, there are applied training laboratories equipped with the necessary tools, where practical training is given to the students. For this purpose; two Microscope Laboratories (100 m² x 2 = 200 m²) and two Chemistry Laboratories (100 m² x 2 = 200 m²), one Anatomy Laboratory (280 m²), Deontology (21 m² x 2 = 42 m²) equipped for practical training necropsy room (500 m²) and two VTH CSL (21 m²+27 m²) are available. In addition, the existing laboratories (Table 4.2.2) in each department are used for practical training when necessary. Biosafety is FVMADU priority, all laboratories are marked in accordance with national and regional legislation. Students must comply with biosafety rules and wear personal biosafety equipment at each application.

Table. 4.2.2 Venues for practical work (laboratories).

Department	Lab1	Lab2	Lab3	Lab4	Lab5
Anatomy	Osteometry	Application	Experimental Study	Student Lab	-
Biochemistry	Lab 1	Lab 2	Lab 3	-	-
Physiology	Lab 1	Lab 2	Lab 3	-	-
Histology-Embryology	Lab 1	Lab 2	Lab 3	-	-
Pharmacology	Lab 1	Lab 2	Lab 3	Lab 4	
Microbiology	Media Preparation	Routine Diagnostic	Serology	Molecular Diagnostics	Molecular (PCR)
Parasitology	Routine	Serology	Molecular Biology	Tissue Culture	-

Pathology	Tissue Tracking	Histo-chemistry	Diagnostic	Immunohistochemistry	-
Virology	Lab 1	Lab 2	Lab 3	Lab 4	-
Reproduction and Artificial Insemination	Lab 1	Lab 2	Lab 3	-	-
Food Hygiene and Technology	Sample Acceptance and Registration Room	Chemistry	Microbiology	Sterilization Room	Molecular and Serology Research
Department of Animal Nutrition and Nutritional Disease	Registration /Feed Inspection	Feed Analysis 1	Feed Analysis 2	Research	-
Animal Science	Lab 1	Lab 2	-	-	-

Lab: Laboratory. Food Hygiene and Technology Department have "Milk Unit" Laboratory as 6th Lab.

The FVMADU CSL is in the VTH, connected with two rooms for multipurpose exploration. In the CSL, which was opened in the 2020-2021 academic year's spring semester (but activated in the 2021 summer internship program due to the Covid-19 pandemic), students receive preclinical stimulation-based training on a model/dummy. Various module and simulation sets and module trainings have been prepared. Thus, various applications are made on cadavers and students are provided with important clinical skills.

Study and self-learning

In the FVMADU Main Building, a library (connected to internet room and study room) with 38 personal computers and 20 DC sockets for electronic devices and 1488 veterinary books compiled, which are purchased by the Faculty, are available to all students and Faculty members. Students can also watch the video contents of various topics via the computers in the subsidiary library. Also, ADÜ Central Library is accessible for all staff and students. It is about 9 km away from FVMADU and very close to the state dormitory buildings in the main campus. A Wi-Fi network system is available in whole library and campus. Students can retrieve the library catalogue via website of the library both on and off campus. The central library of the university received the "Orange Flag" award within the scope of the "Accessible University Awards" organized by YÖK (<https://site.adu.edu.tr/engelsizkutuphane/>). A complete description of the Library facilities explained in Standard 6.

Catering

In the main building of the Faculty there is a dining hall (120 m², 60 people capacity) where you can eat fixed menu at noon. Also, there are 2 more canteens (Canteen A; 240 m², 100 people capacity, and Canteen B; 210 m², 50 people capacity) is available for snacks. There are also many options to get food - beverages around the FVMADU.

Locker rooms

A total of 250 lockers are distributed in the main building corridors for students.

Accommodation

Students can stay economic prices in Higher Education Credit and Hostels Institution (KYK) dormitories. There is a dormitory for 3000 people (9 km) in Aydın KYK Boys' Dormitory on the central campus, and an Aydın Adnan Menderes KYK Girls' Dormitory in Işıklı with a capacity of 4000 people (300 meters from FVMADU). New KYK Boy's Dormitory will be open (250 meters from FVMADU) in 2021-2022 academic year. Rooms are designed for 2-3-4 people. In the dormitories all comfort provided to the students as security, Wi-Fi, heating, dining – studying hall, canteen, bathroom, WC, laundry, infirmary, desks, and cabinets. For detailed information (<https://kygm.gsb.gov.tr>).

Moreover, there is an accommodation facility for students on duty in the emergency clinic.

Leisure

There is foosball, billiards, table football, TV, basketball, open chess field, volleyball court, tennis court, gymnastic equipment groups, walking tracks and two student cafeterias within the FVMADU. In addition, there are tennis courts, basketball courts, football field, swimming pool, shopping mall, restaurants and cafes on the central campus (9 km away from FVMADU).

Sanitary

There are several toilets, washing facilities with showers at the buildings.

Staff offices and research laboratories

The staff offices and research laboratories of the departments were distributed to the departments. In total, there are 139 offices, and 49 research laboratories (Tables 4.2.2) are at the service of academic and support staff for teaching and research activities.

4.3. The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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 and bio-containment**
- **be designed to enhance learning.**

There are 146 animals in the farm of FVMADU: 40 in the poultry unit, 17 in the semi-open cattle breeding unit, 76 in the semi-open sheep breeding unit and 13 in the pig breeding unit. Also, 7 geese, 7 peacocks, 15 ducks are located next to the Kanat-Ger.

There are five backgammon, four manger areas (three earthen, one grass) and two forage stores in the Faculty campus of the Equestrian Community. There are two British (one female, one

male), one Arab (female) and one Haflinger (male) horse in Equestrian Community zone. Veterinary Faculty students work 24/7 actively in all management (grooming, hoof, oral-dental care, and training program), feeding, routine control, examination, and treatment of horses. In addition, other educational applications in the curriculum on horses can easily be done in this area.

Kanat-Ger Student Club has a small number of domesticated bird species (chicken, duck, goose, pheasant etc.). Although, within its area, the framework protocol made between FVMADU and the Ministry of Forestry and Water Affairs, Nature Conservation and National Parks of Aydın Branch, the feeding, treatment, and rehabilitation of birds realized by Kanat-Ger members.

In addition, the application process of the Exovarium Student Club, which aims to reproduce, diagnose, treat, and rehabilitate primarily reptiles, amphibians, aquatic animals, and arthropods.

Facilities for research animals

FVMADU "Experimental Animal Production and Research Centre" (total usage area 324 m²), has been certified as a producer/user/supplier for rats, mice, gerbils, pigs, sheep and goats by the Ministry of Food, Agriculture and Livestock (permission dated 19.01.2017 and numbered 128). There are 35 mice, 165 rats, and 110 gerbils in this Unit. Intensive research experiments were conducted in previous years, although since the beginning of 2020, the number of animals in the Unit has been reduced due to the postponement of studies due to the Covid-19 pandemic. In addition, research activities are carried out in VTF (poultry, cattle, sheep, and pig farms).

Facilities for hospitalised animals

The hospitalization unit for cats and dogs was restructured in an area of approximately 200 m². Treatment units were created in the hospitalization area. There are separate units for infectious diseases and isolation of animals. For horses, camels, cattle, sheep, and goats, existing hospitalization and isolation areas that have not been revised are used.

Clinical Activities

VTH was built in 1998 and has been serving for about 22 years. VTH licensed by the Ministry of Food, Agriculture and Livestock on 21.12.2011, provides health services to patients from Aydın and surrounding provinces. VTH's usage area is 5,200 m². Patient Admission, Patient Lounges, Small and Large Animal Clinics, Diagnostic Imaging, Central Laboratory, Pharmacy, Numerous clinical examination and practice rooms and halls according to animal species, treatment rooms, operation halls, intensive care and rehabilitation units, dental unit, echo examination room, eye unit, endoscopy unit, isolation rooms, hospitalization units for each animal species, and isolation rooms for infectious diseases are located in VTH. An amphitheatre to be used in clinical practice training activities and case discussions is also available. The Emergency Service is located in VTH. VTH has a mobile clinic. In these services, there are enough equipment and tools that can be used for diagnosis and treatment, such as endoscopy and laparoscopy equipment, doppler ultrasonography, anaesthesia equipment, electrocardiography, ultrasonic dental scaler, and patient monitors.

Patient services are carried out by directing them to the screen system in the examination rooms, starting from the receipt of the patient registration sequence number from the queue-matic.

Clinical diagnostic services are carried out by the existing hospital staff. Each clinic organizes its own service whenever possible. When supportive analysis of the cases is required, samples (blood, urine, stool, joint fluid, skin scrapings, cerebrospinal fluid, etc.) are sent to the relevant departments for comprehensive analysis.

The Clinical Laboratory contains equipment for haematology, blood and urine chemistry, and serological analysis.

It has a new 180 m² diagnostic imaging unit. One digital x-ray, one tomography and one doppler ultrasonography device will be bought to the diagnostic imaging unit through the BAP infrastructure project (VTF-20024), which was approved in 2020. Work on the supply of equipment continues.

Regarding diagnosis services, laboratories of eight (8) Departments (Microbiology, Pathology, Parasitology, Pharmacology-Toxicology, Biochemistry, Histology, Physiology), Food Virology, Veterinary Diagnosis and Analysis Laboratories are certified by the Ministry of Agriculture and Livestock General Directorate of Food and Control (Permission of the Ministry of Agriculture, General Directorate of Food and Control dated 24.10.2014 and numbered TAL-25) (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=343539&pk=1>). Apart from the infrastructure of the departments, ADÜ Central Laboratory (<https://akademik.adu.edu.tr/aum/bt/default.asp?idx=313537>), Agricultural Biotechnology and Food Safety Application and Research Centre (TARBİYOMER) (<https://akademik.adu.edu.tr/aum/tarbiyomer/>) and many other research centres (<https://www.adu.edu.tr/en/default.asp?idx=313433>) can be used within the research activities.

Diagnostic Services Including Necropsy

The necropsy service is affiliated with the FVMADU Veterinary Pathology department and samples from clinics, private veterinary clinicians and animal breeders are used for educational purposes. The procedures to be followed in the necropsy room for all animal species are under the supervision of the Faculty member thus students perform necropsy. Samples from animal organs are taken and processed in the laboratory closed to the necropsy room, if necessary, these samples are sent to the Bacteriology, Virology, Pharmacology or Parasitology Services.

FSQ and VPH

The Department of Food Hygiene and Technology has the necessary equipment for a milk processing unit. Within the scope of intern practices, each student is taken to the slaughterhouses, within the scope of public health practices, several times under the supervision of an assistant. These slaughterhouses are distributed around Aydın as Uludağ Et in Umurlu, Ege Et in Çine, and Efeler Municipality Animal Market.

In the applications of these courses in this field, basic chemical compositions of milk and dairy products, platform tests, food chemistry and microbiology, antemortem examination, post-mortem examination, systemic meat examination, sex determination in carcasses and valuable meats and HACCP application are carried out. In addition, in the milk processing unit within the Faculty; cheese, yoghurt and butter applications are made. Meat products applications are explained theoretically in detail and examined and transferred with students in digital environments.

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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

Patient Admission, Patient Lounges, Small and Large Animal Clinics, Diagnostic Imaging, Central Laboratory, Pharmacy, clinical examination and practice rooms and halls according to animal species, Treatment rooms, operation halls, intensive care and rehabilitation units, dental unit, echo examination room, eye unit, endoscopy unit, isolation rooms, hospitalization units for each animal species, room for infectious diseases are in VTH. An amphitheatre to be used in clinical practice training activities and case discussions is available. The Emergency Service is located in VTH. VTH has a mobile clinic. However, due to the Covid-19 pandemic and the transition to distance education, there have been problems both in the operation of the hospital and in the clinical education practices in these services.

A large part of the infrastructure work required for the revision of small animal clinics to meet education and training standards has been completed. The clinical training of the students is carried out by the expert Faculty members of the departments of Internal Medicine, Surgery, and Obstetrics and Gynaecology. Large animal clinics will be completed in 2022. Currently, all applications are carried out in the area that has not been restored.

In addition, students clinical training practices on animals in the VTF are accompanied by an academician.

VTH has the necessary equipment and infrastructure to a larger extent for hospital operation and clinical training. Diagnosis, treatment, and operations of both small and large animal diseases are carried out in the general and special units within the hospital. A project for the missing tomography device for the imaging unit has been issued by the Rectorate and procurement studies have begun.

4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

Upon request, students can access diagnosis and treatment opportunities under the supervision of academicians or responsible Faculty veterinarians, as well as access the clinical records of VTH databases by applying to the personnel responsible for the service.

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 animal care and

for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

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

4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

FVMADU have a mobile clinical vehicle for our students to perform field clinical applications, and when necessary, a vehicle is requested from the Rector's Office and our students are transported to the farm or feed factories where they will practice. In addition, there is a transport caravan for sick animals to be transported to the hospital.

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 to prevent the spread of infectious agents.

The ambulatory clinic travels in a fourteen-seater vehicle. The vehicle is equipped with disposable clothing belonging to the students, and leggings for boots and gloves (also disposable gloves for examinations) supplied by FVMADU. It includes surgical material, podiatry material for large animals and ultrasound equipment. Clinical and pathological wastes (medical wastes) and animal cadavers are collected in separate special containers that are collected by the local municipality.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

The Biosafety Commission of our Faculty was established on 10.09.2019, and under the supervision of the "Sorting and Destruction Commission", the necessary consumables and fixtures were purchased, and personnel assignments were made. FVMADU "Biosafety Guide" has been prepared in addition, a safer environment was created for internal and external stakeholders by hanging the biosafety and warning signs at all points determined under the supervision of the "Biosafety Commission". (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353338>). 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-glass ware and blunt equipment are preferred for practical demonstration. Each flat has a first aid kit and fire extinguisher. For the examination of patient's, students are required to wear lab coats, gloves, wellingtons, and 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 then taken by Aydın Municipality Environmental Management Department twice a week. Packaging materials (e.g., plastics,

glass, wooden, ceramic, textile) are collected by a private waste management firm whenever the Faculty demands. 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 the two separate special containers and collected by the local municipality whenever demanded by the Faculty.

Comments on Standard 4

The deficiencies related to the necropsy room mentioned in the last visit were corrected. A project was made for the meat processing unit from the Department of Food Hygiene and Technology. Biological hazard and risk controls were reported by the "Biosafety Commission" established in FVMADU. In VTH the lack of hospitalization and isolation units, emergency room and mobile clinic was eliminated, and a CSL was established to support the practical applications of the students. VTH has a new diagnostic imaging unit. One digital x-ray, one tomography and one doppler ultrasonography device will be bought to the diagnostic imaging unit through the agreed BAP infrastructure project. Work on the supply of equipment continues. Animal sheltering areas are also not sufficient because the city is growing around the Faculty campus and it is not possible to establish more farms within the campus due to the fact that the area currently in use by the Faculty is allocated to the metropolitan city hospital, which is under construction. To balance the stated situation, food hygiene, animal feeding and clinical teaching practices are made by students under the supervision of Faculty members in farms contracted with the school.

Suggestions for improvement on Standard 4

Compensation of the negative effects of the Covid-19 pandemic conditions is essential as soon as possible.

New opened VTH units will require equipment. Equipment deficiencies can be eliminated by increasing financial opportunities.

Standard 5: Animal Resources and Teaching Material of Animal Origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) 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.

The global strategy for the use of animals and materials of animal origin is to create an educational platform where students will graduate to meet their Day One Competences in accordance with ESEVT. In this direction, information about the distribution of pre-clinical and clinical education is given in detail in the curriculum section.

One of the important components of clinical education is that students follow the applications made to patients admitted within the VTH. However, considering the possible risks for the students and animal welfare, it is aimed that the student should practice as much as possible before the first contact with the live animal. For this purpose, various applications are made on cadavers and students are familiarized with important clinical skills. In addition, with the CSL, which opened in the 2020-2021 Spring Semester but able to be activated in the summer internship programme of 2021 due to the Covid-19 pandemic, is being provided for the students to develop their clinical competencies before their first contact with the patient during the clinical training process.

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

Species	2021	2020	2019
Cattle	<ul style="list-style-type: none"> • Skeleton • Bone set • Calf embalming model • Calf skeleton 	<ul style="list-style-type: none"> • Skeleton • Bone set • Calf embalming model • Calf skeleton 	<ul style="list-style-type: none"> • Skeleton • Bone set • Calf embalming model • Calf skeleton • Cattle brain cadaver (10) • Internal organ cadavers • Front leg cadaver (2) • Back leg cadaver (2) • Female genitalia (10) • Cattle head cadaver
Small ruminants	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models 	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models 	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models

	<ul style="list-style-type: none"> • Brain medulla spinalis model (plastinated) • Thorax (plastinated) • Liver (plastinated) • Front leg muscle, vessel, nerve model (plastinated) 	<ul style="list-style-type: none"> • Brain medulla spinalis model (plastinated) • Thorax (plastinated) • Liver (plastinated) • Front leg muscle, vessel, nerve model (plastinated) • Cadaver (5) 	<ul style="list-style-type: none"> • Brain medulla spinalis model (plastinated) • Thorax (plastinated) • Liver (plastinated) • Front leg muscle, vessel, nerve model (plastinated) • Cadaver (6)
Camel	<ul style="list-style-type: none"> • Skeleton • Bone set 	<ul style="list-style-type: none"> • Skeleton • Bone set 	<ul style="list-style-type: none"> • Skeleton • Bone set
Companion animals	<ul style="list-style-type: none"> • Skeleton (cat, dog) • Bone set • Male genital model (plastinated) • Cat skeleton (3d printing model) • Dog lung (3d printing model) • Cat abdomen (3d printing model) 	<ul style="list-style-type: none"> • Skeleton (cat, dog) • Bone set • Male genital model (plastinated) • Cat skeleton (3d printing model) • Dog lung (3d printing model) • Cat abdomen (3d printing model) • Cadaver (3) 	<ul style="list-style-type: none"> • Skeleton (cat, dog) • Bone set • Male genital model (plastinated) • Cat skeleton (3d printing model) • Dog lung (3d printing model) • Cat abdomen (3d printing model) • Cadaver (3)
Equine	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models • Fore/hind leg joint, muscle models • Male genitalia (2, plastinated) • Lung (2, plastinated) • Stomach (2, plastinated) • Heart (plastinated) • Female genitalia (plastinated) • Liver (plastinated) • Tongue-larynx (plastinated) • Foal skeleton 	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models • Fore/hind leg joint, muscle models • Male genitalia (2, plastinated) • Lung (2, plastinated) • Stomach (2, plastinated) • Heart (plastinated) • Female genitalia (plastinated) • Liver (plastinated) • Tongue-larynx (plastinated) • Foal skeleton 	<ul style="list-style-type: none"> • Skeleton • Bone set • Joint models • Fore/hind leg joint, muscle models • Male genitalia (2, plastinated) • Lung (2, plastinated) • Stomach (2, plastinated) • Heart (plastinated) • Female genitalia (plastinated) • Liver (plastinated) • Tongue-larynx (plastinated) • Foal skeleton • Front leg cadaver (2) • Back leg cadaver (2) • Head cadaver • Internal organ cadaver

Pig	<ul style="list-style-type: none"> • Skeleton • Bone set 	<ul style="list-style-type: none"> • Skeleton • Bone set 	<ul style="list-style-type: none"> • Skeleton • Bone set • Front/back leg muscle (plastinated) • Male genitalia, abdomen (plastinated)
Poultry & rabbits	<ul style="list-style-type: none"> • Rabbit skeleton • Chicken, duck skeleton 	<ul style="list-style-type: none"> • Poultry cadaver (5) • Rabbit skeleton • Chicken, duck skeleton 	<ul style="list-style-type: none"> • Rabbit skeleton • Chicken, duck skeleton
Aquatic animals	<ul style="list-style-type: none"> • Monk Seal skeleton • Dolphin skeleton 	<ul style="list-style-type: none"> • Monk Seal skeleton • Dolphin skeleton 	<ul style="list-style-type: none"> • Monk Seal skeleton • Dolphin skeleton
Exotic pets	<ul style="list-style-type: none"> • Snake skeleton • Snake cadaver • Turtle skeleton • Birds of prey skeletons (Peregrine Falcon, Common Buzzard, Common swift etc.) 	<ul style="list-style-type: none"> • Cadaver (1) • Snake skeleton • Snake cadaver • Turtle skeleton • Birds of prey skeletons (Peregrine Falcon, Common Buzzard, Common swift etc.) 	<ul style="list-style-type: none"> • Cadaver (4) • Snake skeleton • Snake cadaver • Turtle skeleton • Birds of prey skeletons (Peregrine Falcon, Common Buzzard, Common swift etc.)
Others (specify)	-	-	-

* *The last full academic year prior to the Visitation*

In applied anatomy education, animals such as goats, sheep, cattle, donkeys are purchased commercially. Animals such as dogs and cats are used by preparing cadavers of animals that have been given euthanasia decision in the Faculty clinic with the approval of the patient owner and have no disability for anatomy education. Poultry is procured from the Faculty Poultry Investigation and Training Unit. Records of dead or live animals to be used for educational purposes are available in the Anatomy department. Also, cattle head, brain, liver, udder, and genital organs can be taken as slaughter material according to the cadaver's condition. Poultry and internal organs are preserved by immersing them in a solution consisting of liquid foam soap, citric acid and ethanol, and can be discarded after being used in that school year. For materials such as internal organs that need to be stored for many years, 5% formaldehyde is added to the above solution. Each year, the number of animals indicated in the table below is anesthetized and perfusion is applied according to the liquid foam soap, ethanol and citric acid mixture (2017)* method, and these cadavers are stored in a cold room environment in a similar solution and used in lessons. The dissection of the poultry is first made fresh with the students, and then used by immersing them in the solution. All cadavers are kept in cold storage. Skeletons, bones and joints of different animals and some plastination models are always ready for use in the anatomy laboratory as dry material. And also, wild animals brought by national parks or zoos for treatment or necropsy but died are also used as bone and skeletal material. There are 3 farms in FVMADU (to semi-open cattle farm, sheep farm and pig farm) that are also used for educational purposes. In units such as FVMADU Farms, Student Society of

Equitation and Student Society of Avian Rehabilitation and Aviculture (Kanat-Ger), students are taught surface anatomy on live animals in a way that does not disturb the welfare of the animals. In addition, students have the opportunity to study radiological anatomy on X-ray images taken for patients in clinics. Studies on the use of cadavers in anatomy classes were approved by the HADYEK of ADU in 2016.

(*Turan et al., The mixture of liquid foam soap, ethanol and citric acid as a new fixative-preservative solution in veterinary anatomy. *Ann Anat.* 2017 209:11-17.)

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

Species	2021	2020	2019	Mean
Cattle	17	68	53	46
Small ruminants	76	54	95	75
Pigs	13	15	11	10,6
Companion animals	-	-	-	-
Equine	4	4	5	-
Poultry & rabbits	40	50	50	-
Exotic pets*	50	120	130	123
Others (Rat)	165	172	106	178
Others (Mice)	35	90	55	68
Others (Gerbil)	110	77	107	101

*:Due to a fire in the building used by Kanat-Ger Student Society, the number of animals decreased. Although the renovation work has been completed to a large extent, new animal supplies could not be made due to the Covid-19 pandemic.

For pre-clinical training, visits are made to semi-open cattle farm, sheep farm and pig farm within FVMADU. Also, other educational practices in the curriculum related to these animal species can be easily carried out in these areas. However, due to the pandemic process, when distance education started, students could not attend these activities in the spring semester of 2020. After the distance education decision taken in the 2020-2021 fall semester, our students were allowed to participate in clinical practices on a voluntary basis, provided that they comply with Covid-19 pandemic rules. In addition, equine and poultry animals within the Student Society of Equitation and Kanat-Ger located on the campus of FVMADU also allow students to learn to approach them in a way that does not harm animal welfare, and the educational practices included in the curriculum. In these student clubs, Veterinary Faculty students are actively working 24/7 in all care and feeding works, routine control, examination and treatment of animals. Animals such as rats, mice, gerbils are always present in the Experimental Animal Unit within the Faculty, and rabbit studies can be carried out. Students also have the opportunity to come into contact with these species, which are found in this unit and are also encountered as exotic animals in the clinics.

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

Species	2021	2020	2019	Mean
Cattle	133	159	397	229,6
Small ruminants	46	42	161	83
Pigs	-	-	-	-
Companion animals	1269	1324	3616	2069,6
Equine	11	37	57	35
Poultry & rabbits	82	90	217	129,6
Exotic pets	3	-	9	4
Others (Camel)	10	18	57	28,3
Others (Not specified)	-	-	2	0,6

**; Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient, even if it has been examined/treated by several departments/units/clinics.

Animal species such as cats, dogs, exotic animals, farm animals including camels and horses are brought to VTH for various reasons and find a comprehensive treatment opportunity. Students can follow the practices during the clinical courses included in the education and training process. Moreover, they can participate in clinical practices whenever they want, at all times where clinical service is actively provided. Clinical units within our Faculty are divided into 4 main departments as Surgery, Internal Medicine, Obstetrics and Gynecology, Reproduction and Artificial Insemination. In these sections, topics such as Dermatology, Cardiology, Oncology, Urinary system diseases, Respiratory system diseases, Neurology, Soft Tissue Surgery, Orthopedics, Ophthalmology, Gynecology and Reproductive Health, Diagnostic Imaging and Interpretation of laboratory analysis are also discussed specifically.

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

Species	2021	2020	2019	Mean
Cattle	54	N/A	N/A	N/A
Small ruminants	85	N/A	N/A	N/A
Pigs	N/A	N/A	N/A	N/A
Companion animals	N/A	N/A	N/A	N/A
Equine	N/A	N/A	N/A	N/A
Poultry & rabbits	N/A	N/A	N/A	N/A
Exotic pets	N/A	N/A	N/A	N/A
Others (specify)	N/A	N/A	N/A	N/A
Others (Bufalo)	28	-	-	-

***; Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient.

VTH has a mobile clinical vehicle for our students to carry out clinical field applications. If necessary, a vehicle is requested from the Rector's Office and our students are transported to the farm or feed factories where they will practice. However, due to the lack of permanent staff and some problems related to the legislation, various disruptions have been experienced in the process from time to time. Field studies could not be carried out because of both the pandemic and the distance education since March 2020 to February 2021 due to the pandemic. With a return to face-to-face training, farm visits were made as part of the mobile clinic service. But then it was stopped because the pandemic.

Tablo 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	2021	2020	2019	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
Others (Camel)	100	100	100	100
Others (Not specified)	-	-	100	100

The VTH also serves as the regional hospital and there are also patients who come by referral or for consultation purposes. Especially patients coming from out of the Aydın (approximately 25% of total patients) apply to our clinics after another veterinary examination and even treatment. However, no data entry has been made in the patient registry system regarding how many of the patients who applied to the clinic were the first examination patients. Therefore, while preparing the table, it was assumed that all patients were the first admission patient.

Table 5.1.6. Cadavers used in necropsy.

Species	2021	2020	2019	Mean
Cattle	-	10	13	7,6
Small ruminants	9	27	28	41,3
Pigs	6	-	-	2
Companion animals	3	7	37	14,6
Equine	-	-	-	-
Poultry & rabbits	6	25	43	23,3
Aquatic animals	-	5	80	28,3
Exotic pets	2	2	6	3
Others (Rat)	5	1	68	23
Others (Gerbil)	1	-	1	0,33
Others (Monk Seal)	-	-	1	0,33
Others (Dolphin)	-	-	1	0,33

Students are allowed to participate in/perform necropsy practices under supervision. The necropsy material consisted of various wild and domestic animals and farm animals that died or were euthanized in the Veterinary Training Hospital, as well as cadavers brought from the surrounding clinics upon request for examination. Due to the low case load in pigs, horses and exotic pets, the number of materials from these animal species is low.

Preclinical training, which includes the processing and pathological analysis of samples and materials of animal origin, is carried out in pathology laboratories. These laboratories also have equipment that will allow students to perform procedures such as necropsy and post-necropsy diagnostic sampling.

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

Species	2021	2020	2019	Mean
Cattle	-	1	4	1.7
Small ruminants	-	1	-	0.3
Pigs	-	-	-	-
Poultry	-	-	1	0.3
Rabbits	-	-	-	-
Aquatic animals	-	-	-	-
Others (Hippodrome)	-	-	1	-

In 2018-2019, 2 of cattle farm visits were made with intern groups of 20 students (Private Cattle Farm, Karahayıt/Aydın, TİGEM, Dalama/Muğla) and other 2 were with 130 3rd grade students (Arif Gürdal Cattle Farm, Baltaköy/Aydın; Cattle Farm of ADU Faculty of Agriculture, Çakmar/Aydın). The visit to the broiler unit in the same year was carried out with an intern group of 20 students.

In 2018-2019, cattle farm, Sakız sheep farm and Hippodrome visits were made with 125 3rd grade students (Arif Gürdal Cattle Farm, Baltaköy/Aydın; Sakız Sheep Breeding Farm, Koçarlı/Aydın; Hippodrome, Buca/İzmir).

The number of visits is low in 2019-2020 due to the fact that vehicles could be provided by the Rector's Office and then due to the Covid-19 pandemic.

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in FSQ.

Species	2021	2020	2019	Mean
Ruminant laniarylaniaries *	-	8	20	14
Pig laniarylaniaries	-	-	-	-
Poultry laniarylaniaries	-	-	-	-
Related premises **	-	6	15	11
Others (Livestock market) ***	-	2	5	4

*; Each visit is made with an average of 15 intern students and lasts 4 lesson hours. It takes place in non-Faculty institutions. (Uludağ Meat Integrated Facility, Umurlu/Aydın; Ege Meat Inc., Çine/Aydın). **A number of visits to the milk processing unit of the FVMADU; each visit is carried out with 15 intern students and lasts 4 lesson hours. ***Efeleler Municipality Livestock Market; each visit is carried out with 15 intern students and lasts 2 lesson hours.

The number and duration of visits to slaughterhouses and related facilities for Food Safety and Quality training are organized in the same way every year. However, these visitations could only be completed with two student groups for the 2019-2020 year due to the pandemic, but could not be actualized with the other 3 groups. Facility visits cannot be made with other classes, except for interns. And also, due to the ongoing distance education process in the 2020-2021 academic year due to the pandemic, none of the facility visits could be made.

Currently, most clinical procedures are taught using patients in VTH, while teaching applications involving experimental procedures are not implement. Facilities such as Semi-Open Cattle Farm, Sheep Farm and Pig Farm, Poultry Research Unit, Experimental Animals Unit are under FVMADU management; Student Society of Equitation and Kanat-Ger are under the administrative responsibility of the ADU Directorate for Health, Culture and Sports (SKS). HADYEK approval is obtained for all applications and research on experimental animals.

The disposal of medical wastes in FVMADU is carried out by the municipality within the scope of ongoing agreements. Biosafety commission of the Faculty works on preparing regular reports and makes recommendations by assessing the situation by holding regular meetings.

A description of the number and variety of animals and materials of animal origin for preclinical education and clinical education, and how (procedures) and by whom (description of committee structure) the clinical services provided by the organization are decided, implemented, evaluated and revised, and communicated to staff, students and stakeholders certain steps are followed. First of all, the Faculty members responsible for the courses notify the heads of their departments of the need for more animals or animal materials, and the head of the department evaluates the request and conveys it to the Dean with its reasons. As a result of mutual committee meeting with the Dean's Office, the rejection, revision or acceptance of the requirements is decided.

5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.

For external training, visits are made to the semi-open cattle breeding and sheep breeding units within our Faculty, as well as the ADU VTF. Due to the Covid-19 pandemic in the fall semester of the 2020-2021 academic year, face-to-face application could not be made because the education turned on distance learning. However, during the spring semester, intern students visited the semi-open cattle breeding unit within our Faculty and VTF in groups of 10-14 people for face-to-face education, and rectal examination, vaginoscopic examination, transrectal ultrasonographic examination were carried out. Pregnancy examination with palpation and transrectal ultrasonography were performed in sheep and goats and cattles in FVMADU farms. Sexual synchronization methods were described and synchronization was made with the intravaginal device (sponge) and intern students were practiced sponge insertion, removal of expired sponges and intramuscular injection. In the same period, dehorning was performed with a group of intern students in FVMADU cattle farm, and antiparasitic treatment and injection applications were carried out in the sheep breeding unit. However, due to the pandemic, these applications could not be made to all students, because the education turned on distance learning again.

In addition, during the routine clinical examination, diagnosis and treatment of clinical problems in these farms, the students are provided to accompany the Faculty Member/Staff.

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.

Currently, nursing skills are taught to students by teaching staff during their clinical rotations. Examination and interventions of patients in cats, dogs, exotic mammals and reptiles or farm animals are planned for the morning hours, and at the end of the operation, the patients are followed up until they recover, or, the observation of patients who are followed up on fluid and drug administration / requiring special attention is carried out in the clinic until the end of the working day. Meanwhile, students have the opportunity to practice on patient care, drug and serum applications and their monitoring, cleaning, feeding if necessary.

The hospitalization of wild birds brought within the framework of the protocol of our Faculty with the Ministry of Agriculture and Forestry by Kanat-Ger makes a significant contribution to the nursing skills of the students. 52 wild birds have been hospitalized in the 2018-2019 academic year, 41 in the 2019-2020 academic year, and 42 wild birds in the 2020-2021 academic year, for different durations. In this hospitalization process, the member students take an active role under the supervision and management of the clinical staff who monitors the patient and the Community Consultant.

Clinical trainings are carried out only in VTH, as mobile clinic services have not been provided for a while. Students receive education in 2 classes in each grade. In the third year, the students of each class are divided into two main groups as Surgery and Internal Medicine. In such a grouping, there are approximately 35-38 students per group. However, students are divided into subgroups according to the procedures carried out in each clinic and follow the process. In this way, depending on the number of patients, they are divided into 5-8 students per subgroup. In the fourth grade, students of each class are grouped as Surgery, Internal Medicine and Obstetrics and Gynecology, and there are 25 students in each main group and 4-5 students in subgroups per patient. Intern students are divided into 5 groups as Surgery, Internal Medicine, Obstetrics and Gynecology, Reproduction, Artificial Insemination and Food Hygiene and Technology, and there are approximately 28-30 people per group. These groups are also divided into practice groups of 5-6 people.

Students mainly perform practical hands-on participation in clinical procedures in the Veterinary Teaching Hospital. The skills gained by the students during the practices they participated in can be listed as follows.

Taking History and General Clinical Procedures

Taking history, physical examination, including neurological, orthopedic and ophthalmological procedures

Evaluating body condition score and animal care conditions

Creating a differential diagnosis by looking at the examination findings

Communicating with the patient owner

Implementing bandages and other immobilization methods

Creating a patient record and prepare medical reports

Diagnostic Imaging

Planning diagnostic imaging procedures
Implementing and assist planned diagnostic procedures

Sampling

Planning sampling procedures such as blood, urine, joint fluid, skin scrapes etc. in line with the examination findings
Implementing and assist planned diagnostic procedures

Treatment

Planning a treatment according to the diagnosis
Implementation of the planned treatment
Follow-up of the treatment applied
Evaluating possible positive and negative developments and directing the treatment

Nursing and Critical Care

Giving first aid
Planning an effective intervention protocol for the critical patient
Patient care, drug and fluid applications and their follow-up
Performing applications such as cleaning and feeding of the patient

Anaesthesia and Routine Surgical Procedures

Planning anaesthesia according to the species, patient's condition and the procedure to be applied.
Performing local anaesthesia procedures
Performing routine surgical applications

Euthanasia

Practicing euthanasia in accordance with animal welfare and ethics

Necropsies

Performing and interpreting necropsy with a systematic approach in line with patient history and clinical findings

Biosafety procedures

Providing waste management in accordance with biosafety rules in routine clinical applications

After the renovation carried out in the hospital, the clinical amphitheater located in the hospital areas was renovated and refurbished so that 84 students could use it. In addition, there is a computer in each examination room and opportunity to access the images taken in the x-ray unit and the internet from these computers. During clinical rotation, with the participation of relevant teaching staff and students, activities to interpret, consult and discuss the case are carried out at the bedside and/or after the patient is referred to another unit/discharged. Studies

are carried out with students on their ability to interpret and manage clinical cases in the form of questions and answers.

5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.

Patient registration, prescription and invoice tracking, and appointments are made with the e-vet software programme. The programme can be accessed from the VTH reception, pharmacies and clinics. The system allows to obtain data grouped based on animal type or diagnose of the patients presented to the VTH. In this way, evaluation or research-oriented data can be obtained.

There are two staff members, one of whom is a veterinarian, at the reception, and patients are directed to clinics according to their complaints and preliminary findings. The staff at the reception also responds to the phone calls of the patients' owner and makes appointments to the relevant departments. While making appointments, the availability of the relevant clinics and Faculty members is checked, and the departments and Faculty members are informed.

Comments on Standard 5

With the establishment of the CSL, a system was created that will allow students to improve themselves and practice before their first contact with the patient.

The revision of the hospital building has been largely completed. In this context, the small animal clinic of the hospital, which could not meet today's conditions in terms of education and service, was restructured and started to serve. In terms of operational mechanism, the hospital has been transformed from clinical departments into a general hospital concept with a re-organization. The internet infrastructure was renewed in all examination rooms and the meeting room, and a camera tracking system was put into use between the waiting room and control room. In addition, the number of operation room will be increased to three from one. These operation rooms will be modernized and put into service with a sufficient number of devices in very short time. Within the scope of restructuring, a new diagnostic imaging unit was established and the procurement process of 1 digital x-ray, 1 tomography and 1 doppler ultrasonography device was started through the BAP infrastructure project approved for this unit. FVMADU also has a well-equipped central laboratory and is supported by other departments when necessary. This centre is used for diagnostic purposes as well as for the education and practice of students. This area is also used for research purposes.

Due to the Covid-19 pandemic process, the number of patients and necropsies decreased, and some disruptions were experienced in activities such as technical visits, mobile clinic, emergency clinic and hospitalization. To avoid reoccurrence of such disruptions, some measures have been taken such as establishment of a mobile clinical commission, recruitment of three veterinarians-teaching staff for the clinical departments and the participation of a pharmacist and X-ray technician in the hospital administrative staff.

Suggestions for improvement on Standard 5

Various initiatives continue to be made for the development of the newly opened CSL. Thus, an environment where a more comprehensive education opportunity can be offered will be created.

Within the ongoing hospital structuring, dermatology, cardiology, endoscopy, neurology, ophthalmology, oncology, exotic animal diseases units have been planned, construction activities are continuing, and these areas are aimed to be put into service gradually until 2022. With the completion of device purchases within the scope of the approved BAP project, the configuration of the new diagnostic imaging unit will be completed. Thus, with the arrangements made in diagnostic imaging, operating rooms and hospitalization areas, patient follow-up will be easier for students, and they will have the opportunity to access more advanced clinical facilities.

It is aimed to gradually complete the physical restructuring of equine and farm animal clinics by the end of 2022. While the renovation works continue within the scope of the plans, the existing units continue to serve.

In addition, studies were carried out for the use of two different pet food factories, whose consultancy was provided by our Faculty members in return for the protocol, within the scope of the education of our students, but could not be realized due to the Covid-19 pandemic. In the coming year, these enterprises will contribute to the education of our students in this field.

In addition, the students of FVMADU have completed the application process for the establishment of the Egzovaryum (Student Society for Exotic and Aquatic Animals), which aims to breed, diagnose, treat and rehabilitate primarily reptiles, amphibians, aquatic animals and arthropods under the supervision of our teaching staff. After the pandemic process, this community will be established in the campus of FVMADU, and it will be an area where our students can actively work on clinical and breeding in many different exotic animals.

Standard 6. Learning Resources

6.1 Strategy and procedure

The strategic objective of FVMADU is to ensure that learning resources (physical and virtual) offer adequate and up-to-date education opportunities for students. These resources include library services, IT services and teaching rooms and training labs. A well-supplied university library, a broad EDUROam Wi-Fi network, ADÜZEM e-learning portal, well-managed databases primarily as Anatolian University Libraries Consortium (ANKOS), ULAKBIM are all accessible. The main course is to empower students to self-survey and make hands-on training and case-based learning materials to encourage student-focused learning.

Students in FVMADU have access to watch training videos courses for online education. As for the student service, library orientation and guidance are conducted to explain how to retrieve references and use database for newly entered students at university level. In addition, these guidance opportunities are provided to individuals by their mentors when requested.

For the renewal of books/journals Faculty and University Administration members are responsible for the veterinary books/journals decides and proposes to the Library and Documentation Office of University based on the requests for the new books/journals from Faculty members of each department. It needs to be approved by the Rector's Office of University to change or introduce new books/journals into the main library of the University. For the databases and e-learning platforms, Faculty Administration members are in charge of the use, technical problems, updates, and introduction of new technology. The usage method of the platform is taught to students by the University IT service members.

6.2 Library and IT Services

Staff and qualification: There are total of 30 full-time staff which consist of 5 in administration unit, 3 in Assets, Accounting and Accrual Unit, 6 in Borrowing Services Unit, 4 in Cataloguing–Classification Unit, 2 in Printed Periodicals and Multimedia Unit, 2 in Advisory Unit and Electronic Publications Unit, 1 in Interlibrary Cooperation and Broadcasting Unit, 1 in Academic Archive System and Open Access Unit, 2 in Supportive Services Unit and 4 in Security Services Unit. There are 20 part-time staff all of whom are university students. There is no librarian dedicated to veterinary students.

Opening hours and days: The main library is open from 08:00 AM to 05:00PM on weekdays and closed on weekends. The 24/7 open library lounge available with tea/coffee/soup service is closed due to the Covid-19 pandemic.

Annual budget: The annual budget is 2.138.911,00 TL (Year 2019). (Approximately 336.836,37€: The mentioned annual average EUR exchange rates have been calculated with the arithmetic average of the daily exchange rate data of Central Bank of the Republic of Turkey).

The Central Library: The physical area of the new library building, which started to serve as of November 19, 2018 is 6,880 square meters in total. The shelter is 220 square meters and each floor is 2,220 square meters. The main library is accessible for all staff and students. It is about 9 km away from the Faculty of veterinary medicine (FVMADU), however is very close to the state KYK dormitory in the main campus. The ground floor of the building houses administrative offices, book, stationery and cleaning stores, an archive room, a conference room, a security office, a circulation desk, a canteen, a 24-hour-open reading room, an open

access and resource screening room and a disabled users' room. There are a total of 12 group study rooms on the first and second floors of the building (one of the rooms is a disabled group study room). On the 1st floor of the building there are A-N classified books and Special Collections. On the second floor of the building there are P-Z classified books and Periodicals Unit, multimedia room. There are 14 normal and 3 disabled toilets, 2 for women, 2 for men and 1 for disabled on each floor and 24/7 halls. There are also 3 shops for cleaning products on each floor. There are also 3 elevators, one of which is a book lift, in accordance with standards for disabled users. Each floor has an emergency exit door with 12 exits, whose doors open onto the terrace and the entrance. There is a shelter in the basement of the building. Wi-Fi connection is available from EDUROam host and covers all the campus.

Equipment: The number of computers is 159 that of plug sockets for portable PC are 209. There are 3 barcode reader device, 3 photocopy machine, 4 printers and 1 scanner machine. A Wi-Fi network system is available in whole library. Students can retrieve the library catalogue via website of the library both on and off campus.

Subsidiary library: There is a subsidiary library (internet room and study room) with 38 personal computers and 20 DC sockets for electronic devices in FVMADU, and 1488 veterinary books compiled, which are purchased at the Faculty, are available to all students and Faculty members. Students can also watch the video contents of topic classes via the computers in the subsidiary library. There is 1 library staff dedicated for management and assisting students.

IT facilities and the e-learning platform at University level: In cataloguing and classification processes, our library uses the Library of Congress Classification System and subject headings, which are international and mostly used by university libraries, and processes according to (AACR2) in cataloguing. With the updated library automation, our library collection can be searched from anywhere with an internet connection by accessing the catalogue query link at <http://katalog.adu.edu.tr/>. Students and Faculty members are free to use wide range of Electronic databases from 2 main hosts: ANKOS, ULAKBIM (Cambridge University Press, Clinical Key, E-Book Central, Oxford Journals Online, Sage Journals, The Cochrane Library, Clinics of Turkey, UpToDate, Elsevier E-books, JOVE, Springer, E-Books, Wiley E-books, Thieme Clinical E-book Collection, Britannica Online, BMJ, Cab Direct, EBSCO Host, Proquest Dissertation and Theses Fulltext, Science Direct, SCOPUS, Springer Link, Taylor & Francis, Web of Science, Wiley Online Library, Wiley Online Library, E-book Central) anytime from outside of the campus. The students can access National Library catalogue from university host also. The university has an ADÜZEM portal in order to organize distance programs and activities based on information communication technologies and to carry out courses, programs and applications within this scope, and to support the courses offered at the university with e-learning on the internet. There are 3 dedicated library staff for assisting students.

IT facilities and the e-learning platform at Faculty level: The Faculty library and classrooms, student canteen are the areas that students use for free study. Apart from this, students can use laboratories or other areas in the departments and hospital for freelance work or improving their skills. The classrooms have smart boards and lecturers have access to internet during online classes. The software and hardware of the learning devices have been updated in recent couple of years. Since the beginning of Covid-19 pandemic, the lectures have been completed online via ADÜZEM portal. For the use of ADÜZEM portal, academic staff of FVMADU has been trained on measurement and evaluation. The portal is based on “Google Meets” platform. At the end of every course, the lecturer records the meeting and students have ability to access the courses at any time during the semester. The courses are performed via PowerPoint presentation, video descriptive introduction and online training methods. The portal

has FAQ service dedicated for students and academic staff. The service is available via e-mail and interactive. The ADÜZEM portal is introduced in YouTube channel also (<https://www.youtube.com/watch?v=xeHHq-ZmL-I>). The ADÜZEM platform is available on twitter (<https://twitter.com/aduzem>).

Students and Faculty members are available to use electronic learning resources anytime on campus via Wi-Fi with their own account. In addition, undergraduate students, graduate students, Faculty members and support staffs in FVMADU are available to use the university databases from off-campus via VPN access.

6.3. The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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.

The number of hard copy veterinary books and journals are 1,378. The total number of electronic veterinary books and journals are 56,937. The total number of electronic veterinary books and journals are 56,937. There are 284104 other e-books, and 29288 e-periodicals. The statistical data is presented at <https://katalog.adu.edu.tr/yordambt/yordam.php>

In ADÜZEM platform, presentation files of lectures, videos such as surgery procedures, photos of anatomy, histology and pathology, and computer-based examinations, quizzes of FVMADU are created by Faculty members. The lecturers have the access of uploading electronic materials on the platform. Students can access with their account and use it for self-directed learning of all fields of veterinary science. By this way, students can improve their skills on veterinary learning.

Students can train their skills in the Faculty. Students have free access to the CSL and can practice and demonstrate clinical procedures, simulate everyday situations in veterinary practice in obligatory courses and practice sessions such as clinical anatomy, basic surgical techniques and operations.

Comments on Standard 6

With financial support from the administration of the Rector's Office, FVMADU has provisions about veterinary practice software package for data entry, and assorted animal models that students can use to practice significant clinical techniques. The Faculty administration is planning to build an adjoining consultation room that has a video camera installed, so students can record and observe themselves in specific medical situations.

Suggestions for improvement on Standard 6

Further improvements are needed both in terms of physical space and IT Technologies in order to strengthen the skill lab organization and digitalization strategies. It is planned to prepare practice-study areas for students to learn and develop their own veterinary knowledge and skills in various fields of the Faculty and to develop the student applications such as internal or external traineeships, clinical skills applications, first day qualification applications, etc., which are made under the control of academic staff or authorized veterinarians, can be followed electronically via mobile phone or computer applications.

Standard 7. Student Admission, Progression and Welfare

7.1. The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational program in all advertising for prospective national and international students. Formal cooperation with other Establishments must also be clearly advertised.

FVMADU uses different mechanisms to inform prospective students about the rules that affect student life, from student admission to the progression and certification of Veterinary degree students:

- All general information for the enrolling students concerning procedures, rules and traineeship, etc. can be accessed through the OBIS on the ADU website (<https://obis.adu.edu.tr/GIRIS?ReturnUrl=%2f>).
- ADU has a distance learning portal (ADÜZEM) used for course progression and examinations during pandemic period in 2020-2021 educational year (<https://aduzemsql.adu.edu.tr/>).
- FVMADU's own website (<https://akademik.adu.edu.tr/fakulte/veteriner/>) sets out the details of objectives, curriculums, teaching staff, calendars, timetables and all other issues related to Veterinary studies.
- A Virtual Fair web site of YÖK informs local or international students about studying in Turkey Universities (<http://virtualfair-yok.gov.tr/>)
- Via social media (Facebook, Instagram, Youtube and Twitter) and information leaflets available at both the Faculty and institutions and centres related to veterinary activity.
- Facebook: <https://www.facebook.com/menderesedutr/>
- Twitter: <https://mobile.twitter.com/menderesedutr>
- YouTube: <https://youtube.com/c/AD%C3%9CTVofficial>
- Instagram: https://instagram.com/menderesedutr?utm_medium=copy_link
- Visits from public and private schools, through career programs offered to intern students.
- With the “alumni platform” where the graduates of our Faculty take part.

FVMADU has an International Relations Office which offers support, guidance, and advice for incoming and outgoing students. Detailed information on agreements with other Veterinary Faculties in Europe in exchange programs is accessible via presented link sub links (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33343937>). This office manages the collaborative bilateral agreements held with other institutions for international mobility programs in Europe (ERASMUS), as well as national programs (MEVLANA, FARABI). The office is coordinated by the Vice-Rector and coordinators for International Relations.

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

The number of the students who will be accepted by the FVMADU is designated by YÖK (<https://www.yok.gov.tr/en>) every year after advice from the Faculty. The quota average for the Faculty was 100 in 2020 (<https://yokatlas.yok.gov.tr/lisans.php?y=100310167>).

The Faculty suggested the number of students registering each year to be decreased to help achieve a higher quality of education. However, the number of the students who register to the Faculty every year is as a result of a state policy. Resources, facilities, staff, and market demand of veterinary graduates are not taken into account when determining the student quota.

Besides this standard registration, students who were the most successful students in High School (3 students for each year), students who bear the Status of Foreign Student and students who come from Vocational High Schools through the Vertical Transfer Exam and other Faculties' students through Horizontal Transfer are added.

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

Type of students	2021	2020	2019	Mean
Standard students	148	136	156	146.6
Full fee students	-	-	-	-
Total	148	136	156	146.6

Table 7.2.2. Number of veterinary undergraduate students registered at the Establishment.

Year of programme	2021	2020	2019	Mean
First year	138	127	138	133.6
Second year	132	136	125	131.0
Third year	140	133	137	136.6
Fourth year	122	136	125	127.6
Fifth year	94	115	99	102.6
Sixth year	-	-	-	-
Total	626	647	624	632.3

Table 7.2.3. Number of veterinary students graduating annually.

Type of students	2021	2020	2019	Mean
Standard students	123	94	76	97.6
Full fee students	-	-	-	-
Total	123	94	76	97.6

Table 7.2.4. Average duration of veterinary studies.

Duration	% of the students who graduated on 2021
5 years	64.4
+1 year	21.1
+2 years	8.5
+3 years or more	6.0

Table 7.2.5. Number of postgraduate students registered at the Establishment.

Programmes	2021	2020	2019	Mean
Interns	139	93	76	102.6
Residents	57	46	34	45.6
PhD students	24	50	27	33.6
Others	-	-	-	-

Following extra tables were presented for evaluation.

Table 7.2.6. Number of new veterinary students admitted at the Establishment by gender.

Type of students	2021			2020			2019		
	F	M	T	F	M	T	F	M	T
Standard students	69	79	148	58	78	136	74	82	156

F: Female, M: Male, T: Total

Table 7.2.7. Number of graduated students in 5 years (2016-2021).

Year	Ratio	Male	Female	Total
2021	66,1%	66	52	118
2020	64,9%	60	34	94
2019	59,2%	50	26	76
2018	63,2%	66	29	95
2017	52,3%	58	30	88
2016	52,1%	51	20	71
Total	60,3%	351	191	542

Table 7.2.8. Number of Students enrolled in FVMADU between 2016-2021.

	Nation	Female	Male	Total
Registration (ÖSYS*)	Turkey	190	229	419
Horizontal Transmission - Domestic	Turkey	48	62	110
Horizontal Transmission - Foreign	Turkey	1		1
Vertical Transmission	Turkey	21	29	50
Farabi Exchange Program	Turkey	2	2	4
Foreign Students	Turkey		2	2
	The Netherlands	1		1
	Bulgaria		1	1
	Azerbaijan	2	2	4
	Egypt	1		1
	Iraq	1		1

	Iran	2	1	3
	Pakistan	1		1
	Indonesia		1	1
Special Students	Turkey	11	12	23
Blue Card	Germany	1	2	3
	Italy	1		1
	Bulgaria	2	2	4
	USA		1	1
Total		285	346	631

*; Student Selection and Placement Examination organised by ÖSYM.

Table 7.2.9. Number of Dropout Students (2016-2021).

	Male	Female	Total
Horizontal Transmission (outgoing)	21	14	35
Special Students (outgoing)	6	3	9
Dropout	43	22	65
Total	70	39	109

Table 7.2.10. Number of Students enrolled in FVMADU in 2020-2021 Educational Year.

	Male	Female	Total
Registation (ÖSYS*)	256	194	450
Registation (ÖSYS*)-Additional	6	4	10
Horizontal Transmission - Domestic	16	16	32
Horizontal Transmission – Domestic, Item 1	41	16	57
Horizontal Transmission - Foreign	0	1	1
Horizontal Transmission – Domestic, other Universities	0	1	1
Vertical Transmission	28	16	44
Vertical Transmission-Additional	1	1	2
Foreign Students without scholarship	8	5	13
Foreign Language Preparation Failed Turkish Prg. Placement	1	1	2
Turkish Citizens who Completed Secondary Education in a Foreign Country	2	3	5
Blue Card	5	4	9
Total	364	262	626

*; Student Selection and Placement Examination organised by ÖSYM.

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

from the Establishment. 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.

Selection criteria

There are several admission paths in place:

Ordinary path:

In order to enter the Faculty, it is necessary to graduate from a high school or an equivalent school and to get at least 150 points from the "Basic Proficiency Test" (TYT), the first stage of the "Higher Education Institutions Exam" (YKS) organized by ÖSYM.

Students who are successful in the TYT Exam can enroll in the Faculty of Veterinary Medicine at ADÜ, which is included in the "Higher Education Programs and Quotas Guidebook" according to the type of scientific and mathematical score they received in the "Field Proficiency Test" (AYT). (<https://www.osym.gov.tr/TR,1584/osys-yuksekokretim-programlari-ve-kontenjanlari-kilavuzu.html>).

In 2020, a total of 2 million 433 thousand 219 students across Turkey took the university exam. Students who can be among the first 85223 students in this exam are entitled to enter our Faculty. Students entering our Faculty got the lowest 424,58494 and the highest 453,65481 points. (<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20201204221549-RITAVANTABANPUANLAR-000067471735300870484660.pdf>).

Detailed information about the student admission process can be found on the ÖSYM website (<https://www.osym.gov.tr/>).

In addition, places on the FVMADU Veterinary degree are reserved for International Baccalaureate Students (max 30 students) and for students transferring from other faculties in Turkey (5% of the students admitted onto the Veterinary course last year).

Composition and training of the selection committee

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.

Announcement of the criteria and transparency of the procedures.

University Entrance Exam results and student applications are considered in the standard university admission procedure which is fully announced and transparent. All related information is published online. Results of the admission procedure for all the public universities of Turkey are also published online at the same time, and sent personally to all applicants (<https://www.osym.gov.tr/>).

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

There is a procedure for FVMADU Students to obtain a committee report from the State Hospitals before enrolling in the Faculty. This report is a report on whether the student can practice the veterinary profession and if he or she has a disability. For this reason, the Faculty implements a training program within the scope of the relevant committee report.

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 Establishment 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 Establishment 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.

The criteria for progression and procedures for all students are set out in the FVMADU Academic Regulatory Framework for Undergraduates Degrees, which clearly and precisely establishes the rules for remaining enrolled and academic progression for students (<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=37363938>).

Full-time students have to complete 300 ECTS course and courses, practice and external practical training (EPT). FVMADU does not enroll part-time students. There is at least midterm, a final and a make-up exam session for each course. If the student fulfils the attendance requirement for that course, he/she can take the final exam. In order to restrict academic progress to within the curriculum, students with unpassed subjects for which they have formally enrolled in previous years, have to give priority to choosing all of their pending credits prior to selecting new subjects. Students have to complete for veterinary degree studies structured across five years, the total period of time available to complete the courses is eight years for students.

Academic incompatibilities (core subjects): FVMADU does not have a system of academic incompatibilities where students cannot enrol in certain subjects if they do not pass the courses in order to achieve their first day skills. Guidance and advice are offered by responsible teaching staff to reinforce and support underachievers. For this purpose, all academic staff have time to meet with students at certain times of the week. If students fail to pass a single course in the year they graduate, they have the right to make-up exams. Students with enrolment, students with disabilities, progress, etc. All the information mentioned above can be accessed online from the OBIS of the FVMADU website.

(<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33343933>).

The Faculty total dropout rate was 17.7% between 2016-2021. It is difficult to identify the main reasons for dropping out of school. Some students leave because the Faculty does not meet their expectations or achieve good academic results, while others transfer to another Faculty. There are also students who drop out of school for work or personal reasons.

7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The Establishment'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 ADU academic regulations. All procedures and key indicators are outlined on the OBIS and FVMADU website (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=333533>).

7.7 Provisions must be made by the Establishment 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 of reasonable adjustments for disabled students, consistent with all relevant equality and/ or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

There are several mechanisms provided by ADU or FVMADU 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. In addition to the services previously described in Standard 4, and the learning resources described in Standard 6, ADU and FVMADU provides its students with:

Student Information Website: Students can access scholarships granted by institutions such as YÖK or [Higher Education Student Loans and Dormitories Institution](#) (KYK), TÜBİTAK and private enterprises. Students can access available scholarships from the Scholarships tab on the FVMADU website (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353034>).

Medico Social Center: Medico Social Center serving under the Health Services Branch Directorate provides services to solve the health problems of ADU staff and their dependents and students who meet the conditions determined by law (<https://idari.adu.edu.tr/db/sks/default.asp?idx=32353136>).

Youth Problems Research and Application Center (ADÜ-GENÇ): It was established in 1997 under the ADU Rector's Office. The purpose of establishment of the centre is to continue its studies aimed at identifying, explaining and solving the mental and social problems of youth under the following four units. In all these units, people working in the academic and administrative units of the university take charge. Employees in all four units are in the academic and administrative staff of the university and are from disciplines such as psychology, sociology, psychiatry, philosophy, public administration, education, health sciences. (<https://akademik.adu.edu.tr/aum/adugenc/default.asp?idx=323333>).

ADÜ-GENÇ Units:

1. Research-Planning Unit: It is the unit where all academic studies in the centre are carried out. It is aimed to determine the various expectations and problems of our students with questionnaires and scales prepared in scientific direction at various times of the year.

2. **Social-Cultural Services Unit:** It carries out studies in order to contribute to the planning of social-cultural activities that students can engage in during their extracurricular times within the university. Since Social Cultural Services Unit Supervisor ADÜ-GENÇ is a member of the Student Societies Executive Board of our University, the solution of the stated objectives is addressed in cooperation..
3. **Psychological-Educational Services Unit:** It carries out practices aimed at understanding, solving and/or treating the mental and/or social problems experienced by young people, especially the students of the University, and cooperating with public and private, real and legal persons, institutions and organizations, if necessary, in such practices, participates in other activities to be determined by the Central Executive Board. This unit provides individual counseling and treatment services to students who have mental or academic problems.
4. **Career Development Unit:** It provides application and research services to support students' professional and career development. It supports students to create life goals and future orientation by examining the coordination of career development with socio-emotional development.

ADU Erasmus+ Exchange Program Office: ADU has a central Erasmus+ Exchange Program Office which manages all student mobility programs, (<https://idari.adu.edu.tr/disiliskiler/default.asp?lang=2>).

Satisfaction Surveys: A survey is administered to students before the final exam of each course. The survey results are evaluated by the FVMADU Dean's Office and departments in order to determine the problems related to the development of the course topics and the work of the teaching staff and to propose solutions.

Student mentors: FVMADU has a support and guidance structure for newly enrolled students who aim to place special emphasis on their academic and professional training as well as planning their academic route using an efficient system. All Faculty members advise students taking their courses at the times specified in the published timelines. Students can also request an appointment outside of these hours by sending an e-mail directly or via OBİS system to the Faculty members.

Student Council: ADU students have a Student Council established by democratic methods among themselves. Observe the rights of students in meeting and developing their educational, health, sports and cultural needs; ADU Student Council was established in order to communicate the expectations and wishes of the students to the administrative boards by establishing an effective communication between the administrative boards and the students and to ensure the participation of the students in the decisions about education. Within FVMADU, each class has a student representative and a Faculty representative elected by these students. The Faculty representative student represents FVMADU students in the ADU Student Council. Duties of the Faculty representative include coordinating with class representatives, supporting students, advising on academic management and taking part in the organization of extracurricular activities. Faculty representative students attend to the different commission meetings during educational year.

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

Students may take a variety of ways to communicate complaints about academic performance, progress and exclusion, as well as to address interpersonal conflicts, cases of harassment and other student welfare issues. Complaints, requests and suggestions can be conveyed through the complaint boxes in the Faculty buildings. Complaints, requests or suggestions always reach the Faculty Dean. After receiving the complaint, request or suggestion; the Dean takes the necessary decisions or makes the arrangements together with the Vice Dean for Student and Academic Affairs and the Quality Commission. The Faculty Board Student Committee, lecturers, and student mentors can intervene in resolving these situations. Students can also report their complaints, requests and suggestions through the Rectorate Communication Center (RİMER) on the ADU rectorate website (<https://cozummerkezi.adu.edu.tr/>). In both ways; students can express their comments, suggestions and complaints about whether FVMADU complies with national and international legislation and EAEVE framework standards. Students can also directly contact the Dean, vice Deans, academic mentors or academic staff regarding their complaints, requests and suggestions.

Comments on Standard 7

Veterinary education should have a rational quota system related to the needs of the veterinary profession and society in general. FVMADU student quota is not determined by the Dean's office.

Suggestions for improvement on Standard 7

A system under the responsibility of VEDEK and Faculty Deans should be established in all Turkish veterinary faculties to control student admission based on a critical needs analysis. Regarding controlling student progress, the presence of core subjects may result in a lower-than-expected graduation rate; therefore, the number of core subjects should be reduced as much as possible. For students who have difficulty in passing a particular subject, it would be appropriate to implement a more effective special monitoring plan. This problem can be solved with the cooperation of FVMADU Quality Commission, lecturers and Dean's office.

Standard 8: Student Assessment

8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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 arranged according to the Aydın Adnan Menderes University Associate and Undergraduate Education Regulations and is announced on the website of the university and Faculty before the academic year.

(<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20210405165519-ANSYONETMELIGIYENIII-000026535552832866892895.pdf>).

Article 16 – (1) The academic calendar in the units affiliated to the university is determined by the Senate.

(2) There is at least one week between the final exam and the make-up exam for a course.

(3) Arrangements regarding dual education, different programmes, camps, traineeship needs and different academic calendars for summer school are made by the decision of the Senate.

(4) The education periods of the programmes in which education is carried out on the basis of the integrated system with the foreign language preparatory class are determined by the units.

Education at VEE of Aydın Adnan Menderes University consists of 10 semesters. Each semester has a total of 15 weeks of training. Exams and evaluation principles are carried out within the scope of “Adnan Menderes University Veterinary Faculty Education-Training And Exam Practice Principles – Article 24.

Article 24 – (1) In the evaluation of a student's success in a course, his/her success in the midterm studies and exams of that course and his success in the end-of-term exam are taken into account.

a) Success in the Faculty is determined by written, oral, practical or written-oral-practical exams according to the feature of the course.

b) There are no midterm exams in the Traineeship Programme. A final/make-up exam is held for each of the practises within the scope of the programme. Evaluation of the success of the course is done within the framework of "The Principles of Practise of the Traineeship Programme of the Faculty of Veterinary Medicine".

c) The Clinic I, Clinic II, Clinic III, Clinic IV and Clinic V courses of the semesters concerning 5th, 6th, 7th, 8th and 9th semesters are the practises of the theoretical course subjects of the relevant departments given in these semesters. Evaluation of these courses is done at the end of the semester as successful/unsuccessful and is reported to the Dean's Office by the Clinical Sciences Department Head in OBIS. In case of absenteeism or failure, the course is repeated in the relevant semester.

ç) Success in the Summer Semester Clinical Practice course is evaluated as successful/unsuccessful at the end of the semester. OBIS is processed into the system by the

Department of Clinical Sciences and sent to the Dean's Office. In case of absenteeism or failure, the course is repeated.

d) The success of the Clinical Practice I and II courses is evaluated as successful/unsuccessful by taking into account the "On Duty Clinical Practice Principles of the Faculty of Veterinary Medicine" and is processed in OBIS by the Clinical Sciences Department and sent to the Dean's Office. In case of absenteeism or failure, the course is repeated.

e) Traineeship is evaluated according to the principles specified in the Faculty of Veterinary Medicine Student Traineeship Directive.

f) For each course (except for Traineeship Programme, Summer Semester Clinical Practice, On Duty Clinical Traineeship I-II), a midterm exam is held every semester.

g) Midterm exams cannot be held for more than two courses belonging to the same class in one day. Midterm exam results are announced in OBIS within one week at the latest from the date of the exams.

ğ) Students who fail the final exams are given the right to take a make-up exam for each failed course, provided that it is in the same exam period.

h) Those who do not attend the midterm, final or make-up exam of a course are deemed to have received a zero grade from that exam.

ı) If the student takes an exam that he/she does not deserve to take, his/her grade is cancelled.

i) The results of the final/make-up exams are announced within one week following the last exam at the latest.

j) The success grade is calculated by adding 40% of the midterm exam grade and 60% of the final/make-up exam grade, without prejudice to the cases where the practise grade affects the success grade. However, in the final/make-up exams, it is obligatory to get at least fifty out of one hundred full marks. In order to be considered successful in a course in the final/make-up exams, the grade calculated in this way must be at least sixty.

k) Aydın Adnan Menderes University 5İ Courses Executive Principles are applied in the evaluation procedures of Atatürk's Principles and Revolutions History, Turkish Language, Foreign Language and Basic Information Technologies courses.

l) The student takes the failed course again. It is obligatory for the student to register for the course that he failed, to take the midterm exam and to continue the course if he has not fulfilled the attendance requirement.

m) For repeated courses, the midterm exam grade of the semester in which the course is repeated is taken into account in calculating the success grade of the course.

n) Students who do not have a traineeship that they need to achieve for graduation or who have only one successful course, as of the end of the semester in which they fall into this situation; if they have fulfilled the course attendance requirement before, they can attend the single course exam to be opened on the date determined by the Board of Directors within one month following the end of the make-up exam. Students who get at least sixty out of a hundred full marks in this exam are considered successful regardless of the midterm exam grade and their graduation is

decided. Students who want to take advantage of the single course exam right should apply to the Dean's Office with a petition within five business days following the announcement of the make-up exam results. Students can take the single course exam at the end of each semester, regardless of the semester in which the course is taught. Failure or deficiencies in the traineeship practise are not taken into account in the calculation of the single course exam.

o) All kinds of exam documents are kept in the relevant Department for at least two years. At the end of the period, the relevant documents are submitted to the Dean's Office.

ö) About students who cheat, attempt to cheat or help cheating in the exam, and students who are found to cheat or help someone else during the examination of the exam papers; appropriate action is taken in accordance with the Higher Education Institutions Student Disciplinary Regulation.

(2) Regulations and decisions for exams and other issues related to assessment are regulated in accordance with the Regulations for Aydın Adnan Menderes University Associate and Undergraduate Education.

<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20210405165519-ANSYONETMELIGIYENIII-000026535552832866892895.pdf> (Article 29).

Exam grades and student attendance are tracked via the online system (Student Information System, OBIS) (<https://obis.adu.edu.tr>).

In addition, during the pandemic process, distance education is carried out through ADU Distance Learning Portal (ADÜZEM). ADÜZEM is accessible on <https://evdekal.adu.edu.tr> and log in with ADÜ e-mail address and password is required. In addition, the trainings are carried out as defined in the ADÜ Distance Education Application Principles.

<https://akademik.adu.edu.tr/aum/aduzem/webfolders/topics/20201114171026-EITIMUYGULAMAESASLAR-000009607196758117077752.pdf>.

-) theoretical knowledge

Evaluation of theoretical courses is usually done by written and/or oral exams. Written exams can be in the form of multiple choice tests, short or long answer questions. Depending on the course content and practices, practical exams are conducted to measure practical skills.

During the pandemic process, exams are announced to the student in the form of homework, homework exams, multiple choice tests, short or long answer questions, with the exam dates determined by the departments, via ADÜZEM. In addition, all exams are held in accordance with Aydın Adnan Menderes University Distance Education Application Principles.

<https://akademik.adu.edu.tr/aum/aduzem/webfolders/topics/20201114171026-EITIMUYGULAMAESASLAR-000009607196758117077752.pdf>

• The teaching of the courses planned to be carried out by distance education is carried out synchronously (synchronously). In addition, the process is supported with asynchronous (asynchronous) trainings through ADÜZEM Portal.

• Instructors in charge of the course prepare the syllabus (Example: APPENDIX1) at the beginning of the semester and share them with their students on the ADÜZEM portal.

- *Instructors in charge of the course must have uploaded the course materials to the ADÜZEM at least one day before the start date of the course in the relevant week.*
- *Materials that cannot be uploaded in size on the ADÜZEM portal for systemic or administrative reasons can be shared mutually between the instructors and students using other Learning Management Systems (LMS) (Google Classroom, etc.), e-mail, etc. different channels.*
- *Lecturers can share their lecture notes, podcasts, videocasts, etc. in pdf format as course material by obtaining them from the open course portals of different universities in a way that they will not have any copyright problems and on the condition of showing the source.*
- *For simultaneous interactions, applications in ADÜZEM Distance Education Portal must be used and the application must be logged in with ADÜ e-mail address and password.*
- *The instructor in charge of the course conducts the course interactively with the students in accordance with the hours in the curriculum. Instructors must teach simultaneously (synchronously) for at least 15 minutes for each course hour and record the course they teach. Instructors give the necessary permissions through the portal so that the recorded courses can be watched by the students later.*
- *In case the same course is taught in another branch, simultaneous lectures cannot be performed using the video recording of the course taught in the previous branch.*
- *Courses are taught on the day(s) included in the curriculum. The course of each different day in the syllabus is held on the same day in the programme. Even if the courses on different days are related to the same course, they cannot be combined in one day. Course start dates are the starting time of the courses in the curriculum created by the relevant units. Courses will be taught consecutively, with a minimum of 15 minutes per class hour. For example, the start date of the course in the programme between 10:00-12:00 should be 10:00 and the end time should be 10:30 at the earliest.*

-) pre-clinical practical skills

Written and/or oral exams, evaluation of practical skills in preclinical practice vary according to the courses specified in the Faculty of Veterinary Education guide.

(<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=323539>).

E.g; Anatomy: The effect of the practice exam on the exam score is 50%.

Medical Chemistry: The effect of the practice exam on the final exam grade is 20%.

Histology: The effect of the practice exam on the final exam grade is 40%. Evaluation of practical skills is done with healthy animals, cadavers, organs/archive materials, course content and laboratory tests by subject.

-) clinical practical skills

Clinical practical skills for students are gained through practice in the CSL and often on sick animals brought to Faculty clinics. Oral and practical exams are administered by the responsible academic staff of the course. Clinical practises are made according to the semester in which the student is registered.

Inter-clinical rotation starts from the 3rd year (5th semester) of education. Students are expected to improve themselves in animal management, how clinics work and how to meet animal owners...etc. Students are expected to take responsibility for more serious practises such as injection and practice from the 6th to the 10th semester. Patient follow-up, sterilization... etc.

After the 8th semester, it is the summer traineeship period and the practises are made intensively. Summer traineeship is carried out according to the procedures and principles in the Aydın Adnan Menderes University Traineeship Directive. Students determine their own field of traineeship. They fill out the documents announced on the website of the Faculty and submit them to the Student Affairs Office. The student completes his/her traineeship between the specified dates. The student who completes his traineeship submits the traineeship logbook to the Student Affairs Office and the traineeship logbook is evaluated by the Traineeship Commission.

<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20200618165109-GAMBGADUSTAJYNERGESI-000049063414092267345535.pdf>

The 10th semester covers compulsory Clinical Practice, Food/Food Hygiene-Food Safety Practices, Duty Clinical Practices and optional Farm Management, Clinical Laboratory Diagnosis, Basic Science Professional Practices. In this semester, practises are made intensively. There is no midterm exam in the Traineeship Programme. A final/make-up exam is held for each of the traineeships within the scope of the programme. Evaluation of the success of the course is done within the framework of "The Practise Principles of the Faculty of Veterinary Medicine Traineeship Programme".

<https://akts.adu.edu.tr/programme-detail/3/3890/course-structure/>

There are departmental and non-departmental elective courses that students can choose during the first 4 semesters of the education process in the Faculty. With these courses, students develop skills such as communication skills, time management, self-confidence...etc.

<https://akademik.adu.edu.tr/fakulte/veteriner/?brm=3890&yk=364599&s=dersler>

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 Establishment 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.

Regulations and decisions regarding grades and assessment are regulated according to Aydın Adnan Menderes University Associate and Undergraduate Degree Education Regulations.

<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?id=31313735>

Exam dates are determined as a result of the work of the vice Dean and student representatives of all classes. According to the regulation, the date, time and place of the mid-term and end-of-term exams are announced to the students by the relevant Dean's office/directorate at least fifteen days before (Article 28). The exam programme, which includes the date, time, type of

exam and evaluation criteria of the exams, can be accessed on the website. Exam results are announced via OBIS.

(<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20210405165519-ANSYONETMELIGIYENIII-000026535552832866892895.pdf>).

Regulations and decisions regarding barrier assessment are regulated in accordance with ADÜ Associate and Undergraduate Degree Education Regulation.

(<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31313735>).

- *Absolute evaluation system is applied in the Faculty. In order for the student to be successful in a course, 40% of the midterm exam grade and 60% of the final exam grade must be at least 60, provided that he/she has taken at least 60 in the final exam.*
- *For this, all double letter notes in the table are included in the calculation. In order to graduate, the student's GPA must be at least 2.00. Grade D1 is a passing grade with this condition. If the GPA is below 2.00, some of the courses with a D1 grade must be taken again and the GPA must be increased to at least 2.00 for graduation.*
- *Theoretical and practical exams can be conducted theoretically and/or practically. In case the exam is theoretical and applied, the contribution rate of the grade taken from the applied exam to the exam grade is determined by the instructor and this rate can vary between 20%-50%.*

Table 8.2.1. Grades and weighted GPA.

The meanings of the success grades declared in the letter are defined as follows: Ratings	Notes	Coefficients
95-100	A1	4.00
90-94	A2	3.75
85-89	A3	3.50
80-84	B1	3.25
75-79	B2	3.00
70-74	B3	2.75
65-69	C1	2.50
60-64	C2	2.25
55-59	C3	2.00
50-54	D1	1.75
0-49	F1	0

- *Students are required to attend 70% of the theoretical classes and 80% of the laboratory/practical classes. They have to attend 70% of the theoretical part and 80% of the laboratory/practical part in the theoretical-laboratory/practical courses. In this context, students who cannot attend the applied courses are considered as deprived of the theoretical course. Students who are absent are not taken to the final exam of the course and have to take the course again.*

It is stated in the Rules of Examinations and Evaluation in Aydın Adnan Menderes University Associate and Undergraduate Degree Education Regulation.

(<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31313735>).

(Article 29-10) The results of the final and make-up exams are announced within one week, at the latest, from the date of the exam.

Regulations and decisions regarding objection to exam results are regulated in accordance with ADÜ Associate and Undergraduate Degree Education Regulations. The commission consists of three Faculty members and the Deputy Dean. The Faculty member is invited to inform the Commission. The Commission presents its evaluations with a report to the Board of Directors. The board finalizes the grade change and the decision is notified to the student.

<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?id=31313735>).

(Article 33 -1) Students must make their objections related to material errors regarding the exam results in written form to the Dean's office/directorate within five working days after the results are announced. The objection is forwarded to the instructor, and if there is a material error, it is corrected by the decision of the relevant board. The result is notified to the relevant person in written form.)

8.3 The Establishment 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 evaluation criteria of the students are specified in the regulations and exam application principles prepared by the Education and Training Commission and the Faculty Board. Student evaluation strategies are determined by the departments according to these regulations and principles.

Information for "Instructor and Course Evaluation Questionnaires" and "Course Learning Outcomes Evaluation" completed by students is available in Standard 1.6.

In OBIS, the programme outputs for each course are defined as items. In addition, Programme Learning Outcome matrices are defined for each course in OBIS.

<https://akts.adu.edu.tr/programme-detail/3/3890/programme-outcomes/>).

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

The Establishment 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 outputs announced in ADÜ Information Package/Course Catalogue (<https://akts.adu.edu.tr/programme-detail/3/3890/programme-outcomes/>) and OBIS Programme outcomes are defined as items for each course; and it is evaluated whether the student has achieved the Learning Outcomes with the course exam.

The Scientific and Technological Research Council of Turkey (TÜBİTAK)-2209/A projects are carried out by the undergraduate students and the Faculty members in the departments, and these projects are announced on the home page of the Faculty and the university. The results of these projects are presented at student congresses.

<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353037>).

The central library is open 24 hours for students and free tea and soup service is provided for students. There are opportunities to use the student laboratories in the Faculty whenever they want during working hours. Student societies (Kanat-Ger, equestrians, etc.) within the Faculty encourage students in animal care, feeding and treatment processes.

8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

Within the ADÜ 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 Aydın Adnan Menderes University Associate Degree and Undergraduate Education Regulations.

<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31313735>).

In the clinics, the clinical notebooks are kept under control by a supervising instructor in charge of the practices made by the students.

<https://idari.adu.edu.tr/db/ogrenciisleri/default.asp?idx=31313735>).

Comments on Standard 8

FVMADU has been continuing to work on student evaluation. FVMADU encourages students to participate more actively in the education system for the First Day Qualification. The Faculty cooperates with ADÜZEM in the online education process and the ADÜZEM unit coordinator of the Faculty works for a solution for every problem faced by the student during the Covid-19 pandemic. The student has the right to take make-up exam compensate for the problems faced by the student during the online exam process. In addition, all exams are held in accordance with ADÜ Distance Education Application Principles.

<https://akademik.adu.edu.tr/aum/aduzem/webfolders/topics/20201114171026-EITIMUYGULAMAESASLAR-000009607196758117077752.pdf>

Suggestions for improvement on Standard 8

The Dean's Office and relevant committees are reviewing methodologies (surveys and feedback) for student assessment. As a result of these studies, regulations regarding student education, curriculum and evaluation are performed and continue to be made.

Standard 9. Academic and Support Staff

9.1 The Establishment 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in 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.

Selection, recruitment and promotion of academic staff, etc. are carried out within the scope of the Higher Education Law No. 2547 (<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>), Higher Education Personnel Law No. 2914 (<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2914.pdf>) and the Appointment and Promotion Criteria and Application Principles related to the Application to Positions of ADÜ Academic Staff (<https://idari.adu.edu.tr/db/personel/webfolders/files/20210401140523-SJQ7C69O5GIXNEHQ3MH5-MUAMMER.CINAR-556912584.doc>).

The Rector's Office asks the need for academic staff to the FVMADU at the beginning of each year. Dean requests academic staff needs from departments with a reasoned department board decision. The requests are transmitted to the Rector's Office by the Dean. After approval by the Administrative Board, the demands are sent to YÖK. After being approved by YÖK, Rector's Office announces the needs of academic staff in the national newspapers and ADÜ web page.

Candidates prepare a scientific file and apply.

The following regulations are tracked for the recruitment, appointment and promotion of academic staff in ADÜ;

- Whether the candidate carries the conditions or not is examined by the preliminary evaluation commission according to the "Academic Promotion and Appointment Criteria".
- The file of the candidates whose applications are accepted is sent to expert juries
- In accordance with the reports from the juries, the appointments of the candidates are carried out by the administrative boards.

The support staff is subjected to basic trainings. General seminars are conducted by the central administration, like seminars about first aid and work safety & health. These trainings are essential to be appointed. In addition, "Educational Processes and Content Development Training in Distance Education" and "Assessment and Evaluation Training" were given to academic personnel by the Faculty of Education to ensure the healthy realization of distance education in the pandemic period. Biosecurity training is provided by FVMADU. All academic staff and students are informed about biosecurity rules by the FVMADU Biosecurity Commission at beginning of the academic year. In addition, the guideline on the biosecurity rules that must be followed when working in laboratories is given to the departments that have laboratory activities. Faculty administration with Biosecurity Commission regularly identifies and reports the shortcomings in the areas such as laboratories and makes new regulations when necessary.

At FVMADU, there is academic staff (Professors, Associate Professors, Assistant Professors, Research Assistants and Instructors) in the fields of the departments of the units. Most of the Academic staff have a PhD degree (Table 9.2.1.) in Veterinary Sciences and work full time within the departments related to their specialization.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfill the Establishment’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 residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

FVMADU academic staff has the necessary academic and professional expertise in relevant areas of the vocational training programme for which the responsibility of the training programmes is undertaken. There are 121 Academic Staff in research and teaching position in FVMADU and their distribution according to academic titles is given in Table 9.2.1. Except for three of these staff, all of them have been undergraduate and postgraduate students in the Faculty of Veterinary Medicine. FVMADU has a total of 20 Research Staff, 3 of whom are Research Assistant and 17 PhD students whose scholarships have been provided within TÜBİTAK projects, and the scope of the 100/2000 project (placement of 2000 doctoral students in 100 priority areas) conducted by YÖK. The task of the Research Staff is to assist the Academic Staff in researching and teaching and to conduct studies for their doctorate education. There are a total of 51 support staffs; 2 veterinarians, a pharmacist, an x-ray technician, 2 laboratorians, 24 administrative staffs and 21 service personnel.

YÖK has imposed restrictions on the appointment of Faculty members in the academic units of the universities, with the regulation published in 2018 (<https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=27923&mevzuatTur=KurumVeKurulurulusYonetmeligi&mevzuatTertip=5>). These restrictions are determined according to the departments. According to this regulation, the number of academic staff in our Faculty is above the determined number of staff. As a result of this situation, it is necessary to get extra permission in the appointments. Although it is therefore difficult to give an estimated number for the next three years, it is being to try to increase the number of research assistants for the continuity of the academic staff. The support staff is provided by the State Personnel Presidency and ADÜ University Rector’s Office Due to country policies and unpredictable developments in the economic situation, an exact number cannot be given for support staff. However, we continue to work on the increasing of the insufficient number of support staff at the level of the Rector’s Office.

The working principles of the academic staff are arranged according to the law numbered 2547. The academic staff carries out full-time work at the university. However, Faculty members can make scientific opinions, projects, research and similar activities based on the principles to be accepted by the Faculty and university administrative boards. The fees to be taken in this respect shall be recorded as revenue to the revolving fund of the related Faculty. This income is paid to the Faculty member after legal cuts. Faculty academic staff can establish a company or carry out a project in different categories by university’s technology fields such as ADÜ-Teknokent.

The working principles of the support staff are arranged according to the law numbered 657. The staff carries out full-time work. According to the relevant law, it is not allowed to work in a different job outside the institution.

Academic staff follows the curriculum specified in the course information package. The learning outcomes (knowledge, skills and competencies) required to be acquired in each course are determined in the course information package which is compatible with the Bologna process. Determination of the Faculty member who is going to give a lecture is discussed and approved in the Faculty board after the members of the relevant department have decisions. If the academic staff has any recommendations for the courses, the suggestions are submitted to the Faculty board. Changes in the course content are submitted to the approval of the Faculty board. The proposed amendment to the education-teaching programme to the approval of the senate of ADÜ. After the approval by the senate, the current education-training plan will be put into practice beginning from the fall semester of the following academic year.

Table 9.2.1. Academic staff* of the veterinary programme.

Type of contract	2021	2020	2019	Mean
Permanent (FTE)	102	100	100	100.66
Temporary: Interns (FTE)	-	-	-	-
Residents (FTE)	-	-	-	-
PhD students (FTE)	20	12	8	13.33
Practitioners	4	4	1	3
Others (specify) (FTE)	-	-	-	-
Total (FTE)	126	116	109	117

* Lecturers who attend some courses (such as Turkish, English, and History) are excluded.

Table 9.2.2. Percentage (%) of veterinarians in academic staff.

Type of contract	2021	2020	2019	Mean
Permanent (FTE)	97.16	97.11	97.02	97.09
Temporary (FTE)	-	-	-	-

Table 9.2.3. Support staff of the veterinary programme.

Type of contract	2021	2020	2019	Mean
Permanent (FTE)	51	48	46	48.33
Temporary (FTE)	-	-	-	-
Total (FTE)	51	48	46	48.33

Table 9.2.4. Research staff of the Establishment.

Type of contract	2021	2020	2019	Mean
Permanent (FTE)	1	2	2	1.66
Temporary (FTE)	19	10	6	11.66
Total (FTE)	20	12	8	13.33

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 Establishment must clearly define any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic 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.

“Academic Promotion and Appointment Criteria” are taken into consideration in the evaluation of the progress of the academic staff. In this context, it is required that each lecturer fulfils various evaluation criteria such as making project, getting patent, publishing in indexed journal. Also, our academic staff carries out scientific researches at the level of their department, at multidisciplinary level, together with some universities and research centres domestic and abroad. Therefore, they constantly renew themselves. In addition, within the scope of the “Academic Incentive Allowance Regulation” (<https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=21&MevzuatNo=201811834&MevzuatTertip=5>) published by the central authority, all academic performances of academic staff namely; the completed data on research projects, researches, national and international scientific publications, national and international citations to scientific publications, prizes and patents in the previous years are evaluated to be rewarded and scored. After the evaluation, incentives are paid according to performance.

The staff is responsible for both teaching and conducting scientific research. If the staff is not in an administration position, they are required to teach at least 10 hours courses in a week. These courses can be associate, undergraduate, graduate, and doctoral courses. In addition, academic staff is invited as speakers at various meetings. Especially during the pandemic period both the meetings and courses (ADÜZEM) were conducted online.

Academic staff who want to participate in scientific meetings (congress, symposium, workshop, webinar etc.) is be assigned by the institution and can obtain funds from scientific institutions (TÜBİTAK, BAP, etc.).

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

Staff must have the opportunity to contribute to the Establishment’s direction and decision-making processes.

Promotion criteria for academic 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.

Turkish Higher Education Quality Council (YÖKAK), also recognised by ENQA, was founded as part of the “Higher Education Quality Assurance Regulation” that entered in force upon its publication in the Official Gazette No. 29423 of 23 July 2015. YÖKAK evaluates the quality levels of higher education institutions’ education and research activities and administrative services in accordance with the national and international quality standards and coordinating

the processes of accreditation, internal and external quality assurance, and authorization of independent external evaluation organizations. The quality assurance directive was stated by the university senate. According to these directives, FVMADU Quality Assurance Commission was established and started its studies to prepare the internal evaluation report. The last internal evaluation report (2020) was published on FVMADU Web Page (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?id=33353039>).

Promotion criteria for support staff is structured according to the “Civil Personnel Law” no.657 and “General Regulation on the Principles of Rising and Change of Title in Public Institutions and Organizations” Law no.3601 (<https://www.mevzuat.gov.tr/MevzuatMetin/21.5.9912647.pdf>). According to the relevant regulations, there are conditions such as being successful in the “Promotion Exam” which opened in certain periods, having a high disciplinary score, and length of service.

Academic university cadres are structured according to Turkish Higher Education Law number 2547 and related regulations. Academic staff who carry out post-graduate education is upgraded according to “Academic Promotion and Appointment Criteria of ADÜ” and Turkish Higher Education Law number 2547. In this context, it is required that each lecturer fulfils various evaluation criteria such as making project, getting patent, publishing in an indexed journal. A week's working time consists of 40 hours. If the academic staff is not in an administration position, they are required to teach at least 10 hours courses in a week. The staff performs service, research, and other scientific activities in the remaining time.

Academic staff works permanent and full-time within the departments related to their specialization. The staff can take part in various administrative positions such as Dean, vice Dean, institute director, deputy manager. In addition, academic staff is assigned to mechanisms such as various commissions, administrative board and Faculty board related to FVMADU. The support staff participating in various commissions takes part in decision-making mechanisms.

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

Students carry out their course-related transactions through the OBIS (<https://obis.adu.edu.tr/>), which is a dynamic system. In this system, students register for courses, check their exam results and absenteeism, and receive student certificates and transcripts. Course evaluation survey system takes place in OBIS to measure the course and the educational performances of academic staff. In this evaluation process carried out at the end of each semester, students are asked to answer a total of 16 questions for each course, 11 of which are related to the lecturer and 5 are related to the course content. There is also a section where they can write their comments and suggestions if they wish. The final grade cannot be learned without completing this questionnaire. Name and personal information are not recorded or used in any way in the surveys. The results of the questionnaire are shared with the relevant departments for assessment.

Personnel affairs related to academic and support staff are carried out by the Department of Personnel of ADÜ. Academic university cadres are structured according to Turkish Higher Education Law number 2547 and related regulations. Academic staff is upgraded according to “Academic Promotion and Appointment Criteria of ADÜ”. Academic staff demands of the departments are sent to the Rector’s Office by Dean and then sent to YÖK. Recruitment of

academic personnel is announced on the ADÜ web site after published in official and national newspapers.

The number and qualifications of the support staff required by the Faculty administration are reported to the Rector's Office. The Rector's Office sends the staff requests to the Republic of Turkey Ministry of Treasury and Finance. If the Ministry approves, the staff is assigned. Approved positions are assigned by Public Personnel Selection Examination or by the inter-institution transition. Support staff is employed in accordance with item 4/A, 4/B, 4/C of the Civil Personnel Law no.657. Administrative and support staff are required to have a variety of competencies related to the service carried out. Support staff who are appointed for the first time is called candidates. The nomination period of the candidates cannot be less than 1 and more than 2 years.

Comments on Standard 9

FVMADU has had an important position for veterinary medicine education in Turkey since its establishment. As well as the province of Aydın and ADÜ identity, having a qualified academic staff plays an essential role in this situation. The Faculty has reached the present day by taking into consideration the discipline, competence and scientific criteria of the departments established under the leadership of experienced and well-known academic staff. The main limitation is the lack of autonomy in determining the number of new students registered each year. Student quotas are set by the YÖK for all faculties in all universities. Although it was requested that the student quota be limited, generally they tend to increase the quotas every year. Also, there are horizontal transitions from other faculties to our Faculty. The number of students increases due to the ease provided by the YÖK for horizontal transfer. On the contrary, YÖK has limited the recruitment of academic staff. The Faculty is in good condition considering the number of academic staff except for research assistants. The possibility of employing scholarship has been provided by TÜBİTAK projects in the Faculty. In addition, 12 scholarships have been provided within the scope of the 100/2000 project (placement of 2000 doctoral students in 100 priority areas) conducted by YÖK in recent years. This number is expected to increase in the coming years. On the other hand, while the shortage of support staff is also being made up in time, there are still partial deficiencies in the staff. Requests are sent to the Department of Personnel of ADÜ regularly to resolve the deficiencies.

Suggestions for improvement on Standard 9

The number of pedagogic seminars or workshops supporting teaching staff should be increased. The supports for the participation of Faculty members in international scientific meetings should be enhanced. The number of Research Assistants and support staff (servants, drivers, food technicians etc.) should be augmented to provide the highest level of education and the Faculty Services.

Standard 10. Research Programmes, Continuing and Postgraduate Education

10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

The mission of the FVMADU described in the strategic plan as “To educate graduates and researchers who can identify national and universal problems and produce solutions in the field of veterinary medicine... To provide high quality, reliable and fast service related to societal needs and sensitive to the environment.” Also, the vision of the FVMADU described in the Strategic Plan as “To be a Faculty of Veterinary Medicine recognised for its education quality, research and service activities at national and international standards, to train qualified veterinarians who are fully equipped in veterinary medicine, who can keep up with the developments of science and technology, to conduct research with scientific and economic value...” FVMADU continues strictly its research motivations, continuing and postgraduate education activities within its strategic plan scope.

FVMADU research activities are mostly funded by BAP (<https://adubap.adu.edu.tr/?&lang=en>). Researchers can also apply to TÜBİTAK (<https://www.tubitak.gov.tr/>), Republic of Turkey Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Policies (TAGEM) (<https://www.tarimorman.gov.tr/TAGEM>), South Aegean Development Agency (GEKA) (<https://geka.gov.tr/tr>) and international grant project offices. Undergraduate and graduate training and academic studies are mostly carried out in FVMADU laboratories. University has additionally a Techno City (ADÜ-Teknokent). The purpose of this Teknokent is to contribute to the development of the country and the region by providing cooperation with universities, research institutions and organizations and production sectors (<http://www.aduteknokent.com/>). FVMADU publishing a scientific journal since 2012 “Animal Health Production and Hygiene” (<http://aduveterinaryjournal.org/index.php>). FVMADU published 124 scientific publications (only Web of Science Core Collection indexed, last 3 years) listed as query link: (<https://www.webofscience.com/wos/woscc/summary/819b9737-94f9-42bb-bb37-c2bb9112cbc7-00bb0bdb/date-descending/1>) (Annex 10.1. Scientific Publication List of FVMADU).

The range of research work carried out in FVMADU is extensive and reflects its multidisciplinary character. Undergraduate students are encouraged to involve in ongoing research projects of lecturers to get involved in research voluntarily and encouraged to participate in the student congresses. FVMADU supports the students participating to this congress, although it seems to be limited (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353037>).

Also, students can apply to BAP, GEKA and TÜBİTAK to have their projects granted (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353033>). Furthermore, all students have opportunities to visit veterinary medicine faculties abroad using student exchange programmes (ERASMUS+, FARABI and MEVLANA) to gain knowledge and expand experiences for training purposes (<https://idari.adu.edu.tr/uik/default.asp?lang=2>). Students may communicate with Youth Problems Research and Application Centre (ADÜ-GENÇ) (<https://akademik.adu.edu.tr/aum/adugenc/default.asp>) for health, research, career planning and socio-cultural activities, already explained in the Standard 7.7.

ADÜZEM is a Central Distance Learning Portal of the ADÜ (<https://evdekal05.adu.edu.tr/>). ADÜZEM was the improvement of the University for the requirement of distance learning during the new Covid-19 pandemic. Live distance learning portal support in weekdays 08.00 – 17.00 via phone number +90 850 346 0909, Twitter (<https://twitter.com/aduzem>) and YouTube ADÜZEM Distance Learning Support Chanel (<https://www.youtube.com/channel/UCO8vsUlsqVvSvVJe-cHEjFQ>).

Researchers at the FVMADU participate actively in scientific studies. There are 94 research projects (7 external, 87 internal with 7.741.560 TRY fund, approximately 950.000 Euro initiated in the last 3 years.

Table 10.1.1. List of the major funded research programmes in the Establishment which were ongoing during the last full academic year prior to the Visitation.

Scientific topics	Grant/year (€*)	Duration (Yrs)
Founding FVMADU Research and Application Hospital Imaging Center	281000	2020-2021
Development of Protection and Control Methods with Metagenomic Analysis Against Zoonotic Microbial and Viral Factors	33100	2020-2023
Comparative Analysis of Genetic Diversity and Antigenic Variability of Immunogenic Surface Antigens of Theileria Annulata; Identification of B-Cell Candidate Epitopes from Parasite Populations in Tunisia and Turkey for Design of a Hybrid Vaccine Prototype Against Tropical Theileriosis	32000	2020-2023
Use of New Generation Antifreeze Protein Chp as Cryoprotectant Molecule in Freezing Ram Semen	29300	2020-2023
Pharmacokinetics of Intravenous and Oral Citrulline Administrations in Neonatal Calves and Efficacy in Experimental Endotoxemia	42225	2021-2023

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

Awareness of students on evidence-based medicine, scientific research and life-long learning is stimulated at FVMADU throughout the 5-year education. There is no certain time or course for this. The Departments play an essential role in informing, teaching, and practicing evidence-based medicine. Importance of scientific research in veterinary medicine is embedded in many courses. Undergraduate students participate in cases as an observer at the beginning of clinical training. The 10th semester is called internship training to gain clinical experience. Internship students are subjected to weekly morning (clinical and food hygiene sciences) and afternoon (except clinical sciences) rotation among all Departments of FVMADU (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=333634>, <https://ects.adu.edu.tr/programme-detail/3/3890/>). CSL was opened in the 2nd semester of 2021 and continues service to the students of FVMADU.

There are 62 student clubs within the university (<https://topluluk.adu.edu.tr/default.asp>). However, Equitation Club, Society of Avian Rehabilitation and Aviculture (Kanat-Ger) and

International Veterinary Students' Association (IVSA) (<http://www.ivsa.org/>) are popular among FVMADU students and there are quite a few students who are members of the association (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33343938>). These students take a role in ongoing research and present the results at the annual meetings. Therefore, those who will make a presentation at IVSA meetings are supported by the FVMADU. FVMADU established a lifelong learning portal to awareness of professional issues (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353332>). Moreover, there are many courses offered to everyone by ADÜSEM (<https://adusem.adu.edu.tr/>).

Students have the possibility to reach many electronic and (limited hard copy) scientific papers within the Faculty with an improved simple search menu among 45 national / international data bases (<http://katalog.adu.edu.tr/>). Also, the new Central Library building, opened November 2018 and has a total of 6,880 square meters of physical area. Central Library, organize editorial and author seminars which have a vision of developing the research, education, and training activities within the University. Especially with the pandemic, online orientations and webinars were held by focusing on training activities for the remote use of library resources. In 2020, 114 trainings were given to 3469 people. The scope of the training was information literacy, research techniques, qualified article writing, copyright and plagiarism, bibliography and citation examining. During the pandemic, the working halls were not available 24/7. (<https://kutuphane.adu.edu.tr/default.asp?idx=323633>). Also, students prepare and present seminars in a variety of departments during the internship period.

Undergraduate students are regularly encouraged to participate in research programmes in a non-mandatory way in laboratories of departments and research centres. Students, for example, can apply for a one-year practical study for TÜBİTAK student projects and work on their own research projects

(https://www.tubitak.gov.tr/en/scholarship/undergraduatesgraduates/national-programmes#scholarship_undergraduates_graduates_ana_sayfa_akordiyon-block_1-0).

Undergraduate students are invited to attend periodically organized scientific meetings and seminars of graduate students in the FVMADU.

The graduation thesis was obligatory for the students at FVMADU, later, the graduation thesis was acquitted at FVMADU, however, this situation is under the argument. Faculty has changed learning and program outcomes with ESEVT “one-day competency skills”. Each department of the FVMADU is responsible for realizing all “one-day competency skills” concerning its scope (<https://ects.adu.edu.tr/programme-detail/3/3890/programme-outcomes/>). Studies continue to harmonise the “one-day competency skills” with the recently accepted (2021) "core veterinary education program" by the YÖK. Students can do EPT by choosing the professional places determined by the FVMADU Internship Committee (<https://idari.adu.edu.tr/db/ogrenciisleri/webfolders/topics/20200618165109-GAMBGADUSTAJYNERGESI-000049063414092267345535.pdf>).

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

Postgraduate education in Turkey in the health sciences including veterinary sciences is regulated by the YÖK in accordance with the Art. 65 of the law 2547. These regulations are implemented by the Institute of Health Sciences of each university. Postgraduate programmes are conducted in FVMADU's departments under the organization of Institute for Health

Sciences, one of the institutes operating under the Postgraduate School of the University. Currently, there are 14 PhD programmes (4 belong to Clinics) and 18 Msc programmes (3 belongs to Clinics) enrolling students for postgraduate studies (see Tables 10.3.2 and 10.3.3). These programmes accept students twice a year (fall and spring semesters), announcements are made according to common rules defined by YÖK and the University Senate. Produced research thesis among all postgraduate programmes are easily available (in pdf form) at the YÖK Thesis Centre (<https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp>).

Table 10.3.1. Number of students registered for postgraduate clinical training.

Training	2021	2020	2019	Mean
Interns*	NA	NA	NA	-
Companion animals	-	-	-	-
Equine	-	-	-	-
Production animals	-	-	-	-
Others (specify)	-	-	-	-
Residents**	NA	NA	NA	-
EBVS disciplines	-	-	-	-
Total	-	-	-	-

*: Internship is not a postgraduate training in Turkish. Interns are the last semester (10th) students at FVMADU. **: The residency programme is not available at veterinary medicine faculties in Turkey. There used to be a programme before the year 1980. The need for the specialists in Turkey is met by MSc and PhD programmes.

Table 10.3.2. Number of students registered at postgraduate clinical training via Health Science Institute.

Clinical Training	2021	2020	2019	Mean
PhD	8	20	6	11,3
Surgery	2	10	2	4,6
Internal Medicine	4	8	4	5,3
Obstetrics and Gynaecology	0	1	0	0,3
Reproduction and Artificial Insemination	2	1	0	1
MSc	20	17	14	17,0
Surgery	8	4	6	6
Internal Medicine	11	10	8	9,6
Obstetrics and Gynaecology	1	3	0	1,3
Total	28	37	20	28,3

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

Research Training	2021	2020	2019	Mean
PhD	16	30	23	23,0
Anatomy	0	1	0	0,3
Food Hygiene and Technology	0	4	1	1,6
Biochemistry	2	2	1	1,6
Pharmacology and Toxicology	2	4	2	2,6
Physiology	0	1	1	0,6
Animal Nutrition and Nutritional Diseases	3	6	1	3,3
Histology-Embryology	1	1	0	0,6
Microbiology	5	7	8	6,6
Parasitology	0	2	7	3,0
Pathology	3	2	2	2,3
MSc	30	23	20	24,3
Anatomy	2	2	2	2,0
Food Hygiene and Technology	5	2	5	4,0
Biochemistry	6	2	2	3,3
Physiology	1	1	3	1,6
Animal Nutrition and Nutritional Diseases	1	3	0	1,3
Histology-Embryology	1	1	0	0,6
Microbiology	6	6	3	5,0
Parasitology	3	3	2	2,6
Pathology	1	3	2	2,0
Virology	3	0	0	0,3
Animal Science	1	0	1	0,6
MSc (Secondary Education)	2	0	0	0,7
Microbiology	2	0	0	0,6
MSc without thesis	3	2	0	1,7
Biochemistry	1	1	0	0,6
Pharmacology and Toxicology	1	0	0	0,3
Microbiology	1	1	0	0,6
MSc without thesis (Seconder Education)	1	0	0	0,3
Pharmacology and Toxicology	1	0	0	0,3
Total Students	52	55	43	50,0

Table 10.3.4. Number of attendees to continuing education courses provided by the Establishment.

<i>Courses:</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
.....				
<i>Not Applicable (See Annex 10.2. FVMADU Seminar List).</i>				

Each department in FVMADU informs the Institute of Health Sciences about the number of students that may accept as graduate students at the beginning of each academic year semester. According to these demands, the Institute of Health Sciences determines the time and place of the exams of the students to be taken for graduate education. From Tables 10.3.2 and 10.3.3 we may expect similar postgraduate student admissions. Although, a little enhancement may be expected due to new Covid-19 pandemic-related delayed circumstances.

Clinical services are conducted by the academic staff and graduate veterinary staff at VTH. Students must take part in clinical rotation training in different fields of specialization both in different classes of undergraduate education and in the field of internship and can talk and take responsibility with animal owners. Undergraduate students are invited to participate in all clinical cases under the supervision of graduate students, research assistants under the supervision of senior academic personnel. Unlike conflict, undergraduate students can help graduate students gain a different insight into their clinical work. In this way, learning synergy is reached and together they learn the techniques of decision making and consultation.

Continuing education programmes are organized by ADÜSEM (<https://adusem.adu.edu.tr/>). This centre provides coordination between the public and private sector and stakeholders and organizes educational programmes. FVMADU also has a continuing education programmes (due to Covid-19 Pandemic only lifelong learning portal is active) which provides courses for farmers and veterinarians (<https://akademik.adu.edu.tr/fakulte/veteriner/default.asp?idx=33353332>).

10.4 The Establishment 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 veterinary teaching programmes.

Research activities are mainly designed by academic staff in two ways: 1. Researchers receive support by applying to BAP or TÜBİTAK (<https://tubitak.gov.tr/en>) national support programmes with their independent scientific projects. 2. Researchers can participate in national-international framework programme calls such as TÜBİTAK, TAGEM and GEKA on specific topics. Researchers submit project proposals to the research units of the project institutions with the approval of the Dean. Referees and panellists determined by the institution, evaluate the project proposals. And the results of panel evaluations are announced via web sites and e-mail. Research projects and grants of the establishment are listed in Table 10.1.1. for the academic year 2020-2021.

The graduate programmes are carried out according to the regulations issued by YÖK. Postgraduate programmes are opened, implemented, assessed, and revised according to the Health Science Institute. Proposals of MSc and PhD programmes are suggested by departments and presented to the institute and university senates. The number of MSc and PhD students are determined by the academic board of the departments and sent to the Health Science Institute. Quotas are discussed and defined in the institute administration board and announced in institute website and after the approval of the Rector's Office. Projects of MSc and PhD students

are firstly approved by the board of University HADYEK (if necessary), Health Science Institute, and the projects are mainly funded by BAP. Also, TÜBİTAK is a big opportunity for young researcher to find out grants and fellowships.

Cooperation with stakeholders towards undergraduate students is organized and encouraged to participate in various courses. Courses, seminars, symposiums, and workshops are organized by FVMADU through different departments according to the interests of undergraduate and graduate students, veterinarians, and stakeholders. They are informed about these organizations through announcements.

Comments on Standard 10

The existing external support (project support, donation, sponsorship, etc.) provided from outside the FVMADU is not at the desired level. Getting more external support is among our main goals. For this purpose, it is aimed to increase the number of projects supported by TÜBİTAK. FVMADU ensures the sustainability of the resources (physical/technical infrastructure, financial resources, etc.) needed within the scope of its research component objectives through BAP research and infrastructure projects. Institutional shares of outsourced projects (TÜBİTAK) are also considered within this scope.

The research performance of the FVMADU is measured and evaluated at regular intervals based on data via Faculty, University and YÖKAK, compiled and announced by YÖK Academic (<https://akademik.yok.gov.tr/AkademikArama/>). FVMADU prepares a year-end annual report within the scope of the adequacy of the research performance in reaching the objectives of the institution and for the research performance to reach the targeted points and evaluates how many of the research have been published and how many people these publications reach. There is also an award programme conducted by YÖK Information System to motivate researchers (<https://yoksis.yok.gov.tr/>).

Suggestions for improvement on Standard 10

FVMADU should:

- Strength the culture of science, research, and innovation especially at the undergraduate level,
- Encourage R&D and improve the quality of investigation.
- Diversify financial resources for research and increase efficiency in research areas,
- Improve the number and quality of scientific publications,
- Conduct studies that transform research results into practice,
- Give priority to encourage and support public-industry collaborative research,
- Diversify and diffuse lifelong learning activities
- Compensate the negative effects of the new Covid-19 Pandemic.

ESEVT Indicators

Calculated Indicators from raw data.					
		Establishment values	Median values	Minimal values	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,164	0,16	0,13	0,038
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,188	0,87	0,59	0,598
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,503	0,94	0,57	-0,063
I4	n° of hours of practical (non-clinical) training	1286,000	905,67	595,00	691,000
I5	n° of hours of clinical training	846,000	932,92	670,00	176,000
I6	n° of hours of FSQ & VPH training	237,000	287,00	174,40	62,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	13,333	68,00	28,80	-15,467
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	21,559	70,48	42,01	-20,450
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	3,257	2,69	0,46	2,793
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0,365	5,05	1,30	-0,933
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1,392	3,35	1,55	-0,153
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,000	6,80	0,22	-0,223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	0,580	15,95	6,29	-5,715
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,000	2,11	0,60	-0,595
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0,028	1,33	0,55	-0,519
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,003	0,12	0,04	-0,041
I17	n° of companion animal necropsies / n° of students graduating annually	0,163	2,07	1,40	-1,237
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0,323	2,32	0,97	-0,647

I19	n° of equine necropsies / n° of students graduating annually	0,000	0,30	0,09	-0,093
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,858	2,05	0,69	0,165
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	1,017	0,20	0,06	0,954
I22	n° of PhD graduating annually / n° of students graduating annually	0,163	2,07	1,40	-1,237

Comments on Indicators

Although the number of our FVMADU support staff has increased in recent years, both quantitatively and qualitatively, such as radiology technicians, pharmacists, and nurses, some staff could not be employed due to bureaucratic processes. Activities outside of the faculty, for example, technical trips, applications for food safety, and public health have been tried to be carried out with limited (health causes) personnel due to the compulsory measures taken by the central government enduring the Covid-19 pandemic in the last two years. It has also led to face-to-face training being intermittent and most remote. Due to the country's policies, the increase in veterinary faculties in recent years, the proliferation of veterinary clinics around the institution, the renovation - organization carried out in the VTH, and the impact of the Covid-19 pandemic, unfortunately, could not achieve the target values, especially in the number of pet and equine sick animals and in the number of necropsies accordingly. Even though the Faculty has a mobile clinical vehicle, out-of-Faculty clinical services could not be provided regularly due to the lack of staff (e.g. drivers), and the number of dependent patients remained low. In addition, the disruptions in support services caused a lack of services such as non-Faculty farm visits and mobile clinic services. We are of the opinion that as a result of the plans carried out with the end of the Covid-19 pandemic and the return of our students to FVMADU, a positive improvement will be achieved in a short time in terms of quantity and quality.

Suggestions for improvement on Indicators

FVMADU should,

- Compensate the Covid-19 pandemic effects as soon as possible.
- Support staff improvement in several cadres.
- Intra and extra mural more animal training.
- Additional necropsies for clinical training.
- Provide more financial support.

Glossary

ADÜ	: Aydın Adnan Menderes University
ADÜSEM	: Aydın Adnan Menderes University Continuous Learning Centre
ADÜZEM	: Aydın Adnan Menderes University Distance Learning Portal
BAP	: Aydın Adnan Menderes University Scientific Research Projects Coordination Unit
CİMER	: Turkey's Presidential Communications Centre
Covid-19	: Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) pandemic
CSL	: Clinical Skills Laboratory
EAEVE	: European Association of Establishments for Veterinary Education
EBYS	: Electronic Documentation System
ECTS	: European Credit Transfer System
EDURoam	: Education Roaming Access Service
EHEA	: European Higher Education Area
ENQA	: European Network for Quality Assurance in Higher Education
EPT	: External Practical Training
ESEVT	: European System of Evaluation of Veterinary Training
ESG	: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ	: Food Safety and Quality
FTE	: Full-Time Equivalent
FVMADU	: VEE of Aydın Adnan Menderes University
HADYEK	: Animal Experiments Local Ethics Committee
IT	: Information Technology
KYK	: Higher Education Credit and Hostels Institution
MSc	: Master of Science
OBIS	: Student Information Portal
ÖSYM	: Student Selection and Placement Centre
PhD	: Doctor of Philosophy
QA	: Quality Assurance
SER	: Self Evaluation Report
SKS	: ADU Directorate for Health, Culture and Sports
SOP	: Standard Operating Procedure
SWOT	: Strengths, Weaknesses, Opportunities, Threats
TÜBİTAK	: The Scientific and Technological Research Council of Turkey
TYT	: Basic Proficiency Test
UBYT	: International Scientific Publication Programme of Turkey
ULAKBİM	: Turkish Academic Network and Information Centre
VEDEK	: Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine
VPH	: Veterinary Public Health
VTF	: Veterinary Teaching Farm
VTH	: Veterinary Teaching Hospital
YÖK	: The Council of Higher Education
YÖKAK	: The Higher Education Quality Council of Turkey

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