



Istanbul University - Cerrahpaşa
Faculty of Veterinary Medicine



SELF EVALUATION REPORT

2025

for

European Association of Establishments for
Veterinary Education
(EAEVE)

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Introduction

Scientific veterinary medicine education in Türkiye first began during the reign of Sultan Abdülmecit in the imperial capital of Istanbul. The Military Veterinary School was opened in Istanbul in 1842 by Prussian Military Veterinarian Godlewsky. Civilian students began to be admitted to the Military Veterinary School in 1881. Due to the efforts of Veterinarian Mehmet Ali Bey, the first Civil Veterinary School in Istanbul was established in 1889 with 25 students. This year, 1889, is recognized as the founding date of IUC-FVM. By the decision of the Rectorate of Istanbul University, the establishment of the Istanbul University Faculty of Veterinary Medicine began in 1967. The Istanbul University Faculty of Veterinary Medicine started education and training in 1972 in the historical High Veterinary School buildings in the Selimiye district. The Veterinary Faculty, which provided services under challenging conditions and limited physical space for approximately 15 years in these buildings, where a portion of the vocational high school students in the Selimiye district also studied, sought new opportunities to provide services in more spacious and modern facilities. During that period, it was decided to construct the Veterinary Faculty buildings within the Istanbul University Campus in the newly developing Avcılar district, and the foundations for the faculty buildings were laid. Istanbul University Faculty of Veterinary Medicine moved to its new buildings at the Avcılar Campus in the spring semester of the 1986-1987 academic year and began its educational activities.

Istanbul University, one of Türkiye's oldest and largest universities, had been providing education and training with 23 faculties, 17 institutes, 2 colleges, 7 vocational colleges, 44 research centers, and approximately 170.000 students until 2018. Due to administrative, financial, and academic challenges arising from its growth, the division of large universities became a topic of discussion for the Council of Higher Education (CoHE). In this context, the establishment of Istanbul University-Cerrahpaşa (IUC) was approved by the Grand National Assembly of Türkiye and published in the Official Gazette No. 30425 dated May 18, 2018. Some faculties and units of Istanbul University, including the Faculty of Veterinary Medicine (FVM), were affiliated with the newly established university. Today, IUC has 12 faculties, 6 institutes, 1 college, 5 vocational schools, and 17 application and research centers. It serves 32.912 students with 2.313 academic and 4.481 administrative staff, totaling 6.794 personnel.

In 2019, due to the major earthquake that struck Istanbul, the faculty buildings at the Avcılar Campus were severely damaged. They were demolished, with some departments relocating to buildings at the Büyükçekmece Campus. Educational and research activities are currently being carried out in buildings at both campuses. The Veterinary Education, Research and Application Hospital (VTH), which was rebuilt at the Avcılar Campus, began operations in February 2024. With nearly 7.000 graduates, IUC-FVM, supported by its modern VTH and Training and Research Farm comprising Sheep, Dairy Cattle and Poultry units, as well as the Faculty's education, teaching, training and research Farm infrastructure, provides academic services, education and training activities and contributes to national animal husbandry and global science through 5 departments, 20 sub-departments, 292 faculty members and nearly 1000 students. It continues to provide academic services, educational activities, and contributions to national livestock farming and global science without compromising on animal love, animal welfare, and animal rights, adhering to ethical approaches and deontological principles, and maintaining world-class standards. The faculty looks to the future with hope, confidence, and pride.

Before 2018, the faculty was affiliated with Istanbul University and applied for accreditation in veterinary medicine education as the "Istanbul University Faculty of Veterinary Medicine" in 1998. Following the The European Association of Establishments for Veterinary Education (EAEVE) application, the faculty made significant changes to its education program and began preparing a self-assessment report. In October 2002, the EAEVE Commission Secretary General, Sydney ALLMAN, conducted a preliminary visit to the faculty. During the initial visit, the minimum requirements that the institution must meet were evaluated, and the main visit was planned. After meeting the minimum requirements, the Faculty completed its Self-Evaluation

Report (SER), and EAEVE conducted the first visit from February 24 to March 2, 2003. The application was accepted for accreditation as the necessary prerequisites, particularly regarding educational programs, were met; however, accreditation was not granted due to some fundamental deficiencies. Following the 2003 visit, the faculty administration worked on the recommended improvements and reported that these had been implemented, thereby initiating the necessary procedures for the second visit, which took place on March 24–26, 2008. Following the second visit of the EAEVE delegation to the Faculty in March 2008, the report submitted on 10 April 2008, noted some deficiencies in the faculty's accreditation and recommended that these deficiencies be addressed. The faculty administration requested a re-inspection visit on 17 January 2014, and the EAEVE visit team was notified of the visit on 11 March 2015. As a result of the EAEVE visit and evaluations conducted between 12-16 October 2015, IUC-FVM was granted institutional accreditation for 10 years by the ECOVE decision dated 23 November 2016. The planned visit for the renewal of accreditation will be conducted between 13 and 17 October 2025.

The duration of the veterinary education at IUC-FVM is five years. The first four years consist of theoretical courses, practical training, clinical practice, and External Practical Training (EPT). At the same time, the final semester is dedicated to practical training as part of the veterinary medicine maturation application education. IUC-FVM offers two programs, one in Turkish and the other in English. The English program began in 2024.

In response to the evolving structure of veterinary education and updates to national and international accreditation standards, VEE has undertaken comprehensive improvement initiatives in recent years. In line with the guidelines set by important accreditation and quality assurance organizations such as Türkiye Qualifications Framework (TQF), Veterinary Education Institutions and Programs Evaluation and Accreditation Association (VEDEK), and EAEVE, IUC-FVM has implemented a [strategic plan](#) (IUC-FVM Strategic Plan) covering the years 2025-2029. The Strategic Plan was prepared and implemented through a comprehensive analysis process in line with the institution's mission, vision, and core values, to enhance VEE's capacity to overcome emerging challenges and evaluate future opportunities with sensitivity and efficiency. During this process, strengths, weaknesses, opportunities, and threats were thoroughly assessed (SWOT analysis was conducted), and strategic objectives were established based on the data obtained. The plan prioritizes continuous improvement, strict compliance with accreditation criteria, and the creation of a flexible, future-oriented framework, while reinforcing its commitment to academic excellence, research development, and social participation, to further strengthen VEE's leading role in veterinary education and innovation.

The VEE adopts a comprehensive perspective in veterinary education by adhering to EAEVE standards and promoting the One Health approach, which integrates animal, human, and environmental health within a unified framework. The institution remains committed to creating an engaging, supportive, and collaborative learning and working environment for both students and faculty members. The Higher Education Institutions Examination (YKS), administered annually by the Assessment, Selection, and Placement Center (OSYM), serves as the primary gateway from secondary to higher education in Türkiye. Considering the minimum admission scores set by the Council of Higher Education (CoHE) for veterinary programs, IUC-FVM ranks second among veterinary faculties accepting students with the highest scores in Turkish programs, according to [YOK Atlas](#) data.

Major organizational changes

- The organizational structure has been restructured under the leadership of the dean and vice deans. The following committees have been established: Assessment and Evaluation Committee, Graduation Committee, the Social Contribution Committee, Accreditation Commission, Request and Complaint Evaluation Commission, Self-Evaluation and Accreditation Supreme Commission, Biosafety and Chemical Safety Commissions, Strategic Planning Commission, and Coordinators for Radiology,

Mobile Clinics, Emergency and Inpatient Care, Operating Rooms, and Food Buisness were established. Additionally, subcommittees were formed under these units to enhance operational efficiency. ([IUC- FVM Organization Chart](#)).

- In 2018, the Department of Wildlife Diseases and Ecology was established within the Division of Clinical Sciences.
- In 2020, an External Advisory Board was established. Meetings of the External Advisory Board are held annually.
- Following the COVID-19 pandemic, hospital satisfaction surveys began to be conducted exclusively [online](#) in 2020.
- In 2020, IUC-FVM journal; [Acta Veterinaria Eurasia](#) was included in the Emerging Sources Citation Index (ESCI).
- In 2021, the Department of Radiology was established within the Division of Clinical Sciences.
- In 2021, the Department of Aquatic Animals and Diseases was established within the Division of Pre- Clinical Sciences.
- In 2021, the KALSIS Quality Management System was implemented at IUC. KALSIS is a system that includes the IUC Quality Assurance Policy, the quality documents created within this scope, and the Quality Document Management system where these documents are recorded, managed, and viewed. It also enables corrective and preventive actions (CPA) to be carried out electronically. Procedures published as part of the Veterinary Faculty's quality initiatives have been uploaded to KALSIS and made available to all stakeholders. The documents and their publication dates are listed below.
 - Internal Communication Procedure 15.10.2023
 - Strategic Planning Procedure and Annexes 23.11.2023
 - Academic Advisory Procedure and Annexes 14.12.2023
 - Assessment and Evaluation Procedure 04.02.2024
 - Instruction Manual for the Use of The Indicator Table 27.05.2024
 - Organization Procedure for Accreditation Activities 17.10.2024
 - Undergraduate Education Procedure and Annexes 18.10.2024
 - Academic Counseling Guide 04.02.2025
 - Student Orientation Guide 04.02.2025
 - Request and Complaint Procedure 04.02.2025
- In June 2024, IUC-FVM earned the right to use the Türkiye Qualifications Framework (TQF) logo on its diplomas, demonstrating its commitment to providing high-quality education and compliance with national qualification standards.
- [The VetÇizgi](#) Journal, prepared by the Media and Communication Club of IUC-FVM, began publication in 2024.
- Following the opening of the new hospital building in 2024, the infrastructure of the online [VTH appointment system](#) was renewed.
- In 2024, within the scope of the CoHE Accessible Universities Awards, IUC-VTH received the "Accessibility in Space Category" (Orange Flag) [award](#).
- The 2025-2029 [Strategic Plan](#) was prepared and implemented.
- In 2025, Standard Operating Procedures (SOPs) for Biosafety, Biosecurity, and Chemical Safety were established.
- In April 2025, e-Logbook initiatives were launched as a joint project with the IUC Information Processing Directorate.
- The 24th IUC-FVM [International Veterinary Medicine Students Scientific Research Congress](#), which was held in 2024, was suspended due to the pandemic and resumed in 2022.
- Starting from the spring semester of the 2023-2024 academic year, score sheets have been used as an assessment tool in exams. The reference question papers and score sheets from the exams are archived within KALSIS and reviewed by the Assessment and Evaluation Committee.

New buildings and major items of equipment

- The main building of the FVM was damaged in the Istanbul Earthquake on September 26, 2019. To avoid loss of life and property, all departments of the faculty except the hospital and clinical sciences were temporarily relocated to the IUC Büyükçekmece Campus. The faculty had to stop education for three weeks. During these three weeks, the divisions of Veterinary Medicine Basic Sciences, Preclinical Sciences, Food Hygiene and Technology, Animal Breeding, Husbandry, and Animal Nutrition were relocated to the Büyükçekmece Campus.
- In September 2023, Lecture Halls 1 and 2 were opened at the Avclar Campus.
- In 2024, The Istanbul University-Cerrahpaşa Veterinary Teaching Hospital (IUC-VTH) was inaugurated. Covering 8,000 m², it includes 24 polyclinics and 12 operating theatres, providing veterinary healthcare services for a wide range of species, including companion animals, farm animals, exotic animals, and wild animals. Each year, around 50,000 patients are examined and over 6,000 surgical and gynaecological procedures are performed. The hospital has an advanced Radiology Unit equipped with MRI, computed tomography, and ultrasonography. It also contains Türkiye's first fully equipped intensive care unit, a neonatal intensive care unit, and inpatient wards for all species. Specialised facilities such as Veterinary Hearing Test Centre, the Gait Analysis Centre, and the Exotic and Wild Animal Clinic make IUC-VTH a unique and leading institution in Türkiye.
- Some existing facilities that previously supported students' training in animal food production applications have been renovated or newly constructed due to structural changes following the earthquake. Within this scope, the Sheep Unit was reestablished in March 2019, the Milk Production Facility in January 2022, and the Meat Cutting Unit in April 2023, while the Poultry Farm was established for the first time in January 2021. In July 2024, a new dairy cattle unit was established within the IUC-FVM [Education, Teaching, Research, and the Application Farm \(VETRAF\)](#). The facility includes a quarantine unit, maternity ward and infirmary, comprising 1,200 m² of enclosed space and 2,800 m² of open grazing areas. Products such as meat, milk and eggs produced in these facilities are made available for consumption through the IUC-FVM sales point
- Following an application by the IUC Rectorate, the tender for a new faculty building for IUC-FVM was approved by the Presidency of the Republic of Türkiye's Strategy and Budget Presidency in 2022. The new IUC-FVM faculty building, constructed in a modular style with four floors and a total enclosed area of 40,000 m², includes administrative units, faculty offices, student and research laboratories for all departments, meeting and seminar halls, a library, four lecture halls each with a seating capacity 200 students, six classrooms each for 40-80 students, a cafeteria, rooms for each student's club, a dissection room, a large and small animal necropsy room, as well as covered parking area for 120 vehicles. The construction of the new faculty building is in progress and scheduled for completion in May 2026.

Main changes to the academic program

- The educational objectives and program competencies of the undergraduate education have been updated in line with the TQF. The learning outcomes of the courses and program competencies have been aligned, and the contribution of the learning outcomes to the program competencies has been determined using a 5-point Likert scale within the Academic Registration System (AKSIS) module and announced to all stakeholders via Education Information System (EBS).
- Rotation programmes have been implemented in the 4th- and 5th- year practical courses to enhance the quality of practical training. To ensure greater efficiency, the number of students in each rotation group has been limited to 4-8.
- An English-language Bachelor's Programme in Veterinary Medicine was launched in the 2024–2025 academic year.

- New courses have been added to the curriculum to develop non-medical communication and basic life skills in veterinary education and training. “Scientific Research Techniques” was introduced in the 2020–2021 academic year. In the 2025–2026 academic year, the following courses were added: ‘Applications of Digital Technologies and Artificial Intelligence in Veterinary Medicine Education’, ‘Professional Stress Management and Personal Development’, ‘Veterinary Clinic Management’, ‘Information Literacy’, and ‘Data Management’.
- In January 2025, the Assessment and Evaluation module was made available within the AKSIS program.
- The number of undergraduate students at IUC-FVM was reduced from 130 to 70 beginning with the 2025–2026 academic year.

Version and date of the ESEVT SOP valid for the Full Visitation

The Self-Evaluation Report follows the requirements set out in the ESEVT Standards for Accreditation (ESEVT SOP 2023, as approved at the Leipzig General Assembly, June 8, 2023).



Area 1

Objectives, Organisation and Quality Assurance Policy

Area 1: Objectives, Organization, and Quality Assurance Policy

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

The aim of the Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine (IUC-FVM) is to educate veterinarians who are sensitive to national animal husbandry policies, aware of national needs in animal health, and committed to continuous professional development in this direction; who possess production and clinical expertise for both farm and companion animals; who are competent in the prevention, diagnosis and control of zoonotic diseases; whose conduct is in accordance with veterinary medical ethics and traditions; who contribute to the advancement of veterinary science; who demonstrate responsibility towards their patients and their owners; who apply the highest veterinary standards within prevailing environmental conditions; who play an active role in ensuring food safety; and who prioritise animal welfare.

The mission of IUC-FVM is to educate scientifically minded, professionally competent, research-oriented, and ethically committed veterinarians in line with contemporary educational principles, building on its accumulated experience from the past.

The vision of IUC-FVM is to become a leading, knowledge-generating, research-oriented and technologically advanced faculty, recognised and preferred at both national and international levels. The core values of IUC-FVM are academic freedom, commitment to scientific and ethical principles, entrepreneurship, transparency, collaboration, and sensitivity to animal health, animal rights, animal welfare and public health IUC-FVM follows the quality assurance policy of Istanbul University Cerrahpaşa (IUC). The quality assurance policy is based on the following principles:

- ◇ To ensure the sustainability of the higher education quality assurance system,
- ◇ Conducting widespread, sustainable, and traceable collaboration activities among academic and administrative staff and students,
- ◇ Develop stakeholder evaluation mechanisms, incorporate stakeholder feedback, and sustain and improve activities through stakeholder participation.
- ◇ Promoting national and international standards in education, teaching, research, and development activities,
- ◇ Support continuous improvement by systematically evaluating the quality assurance system,
- ◇ Work with a quality assurance system that respects individual differences, prioritizes equal opportunities, and supports the participation of disadvantaged groups to strengthen the principle of equality,
- ◇ To sustain Quality Management System activities with original and innovative practices,

The mission and vision of IUC-FVM are publicly shared on the faculty's official website and are known and adopted by the faculty members. Within the framework of the 2025–2029 [Strategic Plan](#) (Annex 1.1.1), the mission and vision have been reviewed in consultation with stakeholders and aligned with the institutional mission and vision of IUC.

The core curriculum of IUC-FVM is structured in accordance with both national and international regulations and is systematically reviewed at regular intervals. The curriculum design is fully aligned with

the criteria defined in the European Parliament and Council Directive 2005/36/EC (as amended by Directive 2013/55/EC) and the “Regulation on the Determination of Minimum Education Requirements for Doctoral, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy, and Architecture Education Programs” published in the Official Gazette dated 2 February 2008, and numbered 26775. Additionally, the curriculum is complies with the standards established by the World Organization for Animal Health (WOAH), the American Veterinary Medical Association (AVMA), the Federation of Veterinarians of Europe (FVE), the Canadian Veterinary Medical Association (CVMA), the Royal College of Veterinary Surgeons (RCVS), and the European Association of Establishments for Veterinary Education (EAEVE). In this context, practical training opportunities are provided to enable students to develop their professional knowledge, skills, and attitudes in clinical and non-clinical settings, to ensure that they acquire professional competence before graduation.

The education program of IUC-FVM has a comprehensive curriculum structure that offers five years of theoretical and practical veterinary medicine education. The program is structured under five divisions comprising a total of 20 departments. The departments under the divisions are as follows: Division of Veterinary Medicine Basic Sciences, Division of Pre-Clinical Sciences, Division of Clinical Sciences, Division of Food Hygiene and Technology and Division of Animal Breeding, Husbandry and Nutrition. The departments under these main fields of study are: Anatomy, Biochemistry, Physiology, Histology and Embryology, History of Veterinary Medicine and Deontology, Pharmacology and Toxicology, Microbiology, Parasitology, Pathology, Virology, Aquatic Animals and Diseases, Surgery, Obstetrics and Gynecology, Animal Reproduction and Artificial Insemination, Internal Medicine, Wildlife Diseases and Ecology, Radiology, Animal Nutrition and Nutritional Diseases, Animal Breeding and Husbandry, Veterinary Food Hygiene and Technology.

Students are required to earn 60 credits per year according to the European Credit Accumulation and Transfer System (ECTS) and complete 300 credits by the end of the program. As a requirement for graduation, students are required to undertake no less than 20 days of training in each of the farm, food and clinical EPT components, and to successfully defend their thesis. IUC-FVM has been offering an English- language Veterinary Medicine Program in parallel with the Turkish program since 2024. The curriculum of IUC-FVM is in line with the National Core Curriculum for Veterinary Medicine, the Turkish Higher Education Qualifications Framework (TQF), the latest ESEVT (European System of Evaluation of Veterinary Training), and the Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Association (VEDEK) standards. This ensures that graduates are equipped to enter all widely recognized branches of the veterinary profession and are aware of the importance of lifelong learning.

Standard 1.2: The VEE 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 teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organization, and management of the VEE must allow for the implementation of its strategic plan and a cohesive study program, in compliance with the ESEVT Standards.

Istanbul University was one of Türkiye’s most established and largest universities, with 23 faculties, 17 institutes, 2 colleges, 7 vocational colleges, 44 research centers, and approximately 170,000 students as of 2018. However, administrative, financial, and academic problems arising from growth have brought the division of large universities to the agenda. In this context, Istanbul University was established in Istanbul by Article 182 of the “Law on Amendments to the Higher Education Law and Certain Laws and Decrees with the Force of Law,” which was approved by the Turkish Grand National Assembly and published in the Official Gazette dated May 18, 2018, No. 30425. Some faculties and units of Istanbul University, including the Faculty of

Veterinary Medicine, have been affiliated with this newly established university. Currently, IUC comprises 12 faculties, 6 institutes, 1 college, 5 vocational schools, and 17 application and research centers. It serves 32,912 students with 2,313 academic and 4,481 administrative staff, totaling 6,794 personnel. The university located on 8 campuses: Avcılar, Bahçeköy, Bakırköy, Büyükçekmece, Cerrahpaşa, Haseki, Sultangazi, and Şişli. The Faculty of Veterinary Medicine, which was affiliated with Istanbul University-Cerrahpaşa in 2018, continues its education, research, and health services in the Avcılar and Büyükçekmece campuses with 5 divisions and 20 departments.

Universities in Türkiye operate by the provisions of the Higher Education Law No. 2547 and related legislation ([Annex 1.2.1](#)). The operating principles, administrative structures, and financial resources of these institutions are shaped by the principles and regulations determined by the Council of Higher Education (CoHE). The financial structure of universities is mainly dependent on treasury grants transferred from the central government budget.

The communication and administrative information of IUC-FVM is provided in Table 1.2.1 below.

Table 1.2.1. IUC-FVM communication and administrative information

University Name	Istanbul University-Cerrahpaşa
Faculty Name	Istanbul University-Cerrahpaşa, Faculty of Veterinary Medicine
Address	Istanbul University- Cerrahpaşa, Faculty of Veterinary Medicine, University Neighborhood, University Street, 34320 Avcılar / Istanbul
Phone	(+90 212) 404 03 00
Fax	(+90 212) 404 07 01
e-mail	ivfdek@iuc.edu.tr
Website	https://veteriner.iuc.edu.tr/
Rector	Prof. Dr. Nuri AYDIN
Dean	Prof. Dr. Hasan ALPAK (Veterinarian)
Vice Dean (Responsible for Education and Teaching)	Prof. Dr. Nuri TURAN (Veterinarian)
Vice Dean (Administrative Affairs)	Prof. Dr. Ahmet SABUNCU (Veterinarian)
Senator	Prof. Dr. Ahmet SABUNCU (Veterinarian)
Faculty Secretary	Ercüment Erman EFE
Chief Physician of the Veterinary Teaching Hospital (VTH)	Prof. Dr. Dilek OLGUN ERDİKMEN (Veterinarian)
Vice Chief of the VTH	Prof. Dr. Murat KARABAĞLI (Veterinarian)
Vice Chief of the VTH	Prof. Dr. Didar AYDIN KAYA (Veterinarian)
Director of the VTH	Yunus AKTAŞ (Veterinarian)

The senior management of IUC-FVM consists of the Dean, Vice Deans, Faculty Board, and Faculty Executive Board. The management of IUC-FVM is established by the Higher Education Law No. 2547. The organizational chart ([Annex 1.2.2](#)) is included in the system management folder under the veterinary faculty section in the Strategic Plan and Quality Management System (KALSIS) published in 2025.

The management of IUC- FVM is carried out by a dean, two vice deans, a Faculty Board consisting of 12 members, and a Executive Board consisting of 7 members. The dean, who is the highest representative of the faculty, is appointed by the Higher Education Council for a three-year term from among three professors recommended by the rector from within or outside the university. The dean may be reappointed in the same manner upon the expiration of their term. While performing their duties, the dean appoints up to two persons from among the faculty members as vice deans. Vice-deans are appointed by the Dean for a maximum term of three years. In the absence of the Dean, one of the Vice-deans acts as a proxy; however, if this period exceeds six months, a new Dean must be appointed. The Faculty has two Vice-deans: one responsible for education and training activities, and the other for administrative affairs. [The job descriptions of the dean and vice deans](#) are available on KALSIS and the Faculty's website.

The Faculty Board is an academic body responsible for determining the education, scientific research, and publication activities of IUC-FVM, as well as the principles, plans, programs, and education and training calendar related to these activities, selecting members of the Faculty Executive Board , and performing other duties assigned by the law and regulations. The job descriptions of the members of the Faculty Board and the Faculty Executive Board are available on the website KALSIS and the faculty's website.

The Faculty Executive Board assists the Dean in administrative activities and in implementing the principles determined by the Faculty Board. It ensures the execution of the Faculty's education and training programmes and academic calendar; prepares investment, programme and budget proposals; makes decisions on all matters related to Faculty management brought forward by the Dean; takes decisions regarding student admissions, course equivalencies and dismissals; addresses issues related to education, training and examinations; and performs other duties assigned by laws and regulations.

Various coordinators have been appointed in line with the strategic objectives and quality assurance policies of IUC-FVM. The committees within the VEE ([Annex 1.2.3](#)) have been restructured under the relevant coordinators or administrative units according to their duties and areas of activity to ensure more effective process management. This new structure, which supports strategic objectives and a quality-focused management approach, contributes to the development of a more dynamic, transparent, and sustainable management system for the faculty. Information about the established coordinatorships is available on the website of the VEE.

The job descriptions and responsibilities of all academic and administrative staff in the organizational chart of the FVM are available in the KALSIS system. IUC-FVM consists of five main divisions: Veterinary Medicine Basic Sciences, Pre-Clinical Sciences, Clinical Sciences, Food Hygiene and Technology, and Animal Breeding, Husbandry and Animal Nutrition.

Collaborations between IUC-FVM and the private sector, public institutions and organizations, and civil society organizations are structured in the areas of education and training, research and development, and social contribution. All protocols related to these collaborations are approved by the Protocol Department operating under the IUC Rectorate and then put into effect. The VEE's active service and cooperation protocols for 2024 and 2025 are included in the IUC-FVM 2025–2029 Strategic Plan. IUC-FVM's external stakeholder protocols, protocols with municipalities and other institutions in the field of education and training, mobile clinic protocols, and education protocols are listed under the "Protocols" heading on the

faculty section of the IUC-FVM website ([Annex 1.2.4](#)).

IUC- FVM is a faculty that implements student exchange programs under the Erasmus program. The [Erasmus committee](#) of IUC- FVM works in collaboration with the Erasmus Program Coordination Office of the Rectorate. The universities with which IUC-FVM has bilateral agreements under the “Erasmus Plus” program are listed on the [Erasmus Program Coordination Office website](#), IUC.

Additionally, IUC-FVM faculty members actively participate in projects as both coordinators and researchers. Our faculty plays an active role in organizing numerous scientific events such as conferences, symposia, and workshops in collaboration with public institutions and private sector partners. In particular, the [IUC-FVM Scientific Research Club](#) has been organizing the International Veterinary Medicine Students Scientific Research Congress regularly for 24 years. These events make significant contributions to strengthening interdisciplinary and intersectoral knowledge sharing and communication among veterinary faculty, students, and veterinarians.

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

A part from Istanbul University in 2018, IUC-FVM began working on its strategic plan in 2023 and prepared its 2025-2029 strategic plan in line with policy principles that reflect the institution’s understanding of quality. In line with the institution’s mission, vision, and core values, the 2025-2029 strategic plan was prepared through a comprehensive analysis process and implemented. During this process, strengths, weaknesses, opportunities, and threats were evaluated in detail (SWOT analysis was conducted), and strategic objectives were determined based on the data obtained. The 2025-2029 Strategic Plan has been developed in line with the policy principles reflecting the institution’s quality philosophy.

In the SWOT analysis of IUC-FVM, information from units, opinions gathered at stakeholder meetings, data from EAEVE and other evaluation processes, and internal and external stakeholder feedback were comprehensively evaluated. ([Annex 1.3.1. stakeholder list](#) and [Annex 1.3.2. Stakeholder Prioritization Form](#)).

The results of the SWOT analysis identifying IUC-FVM’s strengths, weaknesses, opportunities, and threats are detailed in [Annex 1.3.3](#).

The strategic objectives and strategic targets of IUC-FVM for the 2025-2029 academic years, along with performance indicators for each target, are presented in the Target Card Template ([Annex 1.3.4](#)).

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

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

The IUC Quality Management System is structured as a system based on the principles of quality assurance and continuous improvement in higher education institutions. The system has been developed by the Higher

Education Quality Assurance Regulation and the Higher Education Quality Council (YOKAK) guidelines, aiming to enhance institutional performance and achieve sustainable quality. The IUC Senate approved the IUC Quality Commission Guidelines and the Quality Commission at its meeting on 23 November 2018. The [IUC Quality Structure](#) consists of the Rector, the Quality Management Representative (Vice Rector), the Quality Commission Members, the Quality Coordinator and Assistant Quality Coordinators, the Unit Quality Management Representatives, and the subordinate units. The Quality Coordination Office is responsible for monitoring, evaluating, and continuously improving internal and external quality assurance systems and accreditation processes related to education and training, research activities, and administrative services.

The University Quality Regulation has been prepared in accordance with the Higher Education Quality Assurance Regulation dated 23 July 2015. This regulation governs the structure and operation of the Quality Commission and the Education and Training, Research and Development, and Management System Subcommittees. Additionally, it ensures the development, implementation, and effective coordination of policies and procedures related to internal and external quality assurance, as well as accreditation processes across all academic and administrative units within the institution. The IUC Quality Management System (KALSİS) is an electronic monitoring and evaluation platform that enables the management of quality assurance processes across the university in a digital environment. KALSİS aims to institutionalize a culture of quality and support continuous improvement. IUC-KALSİS is a web-based system developed to monitor, document, and report on internal and external quality assurance processes at IUC. Through this system, all information related to the quality activities of academic and administrative units is centrally collected and managed. Each faculty has its own quality committee. IUC-FVM Unit Quality Representatives are responsible for preparing internal evaluation reports on a regular basis each year, submitting these reports to the University Quality Commission, and conducting analyses and evaluations based on the data obtained. Within this process, they also present strategic improvement recommendations aimed at enhancing the quality of the faculty's educational and research activities and administrative services. IUC-FVM Unit Quality Representatives are responsible, in the field of education and training, for evaluating and improving education programmes, monitoring programme outcomes, learning achievements and assessment processes, evaluating student satisfaction surveys, and supporting programme accreditation processes. In the field of research and development, they monitor scientific research performance (publications, projects, patents, etc.) and evaluate the compliance of research policies with quality standards. In the field of administrative services and management systems, they monitor institutional operations and measure service quality, track performance indicators related to Faculty activities, ensure that academic and administrative staff are informed about quality processes, and promote their active participation by planning and implementing quality standards, policies and procedures. They also work to increase staff awareness of quality assurance processes, support a participatory quality culture, collect feedback through surveys, interviews and similar methods to measure the satisfaction levels and expectations of internal and external stakeholders, and carry out data-based evaluations accordingly. All activities carried out by the Commission are published on the IUC-FVM website. IUC policies, unit internal evaluation reports, self-evaluation reports, accreditation certificates, indicators, action plans, satisfaction surveys, and survey results are available on the IUC-FVM website. Unit Internal Evaluation Reports (BIDR) are collected from all faculties, including IUC-FVM, and used in the preparation of university-based Internal Evaluation Reports. In the preparation of BIDR, IUC-FVM Unit Quality Representatives collect the necessary information and documents from each department, prepare the BID report, and submit it to the IUC Quality Coordination Office. The BIDR reports collected from all faculties are combined to form the Institutional Internal Evaluation Report (KIDR). Each university's KIDR is available on the [website](#) of the Turkish Higher Education Quality Council (YOKAK).

IUC-FVM continues its activities by [IUC's Quality Assurance Policy](#), Management System Policy, Education Policy, Human Resources Policy, Social Contribution Policy, Public Information Policy, Internationalization

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Policy, Research Policy, Supplier Management Policy, Information Management Policy, Open Science Policy, and Gender Equality Action Plan. All of these policies are published on IUC's official [website](#).

IUC-FVM holds the [Türkiye Qualifications Framework \(TQF\)](#) logo, which signifies high quality and excellence in education and employment both domestically and internationally, and demonstrates that it provides high-quality education and complies with national qualification standards. The TQF logo appears on our graduates' diplomas, graduation certificates, and transcripts.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective, and readily accessible; the information must include up-to-date information about the study program. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation. Reports and Visitation Reports must be easily accessible to the public.

IUC aims to regularly inform the public by certain principles, strategies, plans, and rules to ensure transparency and accountability in all its activities. In this context, the university effectively uses both traditional and digital media as well as social media tools.

The Rectorate's core activities in the areas of research, education, and social contribution are shared with the public through an [e-newsletter](#) published annually by the Corporate Communications Directorate, ensuring that information flows systematically and regularly. In this process, public relations/social media, graphic design, photography and video, digital media, content management, media monitoring, science communication, and promotion offices play an active role. The IUC's institutional website and social media platforms are used as the primary communication tools for informing the public. [A series of almanacs](#), which compile the academic, social, and cultural activities carried out at Istanbul University-Cerrahpaşa in previous years and in the last two years, as well as student activities, is published every two years and is available both in physical print and on the website.

All activities carried out at IUC-FVM are planned and carried out in line with the Faculty's Quality Policy and the mission, vision, and core values defined in the 2025-2029 Strategic Plan. In this context, processes are carried out and documented based on the decisions taken by the relevant boards and commissions.

Activities conducted by [IUC quality policies](#) at IUC- FVM can be accessed via the faculty's website.

IUC- FVM has established comprehensive and continuously improving policies that support each other in the areas of governance, education and training, research and development, social contribution, and internationalization, which are the fundamental elements of the quality assurance system. It shares these policies with its stakeholders and keeps them up to date.

The VEE website contains accurate, up-to-date, detailed, and easily accessible information. The website is regularly updated by the Institutional Communication and Information Processing Officers, who are selected from among the faculty members, and active stakeholder interaction is ensured through announcements and news sharing. The faculty transparently shares information about its education, teaching, and research activities, as well as its strategic goals, with the public and all stakeholders. Current announcements, informational content, and promotional materials are effectively shared through both the institutional website and social media platforms. IUC-FVM shares content on its [Instagram](#) and [YouTube](#) accounts.

Access to Veterinary Education, Research and Application Hospital (VTH) is available through the IUC- FVM website. Online appointments can be made, and laboratory results can be accessed through the website.

Detailed information about clinical services and diagnostic services is provided, and video news is available on social media. The website includes a satisfaction survey to monitor and improve the sustainability of the services offered in line with the quality approach, as well as to collect stakeholder feedback.

Within the scope of the “2024 Accessible Universities Awards” given by the CoHE to ensure the full, effective, and equal participation of individuals with disabilities in higher education, VTH received the “Accessibility in Space Category” (Orange Flag) award.

The IUC-FVM Accountability Policy establishes the fundamental principles and guidelines regarding public information and accountability. All individual and institutional requests submitted to the IUC-FVM through the Freedom of Information Act and CİMER (Presidential Communication Center of the Republic of Türkiye) are first evaluated by the Request and Complaint Evaluation Commission, then forwarded to the relevant units, and responded to with diligence and systematically archived ([Annex 1.5.1](#)).

At VEE, an effective leadership model and institutionalized coordination culture have been developed in line with a quality-oriented governance approach. There is an open, transparent, and two-way communication mechanism between the VEE’s senior management and academic and administrative units. This structure ensures that decision-making processes are carried out more inclusively and collaboratively. In line with the VEE’s strategic goals and objectives, importance is given to establishing unity of purpose and vision among academic and administrative unit managers. In this context, practices aimed at obtaining the opinions and suggestions of academic and administrative staff are continued within the framework of quality assurance. Through satisfaction surveys conducted regularly by the IUC Quality Coordination Office, the opinions of personnel working in academic, administrative, and support services units are collected, and the feedback obtained is systematically evaluated to improve service processes and increase personnel satisfaction. These practices support the establishment of a participatory culture in the faculty’s administrative operations and contribute to the implementation of decision-making and application processes in line with the principles of institutional commitment and quality assurance.

Through satisfaction surveys conducted regularly by the IUC Quality Coordination Unit, the opinions of academic, administrative, and support staff are collected; the feedback obtained is systematically evaluated to improve service processes and increase staff satisfaction.

VEE prioritizes the active participation of all stakeholders in the process to ensure the effectiveness and sustainability of the quality assurance system. The faculty attaches importance to developing and diversifying participatory mechanisms to which stakeholders contribute to strengthen the quality-oriented continuous improvement approach. Activities in the areas of education and training, research and development, social contribution, management system, and internationalization are carried out within the Plan-Do-Check-Act (PDCA) cycle, and practices that ensure stakeholder participation in every stage of these processes are implemented.

The opinions and suggestions of internal stakeholders (academic and administrative staff and students) are collected through regular satisfaction surveys. In addition, “Suggestion Boxes” are available at both the Büyükçekmece and Avcılar campuses to receive complaints, suggestions, and satisfaction reports regarding the faculty.

In particular, student representatives participate in relevant committees and commissions on issues directly affecting students, thereby strengthening student representation in decision-making processes. There is a student representative from each class on the curriculum committee. These practices encourage the active participation of stakeholders in quality processes, thereby enhancing the VEE’s capacity for continuous

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improvement within the framework of its principles of institutional learning, transparency, and accountability. In addition, the [IUC Career Planning Application and Research Center](#) was established in 2020. This center helps university students and graduates discover their talents and supports public institutions and private sector organizations in meeting their need for trained personnel.

VEE has established an External Advisory Board consisting of representatives from critical public institutions, private sector organizations, and professional associations active in the field of veterinary medicine to establish sustainable cooperation with external stakeholders, increase mutual interaction, and encourage the sharing of professional experience ([Annex 1.5.2](#)). The structure and purpose of the board have been shared with the public by the principle of transparency. The External Advisory Board provides opinions and recommendations on the VEE's education, research, and social contribution processes through regular meetings. It actively contributes to the quality assurance system through the decisions taken. Thanks to this structure, the VEE's stakeholder-based management approach is strengthened, and the expectations of the external environment can be integrated into institutional strategies ([Annex 1.5.3](#)).

At VEE, regular surveys are conducted for internal and external stakeholders to increase the effectiveness of the internal quality assurance system and ensure the sustainability of service quality. These surveys are planned and implemented to generate data on stakeholder satisfaction, needs analysis, and quality improvement areas. Survey processes are carried out in a coordinated manner by the procedures and principles defined by the relevant units; the findings are systematically evaluated to identify areas for improvement and guide quality improvement efforts ([Annex 1.5.4](#)). After the survey data is analyzed, the evaluation results are addressed within the framework of the strategic plan, and scores below the pre-determined threshold value of 3.1 for each indicator are examined separately. Question headings with scores below this threshold value are considered as areas requiring improvement, and detailed action plans are requested from the responsible units. The action plans are submitted to the coordinator within the specified time frame. The coordinator systematically monitors all action plans received and regularly checks whether the specified activities are implemented on the planned dates. This monitoring process is an essential tool for the transparency and accountability of the quality assurance system. The status of implementation is documented along with relevant evidence, and the effectiveness of the actions is periodically evaluated. The findings are discussed at the annual "Management Review" meetings. At these meetings, both the effectiveness of the activities carried out and new strategic directions for continuous improvement are reviewed. In this way, a feedback- oriented, participatory, and dynamic quality management cycle is made sustainable.

IUC-FVM continues its efforts to systematically and comprehensively monitor employment data related to graduates such as employment status, professional development process, income level, and employer/ graduate satisfaction through various indicators. Within this scope, the [IUC Alumni Platform](#) has been launched within IUC, and a digital infrastructure has been established to facilitate the tracking of graduates. A link has been shared on the "announcements" section of the IUC-FVM website, enabling graduates to register with the IUC Alumni Information System by activating their accounts through the official e-Government system.

IUC-FVM was visited by members of the European Association of Establishments for Veterinary Education (EAEVE) between 12-16 October 2015, and has been [accredited](#) (approved) by EAEVE since October 2015. The accreditation certificate is available on the IUC- FVM website, and the latest self-assessment report can be easily accessed from the [EAEVE website](#). IUC- FVM actively and continuously uses various social media platforms to establish effective communication with stakeholders and increase institutional accessibility. (Table 1.5.1)

Table 1.5.1. IUC Faculty of Veterinary Medicine's Contact Address and Social Media Ac

Website	https://veteriner.iuc.edu.tr/_
Email	ivfdek@iuc.edu.tr
Instagram	https://www.instagram.com/iucveteriner/#
YouTube	https://www.youtube.com/iucveteriner
X	https://x.com/iucveteriner

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

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

The IUC Quality Commission conducts its activities by the Higher Education Quality Assurance Regulation published in the Official Gazette. Established in November 2018, the Commission continues its work under the Quality Coordination Office. According to the Quality Commission Guidelines, all units, including our faculty, are required to prepare an Internal Unit Evaluation Report every year ([Annex 1.6.1](#)). These reports are submitted to the Quality Coordination Office through the relevant deans' offices. Based on these reports, the [Institutional Internal Evaluation Report \(IIER\)](#) is prepared, uploaded to the system by YOKAK, and made available to the public. Access to IIER reports is available through the official website of YOKAK. It is an independent public legal entity authorized to evaluate the quality assurance processes of higher education institutions in Türkiye.

Presentations covering the annual activities of the FVM comprehensively reflect the activities carried out at the department level in the areas of education, research, and social contribution. In this context, academic activities such as seminars, workshops, and conferences, collaborations with local municipalities and international organizations, infrastructure development efforts, student participation and activities, global collaborations, future goals and plans, and special requests are addressed. In the presentations, education activities based on quality assurance are evaluated using key performance indicators. These indicators include undergraduate, graduate, and doctoral-level courses, teaching activities conducted at different universities, the number of graduate and doctoral students who graduated, the average student evaluation survey scores for courses offered throughout the year, and the number of completed graduate theses. In the research field, key indicators include the number of articles published in SCI-indexed journals (Q1-Q4), citations to these publications, the number of international projects (principal investigator/researcher), The Scientific and Technological Research Council of Türkiye (TUBITAK)-funded projects (principal investigator/researcher), and books published by national and international publishers. In terms of social contribution, the following are considered: public education and awareness activities (conferences, training programs, panels, exhibitions, sports and art events), social and cultural activities, content published in written and visual media (articles, columns), shares on social media and digital platforms (number of posts and followers), products and services offered to the public, patents, commercialized products, technologies made available for public use, and awards and certificates in these areas are taken into consideration. All these data are analyzed for each academic staff member based on numerical indicators and evaluated in comparison with department/faculty averages.

Workshops organized within the VEE contribute to the improvement of education and social contribution processes by collecting and evaluating feedback on the changing needs of students and society.
Announcements

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and information regarding the workshops are shared with the public through the official website of VEE and social media channels.

A [project research group workshop](#) was held at our faculty to encourage interdisciplinary work within the institution, enable existing research groups to get to know each other better, and increase research capacity and effectiveness. The meeting was attended by faculty academic staff, the Director of the Project and Technology Office (PROTEK), a member of the [Scientific Research Projects](#) (BAP) Commission, the Coordinator of the PROTEK EU and International Projects Unit, and the General Manager of [ENTERTECH Istanbul TEKNOKENT](#). Detailed information on project resources and opportunities was provided during the workshop. In the second part of the workshop, one faculty member from each department presented information about ongoing and planned projects within their departments and emphasized opportunities for interdisciplinary work. The strategic planning procedure was published by the VEE ([Annex 1.6.2](#)). By the published strategic planning procedure, the 2025-2029 strategic plan has been developed. The strategic plan includes the mission and vision, strengths and weaknesses identified based on feedback from stakeholders, an analysis of opportunities and threats, strategic objectives, and performance indicators for achieving these objectives.

As one of the fundamental elements of the institutional governance model adopted by IUC, a Quality Commission has been established to plan, implement, monitor, and evaluate the quality assurance and accreditation processes of education and training, research, and administrative services. The Quality Assurance Policy, Management System Policy, Research and Development Policy, Education Policy, Social Contribution Policy, Research Policy, Information Management Policy, and Internationalization Policy of IUC-FVM, which have been adopted in line with IUC policies, along with [VEE activity reports](#), have been shared with the public on the VEE's website.

To monitor the performance of our university, collect data in this direction, share this information with various stakeholders, support academic and administrative decision-making processes, and assist our university in achieving its sustainable development goals, [The Institutional Data Management Office](#) was established on 10 August 2023. The Office aims to maintain data quality and integrity at the highest level, ensuring data accuracy, consistency, and completeness. Additionally, the Office contributes to the development of a data culture that supports the University's academic and operational excellence.

[The Accreditation Commission](#) was established on 18 April 2024, to provide support to academic units at IUC during accreditation processes, identify infrastructure needs and administrative support requirements, organize accreditation workshops, develop centralized solutions for standard accreditation criteria, and facilitate the transfer of experience and expertise among accredited units. At IUC-FVM, an Accreditation Commission has been established to ensure the quality assurance of education and training programs, systematically conduct accreditation processes, identify relevant infrastructure and administrative support needs, organize accreditation workshops to increase institutional awareness, and develop standard solutions in line with central criteria ([Annex 1.2.3](#)).

Standard [workflow diagrams](#) have been created in most of the university's academic and administrative units to increase the effectiveness of institutional processes. Job descriptions for personnel have been prepared and made available on the relevant units' web pages. These workflow diagrams contribute to the precise definition of duties and responsibilities and play an essential role in the establishment and continuous improvement of the internal quality assurance system.

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

The faculty, which was affiliated with Istanbul University before 2018, first applied for accreditation for veterinary medicine education as the “Istanbul University Faculty of Veterinary Medicine” in 1998. In the same year, an Accreditation Commission was established at the Faculty, and work began. Following the EAEVE application, the faculty made significant changes to its education program and began preparing a self-evaluation report. In October 2002, the EAEVE Commission Secretary General, Mr. Sydney Allman, conducted a preliminary visit to the faculty. During the initial visit, the minimum requirements for the institution were evaluated, and the main visit was planned. After the minimum requirements were met, the Faculty completed its Self-Evaluation Report (SER) and EAEVE conducted the first visitation from 24 February - 2 March 2003. The application was accepted as the necessary prerequisites for accreditation, particularly the educational programs, were met. However, several criteria were requested to be addressed, including the addition of topics such as animal rights and welfare, and swine diseases to the curriculum, increasing the number of cases and necropsies in clinics, and reviewing health and safety facilities. As a result, accreditation could not be completed due to issues such as the development of a cold storage facility, a necropsy room, 24-hour care and emergency services, farm facilities, isolation units, and mobile clinic services.

Following the 2003 visit, the faculty administration worked on the criteria recommended for improvement and reported that these recommendations had been implemented, taking the necessary steps for a second visit, which took place from 24 to 26 March 2008. Following the second visit of the EAEVE delegation to the Faculty in March 2008, the report submitted on 10 April 2008, indicated some deficiencies for the accreditation of the faculty and recommended that these deficiencies be addressed. These deficiencies were reported as follows: insufficient number of cattle clinical cases, deficiencies related to cattle isolation and quarantine rooms, and an inadequate number of necropsy cases.

Positive views were expressed regarding other improvements made for accreditation and the integrated education system implemented with the revision of the old curriculum. However, the report stated that these positive developments and practices needed to be observed. Following the visit, stalls and infrastructure for different animal species were completely renovated, and quarantine and septic/aseptic areas were established. Intensive clinical applications were initiated within the framework of agreements with the Faculty Farm, private farms, businesses in Istanbul/Çatalca villages, and the Turkish Jockey Club. Significant developments were achieved with the acquisition of new equipment for the VTH clinics. The emergency clinic has been restructured and continues to provide 24-hour, uninterrupted service. Night shifts involving students are held regularly. The faculty’s educational program was revised in 2007 and implemented under the name “integrated system.” Students who began their education at the faculty in 2007 started their education according to this system. However, problems encountered in the following years, observations, and simulations showed that this system was not beneficial, and in 2009, the old system was reinstated. National and international developments were monitored, and in 2013, the Faculty Board decided to make new changes to the curriculum. This latest change aims to enable students to develop themselves in specific areas through elective courses. Within this framework, the structure and hours of compulsory courses were maintained; some courses were moved to the previous semester, and more practical courses were added to the final semesters to enable students to gain more practice and improve their skills. In addition, elective courses were added in areas where students are expected to specialize from the first year, and the ratios of elective courses and practical training were adjusted to meet international standards. As a result, thanks to the improvements made in the clinics, the restructuring, and the regular operation of the mobile clinic, there has been a significant increase in the number of cases and necropsies involving large animals and

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pets compared to previous years. These developments have contributed significantly to the development of students' manual skills and their ability to intervene directly in clinical cases.

The faculty administration requested a re-inspection visit on 17 January 2014, and the EAEVE visitation team was notified of the faculty on 11 March 2015. Following the EAEVE visit and evaluations conducted between 12-16 October 2015, IUC- FVM received institutional accreditation for 10 years on 23 November 2016 ([Annex 1.7.1](#)).

Similarly, following the external evaluation conducted between 11 May 2015, and 15 May 2015, the Veterinary Education Institutions and Programs Evaluation and Accreditation Association (VEDEK), authorized by the Turkish Higher Education Quality Council (YOKAK) for the national accreditation of veterinary education institutions, granted national program accreditation for seven years on 30 September 2015. 15 May 2015, the institution was granted national program accreditation for 7 years on 30 September 2015 ([Annex 1.7.2](#)). Within this scope, the first interim report was submitted to VEDEK on 12 March 2018 and was evaluated positively ([Annex 1.7.3](#)). The first interim report was submitted to EAEVE in April 2022 ([Annex 1.7.4](#)).

Due to the size and administrative problems of Istanbul University, the Ministry of National Education and the Higher Education Council decided to divide the university, which was approved by the Grand National Assembly of Türkiye on 9 May 2018, and published in the Official Gazette dated 18 May 2018, No. 30425 ([Annex 1.7.5](#)) "A new university named Istanbul University-Cerrahpaşa shall be established in Istanbul," the Veterinary Faculty was incorporated into the newly established Istanbul University-Cerrahpaşa. The institution's name was changed to IUC-FVM.

Following the earthquake that occurred in Silivri on 26 September 2019, it was decided to evacuate the main building of IUC-FVM, which included the Dean's Office, Administrative Units, Veterinary Medicine Basic Sciences, Pre-Clinical Sciences, Food Hygiene and Technology, and Animal Breeding, Husbandry and Animal Nutrition Departments, located at the Avcılar Campus. Within this scope, a significant portion of the departments above have been relocated to the Büyükçekmece Campus. VTH located at the Avcılar Campus continued its operations in the same building for a while longer. Still, following building and ground analyses, a decision was made to demolish the structure. As part of this process, construction has begun on a steel-frame animal hospital for the VEE. During this process, the IUC-FVM VTH continued its activities in containers set up in the garden at the exact location, including examination, laboratory, radiology, and operating room units. The Animal Hospital, which began operations in its new building in February 2024, now provides full-capacity services in a 20,000 square meter enclosed area, including all clinics, a radiology unit, laboratories, operating rooms, inpatient and emergency units.

Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Committee (VAK) reviewed the 2nd Interim Report submitted by the institution to VEDEK on 3 April 2020, and it was reported that the institution's accreditation was revoked by a majority vote by the principles of Turkish Veterinary Medicine Evaluation System (TVHEDS) of VEDEK([Annex 1.7.6](#)). The main non-conformities reported in this context were a decrease in the number of clinical cases and necropsies, and a reduction in the number of administrative and technical staff. The IUC-FVM management submitted a comprehensive objection letter on 6 May 2020, explaining the earthquake and relocation processes ([Annex 1.7.7](#)). However, at the VAK meeting held on 8 September 2020, it was reported that the evaluation of IUC- FVM was conducted based on the first version, and it was decided by unanimous vote that the institution could be evaluated based on the second version if it applied ([Annex 1.7.8](#)). The version change was cited as the reason for revoking IUC- FVM's national accreditation. The institution applied for re-accreditation under the VEDEK National Accreditation Process TVHES-SDS-III version on 6 February 2025, and the application was accepted by the VEDEK Board of Directors at its meeting on 15 April 2025, and notified to IUC-FVM ([Annex 1.7.9](#)).

IUC has undergone the Institutional External Evaluation Program (IEEP) in 2021 and the Institutional Monitoring Programs in 2023, both conducted by YOKAK. The KDDP is a program established to evaluate the education and training, research and development, and management system processes of higher education institutions by the Institutional External Evaluation Criteria. KAP, a quality assurance program for higher education institutions, is a method of evaluation within the PDCA cycle for the processes of Leadership and Governance, Quality, Education and Teaching, Research and Development, and Social Contribution. In November 2024, IUC was evaluated by YOKAK through the Institutional Accreditation Program (KAP). Within this scope, YOKAK evaluated IUC's 2021 Institutional Feedback Report (KGBR), 2023 Institutional Monitoring Report (KIR), the Institutional Internal Evaluation Reports 2021-22-23 (KIDR) following the KGBR, and the Bologna Information Packages, as well as information available on IUC's website, to assess the Leadership and Governance, Quality, Education and Teaching, Research and Development, and Social Contribution processes within the PDCA cycle. The 2018-2024 Internal Institutional Evaluation Reports (IUC_IIER) and the 2024 institutional accreditation report (KAP) of IUC are available on the YOKAK website.

The IUC-VFM has implemented a series of corrective actions and improvements between 2020 and 2024. The animal hospital, which began operations in February 2024, has been brought up to modern veterinary education standards. Similarly, the isolation facilities were completed in 2023, featuring four separate isolation rooms, a dedicated staff team, an independent ventilation system, and an appropriate waste management system to ensure the highest level of biosecurity. The Sheep Unit, Dairy Cattle Farm, Poultry Unit, Milk Production Facility, and Meat Processing Units established during this process stand out as units that support education and training at the highest level by international standards, while also serving as a center of attraction for university staff and students, providing them with fresh milk, eggs, and meat.

In addition, various improvements have been implemented to address minor shortcomings. Agreements with the Turkish Jockey Club (TJK) have been renewed to increase the number of horse cases; student participation in horse hospital activities has been ensured, thereby increasing the number of cases. Agreements have been made with TJK and the municipalities of Avclar and Büyükçekmece to increase necropsy capabilities, and protocols with TARSİM continue for mobile clinics and farm animal necropsy activities.

Comment

The COVID-19 pandemic, which affected the entire world between 2020 and 2022, significantly reduced practical clinical training opportunities and made the transition to online and hybrid education models mandatory. The restrictions imposed on practices during this process and the decrease in interaction between animal owners, students, and faculty members created serious challenges in terms of clinical education. Additionally, the limited availability of farm animals and single-hoofed cases further constrained VEE's capacity to sustain a stable clinical training load for students.

In addition to these challenges, following the Silivri Earthquake on 26 September 2019, the main building housing the administrative units of IUC-FVM, as well as the divisions of veterinary medicine basic sciences, pre-clinical sciences, food hygiene and technology, animal nutrition, and animal husbandry, was evacuated. Educational activities were forced to continue at two separate campuses in Avclar and Büyükçekmece. Additionally, the 2022–2023 academic year was completed entirely through distance learning following the earthquakes on 6 February 2023. Despite all these physical and operational challenges, the faculty managed to continue its development thanks to its well-established institutional structure and dynamic organizational capabilities.

Between 2020 and 2025, in addition to the IUC-VTH, many strategic facilities such as the Sheep Unit, Dairy

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Cattle Farm, Poultry Unit, Milk Production Facility, and Meat Processing Units were put into service. These developments have strengthened the faculty's position as a center of attraction in the field of animal health in Istanbul and reinforced its status as one of the most preferred veterinary faculties in the Turkish higher education system.

The VEE has also expanded its mobile clinic capacity and improved services, particularly for farm animals and single-hoofed animals. Animal welfare policies have been strengthened; ethical principles have been integrated into facility planning, and animal welfare education has been included in the curriculum. The faculty continues its efforts to expand its clinical service areas, increase its specialization programs, improve its teaching methods, and align itself with international best practices. In the coming period, IUC-FVM will maintain its high standards and commitment to excellence in veterinary medicine by increasing the number of equine and large animal cases, providing additional necropsy cases, and continuously improving the quality of veterinary education.

IUC-FVM is committed to continuing its change and development processes by EAEVE and VEDEK accreditation standards. In this context, the organizational structure and curriculum are regularly reviewed and improved to ensure that academic activities, scientific research, and animal health services provided comply with relevant standards. The faculty adopts a participatory management approach through committees that monitor quality and encourage continuous improvement, placing importance on the involvement of all stakeholders in the process.

Quality assurance processes have become a legal requirement with the implementation of YOKAK standards and EAEVE and VEDEK accreditation conditions. This transformation has brought a more systematic and structured approach to quality management, including the definition of processes and interactions within the framework of the faculty's new strategic plan.

The institution aims to maintain and continuously improve the quality of education, research, and clinical services. It is anticipated that efforts to update the curriculum, develop clinical and infrastructure facilities, and increase stakeholder participation will lead to significant improvements in service quality.

Another important factor directly affecting the quality of education is the number of undergraduate students. IUC-FVM has submitted an official application to the Higher Education Council regarding this matter. As a result of the application, the Turkish Program quota has been reduced from 130 to 70 as of the 2025–2026 Academic Year. Considering the current number of students, the long-term sustainability of both education programs requires strategic planning.

VEE demonstrates its commitment to maintaining excellence in veterinary medicine education and successfully adapting to changing conditions through its strong quality culture, participatory management approach, and commitment to national and international standards.

Recommendations for improvement

VEE is committed to developing comprehensive emergency plans and continuously strengthening its digital learning infrastructure to ensure continuity and stability in education and quality assurance processes in the face of unforeseen crisis conditions such as pandemics and natural disasters. These initiatives not only aim to ensure the uninterrupted delivery of education and services but also seek to promote sustainable quality improvement in education, research, and services by permanently integrating a culture of quality assurance into the institutional structure.

Acting in line with a clear mission, vision, and core values, VEE adopts a dynamic quality improvement approach that draws on feedback from all stakeholders, including students, academic and administrative staff, alums, and field practitioners, within the framework of a long-term strategic plan.

Looking ahead, maintaining more regular and systematic cooperation mechanisms with the IUC Quality Coordination Office is of great importance in terms of monitoring and evaluating institutional development and effectively addressing challenges encountered. The institution aims to continuously update the curriculum and improve students' clinical competencies based on data obtained from quality assurance systems. In this content, VEE is expanding its collaborations with veterinary clinics, farms, and animal shelters.

Finally, increasing the participation of external stakeholders in VEE's quality assurance processes, strengthening social impact, systematically evaluating stakeholder expectations, and supporting transparency in decision-making processes are its primary objectives.

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Buzdolabında (0-4°C)de saklayınız.
Doküman Tesisi: İstanbul Üniversitesi
Cerrahpaşa, Veteriner Fakültesi,
Süt ve Süt Ürünleri İşleme ve
Değerlendirme Tesisi
Avukat, İSTANBUL
Tel: 0212 404 03 00

Çiğ İnek Sütü
24 Saat İçinde Kullanılmalıdır.
Kullanmadan Önce Kaynatınız.

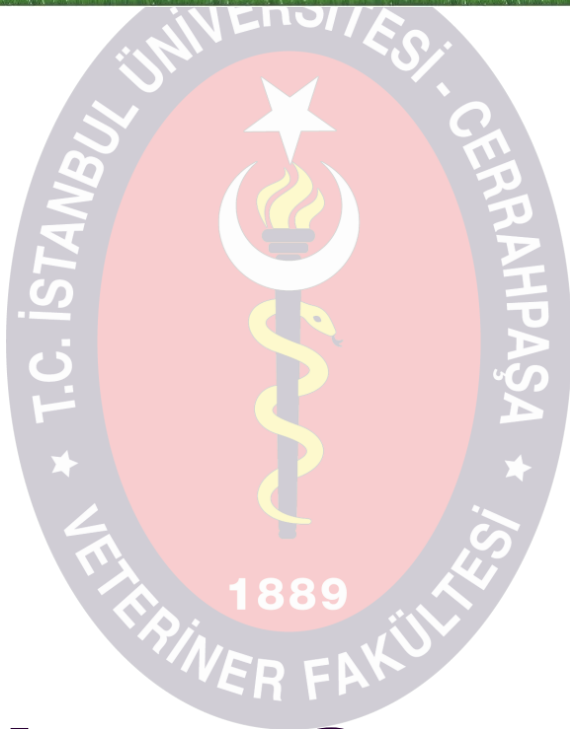
Net: 3 L. İçerdiği Enerji: 270 kJ (65 kcal)

Yağ (%)	3,2 - 3,8
Kar yağ (%)	4,5 - 4,8
Protein (%)	3,2 - 3,8
Kalsiyum (mg)	100

İçerdiği enerji değeri sadece sütü 120 ml'lik bir porsiyonda, Sağlık Tutarı (ST) / Süt Tutarı (ST) (ST) ve Süt Kalitesi (SK) için geçerlidir.

Net: 3 L. İçerdiği Enerji: 270 kJ (65 kcal)

Açmadan Önce Çalkalayınız...



Area 2

Finances



Area 2. Finances

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

IUC is a public university, and the majority of its budget is financed by the Ministry of Treasury and Finance of the Republic of Türkiye. Each year in July, the budget proposal estimated by the University's Directorate of Strategy Development is submitted to the Ministry for approval. The final budget is determined through negotiations with the Ministry in November of the same year. The allocated budget is distributed to the faculties according to their needs. However, this allocation is constrained by the national economic policies set by the government.

The Dean is responsible for the allocation and management of the Faculty's budget. Requests from departments are prioritized with an educational focus and evaluated by the Faculty Board under the direction of the Dean. Major expenditures, such as those requiring large investments (equipment, renovations, buildings, machinery), are managed under the supervision of the Rectorate's Directorate of Administrative and Financial Affairs or the Directorate of Strategy Development, in accordance with the public procurement regulations and procedures, and from the Faculty's share of the university budget. The ultimate authority lies with the University Board and the Rector.

The salaries and social security payments of IUC-FVM staff, as well as various other expenses (cleaning, communication, advertising, maintenance, educational materials, travel costs, internet, heating, water, and electricity) are covered by the Rectorate.

In addition to the general budget, the Faculty's other main sources of funding include revenues from consultancy services, sales of food products, and laboratory services, which together constitute the Revolving Fund Income of the VEE. Revenues and financial support from services are accumulated in the revolving fund account of IUC-FVM. The management of IUC-FVM has the autonomy to utilize the budget in accordance with relevant laws and regulations. Priorities are determined based on the needs and requests of academic units, and the main budget is administered by the Faculty Administrative Board and the Dean.

All income is tax-exempt. IUC-FVM transfers 1% of its revenue to the state budget. In addition, 5% of the income derived from services is allocated to BAP to support future research projects.

The annual expenditures of IUC-FVM for the past three academic years are presented in Table 2.1.1., annual revenues in Table 2.1.2, and the balance between revenues and expenditures in Table 2.1.3.

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

Area of expenditure	2024 (€)	2023 (€)	2022 (€)	Mean
Personnel	6,804,814.82	4,634,920.19	3,765,978.12	5,068,571.04
Operating costs	1,224,566.61	1,348,711.93	1,310,572.84	1,294,617.13
Maintenance costs	20,629.83	22,606.15	53,506.51	32,247.49
Equipment	7,083.24	36,889.80	175,830.68	73,267.91
Total expenditure	8,057,094.50	6,043,128.07	5,305,888.15	6,468,703.56

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

Revenues source	2024 (€)	2023 (€)	2022 (€)	Mean
Public authorities	9,906,338.02	6,805,326.79	5,259,031.28	7,323,565.36
Clinical Services	307,705.31	291,721.92	482,929.49	360,785.58
Diagnostic Services	287,998.60	228,145.94	483,777.17	333,307.24
Consultancy Services	42,643.67	29,784.24	28,652.87	33,693.59
Donations	0	96,757.45	0	0
Other Sources**	157,571.58	114,375.74	210,477.02	193,060.60
Total revenues	10,702,257.18	7,566,112.08	6,464,867.83	8,212,159.88

** Includes printing services (lecture notes and textbooks) and income from animal production (meat, milk, eggs).

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

Academic year	Total expenditures	Total revenues	Balance
2024 (€)	8,057,094.50	10,702,257.18	2,645,162.69
2023 (€)	6,043,128.07	7,566,112.08	1,522,984.01
2022 (€)	5,305,888.15	6,464,867.83	1,158,979.68

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

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

The management of IUC-FVM regularly collects requests for needs from the various units for the purpose of budget allocation. These requests are submitted by heads of departments and divisions, the director of the Faculty of Veterinary Medicine VETRAF, and the faculty secretary. Expenditures related to education and research activities are prioritized in accordance with the objectives and goals set out in the strategic plan, and the decisions made are submitted to the Rectorate. The Rectorate then presents all expenditure items and investment budgets for the approval of the University Executive Board, which consists of the Rector, Vice Rectors, Deans, Directors of Institutes and Vocational Schools, and faculty representatives.

At IUC-FVM, clinical and field services are considered fundamental resources for education and

training, and their instructional contribution is deemed more important than the income they may generate. Clinical and field applications are carried out in accordance with the Revolving Fund Fee Schedule. This fee schedule is regularly updated by the faculty administration based on the opinions of the relevant academic departments and is made publicly available on the IUC-FVM website.

The IUC-VTH was administratively linked to the IUC Rectorate through a regulation published in Official Gazette No. 32478 on 3 March 2024, (Annex 2.2.1) Article 7 of the regulation defines the governing bodies of the center as the Director (Chief Physician), the Executive Board, and the Advisory Board. Article 10 states that a Vice Dean, proposed by the Executive Board and appointed by the Rector, is responsible for coordination related to education and training.

At the beginning of each academic term, budgeting is conducted by the needs for educational materials and laboratory equipment. Educational expenditures are covered under different budget headings, such as consumables, maintenance and renovation, stationery, and travel.

The faculty administration has autonomy in the use of the budget within the framework of relevant legal regulations. Requests from various academic and practical units within the faculty such as the VETRAF, diagnostic laboratories, and food production and sales units are evaluated based on priority and are funded through the faculty budget. In the implementation of clinical and field services based on education and training, the effective and efficient use of financial resources is essential.

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

Requests for resources necessary for educational and research activities at IUC-FVM are submitted to the Dean's Office. These applications, processed through either the revolving fund or financial affairs channels, are evaluated by the responsible unit heads and the Vice Dean in charge of administrative and financial affairs. In accordance with the University's Regulation on Academic Structuring, financial information is discussed annually at the Academic General Assembly meeting and in Rectorate meetings held in June. The resulting activity report is published on the IUC website and made accessible to all stakeholders.

Procurements of machinery, equipment, and building renovations, which fall under the authority of the university, are planned by the Rectorate in coordination with the Dean's Office based on the needs of the respective units. Budgets allocated for research projects (e.g., TUBITAK, BAP) are assigned to the principal investigators of the approved projects. Equipment acquired through these projects is recorded in the faculty's inventory.

The allocation of financial resources is carried out in accordance with the principles of transparency and accountability in IUC-FVM. The annual reports of IUC-FVM and the VETRAF-which include budgetary outcomes, financial statement explanations, and audit reports-are submitted each year to the University's Directorate of Strategy Development and are also made publicly available through the official website of IUC-FVM.

Comments

IUC-FVM possesses the financial resources necessary to achieve its objectives in education, research, and service. The procedures for managing the institution's financial resources are clearly defined and effectively implemented. VFM's budget is composed of three main sources: the central government

AREA 2 - Finances

budget, revenues from the revolving fund, and allocated funds for research projects. However, in recent years, fluctuations in foreign exchange rates have created certain challenges, particularly in the procurement and renewal of equipment. Efforts are ongoing to ensure that the resources required for short-, medium-, and long-term investments are provided in a timely and sufficient manner.

Suggestions for Improvement

In order to ensure a sustainable financial structure at IUC-FVM, it is of essential to increase the main budgetary contributions, This includes, in particular, the funds transferred by the IUC Directorate of Strategy Development, revenues from the revolving fund, and the institutional shares obtained from research projects. Strengthening the financial and administrative infrastructure remains a key priority for VEE. In this regard, securing new external financial support and grants, in full compliance with the relevant legal regulations, will further enhance the institution's financial stability and long-term resilience.

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Area 3

Curriculum

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

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g., communication, teamwork skills, management skills).**

If part of the study program cannot be organized due to imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal Annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

The VEE curriculum is structured by the graduation qualifications defined in the European Union's Directive 2005/36/EC (as amended by Directive 2013/55/EU). It is also aligned with the National Core Curriculum for Veterinary Medicine (VUCEP) approved by the CoHE in 2021 and the TQF. The curriculum is designed to provide both theoretical knowledge and practical skills based on the CoHE framework programs. The VEE curriculum was implemented in 2015 and began to be used in 2018. ([Education and Teaching Plan and Guidelines Annex 3.1.1](#))

The primary objective of education is to produce competent graduates, possess no deficiencies in knowledge or skills, and adhere to professional ethical values in the fields of veterinary medicine, clinical practice, food science, animal science, and basic sciences at both national and international levels. In line with this objective, the education system is built upon six core competency areas:

- Fundamental scientific knowledge
- Clinical and practical skills
- Scientific research competence
- Professional ethics
- Competence in public health and food safety
- Lifelong learning

The curriculum uses realistic scenarios and clinical cases to establish a foundation for integrating the clinical and scientific perspectives of veterinary practice. In this context, an active learning approach is adopted to encourage self-directed learning, and continuous professional development is supported through teamwork and individual activities.

The Turkish undergraduate curriculum implemented at VEE is conducted according to the procedures and principles outlined in the [IUC undergraduate and graduate education and teaching regulations](#)

(annex 3.1.2). The regulations cover the admission and registration of students, the conduct of courses, the implementation and evaluation of examinations (midterm, final, comprehensive, practical, etc.), grading, suspension of studies, and termination of enrollment.

Throughout the five-year undergraduate education program, the curriculum is implemented through theoretical courses, laboratory work, field applications, clinical rotations, and veterinary medicine professional development training. The knowledge, skills, and competencies acquired by students during this process are in line with the competencies and program outcomes defined by EAEVE and Veterinary National Core Education Program (VUÇEP).

Within the VEE, the English undergraduate program was launched in the fall semester of the 2024-2025 academic year with the approval of the CoHE. This program is implemented in parallel with the Turkish undergraduate program and has equivalent academic and practical standards in terms of content. A total of thirty students are admitted to the English program each year. Upon enrollment, all students are required to take the University's English Proficiency Examination. Students who achieve a passing score are exempt from the preparatory year, while those who do not are required to complete a one-year English preparatory program. ([Veterinary Medicine Program](#))

The VEE aims to equip students with the necessary professional competencies from the first day of graduation by designing and continuously updating its curriculum in accordance with national and international regulations. The curriculum is structured and coordinated by the Curriculum Committee, composed of faculty members representing each department. It is comprehensively reviewed at least once a year in line with needs and feedback. (See [415.1.18f PDCA cycle](#), Annex 3.1.3) Surveys and direct feedback are used to gather opinions from internal and external stakeholders, including students, graduates, and representatives from the public and private sectors.

The curriculum is structured based on the European Credit Transfer System (ECTS), with a minimum of 300 ECTS credits required for graduation.

Course plans and contents have been updated and revised as a result of regular meetings and evaluations with the relevant departments. Current course contents, credit information, and ECTS loads linked to learning outcomes are accessible through the IUC Education Information System (EBS). The IUC-FVM undergraduate program includes 15 program competencies. The contribution of course learning outcomes to program competencies is scored using a 5-point Likert scale in a Bologna-compliant matrix table (EBS- IUC). All exams used in student assessment are structured to cover and measure these program competencies, to balance the assessment of theoretical and practical knowledge.

The professional competencies gained by students in practical courses are tracked through individually completed application records. These records document tasks and procedures such as artificial insemination, internal medicine, surgical interventions, pathological evaluations, and wildlife medicine practices. All activities are carried out under the supervision of the relevant faculty members, in accordance with a competency-based education approach, and students' achievements are formally recorded in logbooks.

In clinical and field applications, students' professional development is evaluated based on whether each student has acquired clinical and professional competencies individually. The procedures performed during the applications are documented by application records filled out individually by each student and 13 supporting forms. The type of application, along with the findings and observations, is recorded in these forms and verified by the signature of the responsible instructor and/or field supervisor. In this way, not only the student's participation in an activity but also its relevance to the Day One Competences (D1C)

and its contribution to learning can be monitored. At present, this process is carried out in printed form. However, the Information Processing Unit plans to fully implement an e-logbook system in the near future. This digital system will enable the individual monitoring of students' progress, facilitate data analysis, and enhance the traceability of competency acquisition.

At the VEE, 13 standardized forms are used to monitor and evaluate students' development during the pre-clinical and clinical training periods. These forms are designed to document and assess performance in various practical training activities. Form 1 is used for single-hoofed animal examinations at the Türkiye Jockey Club (TJK), while Form 2 is filled out for companion animal examinations at shelters. Form 3 is used for necropsy of farm animals at institutions such as Insurance of Agriculture (TARSIM), and Form 4 is applied during visits to poultry farms. Form 5 is used for farm animal examinations conducted during visits to district agriculture and similar institutions, while Form 6 is used for internal farm visits. Form 7 is prepared for internal single-hoofed animal examinations, and Form 8 is used for single-hoofed necropsies conducted by mobile clinic coordinators. Form 9 is used for poultry examinations within institutions; Form 10 for food facility inspections; Form 11 for farm visits in the field of animal husbandry; Form 12 for necropsies of companion animals; and Form 13 for recording the practical work of students during poultry necropsies.

Educational activities are supported through application laboratories, clinics, field application areas, and digital platforms such as CANVAS, Google Drive, and AKSIS.

The Clinical Skills Laboratory (CSL) was established at the end of the 2024-2025 academic year. Located on the ground floor of the Prefabricated Building in Annex 1 of the Avcılar Campus, the CSL has initiated efforts to incorporate clinical skills courses into the curriculum starting from the 2025-2026 academic year. ([Annex 3.1.4](#)).

The decisions of the CoHE and the university senate implements the curriculum. Changes are initiated based on the recommendations of the departments, the Curriculum Committee, and the Student Committee, and are implemented after approval by the faculty council and the senate. The VEE undergraduate education program is conducted by the [VET-413.1PR Undergraduate Education Procedure](#) and the [VET-415.2PR Assessment and Evaluation Procedure](#) ([Annex 3.1.5](#)).

Within this framework, the following courses are mandatory for all undergraduate programs in Turkey as required by the CoHE: Principles of Atatürk and History of the Türkiye Revolution I-II, Turkish Language I-II, and Foreign Language.

The faculty curriculum is prepared and implemented by the Türkiye Qualifications Framework (TQF) and Bologna Process criteria, within the scope of the IUC Program Design and Approval Procedure and the Curriculum Update and Change Procedure. Educational objectives, program competencies, course contents, distribution of theoretical and practical hours, teaching methods, and planning of elective courses are shaped under the coordination of the Faculty Curriculum Committee and with the contributions of the relevant departments. The Faculty Curriculum Committee initiates changes to the curriculum based on external stakeholders and students feedback, accreditation requirements, and criteria set by external evaluation institutions such as EAEVE. The Student Affairs Office initiates the update process in March of each year. The prepared Curriculum Update File is then discussed by the Faculty Council and submitted to the University Senate for approval. The opinions of internal and external stakeholders are obtained through surveys, workshops, and evaluation meetings during the curriculum development and update processes. [The decisions of the faculty council](#) regarding the new courses opened as a result of the [updated work carried out in 2024](#) are presented in the Annex. ([Annex 3.1.6](#))

The effectiveness and consistency of the curriculum are monitored through regular meetings held within the scope of quality assurance at VEE. Curriculum Review meetings are held to evaluate content repetitions, gaps between courses, deficiencies, and interdisciplinary integration issues ([Integration Table](#)). Prerequisite course structures are implemented to ensure vertical integration, while within the scope of horizontal integration, the content of courses offered in the same semester is synchronized to ensure interdisciplinary coherence. Veterinary medicine education at IUC-FVM is a five-year program consisting of 10 semesters. This period includes full-time theoretical, practical, and clinical education. The strategy of the education system can be summarized as follows:

Basic subjects, including Basic Veterinary Sciences, are taught during the first four semesters. In addition to theoretical knowledge, students acquire laboratory work discipline and gain awareness of biosafety principles. The basic veterinary education covers courses such as Anatomy I-II, Biometry, Genetics, Physiology, Pharmacology, Microbiology, Epidemiology, Embryology, Ethology, and Parasitology, as well as research-oriented subjects including Animal Rights, Scientific Research Techniques, legislative and regulatory frameworks, and introductory courses on laboratory and exotic animals. This foundational knowledge is revisited and reinforced in the later stages of the program. A variety of teaching methods are employed, including videos, short quizzes, e-learning applications, and practical and clinical skills training, all integrated into the IUC-FVM curriculum to support a competency-based learning approach.

Courses in the 5th and 6th semesters consist of basic, clinical, and animal sciences. In the 5th semester, the following courses are offered: Bee Diseases, Bacteriology and Mycology, Fish Anatomy and Physiology, Surgical Clinical Examination Methods, Internal Clinical Examination Methods, Exotic Animal Nutrition, Exotic Animal Physiology, Entomology, Food Safety, Food Hygiene, Helminthology, Clinical Anatomy, Clinical Applications (A), Laboratory Animal Parasites, Vector Control, Viral Vaccine Preparation Techniques, and Virology courses are offered. In the sixth semester, Anesthesia and Resuscitation, Fish Diseases, Exotic Animal Parasites, Meat and Meat Products Technology, Pharmacology I, General Pathology, Food Applications I, Clinical Bacteriological Diagnosis, Clinical Applications (B), Nutrition in Aquaculture, Protozoology, Radiology, and Milk and Dairy Products Technology courses are offered. Additionally, students take Clinical Applications (A) and Clinical Applications (B) courses on a weekly rotating schedule. The primary aim of these courses is to prepare students for clinical education and to equip them with the skills required for basic diagnostic methods. Professional development accelerates during the 5th and 6th semesters, as students commence their clinical training.

The 7th and 8th semesters are focused on developing and reinforcing clinical sciences, veterinary public health, and professional knowledge and skills. In the 7th semester, students take courses in Shelter Feasibility and Project Design, Emergency Care in Farm Animals, Obstetrics and Gynecology I, Viral Diseases of Exotic Animals, Meat Inspection, Pharmacology II, General Surgery and Surgical Techniques, Hygiene Controls in Food Processing, Food Chemistry, Food Applications II, Internal Medicine (A), Advanced Imaging Techniques in Internal Medicine, Poultry Anatomy and Physiology, Poultry Biochemistry, Poultry Breeding Techniques, Clinical Biochemistry, Clinical Pharmacokinetics, Clinical and Pathology Application (A), Small Animal Emergency Intervention, Small Animal Eye Diseases, Nutrition of Cattle, Special Pathology (A), Zoonotic Parasites, Antineoplastic Drugs, Physical Therapy Methods, Poultry Parasites courses are offered.

In the 8th semester, the following courses are offered: Antineoplastic Drugs, Assisted Reproductive Techniques in Farm Animals, Obstetrics and Gynecology II, Bacterial and Fungal Diseases of Exotic Animals, Industrial Food Technology, Physical Therapy Methods, Food Processing and Preservation Techniques, Animal Behavior Disorders, Internal Medicine (B), Poultry Nutrition, Poultry Parasites, Clinical Parasitology, Clinical and Pathology Application (B), Small Animal Orthopedics, Geriatric Diseases in Small Animals,

Clinical Oncology in Small Animals, Special Surgery, Special Pathology (B), Reproduction and Artificial Insemination I, Herd Health and Management, Rabbit: Farm Animal, Pet and Experimental Model, Clinical Problems and Treatment of Rabbits and Rodents, Applied Entrepreneurship, Clinical Problems and Treatment of Wild Animals courses are offered.

Courses offered in the 9th semester include: Reproduction and Artificial Insemination in Bees and Fish, Drug Use in Bees, Fish, and Exotic Animals, Large Animal Orthopedics, Exotic Animal Pathology, Food Legislation, Interventional Radiology, Animal Farming Economics, Internal Medicine (C), Advanced Imaging Techniques, Poultry Diseases, Poultry Pathology, Assisted Reproductive Techniques in Poultry, Clinical Endocrinology, Clinical Applications (C), Small Animal Dental Diseases, Assisted Reproductive Techniques in Small Animals, Mammal Health and Control Programs, Professional Ethics and Veterinary Legislation, Neurosurgery, Pet Nutrition, Reproduction and Artificial Insemination II, Reproductive Ultrasonography, Water and Aquatic Product Technology, Clinical Problems and Treatment of Reptiles, Toxicology, Veterinary Forensic Sciences, Veterinary Public Health, Resuscitation and Neonatology in Newborns.

In the 7th, 8th, and 9th semesters, students take courses in Internal Medicine, Surgery, Pathology, Obstetrics and Gynecology, Radiology, Wildlife Diseases and Ecology, and Artificial Insemination and [Reproduction \(Annex 3.1.7\)](#) ([Annex 3.1.8](#)). In the 9th semester, students begin their duty shifts in the emergency department and inpatient units by the duty procedures IUC-FVM. Duty schedules are prepared by the Emergency and Inpatient Coordination Office and shared online using only student numbers by data protection principles. The relevant coordination office monitors on-call duty through this system. Students are divided into 28 groups, each consisting of an average of 5 people, and work two shifts per day at the IUC-FVM Animal Hospital: one day shift (08:00–20:00) and one night shift (20:00–08:00). These shifts are planned to enhance students' clinical practical skills and ensure their active participation in patient monitoring processes.

Students in their 10th semester participate in the [Veterinary Medicine Professional Practical Training Period Education and Work Procedures and Principles \(Annex 3.1.9\)](#), in addition to 14-week rotations that provide them with clinical experience. They are subject to a total 16-week program that includes 2 weeks of fixed-time applications (thesis presentation and make-up). This program is planned in one-week blocks, with an average of 8 students in each discipline. The application areas covered by the program are as follows: Surgical Outpatient Clinic, Surgical Operations, Internal Medicine Outpatient Clinic, Internal Medicine Outpatient Clinic-2, Obstetrics and Gynecology Outpatient Clinic, Artificial Insemination Outpatient Clinic, Exotic Outpatient Clinic, Radiodiagnostic Diagnosis Center, Preclinical Sciences, Food Hygiene and Animal Husbandry, Mobile Clinic, Farm Applications, Inpatient and Hospital Duty. To begin this process, students must have completed all previous courses, failed no more than three courses from the 9th semester and earlier, completed the "Veterinary Faculty Education, Research, and Application Hospital Student Duties," and achieved a GPA of 2.00 or higher in at least one of the two consecutive semesters. To complete the Veterinary Medicine program, students must meet the 80% attendance requirement in each discipline, complete the relevant forms and the Veterinary Medicine Professional Maturity and Practice Record, upload them to the online storage area, and successfully complete their thesis. Students who successfully present their thesis and meet the attendance requirements will earn 30 ECTS credits at the end of this process.

Students are required to complete a 20-day Elective Practical Training (EPT) program in three specific areas -Farm, Food, and Clinic- in accordance with the IUC-FVM EPT application procedures and principles ([Annex 3.1.10](#)). These EPTs are undertaken during the summer term at the end of the 4th, 6th, and 8th semesters, respectively.

Students are expected to enhance their knowledge, skills, and experience by completing EPTs at external organizations under real-world conditions. The Farm EPT is conducted at private farms,

aquatic animal facilities, beekeeping operations, and other related settings. The Food EPT is conducted at slaughterhouses, meat and dairy processing facilities, diagnostic and research laboratories in the food sector. The Clinical EPT is conducted at veterinary hospitals, clinics, and examination rooms.

Tables 3.1.1 to 3.1.4 are supplemented by a summary/diagram of the undergraduate curriculum in Annex 3.1.11.

Table 3.1.1. Curriculum hours in each academic year taken by each student (2024).

Academic Years*	A	B	C	D	E	F	G	H	J
Semester 1	280			56	84				420
Semester 2	252			84	84				420
Semester 3	224			140	28				392
Semester 4	238			56	56		240		590
Semester 5	238			98	42	56			434
Semester 6	238			84	42	56	240		660
Semester 7	280			42	28	56			406
Semester 8	294			28	84	56	240		702
Semester 9	280			42		56			378
Semester 10		60		42		518		60	680

A: Lectures; B: Seminars; C: Supervised self-learning; D: Laboratory and desk-based work; E: Non-clinical animal work; F: Clinical animal work; G: EPT; H: Others (graduation thesis preparation); J: Total

* An academic year may be divided into 2 semesters.

Column A: In addition to theoretical courses, this column includes 56 hours of Turkish Language, 56 hours of Atatürk's Principles and History of the Turkish Revolution, 56 hours of Foreign Language, and 64 hours of Program Elective Courses.

Column B: Represents seminar studies conducted during the practical training period of fifth-year students. **Column C:** Covers independent learning activities carried out by students in laboratories outside of scheduled class hours for courses such as Anatomy, Histology, Parasitology, and Pathology. These activities are not formally recorded.

Column D: Comprises laboratory-based and desk-based practical sessions.

Column E: Includes 84 hours each of VTRN 1135 Anatomy I and VTRN 1144 Anatomy II; 28 hours of VTRN 2177 Animal Nutrition & Nutritional Diseases; 28 hours each of VTRN 2171 Animal Breeding & Husbandry I and VTRN 2176 Animal Breeding & Husbandry II; 42 hours of VTRN 3188 Food Applications I; 28 hours of VTRN 4237 Food Applications II; 28 hours of VTRN 3179 Clinical Anatomy; and 28 hours of VTRN 5000 The Rabbit as a Farm Animal, Pet, and Laboratory Model.

Column F: Consists of 56 hours of VTRN 3190 Clinical Examinations (A), 56 hours of VTRN 3187 Clinical Examinations (B), 56 hours of VTRN 4120 Clinical and Clinical Pathology Practice (A), 56 hours of VTRN 4121 Clinical and Clinical Pathology Practice (B), 112 hours of VTRN 5238 Clinical and Clinical Pathology Practice (C), and 518 hours of VTRN 5236 Clinical Practical Training Course.

Column G: Represents 240 hours each for EPT I (2nd year), EPT II (3rd year), and EPT III (4th year).

Column H: Refers to the Graduation Thesis, on which fifth-year students work for 5 hours per day over a 12-week period.

Table 3.1.2. Curriculum hours taken by each student

Subject	A	B	C	D	E	F	G	H
Basic Subjects								
Medical physics	14							14
Chemistry (inorganic and organic sections)	14			28				42
Animal biology, zoology, and cell biology	14			28				42
Feed plant biology and toxic plants1								
Biomedical statistics	28							28
Specific veterinary subjects								
Basic Sciences								
Anatomy, histology, and embryology	266			70	196			532
Physiology	112			56				168
General and molecular genetics	38							38
Biochemistry	98			70				168
Pharmacology, pharmacy, and pharmacotherapy	112			28				140
Pathology	168			84				252
Toxicology	28			28				56
Parasitology	154			56				210
Microbiology	28			28				56
Virology	56			28				84
Immunology	28			28				56
Epidemiology	14							14
Information literacy and data management	14							14
Professional ethics and communication	112			28				140
Animal health economics and practice management	84				56			140
Animal ethology	42							42
Animal welfare	70				28			98
Animal nutrition	154			28	28			210
Clinical Sciences in companion animals (including equine and exotic pets)								
Obstetrics, reproduction, and reproductive disorders	98					33		131
Diagnostic pathology						10		10
Medicine	105					64		169
Surgery	112					64		176
Anesthesiology and analgesia	14			14				28
Clinical practical training in common companion animals		30		21		259	30	340
Infectious diseases	77			21				98
Preventive Medicine 2								

Diagnostic imaging	42					13		55
Therapy in common companion animals	98							98
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								
Obstetrics, reproduction, and reproductive disorders	133					33		166
Diagnostic pathology						10		10
Medicine	70					48		118
Surgery	70					48		118
Anesthesiology and analgesia	14			14				28
Clinical practical training in common food-producing animals		30		21		259	30	340
Infectious diseases	91			21				112
Preventive Medicine 2								
Diagnostic imaging	28					13		41
Therapy in common food-producing animals	14							14
Animal production, including breeding, husbandry, and economics	70							70
Herd health management	28							28
Veterinary Public Health (including Food Safety and Quality)								
Veterinary legislation, including official controls and regulatory veterinary services, forensic veterinary medicine, and certification	28							28
Control of food, feed, and animal by-products	112				70			182
Zoonoses and their prevention 3								
Food hygiene and environmental health	70							70
Basic food technology	14							14
A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (graduation thesis preparation); H: total								

1: Training in this scope is provided within the Feed Stuffs & Feed Technology and Toxicology courses.

2: Training in this scope is provided within the Epizootiology, Immunology and Serology, General Parasitology, Bacteriology and Mycology, Virology, Herd Health and Management, and Avian Disease courses.

3: Training in this scope is provided within the Veterinary Public Health, Zoonotic Parasites, Bacteriology & Mycology, Virology, Special Pathology (A), Special Pathology (B), and Toxicology courses.

Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT).

Types	List of practical rotations (Disciplines/Species)	Duration (weeks)	Year	Semester
In-hospital clinics (VTH)	Internal medicine, surgery	14	3	6
	Pathology, internal medicine, surgery, radiology, Wildlife Diseases, and Ecology	14	4	7
	Pathology, Reproduction and Artificial Insemination, Obstetrics and Gynecology, Internal Medicine, Surgery, Wildlife Diseases and Ecology	14	4	8
	Reproduction and Artificial Insemination, Obstetrics and Gynecology, Internal Medicine, Surgery, Wildlife Diseases and Ecology	14	5	9
	Surgery Clinic (Neurology-Neurosurgery, Ophthalmology, Orthopedics, Anesthesiology, Physical Therapy, and Rehabilitation)	1	5	10
	Surgical Procedures	1	5	10
	Internal Medicine Clinic (Dermatology, Clinical Examination, Cardiology, Oncology)/ companion animals, equine and exotic pets, food-producing animals)	1	5	10
	Obstetrics and Gynecology Clinic/companion animals and food-producing animals	1	5	10
	Fertilization and Artificial Insemination Clinic/companion animals and food-producing animals	1	5	10
	Exotics Clinic / exotic pets and wild animals	1	5	10
	Internal Medicine Clinic -2 (Endocrinology, Infectious Diseases, Urology, Gastroenterology) / companion animals, equine and exotic pets, food-producing animals)	1	5	10
	Radiodiagnostic Diagnostic Center (Radiology/companion animals, equine and exotic pets, food-producing animals)	1	5	10
	Hospital on-call Duty (day and night shift)	1	5	10
	Inpatient Unit/companion animals, equine, and food-producing animals	1	5	10
Ambulatory clinics	Equine and companion animals	1	4	8
	Ruminants, equine, and companion animals	1	5	10
Herd Health Management	Farm Practices	1	5	10
VPH (including FSQ)	Food Hygiene & Animal Breeding, Husbandry and Nutrition Department	1	5	10
Other (specify)	Clinical Preliminary Sciences (Departments of Pathology, Microbiology, Parasitology, Virology, and Pharmacology)	1	5	10

3.1.4. Curriculum hours taken as electives for each student.

Electives	A	B	C	D	E	F	G	H
Basic subjects								
Basic Sciences	490			28	28			546
Clinical Sciences in companion animals (including equine and exotic pets)	252							252
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	175							175
Veterinary Public Health (including Food Safety and Quality)	84							84
A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group.								

In the current education program, Elective Courses are divided into two groups: Area Elective Courses and Common Elective Courses. Students take standard elective courses from the first year of education. From the 7th semester onwards, they select an elective group from a specific area and take courses within that group, as well as elective courses from the common area. Each elective course has a student capacity of 50. If a student wishes to change their previously selected field for any reason, they must submit a written request to the Student Affairs Office. The Faculty Student Affairs Committee and the Faculty Executive Board may approve a change of field.

Standard 3.2: Each study program provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be specified and communicated. It must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning, including self-learning. Details of the type, provision, and updating of appropriate learning opportunities for students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.

IUC-FVM offers a 5-year Veterinary Medicine Diploma Program that is fully compliant with EU Directive 2005/36 (published in the Official Gazette on February 2, 2008, No. 26775) and EU Directive 2013/55, TQF, and VUCEP. By the published on the same date, the mandatory courses that must be included in the core curriculum of veterinary medicine have been determined. This regulation also defines the competencies that veterinary medicine graduates must possess upon completion of their education.

Students are required to complete a total of 300 ECTS credits over the five-year program, earning 30 ECTS credits per semester. To graduate, students must complete farm, food, and clinical EPTs, each lasting at least 20 working days, and complete the veterinary medicine professional maturation education program, which includes a thesis. Upon completion of the program, students are awarded a Veterinary Medicine diploma by the Istanbul University Faculty of Veterinary Medicine; this diploma enables graduates to work as veterinary doctors and pursue graduate education. Information regarding the qualifications, graduation requirements, and qualification level is published on the IUC-FVM EBS website.

As of the 2020–2021 academic year, IUC-FVM has made partial updates to its education and training

program due to the effects of the global COVID-19 pandemic and physical structure issues that arose after the Silivri earthquake. The decisions of the Faculty Council have structured this update process dated June 3, 2021, July 6, 2021, and February 21, 2023. The Council's decisions include regulations regarding the conduct of theoretical courses remotely using digital means and practical courses in person to the extent that physical conditions permit.

Within this scope, to ensure the safe conduct of clinical application courses in container hospital conditions, student groups have been reduced, and education has been planned with a capacity of 15 students per class. Professional Practical Training applications have been carried out only in the Clinical Laboratory Diagnosis Guidance field; content related to other fields has been conducted through online videos and assignments. A synchronized video-supported education model has been adopted for theoretical courses, and course recordings have been uploaded to Google Drive for students to access. In addition, clinical, food, and farm EPTs have been organized for 4th and 5th year students in August.

The updates that have come into effect aim to minimize both the health risks posed by the pandemic and the effects of post-earthquake infrastructure constraints. These changes have been documented in official decisions unanimously approved by the Faculty Board and supported by reports from the Student Affairs Committee of the IUC-FVM. See: Relevant [Faculty Board decisions](#) (Annex 3.2.1)

Additionally, the educational objectives and program competencies of the undergraduate program have been reviewed and updated by the TQF, ESEVT D1C, and the National Core Veterinary Education Program (VUCEP) ([Annex 3.2.2](#)).

The Higher Education Council (CoHE) plays a significant role in ensuring that program competencies are aligned with the Turkish Qualifications Framework (TQF). TQF is aligned with the European Qualifications Framework (EQF) and serves as a fundamental reference point for ensuring that higher education programs comply with both national and international standards, and for integrating Turkish and English programs into the TQF database accordingly.

Within this scope, IUC-FVM has earned the right to use the TQF logo on its diplomas. This achievement enhances the international recognition of graduates' diplomas, improves their employability, and facilitates horizontal/vertical student mobility. The TQF Board approved VEE's TQF application on June 4, 2024, and the programs were assigned to the relevant proficiency levels. Diplomas bearing the TQF logo contribute to the ability of professionals to practice their professions at an international level, the recognition of their academic qualifications, and the facilitation of cross-border mobility.

The alignment of program qualifications with D1C course-based learning outcomes is of great importance in providing comprehensive education and supporting competency development. At VEE, the learning outcomes of each course have been defined and systematically compared with the core competencies. Students demonstrate that they have acquired the necessary knowledge and skills to meet veterinary medicine education standards by successfully completing formative and summative exams and CCT/EPT reports.

EBS is a digital platform that provides integrated and accessible educational information for all associate, undergraduate, and graduate programs within the university. This system ensures full compliance with the Bologna Process by transparent access to course content, learning outcomes, ECTS credits, assessment methods, program competencies, teaching staff, and curriculum information to students, academic staff, and external stakeholders. EBS is a fundamental tool for accreditation, quality assurance systems, and national and international recognition. External stakeholders (e.g., CoHE, YOKAK, employers, students)

can evaluate programs by referencing EBS information.

The IUC Academic and Registration System (AKSIS) is an integrated information system that conducts all academic and administrative processes of all students and academic staff affiliated with the university in a digital environment. Students can register for courses, view their grades, access exam schedules, receive counseling services, and follow their graduation processes through this system. Academic staff can perform tasks such as course registration, attendance, grade entry, exam procedures, and counseling through AKSIS. With its secure login infrastructure and user-friendly interface, AKSIS ensures the effective and uninterrupted management of academic processes within the university.

The academic environment that encourages learning, along with academic counseling systems, ensures that students' professional and social needs are met. With the open-door policy, students can freely access not only their advisors but also all faculty members and facilities (within the framework of biosafety rules). The various learning resources offered by VEE (library, digital platforms, laboratories) provide an environment that fosters curiosity, encourages participation, and offers a safe learning climate, enabling students to develop their skills in accessing, understanding, applying, and critiquing information. Throughout the VEE program, all teaching staff are encouraged to apply student-centred teaching methods to ensure active student participation in the learning process.

Digital education platforms and resources, together with an advanced library and electronic database infrastructure, provide students with access to current scientific literature, interactive materials, and self-assessment opportunities, helping them develop their self-learning skills. Application areas such as the IUC-VTH and field studies contribute to the development of students' self-learning skills through independent decision-making and the application of knowledge. In addition, learning in real work environments within the scope of Elective Practical Training (EPT) combines individual learning with practical experience.

At VEE, students are encouraged to participate in research activities individually or in groups. They can take on roles as scholarship researchers or leaders in TUBITAK projects. Thesis projects support the development of students' independent learning skills.

The Scientific Research Club (BAK) of IUC-FVM is a student-focused community established to encourage scientific curiosity in the field of veterinary medicine and promote a culture of research. The club offers students with opportunities to conduct research by organizing seminars, workshops, and conferences in collaboration with academics to support the development of scientific knowledge and skills. Through the career days they organize, students have the opportunity to meet and exchange ideas with alums. In addition, it provides guidance in the planning, implementation, and sharing of student projects. The club aims to support the professional development of its members and raise their awareness of scientific thinking and ethical issues. In this way, it actively supports future veterinarians in increasing their research competencies and contributing to veterinary science.

The mentoring relationship established between faculty members and students at VEE strengthens a culture of mutual interaction and constructive feedback. Every registered student benefits from academic counseling services throughout their education (detailed in Section 7.5). Upon initial registration at VEE, each student is assigned an academic advisor who assists them in course selection during registration renewal periods and guides them in their academic orientation and overall development throughout their education.

Additionally, joint initiatives with professional organizations, academic and professional collaborations, and educational programs organized by VEE promote a culture of lifelong learning and significantly contribute to graduates' professional success.

Standard 3.3: Programme learning outcomes must:

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

VEE's educational objectives and learning outcomes are shaped in line with the standards set by TQF and EAEVE, with additional input from VUCEP, a valuable resource for the veterinary core curriculum. The primary educational objective of VEE is to graduate veterinarians with sufficient competence by the time of graduation. The strategy followed to achieve this objective is based on a framework that ensures the alignment of program outcomes with course-based learning outcomes. Course-based learning outcomes serve as a means to ensure the achievement of general program outcomes.

The program's learning outcomes are primarily based on D1C as defined in the EAEVE-SOPs and form the foundation for achieving our educational objectives. The detailed relationship between course-based learning outcomes and program outcomes is explained in the curriculum.

The Curriculum Committee, Student Affairs Committee, Assessment and Evaluation Committee, and Unit Quality Representatives are responsible for designing, communicating, evaluating, and reviewing learning outcomes. Although the TQF, EAEVE, and VUCEP standards are the primary determining factors, these committees collaborate and can communicate with relevant stakeholders as needed to propose any revisions.

Internal stakeholders, graduates, and external stakeholders regularly contribute to the shaping of learning outcomes and the updating of program content. Feedback from internal stakeholders, including student representatives' participation in commissions, satisfaction surveys, and direct feedback to management, is reviewed at regular external advisory board meetings. These meetings are attended by veterinarians actively working in the field, graduates, and representatives of relevant institutions who review the current program competencies and learning outcomes. At these meetings, opinions on the performance of graduates in the field and sector expectations are collected; the feedback obtained is taken into account in updating program outcomes and improving educational content.

This review process is carried out annually as part of the general evaluation of the quality assurance system. When changes are proposed, the revised learning outcomes are submitted to the Faculty Board for approval. Once approved, they are published via EBS and AKSIS, and communicated to the public, students, and staff.

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

- **Determine the pedagogical basis, design, delivery methods, and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making changes and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/ assessment outcomes**
- **conduct ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students, and stakeholders; these reviews must lead to**

continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned

- **identify and meet training needs for all types of staff, maintaining and enhancing their competence**

for the ongoing curriculum development.

The committee structure responsible for the planning, implementation, monitoring, and updating of the curriculum at VEE consists of the Curriculum Committee, the Student Affairs Committee, and the Assessment and Evaluation Committee. The committees include faculty members from different academic disciplines as well as student representatives.

The Curriculum Committee is responsible for determining the pedagogical foundation of educational programs, structuring course plans, determining assessment and evaluation methods, and ensuring the compatibility of all components of the curriculum. In this context, a comprehensive relationship is established between course plans and program outcomes, and the curriculum is developed by striking a balance theory and practice.

Curriculum updates are carried out by 415.1PR_ [Department, Program Design Approval and Curriculum Preparation Procedure](#) (Annex 3.4.1). According to Article 1 of the procedure, existing curricula are reviewed by the relevant committees/commissions within the unit before the start of each academic year. According to Article 66 of 415.1PR, if the accreditation body has not specified an interval, the review is conducted by that interval. For non-accredited units, the review is conducted every four years for two-year programs and every seven years for other programs, covering the entire program. The review interval cannot exceed seven years under any circumstances. VEE reviews its program annually. The Curriculum Committee, Student Affairs Committee, and Assessment and Evaluation Committee play an active role in these evaluation processes; the opinions of faculty members, students, and external stakeholders' opinions are also included in the process. In 2025, the 7th year of the 2018 curriculum has been completed, and the 7-year basic review has also been carried out (curriculum review meeting 2025 Annex 3.1.6). When the PDCA cycle is defined in the curriculum review: in the planning phase, the Curriculum Committee first establishes a schedule for program monitoring and updating activities, and the following activities are planned regularly: course evaluation surveys, annual satisfaction surveys (general student and library), external stakeholder meetings, evaluation of the program education and training data table, assessment and evaluation data, policy and strategy changes, practical training feedback, and ECTS evaluation surveys twice within five years. At the implementation stage, the Quality Coordination Unit and the Unit Quality Representative collaborate with the relevant units of the Faculty to conduct surveys and meetings. At the control stage, internal and external stakeholder data are evaluated by the appropriate units and forwarded to the relevant committees. At the action stage, program objectives, program competencies, and course learning outcomes are reviewed and improved as necessary. In extraordinary circumstances such as the COVID-19 pandemic and the 2023 Kahramanmaraş-centered earthquakes, implementation [changes have been made](#) by the decisions of the CoHE (Annex 3.4.2). During the pandemic, regulations such as the transfer of theoretical and practical courses to an online environment, the digital delivery of course recordings to students, and the controlled continuation of EPT applications have been implemented. Digital course materials were developed during the pandemic, and some theoretical course materials were made available to students online. These materials were collected in a drive storage area and shared with students on the [website](#).

Throughout the COVID-19 pandemic lockdown period, all theoretical and practical courses were transitioned to an online environment. After the lockdown, a hybrid teaching model was adopted for theoretical courses, while practical courses continued in person with a limited number of students. During this period, educational activities were not interrupted; all theoretical courses were conducted live, recorded, and made available to students via digital platforms. Following the 2023 earthquakes centered in Kahramanmaraş, CoHE decided to switch to distance education for one semester. Still, student participation in EPTs and clinical applications continued under appropriate conditions.

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

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

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

VEE, Elective Practical Training (EPT), is structured as a mandatory training component to enable students to reinforce their theoretical and clinical knowledge in real field conditions. These EPTs are completed outside of the Faculty under the supervision of veterinary surgeons, non-academic field veterinary surgeons, or experts working in public institutions. In this context, external institution EPTs do not replace intramural clinical applications within the Faculty; they are only applied as a complementary measure.

The EPT aims to enrich and complete students' academic education by developing their professional knowledge, social skills, and preparation for the competencies required for veterinary practice on their first day.

The criteria expected to be achieved by students through the EPT program are aligned with the program competencies as follows:

Farm EPT: Knows and applies farm management and herd health (PY2 and PY7); Knows and applies biosecurity rules (PY8); Experiences individual and team work (PY10); Knows professional ethics, legal obligations, and animal welfare (PY6); Knows public health issues and zoonoses (PY14); Knows and applies occupational health and safety (PY13).

Clinical EPT: Knows and applies medical and surgical procedures (PY3 and PY15); knows and applies biosecurity rules (PY8); has experience in individual and team work (PY10); knows professional ethics, legal obligations, and animal welfare (PY6); knows public health issues and zoonoses (PY14); understands and applies occupational safety and health (OSH) (PY13).

During the Food EPT: Knows and applies food inspection (PY5); knows and applies biosafety rules (PY8); experiences individual and team work (PY10); knows professional ethics, legal obligations, and animal welfare (PY6); knows public health issues and zoonoses (PY14); knows and applies occupational safety and health (PY13).

During their education, students complete a total of three EPTs: "Farm" in animal husbandry and nutrition at the end of the 4th semester, "Food" in food science at the end of the 6th semester, and "Clinical" in animal health at the end of the 8th semester. Students are required to complete a total of 60 workdays of EPT in the 2nd, 3rd, and 4th grades, each in a different thematic area (production animals, small animals, FSQ-VPH, shelter applications, etc.). Each of period is planned for 20 workdays. [EPTs are conducted by the IUC-FVM EPT Implementation Procedures and Principles \(Annex 3.1.10\).](#)

Article 6 of the procedures and principles defines the institutions where farm, food, clinical , and international EPTs can be conducted.

Article 6. Students may complete their Farm EPTs in the field of livestock management under the supervision of a responsible veterinarian at: a) Research and application farms of veterinary faculties abroad, b) Animal production, research, and application farms affiliated with the Ministry of Agriculture and Forestry, c) Feed factories with animal farms, d) Aquaculture facilities, e) Private livestock farms employing full-time veterinarians, f) Other relevant institutions deemed appropriate by the EPT Committee and approved by the Faculty Executive Board.

Article 7(1). Students may complete their food-related EPT in the food sector at: a) Relevant departments of veterinary faculties abroad, b) Official or private food control laboratories affiliated with the Ministry of Agriculture and Forestry, c) Animal product industries (meat, dairy, honey, egg, and aquatic animal product production and processing plants), d) Official or private slaughterhouses and meat processing plants, e) Companies engaged in education and supervision activities related to food safety, f) Food companies employing full-time veterinarians, g) Other relevant institutions deemed appropriate by the EPT committee and approved by the Faculty Executive Board.

Article 8(1). Students may complete their clinical EPT in the field of animal health under the supervision of a responsible veterinarian at: a) Clinical Departments of Veterinary Faculties abroad, b) Official and private animal hospitals, c) Municipal Veterinary Affairs Directorates and related services, d) Private Veterinary Clinics, Polyclinics, and Hospitals, e) Zoos, animal rehabilitation centers, and aquariums, f) Laboratories serving clinical veterinary medicine, g) Aquatic animal farms, h) Other relevant institutions deemed appropriate by the EPT committee and approved by the Faculty Executive Board.

Article 9(1). Students wishing to undertake EPTs abroad must apply to the relevant organization according to the field in which they wish to undertake their EPT, such as the International Association for the Exchange of Students for Technical Experience (IAESTE) Türkiye National Committee, the European Community Action Program for the Mobility of University Students (ERASMUS), the International Association of Students in Economics and Business (AIESEC), or through their means, at veterinary faculties, institutes, and private workplaces in foreign countries related to their EPT field. (2) The equivalence of EPT undertaken by students under these and similar programs with the EPT in the student's own academic program is determined by the decision of the Faculty Executive Board. (3) The decision regarding the validity of these EPT is made by the EPT Committees, taking into account institutional agreements, after reviewing the EPT certificate brought by the student from abroad or the Employer Report sent to the Dean's Office, and is approved by the Administrative Board.

The EPT Committee carries out the organization of the Mandatory EPT Training at External Institutions, and the Vice Dean responsible for the student is also administratively responsible for the process. The Mandatory EPT Training at External Institutions conducted at IUC-FVM is structured according to the relevant procedures and principles, adopting a student-centered approach. Students may either individually select the institutions where they will complete their EPTs or choose from among the institutions announced by the Dean's Office. However, the EPT location is subject to the approval of the EPT Committee, and EPTs cannot be completed at locations other than those declared in the "[Mandatory EPT Form](#)". EPTs must be completed at institutions and organizations located within the borders of Türkiye and the Turkish Republic of Northern Cyprus, excluding Veterinary Faculties.

During the EPT period, students' insurance procedures are handled by the university; work insurance premiums are paid to ensure legal protection for students. Students record all work performed during the EPT in the EPT Logbook daily, using professional terminology and accompanied by photographs. If additional documents are required, they are submitted in a separate numbered file. At the end of the EPT, the workplace supervisor adds their comments about the student to the logbook, signs

it, and stamps/seals it. Additionally, the EPT Record Form is filled out and sent directly or delivered to the student in a sealed envelope. After completing the EPTs, the student must submit the documents to the student affairs office within the first month of the Fall Semester. Those who fail to submit the documents are considered unsuccessful. The relevant EPT Committee conducts evaluation, and an interview may be conducted if necessary. The students' success status is reported to the Dean's Office and announced. Students who fail are required to repeat the relevant EPT.

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

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

VEE carries out the EPT process in relevant private and public institutions such as veterinary clinics, polyclinics, private veterinary hospitals, animal rehabilitation centers, aquaculture farms, zoos, and private laboratories serving clinical veterinary medicine, in collaboration with veterinarians working from Faculty. Students either find their EPT placement on their own or select one from the placements announced by the Dean's Office. If the student finds their own placement, the EPT Committee decides whether they can complete their EPT at that location. Although a separate protocol is not signed for each EPT, the records include a tripartite signature section for the student, the faculty, and the EPT provider, and these signatures serve as official approval from all parties. Additionally, institutions where EPTs are to be conducted are not included in the process without the approval of the EPT Committee, thereby ensuring the quality and safety of educational period.

During the EPT period, students are officially insured under the Social Security Institution (SGK) based on the number of days worked, and the university covers the work insurance premiums. This ensures that students' occupational safety and legal protection are legally guaranteed. The duties and responsibilities of the institutions where the EPT will be carried out are also specified in writing in the records.

Students' professional performance during the EPT is monitored and evaluated from different perspectives: EPT providers record their observations regarding students' clinical skills, professional attitudes, and ethical behavior in the evaluation section on the back of the EPT logbook and sign it at the end of the EPT. At the end of the EPT logbook, there is a feedback form that allows students to evaluate the institution where they completed their EPT. Through this form, students submit their evaluations regarding their EPT facilities to the EPT committee.

All these documents are collected, archived, and reviewed by the EPT Committee and included in both individual student follow-up and system-level improvement processes. When deemed necessary, the responsible veterinarian at the EPT sites contacted directly to resolve issues or conduct additional evaluations.

The entire coordination of the EPT process is carried out by the EPT Committee, with academic supervision under the responsibility of the Deputy Dean. The EPT Committee, with its department-based structure, plays an active role in tasks such as student placement, document tracking, and outcome analysis.

Feedback regarding the performance and educational quality of EPT providers is considered in

decisions on the future suitability of EPT locations, a process overseen by the Elective Practical Training (EPT) Commission, chaired by Prof. Dr. Nuri Turan, Vice Dean; a sample tripartite agreement, [EPT report card](#), and evaluation form are provided in the Annex section of this report (Annex 3.6.1).

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

IUC-FVM aims to ensure that students are active learners rather than passive participants during the EPT process. In this context, each student receives a short preparatory training before EPT, covering topics such as the characteristics of the institution, case management, safety, communication, and ethics. Students also complete an institution information form before the EPT begins to prepare themselves for the process.

Throughout the EPT period, each student records their daily practical experiences in a logbook provided by the Faculty and accepted as an official record. This logbook is signed by the student and the EPT institution supervisor and submitted to the EPT Committee upon completion of the period. Upon completion of the EPT, students are expected to share their opinions and evaluations regarding the EPT process and the provider. This feedback is recorded in writing on the relevant form at the back of the EPT logbook.

In case of any problems or dissatisfaction during the EPT, students may submit a written application to the Dean's Office by phone or through petitions. All complaints and requests are processed and archived in accordance with the [VET-521.2PR "Request and Complaint Procedure"](#) (Annex 3.7.1). Additionally, notifications can be made through the online "Complaint/Nonconformity Form" within the scope of the quality assurance system. This form is published on the quality page and is addressed through process-based evaluations for the improvement of processes within the institution. "Suggestion Boxes" located outside the camera view area on both campuses are also actively used.

Additionally, external stakeholders and students can also submit their requests or complaints directly through CİMER (Presidential Communication Center). All these notifications are monitored by the Request and Complaint Evaluation Commission and the Quality Assurance Unit within the Faculty and, where necessary, are finalized with official responses by the Dean's Office.

The VEE curriculum is designed to equip all graduates with the D1C required to enter all recognized fields of veterinary medicine. The educational process, spanning from pre-clinical sciences to EPT periods, is structured on the principle of holistic skill development. Overall coordination of the curriculum and of the clinical training delivered at the Veterinary Teaching Hospital (VTH) is overseen by the Vice Dean for Education, Prof. Dr. Nuri Turan.

Comments

As a result of the seven-year update process of the 2018 curriculum, soft skill courses such as 'Information Literacy and Data Management', 'Professional Stress Management and Personal Development', 'Veterinary Clinical Management', and 'Applications of Digital Technologies and Artificial Intelligence in Veterinary Medicine Education' have been added to the curriculum for the 2025-2026 academic year. These courses are crucial for veterinary medicine students to acquire the skills they will need in their professional lives.

Laboratories are kept open during appropriate times in the course schedule to allow students to engage in individual or group-based independent study as part of practical courses conducted in departments such as Anatomy, Pathology, Histology, and Parasitology. These self-learning activities currently are not subject to any registration system. Therefore, it is planned to record these self-learning activities through attendance sheets for the purpose of tracking and documenting them.

Supervised self-learning activities have been implemented for many years in practice, particularly in the fields of Anatomy, Pathology, and Histology, especially before exam periods. Students work independently or in groups in laboratories during non-class hours under the supervision of doctoral students and research assistants. Procedures have been established in all laboratories where self-learning activities are available to implement supervised self-learning. In the 2025-2026 academic year, supervised self-learning will be implemented according to this procedure. The supervised self-learning hours will be announced to students by each laboratory, and each supervised self-learning activity will be documented by having the participation forms signed by the responsible research assistants and recorded.

The Information Processing Department and the Veterinary Faculty Assessment and Evaluation Commission are collaborating to convert the logbooks used to document students' competencies into e-logbooks. The work is planned to be completed in the 2025-2026 academic year.

CSL plays a critical role in enabling the development of basic clinical competencies in veterinary education in a safe and controlled environment before interaction with live animals. A curriculum outline for the Clinical Skills course has been prepared for inclusion in the curriculum program at IUC-FVM. It will be implemented starting in the spring semester of the 2025-2026 academic year.

Suggestions for Improvement

As a strategic priority of our faculty, we aim to establish institutional and sustainable ties with our graduates. To this end, a comprehensive system should be established to track the career progression of graduates, collect feedback, and foster stronger alumni relations. Based on the data obtained from this system, regular certified workshops and training programs should be planned on topics such as advanced clinical techniques, new technologies, and managerial developments in the sector, in line with the philosophy of lifelong learning, to ensure that our graduates acquire the up-to-date knowledge and skills they will need throughout their professional lives.



Area 4

Facilities and Equipment



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

IUC-FVM was forced to vacate the buildings where it conducted its educational, training, and clinical activities at the Avcilar Campus due to damage caused by the earthquake that affected Istanbul.

Since 2020, the Faculty of Veterinary Medicine has been continuing its activities at the [Avcilar](#) and [Büyükc ekmece](#) campuses. At the Avcilar Campus, educational and administrative services are provided in a 5,000 m² closed area located on approximately 600,000 m² of open land. VTH, located within the same campus and spanning a total of 6,000 m² of enclosed space, continues to provide clinical applications, treatment services, and educational activities. The B y kc ekmece Campus, located on 350,000 m² of open space with 3,200 m² of indoor space, is 33 km from the Istanbul city center and 47 km from the Avcilar campus. Both campuses are easily accessible by car or public transportation. The Avcilar Campus is 50 km from Istanbul International Airport, while the B y kc ekmece Campus is 51 km away. The airport can be easily reached via flights from Havaist stops located 500 m from the Avcilar Campus and 2 km from the B y kc ekmece Campus. National bus and train terminals can be easily accessed from the campuses via Metrobus and metro transfers. There are public transportation alternatives that allow students to get to the city's cultural and artistic centers easily. There are sufficient parking areas for private vehicles of students and staff within the campus.

There are two student dormitories: one with a capacity of 8.000 people, located 500 meters away from the Avcilar campus, and another with a capacity of 600 people, located 200 meters away. There is a student dormitory with a capacity of 2.000 people situated 2 km away from the B y kc ekmece campus and another with a capacity of 341 people located within the campus.

IUC Avcilar campus houses the Faculty of Engineering, the Faculty of Sports Sciences, the Vocational School of Veterinary Medicine, and the Rectorate. Additionally, the campus features the Entertech Istanbul Technopark initiative, which plays a significant role in fostering collaboration between industry and the university, spanning a total of 3,000 m² of enclosed space. The Avcilar Campus, which houses the VEE Clinical Sciences Department, Food Hygiene Department, Anatomy Department, Administrative Units, VETRAF, as well as the VTH, has a total area of 600,000 m². Despite its large size, transportation between units is easily accessible. Except for the Department of Anatomy, students can easily travel between units at the B y kc ekmece campus, which houses the Veterinary Medicine Basic Sciences, Pre-Clinical Sciences, and Animal Breeding, Husbandry and Animal Nutrition Departments. Both campuses have Student Cultural Centers with 3,000 and 2.000 m² of indoor space, respectively, where students can participate in social and cultural activities and receive health and food services. Following the earthquake that struck Istanbul on 23 April 2025, the student cultural center located on the Avcilar campus was evacuated in May 2025. The dining hall service within the facility continues to serve faculty members and students in two different areas of the campus.

IUC-FVM, located in the B y kc ekmece campus, consists of Blocks A1, A2, A3, and H. In contrast, the Avcilar campus houses the IUC-FVM, VTH, VETRAF, Milk Processing and Evaluation Unit, Meat Cutting and Evaluation Unit, Egg Packaging Unit, Artificial Insemination and Embryo Transfer Department, and the Annex-2 Building.

The Department of Anatomy operates in an area of 170 m² within the Department of Artificial Insemination and Embryo Transfer, comprising the offices of two faculty members' office and a student application

laboratory. The Biochemistry Department operates in an enclosed area of 220 m² on the second floor of Block A2, comprising 3 faculty offices, 2 research laboratories, and 1 student application laboratory. The Department of Physiology operates in a total enclosed area of 215 m² on the second and third floors of Building A2, comprising 4 faculty offices and 1 student application laboratory. The Department of Histology and Embryology operates in an enclosed area of 197 m² on the second floor of Block A3 and the Department of Artificial Insemination and Embryology, comprises 3 faculty offices, 2 research laboratories, and 1 student application laboratory.

The Department of Pharmacology and Toxicology operates in an enclosed area of 220 m² in Block A3, comprising 4 faculty offices and 2 research laboratories. The Department of Microbiology operates in an enclosed area of 220 m² on the second floor of Building A3, comprising 4 faculty offices and 2 research laboratories. The Parasitology Department operates in a totally enclosed area of 355 m² on the second floor of Block A3 and at the VTH, comprising 2 faculty member offices, 2 research laboratories, and 1 student application laboratory. The Department of Pathology operates in a 360 m² enclosed area in Blocks A2 and A3, comprising 3 faculty offices, 2 research laboratories, and 1 necropsy room. The Department of Virology operates in a 300 m² enclosed area in Block A3, comprising 3 faculty member offices and 2 research laboratories. The Department of Aquatic Animal Health and Diseases operates in a total of 44 m² of enclosed space at the VTH, including 1 research laboratory.

The Department of Animal Nutrition and Nutritional Diseases operates in a 175 m² enclosed area in Block H, comprising 3 faculty offices and 1 research laboratory. The Department of Animal Breeding, Husbandry operates in a 255 m² enclosed area in Block H, comprising 4 faculty offices and 1 research laboratory.

The Department of Food Hygiene operates in a 255 m² enclosed area located in the Milk Processing and Evaluation Unit, Egg Packaging Unit, and Meat Cutting and Evaluation Unit, comprising 7 faculty offices and 1 research laboratory.

The Department of Surgery operates in a 410 m² enclosed area at the IUC-FVM, VTH, comprising 7 faculty member offices, 6 operating rooms, and 8 examination rooms. The Department of Obstetrics and Gynecology operates in a 213 m² closed area at IUC-FVM, VTH, with 7 faculty member offices, 2 laboratories, 3 operating rooms, and 1 examination room. The Department of Reproduction and Artificial Insemination operates in a 620 m² enclosed area, comprising 13 faculty offices, 3 laboratories, and 1 examination room. The Department of Internal Medicine operates in a 340 m² enclosed area at IUC-FVM, Research and Application Animal Hospital, comprising 7 faculty member offices and 8 examination rooms. The Radiology Department operates in a 39 m² enclosed area at the IUC-FVM, VTH, comprising 1 faculty member's office, 1 imaging room, and 1 examination room. The Department of Wildlife Diseases and Ecology The Department of Wildlife Diseases and Ecology operates in its department building wich features 4 faculty member offices, 1 intervention room, and 1 workroom, as well as 1 examination room and 1 operating room at VTH, totaling 339 m² of enclosed space.

Additionally, VTH received a certificate of accessibility and an orange flag in 2024 under the CoHE "[Accessible Universities Awards](#)" program. The necessary steps are being taken by relevant laws to support individuals with disabilities and pet owners within buildings and on campus. Ramps and elevators are available to facilitate access to classrooms, examination rooms, and the library within the FVM and VTH. Toilets are equipped with facilities suitable for individuals with disabilities. Entrances and exits to the Büyükçekmece and Avcılar campuses are monitored by security personnel within the university. Campus security is monitored 24/7 by a closed-circuit camera system located within the campus. Additionally, the buildings are monitored by a closed-circuit camera system located within the hospital. Security guards are on duty 24/7 at the security point situated at the entrance of the hospital building.

The purchase and maintenance of equipment necessary for the continuation of activities within IUC-FVM are carried out using funds transferred from the Faculty Revolving Fund, following the recommendations of the department chairs and the evaluation of the Dean's Office, and approved by the Ministry of Treasury and Finance of the Republic of Türkiye. The purchase and maintenance of equipment for the activities carried out within IUC-FVM are carried out using funds transferred from the Ministry of Treasury and Finance of the Republic of Türkiye and IUC HAGED (General Directorate of Hospitals) Revolving Fund, following the recommendations of the department heads and the evaluation of the Chief Medical Officer and the Rector's Office. Equipment within the faculty is labeled, and device profiles and Standard Operating Procedures (SOPs) are kept in a visible location near the device.

The faculty building and hospital building are protected against fire by the provisions of the Civil Defense Law No. 7126 dated 9/6/1958, Article 9, and the Presidential Decree on the Organization of the Presidency No. 30474 dated 10/7/2018, published in the Official Gazette. The hospital building and operational structure operate in accordance with the [Animal Hospitals Regulation](#) published in the Official Gazette dated December 21, 2011, No. 28149. They are inspected at regular intervals and without prior notice by personnel from the relevant ministry. Damaged physical structures within the faculty and hospital are addressed by the [Construction and Technical Services Procedure](#) (Annex 4.1.1). After being reported by the units, repairs are carried out by administrative technical staff within the internal services department. The maintenance of equipment and devices within the units is carried out by specialized service providers holding service adequacy certificates and ISO 9001 quality management system certifications. The necessary budgets for the repair of these devices are covered from research funds and/or the Dean's Office budget.

The Biosafety and Chemical Safety Committees, established by the Dean's Office to oversee the implementation of procedures related to biosafety and waste safety in the facilities within the faculty and animal hospital (laboratories, food facilities, stables, necropsy room), are active. The Commission conducts information activities for administrative and academic staff and students, as detailed in Annex 4.9.2 of the Biosafety Manual. The Dean's Office and the Hospital Director collaborate with specialized commercial companies in [municipal and waste management](#) (Annex 4.1.2). Occupational health training for administrative and academic staff working within the faculty is provided by [in accordance with relevant laws](#). All processes related to animals used for scientific and educational purposes and all processes related to animal welfare are carried out by the Farm Commission established by the Dean's Office and the Hospital Director based on the Regulations on the Welfare of Farm Animals. The Farm Commission's welfare activities are all activities related to [animal welfare](#).

Ongoing work includes the demolition of buildings damaged in the 2019 Silivri earthquake, followed by the construction of new buildings. The contractor's contract stipulates that units with a total enclosed area of 40.000 m² must be delivered to the IUC-FVM by March 2026, capable of conducting education, teaching, and research activities.

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

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

All classrooms are equipped with video projectors, computers, audio/visual connections, speakers, ambient microphones, whiteboards, and Wi-Fi access. Additionally, classrooms are equipped with adequate lighting

and blackout curtains. An online system called IUC-AKSIS is available for academic staff to announce planned events and receive feedback from students. The Avclar campus features an auditorium with a capacity of 400 people for graduation ceremonies and international student conferences, as well as a conference hall with a capacity of 200 people located within the Faculty of Engineering. The Büyükçekmece campus also features a conference hall with a capacity of 400 people for these activities.

Theoretical courses for students in the VEE are held in large amphitheatres (Annex 4.2.1, Table 4.2.1). The Rectorate Annex Building has a conference hall with an area of 400 m² and a capacity of 230 people, and a classroom with an area of 100 m² and a capacity of 50 people. The Business Administration Faculty has an amphitheater (Amphitheater 5) with a usable area of 300 m² and a capacity of 200 people. The Faculty of Engineering has three classrooms, each with a usable area of 100 m²: Classroom B Block 513 with a capacity of 50 people, Classroom B Block 514 with a capacity of 50 people, and Classroom B Block 515 with a capacity of 40 people. The Faculty of Veterinary Medicine has classrooms A1 and A2 with a usable area of 200 m² and a capacity of 120 and 90 people, respectively, a Hospital Classroom with a usable area of 130 m² and a capacity of 70 people, and Hospital Classroom-2 with a usable area of 76 m² and a capacity of 40 people.

At the Avclar and Büyükçekmece campuses, there are small classrooms (Annex 4.2.1. Table 4.2.2) where theoretical lectures, seminars, one-on-one training, and thesis defenses for small groups of students enrolled in elective courses across various departments are held. The Adnan Özkoca Seminar Hall, with a usable area of 55 m² and a capacity of 40 people, and the Milk Processing and Evaluation Unit, with a usable area of 25 m² and a capacity of 15 people, are located in the Avclar Campus. The Hospital Meeting Hall has a usable area of 65 m² and a capacity of 40 people, and the Education, Teaching, Research, and Application Farm has a usable area of 30 m² and a capacity of 20 people.

Application halls and laboratories where practical courses are conducted in different departments are located in the Avclar and Büyükçekmece campuses (Annex 4.2.1, Table 4.2.3). Clinical applications are carried out at the VTH, Artificial Insemination and Embryo Transfer Department, and the Education, Teaching, Research, and Application Farm. The Büyükçekmece Campus has a Biochemistry Student Laboratory (A218) with a usable area of 70 m² and a capacity of 20 people, a Pharmacology and Toxicology Laboratory

I (A133) with a usable area of 70 m² and a capacity of 10 people, Pharmacology and Toxicology Laboratory II (A237) with 70 m² of usable space and a capacity of 10 people, Microbiology Laboratory I (A134) with 60 m² of usable space and a capacity of 15 people, Microbiology Laboratory II (A125) with 75 m² of usable space and a capacity of 15 people, (A125), Parasitology Laboratory (A122) with a usable area of 160 m² and a capacity of 45 people, Parasitology Laboratory (A234) with a usable area of 52 m² and a capacity of 20 people, Pathology Histopathology Laboratory with a usable area of 77 m² and a capacity of 15 people, Pathology Small Animal Necropsy Room with a usable area of 90 m² and a capacity of 15 people, A Animal Breeding And Husbandry and Animal Nutrition Laboratory with a usable area of 100 m² and a capacity of 55 people, A Virology and Food Laboratory with a usable area of 75 m² and a capacity of 35 people, A Self- Learning Room-2 with a usable area of 50 m² and a capacity of 4 people, A Physiology Laboratory with a usable area of 50 m² and a capacity of 30 people, A Common Application Hall I with a usable area of 100 m² and a capacity of 55 people, and another Common Application Hall II with a usable area of 100 m² and a capacity of 55 people.

At the Avclar Campus, there is an Artificial Insemination and Embryo Transfer Laboratory with a usable area of 60 m² and a capacity of 40 people, a Meat Inspection Application Laboratory with a usable area of 32 m² and a capacity of 15 people, two Obstetrics and Gynecology Student Application Laboratories, each with a usable area of 30 m² and a capacity of 15 people, An Anatomy Laboratory with a usable area of 100 m² and a capacity of 55 people, The Aquatic Products and Diseases Department's Aquatic Products Unit with a usable area of 43.5 m² and a capacity of 18 people, and A Self-Learning Room-1 with a usable area of 25 m²

and a capacity of 4 people.

The CSL is located on the ground floor of the Annex 1 prefabricated building, covering an area of approximately 100 m², and consists of 3 rooms. The rooms are equipped with modular individual tables that can be easily rearranged and grouped according to the activity and number of participants. The CSL includes 14 different stations. The CSL has been physically established, and the necessary work has been completed to render it operational in the 2025-2026 academic year (Annex 3.1.4).

The Central Library, located within the Büyükçekmece Campus Culture and Congress Center, is available to our students Monday through Friday from 8:30 a.m. to 4:45 p.m. It is housed in a two-story building with a total area of 3.110 m². Due to the earthquake that affected Istanbul, the central library is planned to be built as part of the reconstruction process of the Avcılar Campus. The Avcılar Campus Cultural Center has a

1.020 m² closed area with study rooms that can accommodate 386 people. Computers and wireless internet are available for students. The study rooms are open 24 hours a day, seven days a week. Following the earthquake that struck Istanbul on April 23, 2025, the student cultural center located in the Avcılar campus was evacuated in May 2025. (Annex 4.2.2) The study hall services within the facility cannot continue. The earthquake-resistant reinforcement construction of the evacuated student cultural center is planned to be completed by December 2026.

In the main building on the 1st floor of the Büyükçekmece campus, there are lockers for students in the common area. There are student lockers in the common area of the Avcılar Amphitheater buildings 1 and 2. On the ground floor of the hospital, there are two restrooms and a total of 32 lockers and coat hooks. There are a total of 4 chairs.

There is a cafeteria with a lake view and a capacity of 150 people, located 100 meters away from the main building in the Büyükçekmece campus. There are also various cafeterias located throughout of the campus where students and faculty members can socialize. Within the Büyükçekmece Campus Culture and Congress Center, a 200-person dining hall operated by the Istanbul University-Cerrahpaşa Health, Culture, and Sports Directorate is available for students and faculty members to eat.

The Avcılar Campus features a cafeteria with a seating capacity of 30 people as well as an open-air area located opposite the hospital building. There is also a separate cafeteria located 350 meters away from the hospital building where students and faculty members can enjoy meals and coffee. The Avcılar Campus also has a dining hall with a capacity of 300 people operated by the IUC Health, Culture, and Sports Directorate. There are numerous vending machines located inside the buildings on the Büyükçekmece and Avcılar campuses for non-alcoholic beverages, hot drinks, and snacks. There are stationery and grocery stores on both campuses, catering to the needs of students and faculty members.

There are wooden/plastic tables and chairs for students and patients to sit in the green areas inside and around the buildings in the Büyükçekmece and Avcılar campuses. There are soccer fields and basketball courts on both campuses. The Istanbul Metropolitan Municipality operates a semi-Olympic swimming pool in the Avcılar campus. There is a sports hall in the Büyükçekmece campus.

There are sufficient male, female and accessible toilets on the floors where the units are located in the Büyükçekmece and Avcılar campuses. In addition, there are showers in the VETRAF, Artificial Insemination and Embryo Transfer, Pathology Department, and VTH.

Following the 2019 earthquake, the faculty buildings are currently undergoing reconstruction, and the units have been relocated to new buildings where office space for academic staff, support staff, and doctoral

students is limited. Most academic and administrative staff share offices with 2 or 3 people. There is an open office for academic staff on the third floor of the hospital building. Both Wi-Fi access and a wired internet connection are available in the offices located in the VEE and hospital buildings. There are 22 research laboratories of varying sizes and equipment capacities providing academic staff with the resources to conduct their scientific activities.

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

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

The Dairy Cattle Unit at the VETRAF has quarantine, maternity, and infirmary units, with 1.200 m² of enclosed space and 2.800 m² of open grazing area. The farm has a capacity of 100 dairy cows, with a current herd of 50 cows (22 lactating, 14 dry, and heifers, 14 calves). The sheep unit has a closed area of 100 m² and an open area of 200 m². There are 118 animals in the barn, including 60 breeding ewes, 50 fattening lambs, and 8 breeding rams. The Poultry Unit located at the Avcılar Campus has a closed poultry house with an area of 100 m² and a capacity of 2,500 chickens, equipped with enriched cages. The poultry house is equipped with automatic feeders, waterers, manure management, and ventilation systems.

The IUC-FVM Slaughterhouse and Meat Processing Unit has an independent area of 250 m², including a meat cutting unit with one overhead monorail system and a 15-square-meter cold storage room. Additionally, this unit includes 3 offices, 1 kitchen, and 1 changing room with a shower and toilet. Outside the unit, there are 2 paddocks, one for large animals and one for small animals.

The facilities housing healthy animals at the VEE (Annex 4.3.1; Table 4.3.1) include four paddocks, each measuring 36 m², at the Equestrian and Training Paddocks of the Vocational School of Veterinary Medicine, with a total capacity of 18 people, housing 15 healthy mares and 3 stallions. The Department of Artificial Insemination and Reproduction comprises 12 areas, each measuring 4 m², with a total capacity of 4. In addition to the shelters, 4 healthy cows are roaming freely in a 300 m² grazing area. FVM Education, Training and Research Farm has a capacity of 41 people on an area of 3,200 m², with 18 lactating cows, 6 heifers, and 4 calves. The Sheep Unit, affiliated with the same farm, has a semi-open intensive system with a capacity of 141 people on an area of 1.400 m², where small ruminants are kept. The Poultry Unit has a three-story closed cage system with a total capacity of 2.300 laying hens on an area of 100 m².

The facilities used for housing animals under treatment at the Application and Research Hospital are detailed in (Annex 4.3.1; Table 4.3.2). In the inpatient unit 3, there are 8 dog cages used for treatment and monitoring purposes in an area of 18 m². The Isolation Unit provides cat isolation and treatment services with 14 cat cages in an 18 m² area, while the 17 m² section of the same unit has 10 dog cages for isolation and treatment. In the Inpatient Unit 1, there are 12 cat cages in an 18 m² area, and in the Inpatient Unit 2, there are only 12 cat cages in a 17 m² area. Both units are used for the treatment and monitoring of cats and dogs. In the Inpatient Unit 4, 6 sheep and calf cages are provided in an area of 17 m² for treatment and monitoring services. Intensive Care Unit 1 has 4 cat intensive care cabinets in an area of 20 m², and Intensive Care Unit 2 has 3 cat intensive care cabinets in an area of 20 m². These units are used for cats that have undergone surgery or are in poor general condition. The Neonatal Intensive Care Unit has 2 cat and 1 dog intensive care

cubicles in an area of 17 m², providing neonatal intensive care. The horse lying patient service has 5 horse patient paddocks in an area of 17 m², and the cattle lying patient service has 5 cattle patient paddocks in an area of 17 m², both used for treatment and monitoring.

Facilities used for clinical and diagnostic activities within the VTH (Annex 4.3.1; Table 4.3.3). The 18 m² Small Ruminant Operating Room, located on the ground floor, is used for small ruminant interventions within the scope of the Obstetrics and Gynecology Clinic. Also on the ground floor, the 19 m² Emergency Operating Room is designated for emergency interventions for cats and dogs. The ground floor also houses a 100 m² Large Animal Operating Room. The 18 m² Smear Room on the ground floor is used for examinations of cats and dogs. The 38 m² Birth and Gynecology Outpatient Clinic on the same floor, the 21 m² Emergency Outpatient Clinic Examination Room 1, the 20 m² Emergency Outpatient Clinic Examination Room 2, the 11 m² Dental Examination Outpatient Clinic, the 20 m² Eye Examination Outpatient Clinic, and the 21 m² General Surgery Outpatient Clinic 1 and 2, 21 m² ENT Outpatient Clinic, 29 m² Brain, Nerve, and Neurosurgery Outpatient Clinic, and Orthopedic Outpatient Clinic are also used for the examination of cats and dogs. The second floor has a total of 9 operating rooms, each measuring 28 m², which are used for surgical procedures on cats and dogs. The 42 m² Wild Animal Examination Room on the ground floor is designated for the examination of wild and exotic animals. The 42 m² Inpatient Examination Room on the first floor is used for examining cats and dogs that are lying down. At the same time, the same floor also houses the 34 m² Internal Medicine Examination Room 1, the 26 m² Internal Medicine Examination Room 2, the 28 m² Dermatology Examination Room, and the 22 m² Cardiology Examination Room, which also provide services for cat and dog examinations. The 21 m² Andrology Examination and Artificial Insemination Room in the Breeding and Artificial Insemination Building is used for both cat and dog examinations and artificial insemination procedures. The eight private examination rooms for faculty members, each measuring 19 m², located on the first floor, are used for cat and dog examinations.

The facilities used for diagnostic and support activities within the VTH are presented in Annex 4.3.1; Table 4.3.4. The 11 m² Radiology Records Room on the ground floor is used for storing X-ray, MRI, and CT records of cats, dogs, and similar animals. The 18 m² Emergency X-ray Room, 9 m² Ultrasound Room, 32 m² MRI Room, and 28 m² CT Room on the same floor are used for advanced diagnostic examinations of cats and dogs; the 14 m² Anesthesia and Procedure Room is used for anesthesia administration before radiological imaging. The 7 m² Control Room 1 is used for CT scans, while the 10 m² Control Room 2 is used for monitoring images during MRI scans. The 18 m² Report Room is responsible for reporting all these images. The 23 m² Technician Room is used for hospital staff to rest, while the 17 m² Sterilization Room (Autoclave) provides sterilization services for medical equipment. Also located on the ground floor, the 19 m² Obstetrics and Gynecology Ultrasound Room, the 21 m² Emergency Laboratory, and the 43 m² Central Laboratory are actively used for biochemical analyses and diagnostic processes. The 10 m² Cat Serum Room and 10 m² Dog Serum Room are used for animals undergoing treatment. At the same time, the 9 m² Patient Registration/Cashier area provides services for patient admission and payment procedures in the emergency unit. The 16 m² Student Room 1 and the 18 m² Student Room 2 are designated for students to rest during shifts. The 49 m² Central Pharmacy is where prescriptions are filled, the 17 m² Patient Registration area is where patients first arrive, and the 14 m² Cashier is the payment point during outpatient procedures.

The 8 m² Automation Room on the first floor is used for information processing activities. In contrast, the 17 m² and 20 m² Internal Medicine Ultrasound Rooms 1 and 2, along with the 22 m² Endoscopy Room, are used for advanced diagnostic examinations of cats and dogs. The 20 m² Internal Medicine Dialysis Room, 30 m² Serum Room, and 25 m² Blood Collection Room are used during treatment processes, while the 21 m² Blood Bank supports these processes. Also on this floor, the 21 m² Physical Therapy Room is equipped with a gait analysis device for physical examinations, the 21 m² Chemotherapy Room is used for the treatment of oncology patients, the 21 m² Audiology Room is used for hearing tests, and the 21 m² EEG-EMG Room is

used for neurological imaging procedures. Two rooms, each measuring 21 m², named IVF 1 and IVF 2, are used for in vitro fertilization procedures. The 258 m² Patient Waiting Area is reserved for animals undergoing treatment, while the 160 m² Hospital Administration Area is used by the chief physician, their assistants, and administrative staff. The 133 m² Secretariat serves as a support unit for hospital administrators, the 11 m² Cashier handles patient registration and payment transactions, and the 16 m² Pharmacy Warehouse stores pharmacy supplies. The 64 m² Hospital Meeting Room is used for administrative and academic meetings, while the 50 m² Surgical Meeting Room is designated for rounds, presentations, and case discussions.

The 230 m² Office 1-22 on the second floor is reserved for the academic activities of faculty members. The 30 m² Aquatic Products Laboratory is used for the safe and sustainable analysis of products obtained from aquatic sources. The 12 m² Surgical Instrument Washing Room, 17 m² Sterilization Room, and 11 m² Sterile Supply Room are used for cleaning and storing surgical materials. In contrast, the 20 m² Operating Room Storage and 10 m² Medical Waste Storage provide temporary storage for materials and waste. The 12 m² Shaving Room and 22 m² Anesthesia Room are used for preoperative preparation, while the 41 m² Operating Room Preparation and Recovery Room is used for postoperative recovery. The 21 m² Resuscitation Room is used for the care of critically ill patients following surgical procedures, while the 32 m² Laundry Room is used for washing and cleaning sterile linens.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g., research-based and evidence-based clinical training supervised by teaching staff trained to teach and assess, availability for staff and students of facilities and patients for performing clinical research, and relevant QA procedures. For ruminants, an on-call service must be available if emergency services are not provided for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics that remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices, and facilities involved in the core curriculum must comply with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

As mentioned above, the VTH provides scientific and educational services in the fields of surgery, internal medicine, and reproduction for domestic and exotic animals through its examination, surgery, diagnosis, treatment, and diagnostic units. Additionally, it provides services to specialized clinics equipped with advanced infrastructure (advanced imaging systems—MRI, CT, X-ray, ultrasound, gait analysis devices, audiology devices, and laboratories, etc.). The Emergency and Intensive Care Unit within the hospital operates 24/7, 365 days a year, providing services for pets, exotic, and farm animals. These services are carried out by academic staff, PhD students, students, technicians, and administrative personnel who continue their academic activities in the clinical departments. The hospital provides general and specialized services (cardiology, dermatology, endocrinology, gastroenterology, pregnancy monitoring, hematology/ transfusion medicine, oncology, neurology, nephrology/urology, gynecology, pulmonology, mammary health, emergency/planned cesarean section, neonatology, ophthalmology, ENT, neurosurgery, soft tissue surgery, orthopedics, and oral and dental health. These services are provided by faculty members and veterinary technical staff who are experts in their fields. The Andrology Clinic of the Department of Reproduction and Artificial Insemination at IUC-VFM offers andrological examination, sperm collection, evaluation, infertility treatment, and artificial insemination services for cats, dogs, farm animals, and horses.

IUC-VTH has a vehicle equipped with devices and materials for emergency examinations and treatments. Upon calling the emergency number found on the Veterinary Faculty animal hospital website, specialist

faculty members and students provide on-site medical services for the vehicle. Suppose the animal requires emergency intervention and needs to be transported to the hospital. In that case, the animal is brought to the hospital using the animal transport vehicle available at the Veterinary Faculty, where specialists and students carry out the necessary procedures.

Pet owners first make an appointment through the contact channels on the Istanbul University Faculty of Veterinary Medicine Animal Hospital website. After a general examination, they are referred to advanced diagnostic units. Based on applications made through the Faculty of Veterinary Medicine Animal Hospital website, specialist faculty members and students provide on-site medical services with a vehicle at the appointment time. Additionally, for large animals such as horses and cattle, our on-call veterinarians offer on-site services to institutions with which we have a protocol agreement. Furthermore, when necessary, our on-call veterinarians provide consultation services by telephone or direct the animal to be brought to our hospital. In addition, there are two seminar rooms within the hospital where surgical, gynecological, and internal cases can be consulted jointly by 10th semester students, doctoral students, and faculty members.

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

Students have the right to participate in all diagnostic and treatment approaches within the VTH and VEE, starting with clinical practice courses in the 3rd, 4th, and 5th grades. However, in cases where biosafety and the number of people in the field are limited, the faculty member and clinical supervisor determine the individuals. Students actively participate in clinical activities, as well as clinical visits and daily planning, where clinical cases are discussed. They can attend the CSL (Detailed information about CSL is provided in Annex 3.1.4.) at any time through the laboratory program. Students can access all laboratory and diagnostic images of patients they are following through the hospital's computer system (VETSIS).

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

The quarantine building, located within 100 meters of the VTH for ruminants, horses, and pets, has a gross area of 200 m² and a net area of 185 m². The facility contains six independent rooms. The floors of these rooms are smooth concrete, and the walls are tiled up to a height of 150 cm. Two of the quarantine rooms (each 16 m²) are designated for horses and farm animals, while the other two are used for cats and dogs. The unit is equipped with a ventilation system. Animals enter the facility through a single door, and waste is removed through another door and disposed of by the biosecurity rules specified in the Biosecurity Manual (see Standard 4.9). There is a 13 m² staff room with a separate entrance within the facility. The room includes a shower and toilet for staff use. Faculty members, animal caretakers, and PPT students provide care for sick animals, adhering to biosecurity rules and wearing appropriate protective equipment. Waste from the pens is collected in special storage areas without entering the general circulation, disinfected, and then sent to the general sewage system and treatment facilities.

Within the isolation facility, biosecurity measures include keeping paddock doors closed and posting warning signs at entrances; disinfectant mats, disposable coveralls, gloves, and masks are mandatory at entrances; areas where patients are kept are cordoned off and cleaning is carried out by specially trained personnel; equipment (thermometers, buckets, brushes, etc.) is not transferred to other areas and is disinfected after each use.

In the examination room designated for small animals with infectious diseases at the VTH, the use of disposable gloves and masks is mandatory; separate examination pens, thermometers, and other materials must be used for each patient, and all used materials must be disinfected and disposed of in appropriate medical waste containers.

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

At the IUC-FVM Education, Training, Application, and Research Farm's Cattle and Sheep Unit facilities, students receive theoretical and practical courses in field veterinary medicine, herd health management, and the importance of nutrition strategies starting from their second year. In addition to these educational activities, students gain practical knowledge through clinical applications, field trips focused on herd health, and visits to poultry farms, particularly starting from the fourth year.

Under the supervision of academics at the farm, students participate in blood sampling procedures, fecal and urine analysis, body condition scoring, feed and ration evaluation, estrus synchronization, estrus monitoring, calving, newborn care and feeding, dry-off practices after lactation, fixed-time artificial insemination, and embryo transfer applications are provided to increase their knowledge. In addition, their knowledge of current computer programs, culling strategies, and vaccination programs related to herd management is also increased. The process of milking dairy cows kept at the VEE, from milking to packaging, is demonstrated in the milk processing unit. Students participate in ante-mortem and post-mortem examinations of animals sent for slaughter for herd renewal at the Meat Processing Unit within the faculty, thereby gaining important information for public health. At the Poultry Unit within the VEE, PPT students participate in egg collection, ration preparation, and vaccination programs to gain practical knowledge in poultry medicine.

Students are taken to large and small livestock farms, as well as poultry farms, as part of field medicine; students and academic staff participate in health assessment studies and risk management analyses under the supervision of the farms' veterinarians.

VEE allocates a special vehicle (for 14 people) for use in outpatient clinic services. In addition, 14- or 24-seater minibuses belonging to the Rector's Office are requested and provided at the beginning of the semester for mobile clinics and farm visits. Students visit farms with vehicles assigned to them by their responsible faculty members and participate in clinical activities under the supervision of the farms' responsible veterinarians. Students are provided with disposable aprons, surgical caps, and gloves for these activities.

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

There is one 14-seater diesel vehicle available to transport Veterinary Faculty students, academic staff, and support staff. When necessary (e.g., for group visits to off-site facilities), 50-seat buses can be allocated by the Istanbul University-Cerrahpaşa Rectorate. The transportation of live animals to and from IUC-FVM is the

responsibility of the animal owners. The Istanbul Metropolitan Municipality Environmental Protection and Control Directorate manages the transportation and disposal of animal-derived materials. (Annex 4.1.2) In situations where students may come into contact with live or cadaver material, disposable waterproof aprons, surgical caps, boots, and gloves are provided to students.

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

IUC-FVM aims to increase compliance with biosecurity standards and the effectiveness and efficiency of its services. The Biosecurity Commission, which operates under the relevant vice-dean's office, and the Chemical Waste Commission continue to operate regularly within IUC-FVM. Biosafety and the prevention and control of infectious diseases are fundamental functions of all Faculty Units, particularly the VTH. Infection prevention and control practices at IUC-FVM are carried out by defined processes under the [Waste and Environmental Management Procedure](#) (Annex 4.9.1). The methods applied at IUC-FVM aim to reduce the risk of all hospital-acquired and zoonotic diseases. The Biosafety and Infection Prevention and Control procedures used at IUC-FVM have been specifically adapted to the infectious disease threats likely to be encountered in the unique conditions of IUC-FVM. They are made available to internal and external stakeholders through the [Biosafety Guide](#) (Annex 4.9.2). The Biosafety Guide is a document prepared by IUC-FVM that outlines standard operating procedures for students, administrative, and academic staff. The content includes detailed guidelines ranging from general biosafety standards to procedures for specific animal groups such as horses, ruminants, and cat-dog clinics, food biosafety, rules for educational and experimental farms, the anatomy unit, necropsy procedures, and laboratory procedures. This contributes to creating a more sustainable education and research environment by enhancing environmental awareness among students and staff.

Comments

In October 2019, the evacuation of the old faculty building of IUC-FVM and the relocation of many departments to the Büyükçekmece Campus resulted in some physical difficulties. One of the most significant challenges was the loss of five large lecture halls, including four 150-seat lecture halls used for theoretical courses and one 200-seat lecture hall in the former hospital building. Theoretical courses were initially held in lecture halls at the Büyükçekmece Campus. Immediately thereafter, with the onset of the pandemic in March 2020, education and training continued online. During this process, two lecture halls were constructed for the exclusive use of VEE to conduct all theoretical courses at the Avcılar Campus, and starting from the fall semester of 2023-2024, all theoretical courses began to be taught at the Avcılar Campus. However, due to the insufficient capacity of these lecture halls and for the well-being of students, the conference hall belonging to the Rectorate at the Avcılar Campus and additional classrooms and lecture halls from other faculties are also being effectively utilized for education and training.

Another physical challenge is the demolition of the old hospital building. During this process, the new IUC-VTH was constructed and opened for education, teaching, and service in February 2024. A large animal operating room was physically established on the ground floor of this hospital, but due to insufficient equipment, this unit has not yet begun accepting patients. The procurement process for materials and equipment for the large animal operating room is ongoing.

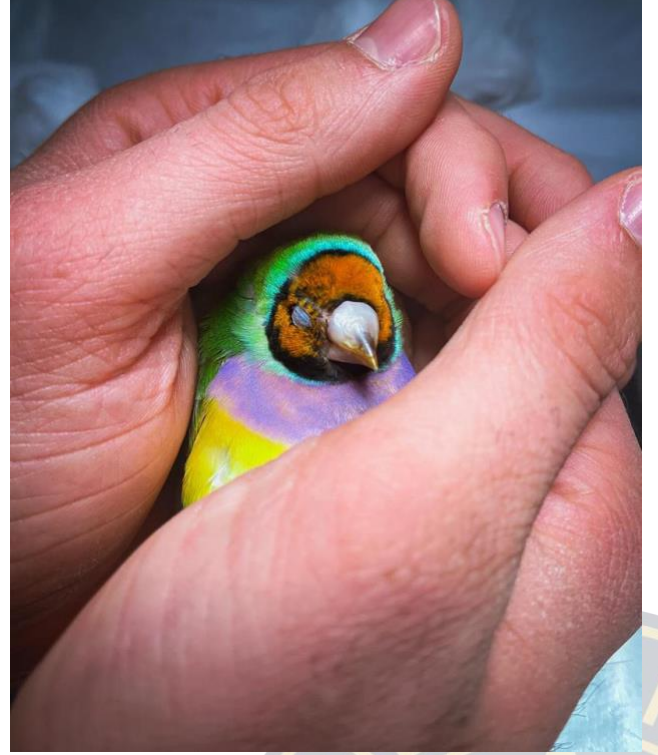
There were two large animal necropsy rooms, one in the demolished old faculty building and one in the old hospital building. The large animal necropsy room in the old faculty building was actively used. Following the evacuation and demolition of the old faculty building in 2019, large animal necropsy procedures were continued in the second large animal necropsy room located in the old hospital building. However, with the evacuation and demolition of the old hospital building in February 2024, it became necessary to continue large animal necropsy procedures only as EPT. The new faculty building includes a large animal necropsy room that meets all requirements and is compliant with biosafety procedures.

The permanent solution to eliminate all physical difficulties is the construction of a new faculty building equipped with all necessary facilities. For this reason, the tender for the new faculty building of IUC-FVM was accepted in 2022, and construction has begun. The new IUC-FVM faculty building, constructed in a modular style with four floors and a total enclosed area of 40.000 m², includes administrative units, faculty offices, student and research laboratories for all departments, meeting and seminar rooms, a library, four 200-seat amphitheatres, six classrooms accommodating 40-80 students, a cafeteria, club rooms for students, a dissection room, a large and small animal necropsy room, and a covered parking lot for 120 vehicles. The construction of the new faculty building is ongoing, with completion scheduled for May 2026.

Suggestions for Improvement

The physical spaces at the IUC-FVM Avcılar campus need to be reoptimized, particularly for students' individual study and leisure activities. The construction of the veterinary faculty's central building is expected to be completed by March 2026, with all faculty units moving into the building and continuing education at this campus by April 2026.

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Area 5

Animal Resources and Teaching Material of Animal Origin

Standard 5.1: The number and variety of healthy and diseased animals, first-opinion and referral cases, cadavers, and materials of animal origin must be adequate to provide practical and safe hands-on training in all relevant areas and be 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.

VEE procures animal and animal-derived educational materials from both internal and external sources. In this process, internal units, such as VTH, hospital laboratory, and department laboratories, play critical roles. Additionally, high-standard laboratory animal units, independent clinics, animal shelters, specialized farms, municipal slaughterhouses, and other specialized external facilities provide animal-derived educational materials.

Students participate in on-site treatment services for animals brought from outside and at external facilities, which provides additional support for practical education beyond the facilities available within the VEE.

As the only public institution in Istanbul providing healthcare services to all animals, including both domestic and wild species, VTH is the preferred choice for animal owners. This situation offers students more practical training opportunities. As of 2024, VTH's patient admission system has been updated, and appointments can now be made directly with specialist physicians through an online booking system. There is no specific regulation in Turkey defining the first examination and referral points in veterinary medicine. VTH has departmental clinics (Internal Medicine, Surgery, Obstetrics and Gynecology, Wildlife, and Radiology Clinics). However, cases requiring specialization, such as Ear, Nose, and Throat (ENT), Ophthalmology, Neurology, and Cardiology, are referred to academic staff with expertise in these fields. Currently, there is no specific legislation in Türkiye regulating first consultation and referral centres in veterinary medicine, and this process is still under development at the VEE. Ongoing efforts aim to establish dedicated departments and clinics for ENT, Ophthalmology, Orthopaedics, Traumatology, and Oral and Maxillofacial Surgery. ([Annex 5.1.1](#))

In recent years, the central location of VEE has resulted in an insufficient number of large animal cases at the VTH. This issue is being addressed primarily through visits to the IUC-FVM Education, Teaching, Research, and Application Farm, as well as mobile clinic applications.

The primary goal of IUC-FVM is to provide students with a comprehensive and modern education, ensuring they graduate as well-trained and confident veterinarians. To achieve this objective, our faculty focuses on maximizing the use of animals and animal-derived materials in education to ensure students acquire the necessary competencies. To achieve this, VEE incorporates slaughterhouse materials, non-clinical animal materials, and live animals into its education in various disciplines, including Basic Sciences, Animal Science and Animal Nutrition, Food Hygiene and Technology, Pre-Clinical Sciences, and Clinical Sciences. Students first have direct contact with live animals in the fifth semester; however, animal materials are used from the first year onwards.

Animals presented to the VTH for diagnosis, treatment, and preventive care are systematically integrated into both undergraduate and postgraduate education programs. Several practical courses are conducted at the VTH in alignment with the curricula of different semesters.. Additionally, the PPT, which is a core component of the veterinary medicine undergraduate program, is primarily conducted at the VTH during the 10th semester. During this period, students also receive training at external facilities under the supervision of academic staff, in addition to mobile clinic applications. In this way, students receive practical training according to the rotation program and support veterinary health services during the 10th semester. The rotation program ensures that each student participates equally in all activities through assigned sub-unit

tasks and systematic monitoring. Logbooks are used to record and track the practical activities in which students are involved.

Students participating in practical training must comply with biosafety rules. In this context, students are required to wear disposable gowns, masks, gloves, caps, and boots before entering the practical training area (Annex 4.9.2).

In the basic sciences, cadavers from different species, organ preparations, blood, serum, and urine are used in the departments of Anatomy, Biochemistry, and Histology. These materials provide basic knowledge and practical experience at the beginning of the program.

In the Department of Anatomy, both cadavers (whole animals and organs) and models are available for students. These materials are used both in practical classes and outside class hours under the supervision of academics.

As part of the Laboratory Animals Application Course (VTRN2178) offered by the Department of Histology, students visit the Experimental Medicine Research Laboratory (DETALAB) at IUC. During this visit, introductions to species and gender identification in mice, rats, and rabbits are provided (Annex 5.1.2).

In the Department of Animal Science and Animal Nutrition, students prepare rations for computer-assisted model animals as part of the Animal Nutrition and Nutrition Diseases Department's practical applications. Within the scope of Animal Breeding and Husbandry 1 and Animal Breeding and Husbandry 2 courses, applications are made on large and small ruminants at the VETRAF, Cattle and Sheep Units on morphology and productivity, breed characteristics, and herd health. In addition, technical visits to large animal farms are organized for students as part of the 10th semester PPT. During these technical visits, farms are evaluated and examined in terms of shelter structures, bedding and exercise areas, milking systems, welfare parameters, herd health, and management practices.

The Food Hygiene and Technology Department conducts ante-mortem examinations of live animals and post-mortem examinations of blood, skin, internal organs, heads, and carcasses in slaughterhouses. In the food laboratory, milk processing and evaluation unit, and egg packaging facility, analyses of meat, milk, eggs, and water products are conducted as part of student practical courses.

In the Department of Pre-Clinical Sciences, students in the fields of Microbiology, Virology, and Parasitology are taught the methods used in relevant analyses through practical training on animal-derived materials such as blood, urine, feces, and milk. This training enables them to master the processes of sample collection, transportation, and laboratory analysis.

Student applications within the Department of Pathology are conducted in the 7th, 8th, and 10th semesters for 4th-year veterinary faculty students and those undergoing CCT and PPT training. During the practical training, basic necropsy techniques are taught on cadavers; organ systems are dissected and examined individually, and potential macroscopic and microscopic pathological changes are identified. Practical training groups consist of an average of 8–10 students. In these practical training sessions, each student is offered hands-on experience by working directly with cadavers, thereby ensuring the active participation of all students in the practical training.

Within the Department of Clinical Sciences: Internal Medicine, Surgery, Radiology, Wildlife Diseases and Ecology, Reproduction and Artificial Insemination, Obstetrics and Gynecology departments offer practical courses in effective communication with pet owners, taking medical histories, examining animals, imaging

techniques and their interpretation, sample collection (blood, urine, skin scrapings, needle aspiration, etc.), interpreting laboratory findings, performing specific organ and system examinations, treatment, anesthesia and analgesia, patient follow-up, prescribing medications, artificial insemination procedures, and protocols to increase pregnancy rates, reproductive andrology, and reproductive technology.

Students participate in clinical training in small groups (averaging 4 and 8 students, respectively) in their 4th and 5th years. The VETRAF houses 46 cattle, 140 small ruminants, 40 poultry, and two horses. These animal species are used for educational purposes in the 3rd, 4th, and 5th-year Clinical Applications courses of the VEE. The clinical applications performed by students in these courses are tracked through a logbook ([Annex 5.1.3](#)).

All animals brought to the VTH are used for educational purposes in clinical settings. The units with which collaboration is carried out to enable students to observe more healthy and sick animals are as follows ([Annex 1.2.4](#)):

- Ministry of Agriculture and Forestry, General Directorate of Nature Conservation and National Parks (January 1, 2019)
- Turkish Jockey Club (November 1, 2019)
- Esenyurt Municipality (November 11, 2019)
- Istanbul Bosphorus Command (January 10, 2020)
- 54th Mechanized Infantry Brigade Command (January 17, 2020)
- 1st Army Command of the Turkish Land Forces (June 10, 2020)
- TARSİM Agricultural Insurance (October 12, 2020)
- 12th Ammunition Battalion Command of the Land Forces (December 1, 2020)
- Kırklareli Provincial Gendarmerie Command (February 24, 2021)
- Istanbul Police Department Bomb Disposal and Investigation Branch Directorate (April 1, 2021)
- Istanbul Police Department Public Order Directorate (April 7, 2021)
- 47th Commando Brigade Command (May 6, 2021)
- 3rd Corps (HRF) Headquarters Support Command (June 9, 2021)
- Avcılar Municipality (July 16, 2021)
- KKK 1st Army Command (August 18, 2021)
- Bahçelievler Municipality (November 8, 2021)
- Çorlu Municipality (November 24, 2021)
- Silivri Municipality (December 8, 2021)
- Equine Science and Coaching – Vocational School of Veterinary Medicine, Istanbul University- Cerrahpaşa (September 4, 2023)
- Istanbul Provincial Gendarmerie Command (May 7, 2024)
- Army Education and Doctrine (Infantry School) Command (July 8, 2024)
- Experimental Medicine Research Laboratory (DETALAB), Istanbul University-Cerrahpaşa Institute of Nanotechnology and Biotechnology (February 20, 2025)

Under the protocols signed with these institutions, services that cannot be provided by the aforementioned units within their facilities, such as laboratory analyses, medical imaging, experimental invasive and non-invasive procedures, examinations, diagnoses, treatments, and necropsies, are carried out by VTH.

In addition, thanks to the mobile clinic available in the 4th and 5th-year programs, students are engaged in the processes of examination, diagnosis, invasive, and non-invasive procedures, and treatment of companion animals, horses and large/small ruminant species during visits to shelters and commercial farms.

Clinical education encompasses not only clinical examination and the application of clinical procedures but also active participation in collecting and presenting diagnostic tests, performing relevant diagnostic tests themselves, utilizing medical record systems, and presenting their cases appropriately to other students, instructors, or animal owners. In addition to practical training, theoretical topics related to cases, including anamnesis, etiology, pathogenesis, and treatment, are also covered during lectures.

The Department of Wildlife Diseases and Ecology, established to incorporate wildlife medicine practices into undergraduate education systematically, has been in operation for seven years. The Wildlife Research and Conservation Club (VAŞAK), its student club, has been active for 23 years. All wildlife patients brought to VTH receive hospitalization and support from all necessary units throughout their treatment.

VTH has an independent [website](#) to promote its services, increase the use of its appointment system, and increase patient potential. This website has significantly enhanced the faculty's interaction with external stakeholders, resulting in increased referrals and consultations.

In addition to external institutions, the VETRAF is visited under the supervision of instructors. These visits complete the routine clinical education of undergraduate students. Students gain knowledge about different animal housing conditions, welfare standards, and breed characteristics through practical training on cattle, sheep, and chickens. The welfare of animals used in education and research activities is subject to strict regulations. Regulations related to animal welfare at the VETRAF are implemented by the farm committee. IUC-FVM is a vital facility where students interact with both healthy and sick farm animals, as well as animal-derived materials.

The VETRAF, located 10 km from the Avcılar Campus in the Avcılar Firuzköy neighborhood, housed 80 cattle and 400 sheep. The farm was relocated to the animal barns behind the old VTH at the end of 2021. During this relocation, animal welfare requirements and logistical considerations were evaluated, resulting in a reduction in the number of live animals. Following earthquake resistance analyses and soil studies conducted at the old VTH, it was decided to evacuate and demolish this unit, leading to the establishment of a new farm. The farm unit began operations at its new location on the Avcılar Campus as of July 17, 2024. VETRAF, Cattle Unit, has been established with a closed area of 1,200 m² and an open grazing area of 2,800 m². The facility includes quarantine, birthing, and veterinary units. The facility has a capacity of 100 dairy cows, with a current herd of 50 cattle (22 lactating cows, 14 dry cows and heifers, and 14 calves). The Cattle Unit is also used for education in animal care, housing, veterinary services, farm management, animal welfare regulations, and ethical principles. The sheep unit has a closed area of 100 m² and an open area of 200 m², with a capacity of 200 sheep. Currently, there are 60 breeding ewes, 50 fattening lambs, and eight breeding rams, comprising 118 animals in the barn. The poultry unit at IUC-FVM Avcılar Campus is engaged in egg production. The unit has a closed area of 100 m², a capacity of 2,500 chickens, and enriched cages. The poultry house is equipped with automatic feeders, waterers, manure management, and ventilation systems. Currently, there are 40 laying hens in the poultry house.

The production and processing of animal products such as eggs and milk are carried out through practical training provided at egg production and packaging [facilities](#), as well as milk and dairy product processing and evaluation facilities, thereby enabling students to gain hands-on experience. Within the scope of meat hygiene and control, students participate in systematic meat inspection, including pre-slaughter and post-slaughter examinations, at the IUC-FVM Slaughterhouse and Meat Evaluation Unit. Students actively participate in all processes related to farm animals. During visits to commercial cattle, sheep, and poultry farms, students receive training on herd management, housing feasibility, milking unit operation, calf care, beef cattle welfare assessment, housing inspections, and all other stages of poultry production.

The necropsy room belonging to the Department of Pathology is located within the Büyükçekmece Campus of IUC-FVM. This necropsy area is designed for small animals. Thus, a more efficient and safe working environment is provided in terms of both physical space utilization and biosafety standards. Due to the limited space, specialized crane systems, powerful ventilation, and technical equipment are required to ensure the hygiene conditions necessary for large animal necropsies; therefore, these procedures cannot be performed in the Department of Pathology's necropsy room. Nevertheless, necropsy procedures for large animals are conducted in the 7th, 8th, and 10th semesters under academic supervision with student participation as part of the EPT (TARSİM) program.

Cadavers used in pathology clinical applications are obtained from animals that have died at the VTH and VETRAF and whose owners have given consent for necropsy. These cadavers, used for educational and practical purposes, are stored frozen to prevent decomposition. Cadavers stored in deep freezers are refrozen and retained when their usage period expires or they become waste after application. They are then collected and disposed of by the Istanbul Metropolitan Municipality in accordance with relevant regulations (Annex 4.1.2).

The Department of Pathology collects numerous samples from various animal species. Most biological samples and cadavers are obtained from VTH. The Department of Pathology at IUC-FVM holds a license from the Veterinary Diagnosis and Analysis Laboratory of the Food and Control General Directorate of the Ministry of Agriculture and Forestry of the Republic of Turkey. Within this scope, additional necropsy sources include private clinics, individual pet owners, municipal animal shelters, national parks, private breeders, farms, laboratory animal facilities in Istanbul and its surroundings, wildlife and exotic animal parks, and ministry institutions. These external sources may officially request a necropsy or send samples for pathological examination.

As a result of the relocation of the Department of Pathology to the Büyükçekmece Campus due to the earthquake in 2019, the license of the Veterinary Diagnosis and Analysis Laboratory of the Food and Control General Directorate of the Ministry of Agriculture and Forestry of the Republic of Türkiye was suspended due to changes in physical conditions and address. Following the improvement of the physical conditions required by the Ministry for the license, a new application was submitted, and on September 11, 2023, the license for the Department of Pathology at IUC-FVM was reinstated by the Ministry of Agriculture and Forestry, General Directorate of Food and Control, Veterinary Diagnosis and Analysis Laboratory (Annex 5.1.4). During the period in question (October 2019-September 2023), due to the suspension of the license, the number of necropsy materials received from external sources at the Department of Pathology decreased dramatically, and cadaver materials for students had to be obtained exclusively from the faculty animal hospital.

The animal owner must sign a consent form to accept a necropsy of animals that have died at IUC-FVM. Cadaver donation for necropsy and student education is encouraged (provided there is no zoonotic risk). Continuous efforts are being made to strengthen communication with external stakeholders to increase the number of cadavers available for educational purposes. The faculty uses the "VETSIS-Animal Hospital Veterinary Automation System" for sample acceptance and necropsy procedures. Biological samples are collected, subjected to appropriate pathological procedures, and disposed of properly. Wild animal cadavers brought to the IUC-FVM Animal Hospital and the Department of Wildlife Diseases and Ecology are accepted for necropsy according to protocols. Students rotate weekly, and all students are actively involved in necropsy in each application group. All animal-derived samples examined are shared with other relevant departments (such as Microbiology, Parasitology, and Virology) for further analysis when necessary. Students actively participate in all these processes, gaining practical experience in pathology and necropsy.

In anatomy practical classes, ruminant cadavers from farms belonging to VFH and VETRAF are used. Single-hoofed animals are obtained from the Vocational School of Veterinary Medicine, and cat and dog cadavers are obtained from the VTH. Animals are checked for infectious diseases before becoming cadavers and are converted into cadavers if deemed suitable.

The number and variety of animals to be used in pre-clinical education are determined by the faculty members of the relevant department, considering the number of rotating student groups. In areas where shortages occur, solutions such as increasing the number of intramural animals or establishing a protocol with EPT are developed by the dean's office to add new animal training materials ([Annex 5.1.5](#), Annex 5.1.2).

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

Species	2024*	2023	2022	Mean
Cattle	51	50	44	48,3
Small ruminants	41	37	33	37
Pigs	5	4	4	4,3
Companion animals	20	20	20	20
Equine	49	49	49	49
Poultry & rabbit	0	0	0	0
Aquatic animals	0	0	0	0
Exotic pets	0	0	0	0

Others (specify)

*The last complete academic year prior to the Visitation

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

Species	2024*	2023	2022	Mean
Cattle	20	0	0	6,6
Small ruminants	0	20	20	13,3
Pigs	0	0	0	0
Companion animals	50	50	50	50
Equine	20	20	20	20
Poultry & rabbit	60	330	0	130
Aquatic animals	0	0	0	0
Exotic pets	0	0	0	0

Others (specify)

* The last complete academic year prior to the Visitation

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

Species	2024*	2023	2022	Mean
Cattle	21	21	4	15,3
Small ruminants	25	27	47	33
Pig	0	0	0	0
Companion animals	22120	12651	23918	19563
Equine	30	3	83	38,6
Birds & Exotic & Rodent	2435	2272	2530	2412,3

* The last complete academic year prior to the Visitation

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

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

Species	2024	2023	2022	Mean
Cattle	302	4496	6266	3688
Small ruminants	67	214	3130	1137
Pig	0	0	0	0,0
Companion animals	135	1290	515	646,6
Equine	204	500	140	281,3
Poultry & rabbit	70	153	0	74,3
Aquatic animals	0	0	0	0,0
Exotic pets	0	0	0	0,0

* The last complete academic year prior to the Visitation

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

Table 5.1.6. Cadavers used in necropsy.

Species	2024*	2023	2022	Mean
Cattle	63	119	40	74
Small ruminants	157	154	107	139,3
Pig	0	0	0	0
Companion animals	304	429	168	300,3
Equine	8	4	0	3,6
Poultry & rabbit	302	26	221	183
Aquatic animals	0	1	0	0,3
Exotic pets	3	2	24	9,3

* The last complete academic year prior to the Visitation

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

Species	2024*	2023	2022	Mean
Cattle	91	310	259	220
Small ruminants	37	44	15	32
Pig	0	0	0	0
Equine	9	11	0	12,6
Poultry & rabbit	33	20	2	18,3
Aquatic animals	0	0	0	0

* The last complete academic year prior to the Visitation

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

Species	2024*	2023	2022	Mean
Ruminant slaughterhouses	60	75	6	47
Pig slaughterhouses	0	0	0	0
Poultry slaughterhouses	3	3	0	2
Related premises **	390	200	7	199
Others (Petshop, Veterinary pharmacy, Veterinary Clinic, Animal Rehabilitation Center, Food supplement production facility)	0	8	0	2,6

* The last complete academic year prior to the Visitation

**Premises for the production, processing, distribution, or consumption of food of animal origin

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

Undergraduate education encompasses faculty departments, laboratories, the VTH, and the VETRAF, as well as collaboration with various external stakeholders.

The most crucial component of elective practical training is mobile clinical applications. A Mobile Clinic Coordination Unit has been established to manage and coordinate these applications. The Coordination Unit, in collaboration with the VEE Curriculum Commission, coordinates off-campus visits to ensure that applications are carried out regularly. Planning takes into account the necessary animal species and clinical procedures. Mobile clinic applications are planned in rotations during the 7th, 8th, and 9th semesters as part of clinical application courses and the 10th semester as part of PPT program. To keep the number of students low, rotations are conducted in groups of 5-10 students on average ([Annex 5.2.1](#), [Annex 5.2.2](#), and [Annex 5.2.3](#)). Participation in mobile clinic activities is mandatory for all 4th and 5th-year students, and the committee closely monitors this process. Diagnosis, treatment, and other clinical services are performed by students under the supervision of instructors. Additionally, visits are organized to villages around Istanbul, medium- to large-scale farms, and the VETRAF. The procedures performed during these visits are recorded separately for each student and stored in the drive storage area.

In addition to mobile clinic applications, field visits to special farms are organized in the 4th semester as part of the Animal Breeding and Husbandry II course applications and in the 10th semester as part of the farm application rotation. During these visits to farms, students receive training on cattle herd management, shelter feasibility, milking unit operation, calf care, and welfare assessments of dairy and beef cattle.

IUC-FVM students also conduct fieldwork at other external units such as ruminant and poultry slaughterhouses, TJK, and municipal shelters. In coordination with veterinarians and technical staff at these institutions, pre- and post-mortem examinations, mastitis screening, sterilization operations, vaccination, and animal welfare controls are carried out.

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

During their undergraduate education, students receive training in veterinary nursing and care through theoretical and practical courses of varying intensity depending on their academic term.

Mandatory EPTs begin at the end of the 4th semester. These include a farm, supervised by the Farm EPT Committee at the end of the 4th semester, a food, supervised by the Food EPT Committee, at the end of the 6th semester, and a clinical, supervised by the Clinical EPT Committee, at the end of the 8th semester.

During the 5th and 6th semesters, students acquire nursing skills through courses such as Internal Medicine Clinical Examination Methods, Surgical Clinical Examination Methods, Clinical Applications (A), and Clinical Applications (B). During these courses, students are taught basic skills, including approaching and restraining animals, practicing biosafety, administering medications and fluids, collecting biological samples, performing simple clinical tests, assisting in surgeries, and cleaning equipment.

Due to the large number of students in the undergraduate program, well-planned rotation programs have been established to ensure that clinical education is carried out effectively. Within this scope, students participate in clinical education in small groups (averaging 4 and 8 students, respectively) in the 4th and 5th grades. Students are assigned to units specified in the [weekly program](#), enabling them to participate directly in practical applications. The number of students in rotations is carefully limited to ensure that each student acquires basic competencies and First Day Skills.

In the 7th and 8th semesters, the Clinical and Pathology A and Clinical and Pathology B practical courses are offered. In the 8th and 9th semesters, emergency department shift rotations are available. Additionally, in the 7th, 8th, and 9th semesters, a Mobile Clinic rotation is offered. Theoretical and practical courses on Reproduction and Artificial Insemination are offered in the 8th and 9th semesters. Through clinical practical courses, students also develop communication skills by interacting with animal owners and reinforce these skills under the supervision of veterinarians during emergency shifts.

The primary procedures performed by students during these practical courses are listed below:

- Safe approach and restraint of animals,
- Obtaining a detailed medical history from animal owners,
- Maintaining complete patient records,
- Conducting physical examinations, including neurological, orthopedic, reproductive, and ophthalmic examinations,

- Assessing the nutritional status and welfare of animals,
- Performing fine needle aspiration biopsies, collecting milk, blood, urine, rumen fluid, and fecal samples,
- Administering oral, subcutaneous, intramuscular, and intravenous medications,
- Assisting in advanced diagnostic procedures such as endoscopy, skin biopsy, and on-site analysis,
- Performing treatment procedures such as catheter placement, fluid therapy, wound care, and post-operative care,
- Performing rectal examinations,
- Assisting consultants in dystocia,
- Collecting and evaluating semen, and performing andrological analyses,
- Estrus synchronization and artificial insemination procedures,
- Implementing biosafety procedures in isolated cases,
- Preparing surgical materials, assisting in surgeries, and providing post-operative care,
- Participating in complex surgeries such as osteosynthesis, applying suturing techniques,
- Performing post-operative emergency care procedures,
- Preparing patients for imaging procedures and positioning them correctly,
- Assisting the relevant specialist during ultrasound examinations,
- Analyzing radiological and ultrasonographic findings and formulating hypotheses regarding the disease,
- Administering anesthesia under supervision and performing intubation,
- Performing necropsy, collecting samples, conducting macroscopic evaluation, interpreting differential diagnoses, and writing necropsy reports.

Students are actively involved in patient management from start to finish (from admission to discharge). Academic staff and students discuss cases at appropriate times during the day, covering topics such as clinical examination findings, data recording, differential diagnoses, diagnostic procedures, treatment options, and prognosis. During clinical practice in the 4th and 5th years and the 10th semester PPT programme, daily case discussions with academic staff in a question-and-answer format help students better understand case management. Students also have the opportunity to exchange ideas about cases with doctoral students in the clinical departments. Students can access the VETSIS patient record system from within the campus to read, analyze, and discuss the procedures applied in cases. Academics encourage students to conduct literature reviews related to cases. Through the IUC central library, students have access to numerous scientific databases, including PubMed, ScienceDirect, Scopus, Elsevier, and Web of Science (a detailed list is provided in Section 6.3). Students can access these resources both on and off campus.

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

The VEE strives to continually improve the quality of its clinical services and education. In line with this, the “VETSIS-Animal Hospital Veterinary Automation System” software, which provides comprehensive patient information management, has been in use within the institution since 2015. After patient and patient-related data are recorded in the system, the patient is directed to the relevant clinic. All information related to clinical evaluation, diagnostic processes, and treatment plans is entered into the electronic system by undergraduate and graduate students under the supervision of their respective clinic supervisors. The patient’s species, breed, and age information is entered into the system in the first stage, followed by the medical history. The vital signs obtained from the clinical examination and the clinical examination findings are entered into the system. After the patient is diagnosed and a prescription is created, the prescription information is recorded in the system. Students can access the medical history, examination findings, laboratory findings,

and prescription information of the patients they are following through the “Student Application” section (Annex 5.4.1) of the VETSIS automation system. Students access radiography results by logging into the PACS system’s website using their username and password. Access to the PACS system is available only through the VTH local network; access to the VETSIS is available only through the IUC local network.

Comments

Within the scope of the One Health policy, the Department of Food Hygiene and Technology offers a course on “Veterinary Public Health,” in which students are taught the concept and importance of One Health. However, considering that this subject cannot be sufficiently understood through theoretical courses alone, especially in light of its increasing importance on a global scale following the COVID-19 pandemic, it has become clear that there is a need for more comprehensive education, research, and project studies related to the One Health approach.

In this context, the Faculty Council has decided to establish a separate “Department of Veterinary Public Health” to address the subject from a broader perspective. Although the IUC Senate has not yet approved this decision, it is expected that the approval process will be completed in the coming period. During this process, curriculum preparations are ongoing, and infrastructure planning for the department is being carried out in the newly constructed faculty building.

The monitoring of students’ competencies is currently carried out through printed logbooks. In collaboration with the Assessment and Evaluation Committee and the IT Department of the Faculty of Veterinary Medicine, work on e-logbooks began in June 2025. The transition to e-logbooks is planned for the 2025- 2026 academic year.

To prevent the observed decrease in the number of laboratory animals, such as rats, mice, rabbits, guinea pigs, and hamsters that students observe, a protocol was signed with DETALAB in the spring 2025 semester. As a result of this protocol, students in the pre-clinical rotation of the veterinary science program began receiving 4 hours of practical training in the rodent breeding laboratory.

In the Department of Pathology, in cases where necropsy materials are limited in different animal species (For example, two devastating earthquakes, measuring 7.6 and 7.7 Mw, struck on February 6, 2023, affecting seven major cities and claiming at least 53,537 lives. In their aftermath, all higher education institutions in Turkey suspended in-person classes for the entire 2022–2023 spring semester, which was conducted online instead.) The continuity of students’ education is ensured through desk-based and online training. PowerPoint presentations support desk-based education prepared using photographs from necropsy applications undertaken in previous years in the Department of Pathology, featuring images from various cases. While necropsy videos of various animal species from the department’s archive and different web sources are shown to students, the necropsy technique is explained in detail by the instructor. Additionally, as part of the “2.1 Strengthening the Capacity of Veterinary Control Institutes Project” launched by the Ministry of Agriculture and Forestry on January 15, 2025, 38 videos are available on necropsy and sample collection, farm animals, cats and dogs, poultry, aquatic animals, and beekeeping inspections. These educational videos are accessible to veterinarians who are not public employees and veterinary faculty students through the Agriculture and Forestry Academy (<https://akademi.tarimorman.gov.tr>).

The number of educational materials on poultry, rabbits, bees, and aquatic animals for the education of IUC-FVM students is insufficient, and the faculty administration is aware of this deficiency. To address these deficiencies and increase research capacity in these areas, the “Aquatic Products and Diseases Department” has been established and has begun its work. Additionally, to provide expertise in beekeeping, a research

assistant has been assigned to undergo training abroad as part of the project.

Suggestions for improvements

To support students in developing their clinical application skills, advanced 3D animal models have been procured for the hospital in a short period for cases where invasive procedures cannot be performed on live animals due to ethical or animal welfare reasons. The Personal Development Laboratory is scheduled to be operational in the 2025-2026 academic year, offering students the opportunity to practice and develop their skills in a safe environment.

In addition, the “self-learning” areas within the hospital will be expanded to support students’ learning. This arrangement will provide students with a more flexible and enriched learning environment. A course curriculum is being planned that will allow students to take courses in subjects they feel they need to improve or repeat under the supervision of faculty members in the relevant department, under the name of “supervised self-learning.”

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Area 6

Learning Resources



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

VEE offers advanced research and education laboratories, classrooms, an education, training, and research farm, and an animal hospital for the basic sciences, animal nutrition and zootechnology, food hygiene and technology, pre-clinical sciences, and clinical sciences that serve veterinary medicine, in line with its modern educational philosophy rooted in tradition. Additionally, mobile clinical applications, slaughterhouse applications, and clinical skills laboratories ([Annex 3.1.4](#)), which will be operational in the 2025-2026 academic year, contribute to veterinary medicine education as learning resources.

One of the tools used to deliver distance education at IUC is [CANVAS Distance Education System](#), managed by the [Open and Distance Education Center \(AUZEM\)](#). The system is fully integrated with the AKSIS Automation System. Distance education is conducted synchronously or asynchronously. Additionally, the CANVAS system is a platform that enables the tracking of courses online and provides access to all types of course materials.

To ensure students’ access to learning resources, IUC-FVM provides course notes and presentations (PowerPoint presentations, videos, animations, etc.) for a semester (14 weeks) through the AKSIS Automation System or Google Drive application, making them freely accessible to students.

IUC grants unlimited access to learning resources through the libraries and databases it provides to all staff and students. In this context, the main library offers effective learning opportunities with a comprehensive document network equipped with the latest technologies. [The IUC Information Processing Directorate](#) facilitates the transfer and teaching of information technologies (IT). Through the support portal, both staff and students are provided with computer hardware support and network and system support services.

In line with the objectives of IUC, our library supports education, research, and other scientific activities by providing users with the information resources they need in both printed and electronic formats. In this context, the [IUC Library and Documentation Department](#) provides services such as meeting information resource requests, consultation and information, user webinars and training, and research support. In addition, students can access books and periodicals in the university’s databases through the library automation system and the internet service provided throughout the university. Students and staff can search the catalog through the central library website. They can also access e-journals, e-books, and other learning resources through subscribed databases. The Central Library uses the Turkish Document Supply System (TUBESS) to provide access to restricted theses in Türkiye. TUBESS meets users’ academic information needs and allows access to copies of theses available at the CoHE Thesis Center through the central library.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database, and other intranet resources must be readily available to students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through

a hosted secure connection, e.g., Virtual Private Network (VPN).

Within the scope of veterinary medicine education, library services and access to information resources are of high importance in terms of supporting research and ensuring continuous professional development. It is a fundamental principle to ensure that students and staff of VEE can access professional and academic content quickly and promptly, and efforts are being made to achieve this goal effectively. Library activities are provided to sustain the role of the library as a supporter of education, research, and other scientific activities in line with the objectives of our university. The IUC library serves its users by providing both printed and electronic information resources required by university members and students. In this context, the IUC Library aims to provide the best and highest quality service with an innovative approach to university staff and students. It has established itself among the leading research university libraries in our country. Library services are managed by knowledgeable and experienced library staff working under the Library and Documentation Directorate. A total of 20 staff members (one director, three branch managers, seven librarians, three clerks, one computer operator, one technician, one service provider, and three cleaning staff) work in three units: the Administrative Affairs and Electronic Publications Branch, the Reader/User Services Branch, and the Technical Services Branch.

The IUC Central Library has been operating in the Büyükçekmece Campus Culture and Congress Center since 30 September 2019, in a two-story building with a total area of 3,110 m². Additionally, there are study rooms with a seating capacity of 386 people in the Avçılar Campus Cultural Center, which is affiliated with the Department, covering an area of 1,020 m² and open 24/7 for student use. The central library at the Büyükçekmece Campus is open from 8:30 a.m. to 4:45 p.m. on weekdays. The central library is [open 24/7](#). During midterm, final, and make-up exam periods, following the earthquake that struck Istanbul on 23 April 2025, the student cultural center located in the Avçılar Campus was evacuated in [May 2025](#). The study hall service within the facility is currently unavailable. The earthquake reinforcement construction of the evacuated student cultural center is planned to be completed by December 2026.

The services offered by the IUC library include consultation for university members and students, lending to members, identification for reference sources, inter-university book borrowing/lending, use of physical facilities, use of special study rooms by appointment, and use of 24/7 study rooms.

The [IUC Central Library](#) has 250,000 book shelves and a seating capacity of 476 people. There are two separate general reading rooms on the entrance and ground floors, along with seven single-person, six two-person, and five group study rooms and a computer room for users. The IUC Central Library has 152,327 printed books and 23,825 graduate theses. In addition, the IUC Central Library has a rich collection of electronic resources, providing full-text access to 92 databases, 1,274,591 e-books, and 61,253 e-journals from within the university and remotely.

In 2020, with the initiative to ensure collection integrity with Unit Libraries using the Integrated Library Automation System, 2,993 books belonging to VEE were included in the library collection. In this context, due to the construction of the new VEE building and the inability to continue the physical conditions of the existing FVM unit library, the experienced library staff of the FVM began working at the central library.

Under the administration of the IUC Library and Documentation Directorate, services such as meeting user requests for information resources, lending, interlibrary loans, document delivery, reference and information services, user webinars and training, and research support are provided. Remote access services and facilities are available upon user requests and needs. The IUC Library and Documentation Directorate is a member of [ANKOS](#) (Anatolian University Libraries Consortium) and [ULAKBIM/EKUAL](#) (National Academic Network and Information Center) and maintains continuous cooperation with university libraries and

information centers within the country in terms of providing information and documents. Through these collaborations, users can obtain the information and records they need. To support education and research at our university, we have subscribed to 42 databases under ANKOS and 49 databases under ULAKBIM/ EKUAL, thereby maintaining access to electronic information resources and continuing subscriptions to a total of 91 e-publications.

Table 6.2.1 shows the distribution of the number of publications available in the library since its establishment in 2019. Table 6.2.2 presents the annual budget summary for the past three years prepared by the Library and Documentation Directorate of Istanbul University. In 2024, personnel expenses totaled 7,081,155.04 TL, social security contributions to state institutions amounted to 926,895.08 TL, and expenditures on goods and services reached 428,222.95 TL. Capital expenditures totaled 17,998,825,.24 TL, resulting in a total of 26,435,098.31 TL, which represents 63.44% of the budget allocation.

Table 6.2.1. Number of Library Publications by Year

LIBRARY PUBLICATIONS	Publication Numbers by Year					
	2019	2020	2021	2022	2023	2024
Number of printed (subscription) periodicals	0	33	31	34	29	29
Number of electronic databases	26	86	88	88	96	91
Number of electronic journals	26.441	34.814	35.779	61.431	58.416	60.908
Number of e-books	267.640	322.556	387.596	470.465	500.958	1.079.528
Total number of printed books	24.611	101.656	130.512	143.108	145.630	149.404
Number of graduate theses	17.654	19.192	21.608	22.073	22.834	23.664
Number of printed books per student	0.66	2.97	4.00	4.35	4.42	4.37
Number of electronic publications per student	7.86	10.44	13.66	17.00	17.00	33.34

Table 6.2.2. Library Budget for the Last Three Years of

Budget Year	Annual Budget (TL)	Expenditures (TL)	Expenditure Ratio (%)
2022	10.617.000,00	8.444.464,43	79.53
2023	23.160.000,00	18.685.975,28	80.68
2024	41.66.000,00	26.435.098,31	63.44

The IUC Central Library is located within the Büyükçekmece Campus Culture and Congress Center, directly opposite the FVM building on the Büyükçekmece Campus, approximately a two-minute walk away. The IUC Central Library is located on two floors. It has two separate reading rooms with a seating capacity of 476 people, a computer room for 15 people, 13 individual study rooms, and 5 group study rooms.

The “YORDAM Library Automation System” is used to search for bibliographic information in IUC libraries. The YORDAM Library Information and Document Automation Program is a multi-user and internet-compatible library program that enables simple, intermediate, and advanced data entry for all

types of libraries in unlimited areas within the framework of the Anglo-American Cataloguing Rules II with the International MARC format feature. In addition to the YORDAM Library Information and Document Automation Program, our university uses the [VETIS-Off-Campus Access](#) to Databases and Statistical Database System, which is operated through subscriptions to the Individual and Group Study Room Online Reservation Management System.

The DSpace Institutional Academic Archive Software, on the other hand, stores all academic resources such as books, articles, theses, papers, reports, and research data published directly and indirectly by IUC in a digital environment by international standards, facilitating the monitoring of the university's academic performance, ensuring long-term preservation of resources, and enhancing the impact of publications by making them available under Open Access by copyright regulations. As of 2024, thanks to the DSpace Institutional Academic Archive Software subscription, 21,818 scientific academic publications from IUC are accessible and searchable in the open-access system.

Library users consist of IUC academic and administrative staff and students. The "Loan Service" is provided by the IUC Library and Documentation Directorate, subject to specific rules, to collect information resources and ensure that users benefit from existing information resources most efficiently. Users are subject to the "[IUC Library Regulations](#)" (Annex 6.2.1). At the Shelf-Check Station in the central library, users can perform borrowing and returning transactions on their own.

Through our university's library automation program, all information resources belonging to the institution can be accessed online via the catalog information. Thanks to this system, users can browse the collections of all libraries affiliated with the university or a specific unit library through the online catalog. The online catalog can be searched using various criteria such as author name, title, and subject heading, and users can quickly and efficiently access the information resources they need. In addition, users can log into the system with their assigned username and password to track the publications they have borrowed and easily perform operations such as extending the loan period and reserving publications online. This system digitizes the information access process, thereby increasing the effectiveness and accessibility of library services.

The [IUC Information Technology Directorate](#) is a unit that provides services to implement information technologies at the highest level and increase their usability at our university. It aims to integrate user needs into the system in a secure, fast, and efficient manner by monitoring the necessary hardware and software to meet new needs arising from developing technologies. It also provides software and hardware support for units as needed.

Within the Information Technology Directorate, several sub-units provide IT support to users. Under Project Development Management, the Software Development and Software Support Units employ 2 database analysts, 5 software development specialists, 5 software/program analysts, 5 software application specialists, support staff, and 2 software testers. Under Network, System, and Security Management, the Network Unit employs 2 network specialists, while the System and Security Unit employs 3 system and security specialists. Under Business Development Management, the Business Development Support Unit employs 3 business development support staff. Additionally, the E-Card Support Unit employs 3 E-Card support staff, the Web and E-mail Support Unit employs 3 web and email support staff, the Hardware Support Unit (under Technical Services Management) employs 5 hardware support staff, and the Network and System Support Unit employs 10 network and system support staff. The staff working in these units provide services to both academic and administrative staff as well as students in areas such as the CANVAS Distance Education System, IUC-AKSIS, Electronic Document Management System (EBYS), email, e-meeting, Eduroam, support portal (computer hardware, network/system support, email support), and licensed software offered by our university.

Eduroam (EDUcation ROAMing) is a RADIUS (Remote Authentication Dial-In User Service)-based identity verification infrastructure developed to provide secure, easy, and uninterrupted internet access in research and educational institutions. Users of Eduroam member institutions (academic/administrative staff or students) can connect to the wireless network using their own institution's username and password from their portable computers within our university campuses. Information regarding EDUROAM connection can be found on the information [web page](#). Additionally, staff and students can access academic databases subscribed to by IUC and online documents and learning resources not only while on campus but also off-campus using the university's VETIS infrastructure. This access is provided through VETIS, enabling users to search catalogs and access the academic materials they need via the internet. In this context, [user guides](#) prepared by the Information Processing Directorate are available online to provide users with the technical support and guidance they need for both establishing wireless network connections and accessing academic content from outside the campus.

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

The IUC library has 152,327 printed books and 23,825 postgraduate theses. It also provides full-text access to 92 databases, 1,274,591 e-books, and 61,253 e-journals. Among the printed books, 2,993 belong to the VEE library collection. The number of printed books per student across the university is 4.37, while the number of electronic publications per student is 33.34. According to the 2024 IUC central library data, a total of 125.887 users (academics, administrative staff, and students) borrowed 5.673 books from the library. In 2024, 42 databases were subscribed to under the ANKOS framework and institutionally, and 49 databases under the ULAKBİM EKUAL framework were made available for use, resulting in a total of 91 database subscriptions. Access was provided to 60,908 e-journals, 1,079,528 e-books and e-book series, and a total of 1,140,436 electronic resources within the databases. In this context, the databases subscribed to under the ANKOS program for 2024 that are accessible to IUC-FVM students in the IUC e-library are as follows: AMBOSS Digital Information Platform, American Academy of Pediatrics (AAP), American Chemical Society (ACS), AYEUM (Research Methods Education and Application Center), BMJ Best Practice, BMJ Journals, Britannica Academic Online, British Standard Online (BSOL), CINAHL Ultimate, Cochrane Library, 3D4Medical's Complete Anatomy, Dentistry and Oral Science Source, E-Book Super Collection Ebscohost, Ebscohost Discovery Service (EDS), Elsevier E-Books, Elsevier E-Journals (Journal of Thoracic and Cardiovascular Surgery, Annals of Thoracic Surgery, International Journal of Radiation Oncology, Biology, Physics, The Lancet Haematology, Practical Radiation Oncology, Clinics in Plastic Surgery), Essential Science Indicators, Expert Review of Hematology Online, Incites Benchmarking & Analytics, Ideonline, Popular and Academic Periodicals, Ideonline Medical Books, Jaypee Digital, Journal Citation Reports (JCR), JCO Digital Library, Journal of Neurosurgery, JoVE (Journal of Visualized Experiments), Lexpera Legal Information System, The New England Journal of Medicine (NEJM), Nursing Reference Center Plus, Reaxys, Rosetta Stone, Royal Society of Chemistry (RSC), SciVal, SOBIAD (Social Sciences Citation Index), Springer Nature Medicine, Science, Technology E-Book Collections, STATDx Radiology Decision Support System, TURCADEMY, Türkiye Standards Institute, UptoDate Advanced, Veterinary Source, Vidobu Online Video Education Site, Wiley eBooks. The databases subscribed to under the ULAKBİM EKUAL for 2024 are, in order: Academic Search Ultimate, Applied Science & Business Periodicals Retrospective, Art Index Retrospective, Annual Reviews, Applied Science & Technology Index Retrospective, Business Source Ultimate, Business Periodicals Index Retrospective, CAB Abstracts, Central & Eastern European Academic Source, DynaMed, Education Index Retrospective, ERIC, Emerald Premier eJournal, European Views of the

Americas: 1493 to 1750, GreenFILE, Humanities & Social Sciences Index Retrospective, İntihal.Net, IEEE Xplore Digital Library, iThenticate, JSTOR Archive Journal Content, MasterFILE Complete, MEDLINE, Library, Information Science & Technology Abstracts, MasterFILE Reference eBook Collection, Mendely Institutional Edition, Military Big Data, Newswires, Newspaper Source Plus, OpenDissertations, OVID-LWW, ProQuest Dissertations & Theses, Regional Business News, Science, ScienceDirect Freedom Collection, Scopus, Social Sciences Index Retrospective 1907-1983, Springer Nature - Academic Journals, Springer Nature - Nature Journals All, Springer Nature - SpringerLink, Springer Nature - Adis, Springer Nature - Palgrave Macmillan Journals, Taylor & Francis, The Belt and Road Initiative Reference Source, Teacher Reference Centre, TR Dizin, Turnitin, Web of Science, Web of Science - Book Citation Index, Wiley Online Library.

To enable students to use information technologies effectively and to facilitate access to learning resources, the VEE curriculum includes the compulsory courses Foreign Language I (ODYD0001) and Foreign Language II (ODYD0002), as well as the elective courses Scientific Research Techniques (VTRN 1150), Applications of Digital Technologies and Artificial Intelligence in Veterinary Medicine Education (VTRN1201) and Information Literacy and Data Management (VTRN1200) are offered as elective courses.

CSL are an essential educational tool that enhances the quality of veterinary medicine education and enables students to develop their professional skills in a safe environment. By providing practical experience before real patient experience, they increase students' self-confidence and prepare them for clinical practice. The first steps toward establishing the CSL were taken in 2020, but the Marmara earthquakes and the COVID-19 pandemic led to changes in the physical conditions of the FVM, causing the process to be delayed. The establishment of the CSL, which was designed and funded during the 2024-2025 academic year, has been completed, including the procurement of simulation models, tools, equipment, and the necessary materials to operate them.

CSL is located on the ground floor of the Annex 1 building, covering an area of approximately 100 m². It consists of four interconnected rooms separated by doors and glass partitions, allowing different activities to be carried out simultaneously without interfering with each other. The CSL is equipped with the following equipment: Cow Powerful Birth (Holstein Dystocia) Simulator with Replaceable Parts, Powerful Birth Simulator (Cow), Rectal Examination Simulator (Cow), Dog Intubation Simulator, Dog Blood Collection- Intravenous Access Simulation, Cat Intubation Simulation, Sheep Intubation Simulation, Surgical Bandaging Application Simulation, Thoracentesis Simulation, Cat Injection Simulation, Dog Injection Simulation, Mastitis Set (including cow udder), Cat Joint Model, Dog Joint Model, Urinary Catheterization (Female), Urinary Catheterization (Male), Auscultation Site Simulator, Mare Rectal Examination Simulator, Fracture Types Model (Cat & Dog) are available. CSL applications prepare students for all examination, diagnosis, treatment, and social communication skills by having them practice clinical skill laboratory modules before the first clinical applications with live animals, which begin in the 5th semester. The CSL supervisor is Prof. Dr. Nazan GEZER İNCE. Detailed information about CSL is provided in Annex 3.1.4.

Comments

Located at the IUC-FVM Büyükçekmece and Avcılar Campuses, the center offers significant advantages in terms of access to learning resources due to its proximity to the central library and study rooms. The state-of-the-art central library provides students and staff with access to up-to-date and comprehensive information. At the same time, the Wi-Fi infrastructure available across the campus facilitates access to digital resources. The university's e-learning platforms enable effective responses to evolving teaching methodologies, while continuous improvement initiatives are carried out to enhance the development, use, and monitoring of learning resources.

VEE bases the evaluation and monitoring of its teaching program outcomes on the minimum standards set by national and international accreditation organizations. The institution manages accessible and high- quality learning resources in all its units in line with institutional goals and a sustainable approach; this systematic approach is implemented in each academic period and is continuously updated.

Suggestions for improvement

The location of the IUC central library on the Büyükçekmece campus restricts access to its physical facilities for FVM students at the Avcılar campus. In this regard, reopening the FVM unit library on the Avcılar campus will meet students' needs.

Diversifying the modules and equipment used in the CSL will also make significant contributions to strengthening the learning infrastructure. In this context, the CSL established within the IUC-FVM offers students the opportunity to develop basic skills and competencies on models. It ensures that veterinary students achieve the necessary competencies before performing applications on live animals. In addition, an Istanbul Development Agency (ISTKA) project has been awarded for the establishment of Virtual Reality (VR) laboratories, which are currently under evaluation and, once implemented, will enhance the quality of education for students. Diversifying relevant modules and equipment, modernizing tools and materials used in education and training across departments, and acquiring new devices will bring the VEE to more contemporary standards.



Area 7

Student Admission, Progression and Welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle,” e.g., student admission, progression, and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

For all national and international prospective students who wish to study at the IUC-FVM, comprehensive information about the university and faculty facilities is provided on the university's [candidate student website](#).

Each year, prior to the university preference period, Istanbul University-Cerrahpaşa organizes in-person “**Preference and Promotion Days**.”

Through these events, prospective students have the opportunity to communicate directly with our academic staff and ask any questions they may have.

In order to be admitted to a university in Türkiye, prospective students who have graduated from high school are required to take a two-stage national examination administered by the [Student Selection and Placement Center \(ÖSYM\)](#) (Annex 7.1.1). Based on their high school graduation grades and the scores obtained from this centralized exam, students are granted the right to choose among eligible programs. Students who are entitled to enroll in the VEE may complete their registration either in person or online via the e-Government (e-Devlet) system.

All students who are entitled to enroll at our university can access general information, regulations, and directives through the website of the [Istanbul University-Cerrahpaşa Directorate of Student Affairs. The Education and Training Plan and Directives](#) specific to the students of the IUC-FVM (Annex 3.1.1), as well as the guidelines and procedures related to [Professional Practical Training Directive](#) (Annex 3.1.9), [On-call Duties](#) (Annex 3.1.8), [Clinical and Pathology Practices](#) (Annex 3.1.7), EPT period ([Annex 3.1.10](#)), and the [Graduation Thesis](#) (Annex 7.1.2), are available on the official website of VEE.

The admission of international students is based on their scores and placement results from the Foreign Student Examination (YÖS), administered by the Student Selection and Placement Center (ÖSYM). In order to enroll in associate or undergraduate programs at Istanbul University-Cerrahpaşa where the language of instruction is entirely in Turkish or at least 70% in Turkish, international students must either pass the Turkish Language Proficiency Exam administered by the IUC Vocational School of Foreign Languages, possess a Turkish Language Proficiency Certificate issued by the IUC Continuing Education Application and Research Center, or submit an equivalent certificate obtained from the [Yunus Emre Institute](#) or other Turkish Language Teaching and Research Centers at universities in Türkiye. All procedures related to the application, registration, tuition, and other processes for international students studying at IUC are outlined in the “[Directive on Admission of International Students to Associate and Undergraduate Degree Programs at IUC](#)” (Annex 7.1.3). In addition, international students can easily access all relevant information regarding applications, placement processes, and advisory services via the website of the [International Student Office](#) within our university.

The [International Academic Relations Office of Istanbul University-Cerrahpaşa](#), which encompasses the Bilateral and Multilateral Relations Coordination Office, Erasmus Coordination Office, Mevlana Coordination Office, and Farabi Coordination Office, provides support to all university units in matters related to student, academic staff, and administrative personnel exchange, as well as in establishing and maintaining academic collaborations and partnerships.

In addition, our students can access up-to-date information and announcements via the social media platforms listed in Table 1.5.2 and through the [official website](#) of our faculty.

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

For the past three academic years, the student quota for the İÜC FVM has been set at 130 by the CoHE.

The number of students to be admitted to the IUC-FVM is proposed by the Faculty Administration to the Council of Higher Education; however, the final quota is determined by CoHE. For the 2023–2024 academic year, due to the inadequacy of the faculty’s classrooms, laboratories, and animal hospital to accommodate high student traffic, a proposal to limit the number of admitted students to 70 was submitted to CoHE, following the decision taken at the Faculty Board meeting held on 28.11.2023 (Decision No: 35). Nevertheless, CoHE set the quota for 2024 as 130 general placements and 4 placements for top-ranking high school graduates, resulting in a total of 134 students. In addition to these quotas, the total number of students increases further with those admitted through vertical and horizontal transfer.

Various data related to students currently enrolled at the IUC-FVM are presented in the tables below for your information.

Table 7.2.1. Number of Students Admitted to the Faculty of Veterinary Medicine at Istanbul University-Cerrahpaşa (IUC)

Student Status	2024-2025	2023-2024	2022-2023	2021-2022
Standart Students	157	151	151	158
Full fee student	2	4	5	6

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

Year of Study	2024-2025	2023-2024	2022-2023	2021-2022
1st Year	162	162	175	182
2nd Year	160	157	169	174
3rd Year	165	165	170	191
4th Year	173	182	186	199
5th Year	188	189	190	250
Total	848	855	890	996

Table 7.2.3. Number of Graduates from the Faculty of Veterinary Medicine at Istanbul University-Cerrahpaşa (by Year)

Student Status	2024-2025	2023-2024	2022-2023	2021-2022
Graduated Students	148	159	227	244

Table 7.2.4. Average duration of veterinary studies

Time Elapsed	2024-2025	2023-2024	2022-2023	2021-2022
On Time (± 0 year)	96	96	92	99
+1 Year	30	49	46	48
+2 Years	15	5	37	39
+3 Years or More	7	9	52	58

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2024	2023	2022	Mean
Interns	n/a	n/a	n/a	n/a
Residents	n/a	n/a	n/a	n/a
PhD student	73	75	75	74,3
Others (Ms)	11	9	7	9

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

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

Students are admitted through a two-stage, multiple-choice national examination organized by the Student Selection and Placement Center (ÖSYM), known as the Higher Education Institutions Examination (YKS). The first stage of this examination is the Basic Proficiency Test (TYT), which evaluates candidates' logical reasoning, analytical thinking, evaluation, and problem-solving skills. This test includes fundamental questions from subjects such as Turkish, Mathematics, Science, and Social Sciences. The TYT is a mandatory component for university admission. The second stage is the Field Proficiency Test (AYT), designed to assess candidates' subject-specific knowledge and competencies. The AYT consists of four separate sections: Turkish Language and Literature–Social Sciences-1, Social Sciences-2, Mathematics, and Science. It is primarily used to evaluate the level of subject knowledge of candidates aiming to enter undergraduate programs. For admission to our faculty, the “Quantitative” score type—based on Mathematics and Science—is taken into consideration. Detailed information can be found in the [ÖSYM Programs and Quotas Guide](#) provided at the link.

In addition, students are also admitted to our faculty through inter-institutional horizontal transfer within the scope of transfer procedures. Transfers to the Faculty of Veterinary Medicine at Istanbul University- Cerrahpaşa from equivalent diploma programs of other higher education institutions are carried out in accordance with the quotas determined by the Council of Higher Education (YÖK). The application process, evaluation of applications, announcement of results, and all other related procedures and stages are conducted in line with the provisions of the [Directive on Intra-Institutional and Inter-Institutional Horizontal Transfers Between Associate and Undergraduate Degree Programs at Istanbul University-Cerrahpaşa](#) (Annex 7.3.1).

Students are also admitted to the Faculty of Veterinary Medicine at Istanbul University-Cerrahpaşa through vertical transfer from associate degree programs. Candidates who have graduated from vocational schools or

open education associate degree programs can be placed into undergraduate formal education programs via the Vertical Transfer Examination (DGS), which is administered annually in July or August by the Student Selection and Placement Center (ÖSYM). The processes of application, evaluation, and placement within the scope of the DGS are carried out in accordance with the provisions of the [Regulation on the Continuation of Graduates of Vocational Schools and Open Education Associate Degree Programs to Undergraduate Education](#) (Annex 7.3.2).

The Higher Education Institutions Examination (YKS), administered by the Student Selection and Placement Center (ÖSYM), is conducted in a standardized manner for all candidates, including those with disabilities or health conditions. These candidates are required to take the same examination and follow the same application and evaluation procedures as other applicants. However, to accommodate the needs of candidates with disabilities during the examination process, the ÖSYM Department for Candidates with Disabilities evaluates each case based on the individual's disability status, medical reports, and written statements outlining their specific needs. Following this evaluation, appropriate exam centers are assigned, exam rooms are arranged in accordance with the candidates' conditions, and necessary supportive measures are implemented. All procedures related to exam applications, placement, and related practices for candidates with disabilities are carried out in accordance with the principles outlined under the section titled "Commissions and Units Related to Students with Disabilities" in Part II of the [Regulation on Counseling and Coordination for Students with Disabilities in Higher Education Institutions](#) (Annex 7.3.3).

The [Istanbul University-Cerrahpaşa Disability Counseling and Coordination Unit](#) is committed to eliminating the barriers faced by individuals with special needs in educational, professional, and social environments. Its mission is to support their academic and social success by offering accessible, inclusive, and sustainable solutions tailored to their needs, and to foster a university environment based on equal opportunities by raising societal awareness. Within this framework, direct communication is established with students with special needs who have been admitted to the university, their individual requirements are identified, and all necessary measures are taken to ensure equal opportunities in educational settings. In line with this commitment, the university has enacted the "[Istanbul University-Cerrahpaşa Directive on Equal Opportunity for Students and Staff with Special Needs](#)" (Annex 7.3.4) in 2019, which outlines the procedures and principles for supporting the equal participation of individuals with special needs. The directive aims to eliminate disadvantages encountered by these individuals and to promote an inclusive learning and working environment within the institution.

As part of the "Accessible University Awards", organized annually by the CoHE to promote practices based on accessibility, inclusiveness, and equal opportunity for individuals with disabilities in higher education institutions, IUC-FVM has achieved significant recognition. At the 2024 Accessible University Awards Ceremony, held on June 6, 2024, the VTH was awarded in the "[Accessibility in Physical Space \(Orange Flag\)](#)" category. This award reflects the faculty's efforts to improve physical accessibility for individuals with disabilities through infrastructure improvements, spatial modifications, and inclusive approaches. The Orange Flag is granted to units that take concrete steps to enhance spatial accessibility within higher education institutions and successfully meet the established criteria in this area. This achievement highlights Istanbul University-Cerrahpaşa's commitment to providing an accessible learning environment for individuals with special needs and its vision of developing sustainable, disability-friendly practices.

Since student admission to our faculty is carried out through the Higher Education Institutions Examination (YKS), which is administered by the Student Selection and Placement Center (ÖSYM), there is no separate or specific student selection committee formed at the faculty level.

Since student admission to the faculty is carried out by the Student Selection and Placement Center (ÖSYM),

the appeals process takes place directly between the applicant and ÖSYM. The faculty is not involved in this process. Candidates can submit their requests by logging into the [ÖSYM Candidate Transactions System](#) using their national ID number and personal password, and by filling out the “General Petition Form” available on the platform.

All announcements and procedures regarding the placement of students into higher education institutions are carried out by the Student Selection and Placement Center (ÖSYM) through its [official website](#). Once the examination results are released, candidates can access their results by logging into the system at [website](#) using their national ID number and personal candidate password.

In Türkiye, undergraduate education at public universities is tuition-free for domestic students. However, the admission procedures and tuition policies differ for international students. Admission of international students is primarily based on the results of the Foreign Student Examination (YÖS), which assesses the applicant’s academic competence. International students are admitted to our faculty within the quotas determined by the CoHE. Applicants who do not meet the required Turkish language proficiency are required to take a Turkish Proficiency Exam before beginning their undergraduate studies. If deemed necessary, they are directed to a one-year preparatory language program. Throughout their education, international students receive continuous academic, social, and cultural support from the [Istanbul University-Cerrahpaşa International Student Office](#), and are encouraged to participate in various events organized within the university.

In accordance with the [Higher Education Law](#) (Annex 1.2.1), the per-student cost of current services at higher education institutions is calculated by the Council of Higher Education (YÖK), taking into account the specific characteristics of each academic program. Within this framework, Turkish students are exempt from paying tuition fees during the standard duration of their education, as these costs are covered by the government. However, international students are required to pay a tuition fee for each academic term. At our faculty, while Turkish students are subject to a contribution fee, international students pay a full tuition fee. Additionally, all students (both Turkish and international) who exceed the standard duration of the five-year undergraduate program are required to pay the relevant contribution fee and/or tuition fee for the extended period.

IUC-FVM conducts a comprehensive evaluation of its existing infrastructure when proposing student quotas to the CoHE. This evaluation includes an assessment of clinical facilities, laboratories, the availability of both healthy and diseased animals, and animal-origin materials such as cadavers and tissue samples. Biosafety standards are also a critical component in the quota-setting process. The faculty ensures the ethically appropriate and sufficient provision of both healthy and diseased animals to support practical training in clinical and applied courses. It also guarantees the supply of animal-origin materials (e.g., cadavers, organs, tissues) for educational purposes. These resources are managed responsibly, balancing educational needs with ethical principles and animal welfare standards.

To support biosafety and animal welfare, the faculty has developed a comprehensive Biosafety and Biosecurity Manual as well as Standard Operating Procedures (SOPs) ([Annex 4.9.2](#)) for academic staff, students, administrative personnel, patient owners, and visitors. For clinical and laboratory applications, students are regularly provided with essential personal protective equipment, including gloves, masks, caps, disposable gowns, boots, and disinfectants. These materials are supplied by the faculty and contribute to maintaining a safe and hygienic learning environment. Academic and technical staff provide both theoretical and hands-on training in biosafety measures, ensuring that biosafety practices are fully integrated into the curriculum. All educational and research activities within the faculty are carried out under strict biosafety regulations, with clearly defined responsibilities for students and staff. A dedicated Biosafety Committee is in place to

systematically manage and oversee all biosafety-related processes. This committee is responsible for ensuring compliance with biosafety protocols in both daily operations and long-term planning. By maintaining high biosafety standards and managing resources ethically and responsibly, the VEE offers a safe, effective, and public health-conscious learning environment.

IUC-FVM aims to provide a high-quality educational environment by ensuring full compliance with biosafety regulations and the efficient use of available resources and facilities. In this context, as in previous years, the Faculty Board of IUC-FVM proposed a quota of 70 students for the 2025–2026 academic year, in accordance with the decision dated 19 November 2024 (Decision No. 29). Finally, the final quota is determined by the CoHE and has been set at 70 students for the 2025–2026 academic year.

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

Applicants with disabilities or health conditions are required to submit their Disability Health Board Report, the Health/Disability Information Form, a petition explaining their health/disability status, and a copy of their exam application record to the ÖSYM during the university entrance examination (YKS) application period. Candidates whose documents are accepted by the ÖSYM Disability Coordination Unit are provided with appropriate testing accommodations based on their specific needs. These may include being placed in separate exam rooms and receiving assistance from a reader or marker, if necessary. The procedures and principles governing the activities of the Higher Education Council's Commission for Students with Disabilities, the Disability Counseling and Coordination Units of ÖSYM, and those established within higher education institutions are clearly defined and regulated. Students with disabilities who gain admission to a higher education program are registered by the Disability Counseling and Coordination Unit of Istanbul University-Cerrahpaşa. A designated faculty representative from this unit identifies the student's needs and ensures that educational programs are organized in a way that does not hinder the student's academic, physical, or social participation. This includes adapting the learning environment, providing appropriate equipment and assistive tools, preparing accessible course materials, and arranging examinations in formats suitable for the student's disability. Necessary accommodations are made to ensure equal access to education, including support for research activities and customized teaching strategies. The principles and procedures for supporting students with disabilities are detailed in the [Directive on Equal Opportunity for Students and Staff with Special Needs at Istanbul University-Cerrahpaşa](#) (Annex 7.4.1)

To date, no application has been made by students of IUC-FVM through the Disability Counseling and Coordination Unit to benefit from the above-mentioned arrangements and support.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

The rules used to make decisions based on students' academic progress and professional competence are clearly defined and presented to students in an easily accessible manner. IUC-FVM has established various mechanisms to identify underperforming students and to provide them with support and, when necessary, remedial actions. In addition, the faculty systematically monitors student performance and dropout rates.

When needed, it has the capacity to revise admission criteria and improve student support systems to enhance educational outcomes.

Veterinary Medicine Undergraduate Education Process

The undergraduate education at IUC-FVM spans five years (ten semesters) and consists of a total of 300 ECTS credits. The curriculum includes both theoretical and practical courses, EPTs, and veterinary clinical proficiency training. All educational activities are conducted in accordance with the [Education and Training Plan and Directives of the Faculty of Veterinary Medicine at Istanbul University-Cerrahpaşa](#) (Annex 3.1.1).

Each semester, students are required to complete courses totaling 30 ECTS credits. Most courses include both midterm and final examinations. Attendance is compulsory for at least 70% of theoretical courses and 80% of practical courses. Students who fail to meet the attendance requirements are not eligible to sit for the final examinations.

Students who have completed all compulsory courses up to the ninth semester and have failed no more than three courses are eligible to progress to the practical proficiency training (PPT) period (10th semester). However, in order to advance to this stage, students must also have completed their mandatory on-call duties at the VTH, and must have achieved a cumulative grade point average (CGPA, AGNO) above 2.00 in at least one of the two most recent consecutive semesters.

The PPT period lasts for 16 weeks, consisting of 14 weeks of clinical rotation and 2 weeks allocated for fixed-time activities, such as thesis presentations and make-up sessions ([Annex 5.2.2](#); [Annex 5.2.3](#)). During this period, students receive hands-on training across various academic departments, and their performance is assessed through the EPT Logbook. In addition, students are required to prepare and successfully present a graduation thesis as part of the PPT period ([Annex 3.1.9](#)).

During the PPT period, students are evaluated in each discipline based on attendance and performance criteria. Students who fail in up to three disciplines are required to repeat only those specific disciplines in the following term. However, students who fail in more than three disciplines must repeat the entire clinical proficiency training period. All regulations and procedures regarding the EPT period are comprehensively outlined in the document titled “Veterinary Clinical Proficiency Training Period: Education and Working Procedures and Principles” of IUC-FVM ([Annex 3.1.10](#)).

Each student is assigned an academic advisor, who regularly monitors their academic progress and provides guidance throughout their education. Students in need of academic or psychological support are referred to the [Guidance and Psychological Counseling Unit](#) operating within Istanbul University-Cerrahpaşa. Students experiencing financial difficulties are informed—through their academic advisors—about scholarship opportunities provided by public and private institutions, and are also encouraged to apply for scholarships offered by the [Istanbul University-Cerrahpaşa Development Foundation](#). Students facing health-related issues can consult the university’s Medico-Social Unit, which offers services in Dermatology, Family Medicine, Mental Health and Psychiatry, Obstetrics and Gynecology, Nutrition and Dietetics, Dental Health, and Physical Therapy and Rehabilitation. When further examination or treatment is required, students are referred to relevant departments of VEE.

First-year students who start their education at the faculty are provided face-to-face information about the faculty’s physical conditions, facilities, student clubs, scholarship opportunities and the academic information they need throughout their education life through the presentation of the [Orientation Guide](#)

(Annex 7.5.1), which is also available on the faculty website, by the Faculty administration. Following the presentation, students are taken on group tours of the faculty's academic departments, the VTH, and the VETRAF. Each student admitted at IUC-FVM is provided with one-on-one academic process consultancy from the beginning of their education life. During the first meeting with the student, the advisor reads the Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine Academic Counseling Procedure (VET- 419.1PR) with the student and fills out the [First Interview Form](#) (VET-419.1.1F). In subsequent meetings, the [Academic Counseling Form](#) (VET-419.1.2F) is filled out. Academic advisors assist students with course selection, exam processes, EPT and graduation planning, and may also provide support with non- academic issues if needed. Detailed information regarding the roles, responsibilities, and authorities of advisors, as well as students' rights and responsibilities and cooperation with Student Support Units when necessary, is outlined in the Faculty [Academic Advising Guide](#) (Annex 7.5.2). Within this framework, advisor assignments, advisor-to-student ratios, and feedback mechanisms are systematically managed. Advising continues throughout the entire academic program in alignment with course registration and academic calendar processes.

All information regarding academic progression and graduation requirements is made transparently accessible to students through the official website of the IUC-FVM. The [EBS platform](#), and assigned academic advisors. The curriculum, exam calendar, regulations for the veterinary clinical proficiency training period, EPT rules, and assessment criteria are regularly announced on the faculty website to ensure timely access for students. In addition, students can log into the AKSİS system using their personal credentials to access their grades, attendance records, and official transcripts.

The average student attrition rate at the faculty is approximately 6%, and it typically occurs within the first two years of study. The main reasons for student dropout include unmet professional expectations, difficulties in adapting to university life, family or personal issues, and financial challenges.

Student admission criteria are determined through a centralized placement system administered by the [Student Selection and Placement Center](#) (ÖSYM), and student quotas are set annually with the approval of the CoHE. The faculty submits quota proposals based on its physical and academic capacity. The Faculty Board determines the educational activities of faculty and the principles, plans and programs regarding the scientific research and publication activities and academic calendar. The Faculty Executive Board ensures the implementation of these plans and programs and makes decisions regarding student admissions, course equivalency and transfer, deregistration, and matters related to education, instruction, and examinations. The academic calendar, admission, and registration procedures for our faculty are regularly announced on the faculty's official website.

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

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

At IUC-FVM, the mechanisms for student dismissal from the program are clearly, legally, and transparently defined. All appeals regarding decisions regarding admission, academic progress, examination procedures, and termination are conducted in accordance with relevant legislation and are clearly communicated to students through various channels.

At the faculty, the conditions under which students may be dismissed from the programme are defined in accordance with the provisions of the [Istanbul University-Cerrahpaşa Associate and Undergraduate Degree Education and Examination Regulations](#) (Annex 3.1.2) and the [Regulation on Student Disciplinary](#)

Procedures in Higher Education Institutions.

The main reasons that may lead to a student's dismissal from the programme include the following:

- **Exceeding the maximum period of study:** Students are required to complete the program within eight years. Those who fail to graduate within this period are subject to the provisions of the relevant regulations.
- **Voluntary withdrawal:** A student may officially withdraw from the university by submitting a written request for deregistration.
- **Dismissal due to disciplinary action:** Students who commit violations defined in the Regulation on Student Disciplinary Procedures in Higher Education Institutions may be subject to penalties imposed by the relevant disciplinary boards, including dismissal from the higher education institution. Once such a decision becomes final, the student's enrollment is officially terminated.

Implementation Process:

In cases where a student is found to be in violation of academic, administrative, or ethical regulations, the situation is evaluated by the Faculty Executive Board. The decision-making process involves the opinions and recommendations of relevant academic staff, department heads, and, if necessary, higher university bodies. All procedures are conducted in accordance with the applicable regulations, ensuring that decisions are fair, documented, and well-justified. Students retain the right to appeal and to present their defense. They are informed about the process, and all decisions and related documents are formally communicated to them in written form.

At the IUC-FVM, a legally and institutionally grounded appeal mechanism is in place for students to challenge academic, administrative, or disciplinary decisions made against them. These appeal procedures are conducted in accordance with the provisions of the Istanbul University-Cerrahpaşa Associate and Undergraduate Degree Education and Examination Regulations and the Regulation on Student Disciplinary Procedures in Higher Education Institutions.

The main stages of the appeal process are as follows:

- 1. Notification of the Decision:** The decision made by the Faculty Executive Board is officially communicated to the student, along with the reasoning (which can be written by the Faculty Secretary or the Dean's Office).
- 2. Defense and Documentation:** The student may submit a written defense, additional documents, or an appeal petition against the decision within 15 days.
- 3. Evaluation of the Appeal:** The student's application is evaluated by the relevant higher authority (the University Executive Board). This evaluation aims to determine whether the decision complies with the law and regulations.
- 4. Final Decision:** If the appeal is accepted, the decision may be annulled or amended; if rejected, the decision becomes final.
- 5. Legal Recourse:** Students have the right to appeal the decision to administrative courts after all appeals within the university have been exhausted.

Appeal processes are conducted based on the principles of fair trial, the right to a defense, transparency, and student information, and students are guaranteed access to legal remedies.

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

diversity and/or human rights legislation.

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

Students eligible to register for the first time can complete their final registration online (via e-government) or in-person, based on their Higher Education Institutions Exam (YKS) Placement Results. IUC-FVM organizes an orientation program at the beginning of each academic year to inform students about the institution and available services. Additionally, the [Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine Orientation Guide](#) (Annex 7.5.1) is shared with students via the faculty website.

An academic advisor is assigned to registered students by the unit program director to guide them through course registration, renewal, student affairs, and graduation processes throughout their education. Academic advisors support students in graduating successfully by guiding them on academic and personal matters in accordance with the [Istanbul University-Cerrahpaşa Student Advisory Directive](#) (Annex 7.7.1). The “Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine [Academic Advisory Guide](#)” (Annex 7.5.2), document number VET-419.1KL, contains information on the advisors’ duties, authorities, and obligations; the students’ rights and responsibilities; and information on Student Support Units to provide guidance when necessary.

[The Medico-Social Center](#), operating under the Department of Health, Culture, and Sports, is located on the Avcılar and Büyükçekmece campuses and offers students qualified primary health care services, including preventive healthcare. Outpatient clinics are available at the Medico-Social Centers to provide primary health care. Students can also benefit from physicians from the Departments of Dermatology, Family Medicine, Mental Health and Diseases, and Obstetrics and Gynecology, all located within Cerrahpaşa Faculty of Medicine, all located within the same physical location as the Avcılar Medico-Social Center. As part of Medico-Social Services, psychological counseling is also provided to students, who are referred to various services, such as group work, individual counseling, and/or psychiatric consultations, depending on their needs. Additionally; upon request third, fourth and fifth grade students, doctoral students and staff who come into contact with animals can receive two doses of rabies vaccine free of charge at public hospitals in their district of residence. ([Annex 7.7.2](#))

The Avcılar and Büyükçekmece campuses offer sports facilities that allow students to exercise and participate in a variety of sports. The [Avcılar campus](#) features a tennis court, artificial turf, indoor swimming pool, fitness center, basketball court, table tennis, and Pilates room, while the [Büyükçekmece campus](#) has an artificial turf, tennis courts, basketball and volleyball courts, and a fitness center.

IUC-FVM has a total of 12 student clubs that aim to contribute to the social, cultural, and athletic development of students. These clubs include the Atatürkist Thought Club, Scientific Research Club, International Veterinary Student Association (IVSA), Media and Communication Club, Food Hygienists Club, Aquatic Veterinary Medicine Club, Veterinary Oncology Club, Sports and Travel Club, Farm Animal Medicine Club, Equine Club, Veterinary Radiology Club, and Wildlife Research and Conservation Club. Information about student clubs can be accessed through the “Student” tab of the Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine website. This information includes [the club list](#), the names and contact information of the advisors and club presidents. Club activities are announced through the faculty’s official website and social media accounts, as well as through the clubs’ own social media channels. All students without disciplinary action may join more than one student club. The club board members and presidents are elected by the club members at the beginning of each academic year.

At the beginning of each academic year, a student representative is elected for each class within the IUC-FVM,

as well as a faculty representative. Student representatives strengthen communication between students and faculty administration, facilitating participation in decision-making processes related to education, social life, and the campus. Elections are conducted under the supervision of a faculty member appointed by the faculty administration following the application of prospective students. The candidate receiving the highest number of votes in each class serves as class representative for a term of one academic year. Following the completion of the election process, the list of representatives is updated and transparently announced on the faculty's official website. Student representatives from each class serve on the Curriculum Committee, while the Faculty Representative, representing the final class, serves on the Student Affairs Committee, the Request and Complaint Evaluation Committee, and, when necessary, the Faculty Executive Board.

[The Career Planning Application and Research Center](#), located within IUC, aims to provide students and graduates with the professional support they need in their career management and job search processes. The primary objectives of these services and activities are to help students and graduates identify their interests, talents, and values, support them in defining their career goals, provide career counseling to address the challenges they face in their professional lives, and support their professional development through individual or group work.

The Erasmus, International Bilateral and Multilateral Relations, Farabi, and Mevlana Institutional Coordinators, operating under the [International Academic Relations Unit](#), provide comprehensive support for student and staff mobility. These coordinators provide the necessary information, consulting, and process monitoring services to students wishing to participate in national and international exchange programs. They also systematically provide the necessary logistical and academic support to ensure that international students can seamlessly carry out their activities within the institution.

[The Disability Counseling and Coordination Unit](#), located at IUC, aims to create an inclusive and sustainable learning environment for students with special needs. The unit develops solutions tailored to individual needs to facilitate access for students with disabilities in academic, social, and physical settings; provides support mechanisms based on equal opportunities; and conducts activities to raise public awareness.

IUC-FVM regularly conducts surveys in accordance with the [Istanbul University-Cerrahpaşa Stakeholder Assessment Procedure](#) (Annex 7.7.3), document number 523.1PR, to improve the quality of education and systematically evaluate student feedback. These surveys include student satisfaction, library satisfaction, ECTS assessment, and course evaluation surveys. Student opinions are collected confidentially at the end of each semester for each course. The data obtained is analyzed by the Quality Coordination Department and used in improvement processes.

Multi-layered feedback mechanisms have been established at both physical and digital levels within the IUC- FVM to enable students to communicate their opinions and complaints. Students can submit their requests, opinions, and complaints directly to faculty administration through request and complaint boxes located throughout the faculty. In addition, the Istanbul University-Cerrahpaşa Quality Coordination Department has developed and made accessible online "[Complaint/Non-Compliance Forms](#)" and "[Report Forms](#)" for all stakeholders. All stakeholders, including students, can transparently communicate their concerns through these forms; reports collected by the Quality Coordination Department are forwarded to the relevant units. This ensures that corrective/preventive actions are initiated when necessary.

Students can directly report any issues they encounter to faculty administration, either verbally or in writing, or they can use the request and complaint boxes located outside the field of view of security cameras. Additionally, students have the right to submit official complaints or requests for information at the national level through the Presidential Communication Center of the Republic of Turkey (CİMER).

The systematic and impartial evaluation of student complaints is carried out by the Request and Complaint Evaluation Commission within the VEE. The Commission evaluates all complaints regarding academic, physical, psychological, or social well-being issues, ensures that they are referred to the relevant academic or administrative units, and appropriate solutions are developed. The VET-521.2PR [Request and Complaint Procedure](#) (Annex 3.7.1), established to determine the methods, principles, and responsibilities to be applied in evaluating student requests and suggestions, ensures transparent evaluation of student satisfaction, requests, and complaints.

Requests and complaints submitted through the channels specified above are reviewed by members of the Request and Complaint Evaluation Committee. The review process involves the committee conducting a preliminary assessment of the complaint, requesting information from the relevant department heads, faculty members, administrative offices (student affairs, etc.), or the hospital chief physician's office based on the nature of the complaint, and, if necessary, forming subcommittees to evaluate the complaint and the response. Based on the data and assessments obtained, the committee prepares a report and submits it to the faculty administration, which then officially communicates it to the student. The principles of confidentiality, impartiality, and respect for student rights are fundamental to this process.

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

IUC-FVM has various feedback mechanisms through which students can convey their needs, complaints, comments and suggestions regarding their academic performance, personal problems and compliance with national and international quality standards, including ESEVT.

Students can submit their feedback anonymously through the request and complaint boxes located in faculty buildings, or through direct verbal or written communication with the Dean, Vice Deans, or academic advisors. They also have the opportunity to systematically submit their requests and complaints to the VEE administration through the student representatives elected at the beginning of each academic year. Students can also submit all their suggestions, ideas, and feedback through the online [Reporting Form](#) provided by the IUC Quality Coordination Department.

The process for evaluating and resolving student feedback is detailed in **Standard 7.7**. This process is conducted in a transparent, accessible, and systematic manner, with a student-centered approach.

Comments

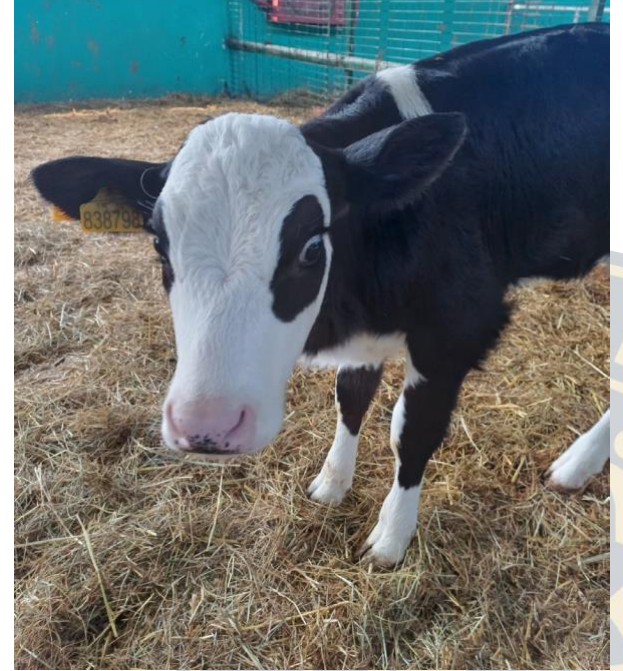
The Faculty has comprehensive, transparent procedures for student admission, progression, welfare, and feedback. National and international admission pathways are clearly defined, supported by regulations, and publicly accessible. The orientation programme, academic advising, and welfare services are well-structured. Support for students with disabilities is well-developed and nationally recognised. Detailed statistical data on admissions, enrolment, progression, and graduation rates are available. Multiple feedback mechanisms, including elected student representatives and online/offline complaint systems, demonstrate a student-centred approach.

VEE should strengthen the direct link between annual student quotas and existing teaching, clinical, and animal resources, ensuring that capacity is not exceeded. For this reason, multiple applications for quota reductions have been submitted to CoHE in recent years. For the 2025-2026 academic year, CoHE has

reduced the quota for the IUC-VF programme from 130 to 70.

Suggestions for improvement

Based on the review of current practices, the following areas are identified for potential enhancement. Data on the uptake and effectiveness of welfare, counselling, and financial support services could be systematically collected and analysed to guide improvements. While feedback channels are well-defined, documented examples showing how student feedback has led to tangible changes are limited and should be incorporated. Regular formal review of admission and progression criteria by the Faculty-alongside CoHE regulations- would further ensure alignment with educational capacity and learning outcomes. Including measurable indicators for student well-being and satisfaction would help monitor the impact of support services.



Area 8

Student Assessment



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

The education and training system at IUC-FVM has been structured in alignment with national and international standards in a clear, transparent, and comparable manner. This system has been designed to meet societal needs while also safeguarding student rights. The student assessment processes are clearly and consistently defined in a way that reflects the responsibilities students are expected to carry throughout the programme.

The assessment of student success is primarily governed by the IUC Education and Training Regulations (Istanbul University-Cerrahpaşa [Associate Degree and Undergraduate Education and Training Regulations](#), Official Gazette Date: 20.08.2018, No: 30515) (Annex 3.1.2). Article 25 of the regulation outlines the responsibilities regarding exams, including final exams, to be used during the course of the student's education, while Article 26 defines the conditions for success. The relevant provisions, as defined by the competent authorities, describe the instruments and methods to be employed in student evaluation and the systematic approach to evaluating the outcomes of educational activities, in accordance with institutional regulations and directives.

Procedures concerning the assessment of courses during the training program have been formulated in compliance with the specifications stipulated by the IUC educational strategies and quality assurance system requirements, as well as the EAEVE and VEDEK accreditation SOP. The assessment system and planned improvements implemented within the undergraduate programme aim to evaluate both specific and transversal competencies expected from veterinary medicine graduates, in consideration of the IUC Education Policy, TQF, Programme Learning Outcomes, and [VUÇEP](#) developed by the Council of Deans of Veterinary Faculties. Supporting documents include the [University Education Policy](#), [Program Learning Objectives](#), [Programme Outcomes - TQF Alignment Matrix](#), [Course-Programme Outcome Matrix](#), [IUC-FVM Assessment and Evaluation Procedure](#) (Annex 3.1.5) and [Instruction for Use of the Table of Specifications](#) (Annex 8.1.1).

The process is overseen and monitored directly by the Dean's Office, the Assessment and Evaluation Committee, and the [Curriculum Committee](#), and also indirectly through surveys administered by the University Quality Coordination Office (Annex 7.7.3. [Stakeholder Evaluation Procedures and Annexes](#)).

The curriculum encompasses the planned educational content including general provisions of the diploma programme, the list of courses per semester, course syllabi, and the educational infrastructure and conditions. A single [curriculum](#) has been implemented for students admitted to the Faculty as of the year 2018.

The expected learning outcomes of the programme include the acquisition and application of the knowledge and skills necessary for veterinary practice, as well as the development of critical thinking, communication skills, and effective learning strategies, in accordance with the TQF strategy and the EAEVE accreditation SOPs. The selection of assessment methods is aligned with the objective of applying and further developing acquired knowledge and supports a lifelong learning approach. A combination of different assessment methods is generally employed to provide a comprehensive evaluation of student performance and to enhance learning experiences.

Specific assessment methodologies for each course are determined by the responsible instructors in accordance with the aforementioned strategies, and students are informed accordingly.

To evaluate the extent to which learning outcomes are achieved, different methods are used to assess the acquisition of knowledge and skills.

Theoretical Knowledge:

- Oral or written examinations (including multiple-choice, short-answer, open-ended, or essay-based formats) are used to evaluate students' knowledge and their ability to use and interpret information.
- Assignments and projects (such as research papers, case studies, literature reviews, or presentations) are designed to assess the students' ability to apply and adapt theoretical knowledge to various scenarios encountered in professional practice.

Pre-clinical Practical Skills:

- Laboratory-based practical training programmes are intended to assess students' proficiency in using equipment, conducting experiments, performing and interpreting diagnostic tests relevant to their future professional activities.

Clinical Practical Skills:

- In the third year, students' competencies are assessed through practical exams and evaluations in courses such as Internal Clinical Examination Methods and Surgical Clinical Examination Methods, as well as concurrent clinical practice courses. These assessments focus on abilities including patient handling and restraint, anamnesis, basic examination techniques, interpreting diagnostic images, and basic surgical procedures.
- During clinical rotations in the fourth and fifth years, students' diagnostic and management skills are evaluated while performing procedures and treatments on real patients.
- Case presentations and discussions are employed to support and assess the development of clinical reasoning and professional skills.
- Communication and decision-making skills are encouraged and assessed through problem-solving activities.
- In order to document experiences, enhance professional skills, ensure quality, and evaluate student achievement, compulsory practice charts, portfolios, and forms designed in line with the Programme Learning Outcomes, TQF and D1C are utilised. Students are required to personally perform and succeed in each listed practice. Currently, these processes are managed using printed forms; however, a digital application is being developed by the IT Department of IUC to monitor and report practice assessments. Implementation in digital format is planned to begin in the 2025–2026 academic year.

Throughout the curriculum, it is essential to use a combination of these assessment methods to ensure a comprehensive evaluation of students' knowledge, skills, and professional competencies. Additionally, formative assessments such as quizzes and feedback sessions offer continuous feedback, supporting learning and student development. In current practice, in addition to scheduled midterm and final examinations, short quizzes are also administered during the academic term. The number of quizzes may vary by course. The assessment methods used in each course are announced transparently through the Educational Information System (EBS and AKSIS) at the beginning of each term. In some courses, assignments are also employed as supplementary assessment tools.

At the end of the academic programme, each student is required to prepare, present, and defend a Graduation Thesis in the presence of a designated academic jury and peers. A student who successfully completes the thesis presentation and has passed all relevant courses and practical components is eligible for graduation.

The thesis topic is jointly determined by the student and an academic advisor from the department of their choice. The scope may include veterinary clinical practice, case follow-ups, retrospective studies, situation analyses related to veterinary medicine and animal husbandry, experimental studies, or reviews on current issues. The thesis must be prepared and presented in accordance with the designated format outlined in the relevant guideline. The presentation is graded as PASS or FAIL. Students receiving a FAIL are required to prepare a new thesis.

The course curricula, course instructors, and weekly course plans are published via [EBS](#), where all students can access this information online.

According to the “[Regulation on the Implementation of Clinical and Pathology Training](#)” of IUC-FVM (Annex 3.1.7), the “Practical Training Record Book,” which includes practice criteria, is prepared by the designated coordinator at the beginning of each semester and distributed to students by the Student Affairs Office. During clinical rotations, Farm Practice Forms, Mobile Clinic Forms, and Necropsy Forms are also used. Completion of all listed competencies in these [forms](#) is mandatory for students. These forms can be accessed via the Faculty website. In mobile clinics, the following forms are used by student groups and uploaded to the online storage platform at the end of each two-week discipline rotation: Form 1 (Equine Examination), Form 2 (Companion Animal Examination), Form 3 (Farm Animal Necropsy), Form 5 (Farm Visit and Examination), Form 8 (Equine Necropsy). Forms from the academic years have been archived in cloud storage.

Evaluation of Clinical Practice Performance:

In accordance with the Implementation Regulation of Clinical and Pathology Training of IUC-FVM, each student must attend at least 80% of the training for each clinical discipline, complete the required procedures listed in the Practical Training Logbook, have them signed and approved by the supervising academic staff, and upload the relevant forms to the online storage system.

The performance is evaluated as PASS/FAIL and ATTENDED/ABSENT at the end of each discipline by the Head of the Department. Students must submit their completed record books to the coordinator within one week following the end of the academic period. All record books are archived by the relevant coordinators and the Student Affairs Office. Attendance for each discipline is tracked by the respective departments and reported to the coordinator at the end of the academic term. Attendance for mobile clinics is tracked by the Mobile Clinic Coordinator and forwarded to the coordinator accordingly.

Clinical and Pathology Practice Course Coordinators evaluate student performance based on the data received from departments (attendance and practical exams), Mobile Clinic Coordination (mobile clinic attendance), Practical Training Record Books, and uploaded forms. Students are classified as PASS/FAIL and ATTENDED/ABSENT.

Students who fail must repeat the failed practices in accordance with the IUC Education and Training Regulations. Students who fail for two consecutive years are required to retake the entire practice course.

Evaluation of External Practical Training Performance

As elaborated in Area 3, students are required to complete their EPTs during the 2nd, 3rd, and 4th years in the designated academic periods. In accordance with the EPT application procedures and principles, ([Annex 3.1.10](#)) the performance of each student is assessed by the relevant EPT Committee through an interview, taking into consideration the submitted EPT documentation. Based on this evaluation,

students are graded as either “successful” or “unsuccessful.” The EPT Committee reports the results to the Dean’s Office within one week of the assessment. Students who are evaluated as unsuccessful are required to repeat the respective EPT. In such cases, the repeated EPT must be completed as a priority in the subsequent year’s EPT period. The final results are announced collectively by the Dean’s Office.

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

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.

In accordance with the [Undergraduate Education Procedure of IUC-FVM](#), the start and end dates of midterm and final examinations are determined by the IUC Student Affairs Office prior to the academic year. Based on these dates, the Student Affairs Committee of the VEE prepares the examination [schedule](#), which is then published on the VEE’s official website. For short quizzes conducted during the semester, the date and format are determined either by the relevant department (for common courses) or by the responsible instructor (in the case of a single instructor), and are announced to students in advance or conducted at the end of a scheduled class session.

Regulations concerning the evaluation of examinations and related decisions are governed by the IUC Associate Degree and Undergraduate Education and Training Regulations. According to the relevant article, in order to be eligible to take final examinations, students must fulfil the attendance requirements (ARTICLE 26(1): Semester/final exams for each course are held at the end of the relevant semester/year. To be eligible to sit the final exam of a course: a) students must attend at least 70% of theoretical classes, and b) participate in and successfully complete at least 80% of practical sessions).

For assessment applications, the AKSIS Measurement and Evaluation Module is used in accordance with the [IUC Assessment and Evaluation Principles](#) (Annex 8.2.1). The method of assessment for each course is defined under the “Assessment System” heading in AKSIS and implemented in line with VET-415.3.1PR [Veterinary Faculty Assessment and Evaluation Procedure](#) (Annex 3.1.5, page 22).

Student achievement scores are calculated using either the relative or absolute grading system. The raw success score is calculated by weighing the student’s semester activities and final exam results according to the predetermined ratios. The course grade is derived by converting the raw score into a value based on the 4-point grading scale. The final or resit exam contributes 50% to the course grade. Below is the scale for absolute grading:

Raw Score	Letter Grade	ECTS Grade	Meaning	Score Range
4.00	AA	A	Excellent	88–100
3.50	BA	B	Very Good	80–87
3.00	BB	C	Good	73–79
2.50	CB	D	Fair	66–72
2.00	CC	E	Satisfactory	60–65
1.50	DC	–	Conditionally Passed	55–59
1.00	DD	–	Conditionally Passed	50–54
0.00	FF	FX	Failed	0–49

0.00	FD	F	Failed due to non-attendance	0
-	G	-	Passed (non-graded)	-
-	M	-	Exempt (non-graded)	-

Evaluation criteria and the announcement of examination results are conducted in accordance with the Assessment and Evaluation Procedure (VET-415.3.1PR). According to this procedure, examination results must be announced as raw scores through the AKSIS system within 7 days following the exam.

The contribution of each course to the programme outcomes is assessed using tools such as exams, assignments, and projects, based on the Table of Specifications (TOS) (VET-415.3.1TL).

Appeals regarding examination results are handled in line with the [IUC-FVM Request and Complaint Procedure](#), (Annex 3.7.1) which is integrated into the KALSIS system. According to Article 27 of the IUC Associate Degree and Undergraduate Education and Training Regulations, students may appeal exam results within three working days of their publication. The student must complete the “[Examination Result Appeal Application Form](#)” available on the Faculty’s website and submit it in person to the Student Affairs Office to request a review of the exam paper.

The Dean’s Office appoints a three-member committee from the relevant academic staff, including the instructor who administered the exam. Official assignments are issued to the committee via the EBYS system. The committee must review the appeal and reach a decision within a maximum of three working days. Results of the appeals are announced to the students via the AKSIS system.

[To successfully complete the programme](#), students must earn a total of 300 ECTS credits and achieve a minimum cumulative GPA (CGPA) of 2.00 out of 4.00. Students with a CGPA below 2.00 must retake courses previously passed conditionally and obtain passing grades to be eligible for graduation. In addition, students must successfully complete their EPTs, clinical rotations, and the graduation thesis.

Each course in the veterinary curriculum is associated with Course Learning Outcomes aligned with the TQF and ESEVT D1C. By linking exam questions to Course Learning Outcomes, the programme and individual student performance in achieving the intended competences including D1C can be demonstrated. Exam performance also indicates the extent to which students meet both course-specific and ESEVT-defined graduate-level standards. This assessment design ensures that every graduate has achieved ESEVT D1C and also allows for the quantitative measurement of educational standards.

At the beginning of their associate or undergraduate degree programmes, each student is assigned an Academic Advisor from the Faculty’s academic staff by the Programme Coordinator, in accordance with the [Academic Advising Procedure](#) (Annex 8.2.2) of IUC-FVM.

Students can access the contact information of their assigned advisor through the AKSIS system and initiate communication. During the initial meeting, the advisor and the student jointly review the Academic Advising Procedure, and the Academic Counseling [First Interview Form](#) (Annex 8.2.3) is completed. In subsequent meetings, the [Academic Advising Form](#) (Annex 8.2.3) is filled in accordance with Article 13 of the procedure .

Throughout the student’s education, the academic advisor monitors the student’s progress (Article 1) and provides guidance on course selection, academic planning, and personal development. Advisors also inform students about relevant regulations, directives, procedures, as well as their rights, responsibilities, and

entitlements (Articles 6 and 7).

Advisors are required to meet with their advisees at least once per academic year, either individually or in groups (Article 12). They also provide guidance on university life, career planning, and professional development. In cases where students encounter academic challenges, advisors assist in resolving these issues. For non-academic matters, students may be referred to the relevant support units within the university (Article 8).

At the beginning of each academic term, students submit their course registration requests via the student information system. The academic advisor reviews the student's academic performance and approves the requested courses. The student's enrollment becomes final upon advisor approval.

Following the initial meeting, if the advisor identifies that a student has special educational needs, this information is recorded in the "Needs / Special Needs" section of the Academic Advising Form (VET- 419.1.2F) and reported to the Academic Advising and Survey Committee (Article 14).

For incoming exchange students participating in programmes such as ERASMUS or other bilateral cooperation protocols, academic advisors are assigned in collaboration with the Bilateral Relations Committee (Article 5).

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

The student assessment criteria are defined through the regulations and examination implementation procedures prepared by the Assessment and Evaluation Committee, the Student Affairs Committee, and the Curriculum Committee of IUC-FVM. The decisions, regulations, and principles established by these committees are submitted for consultation to all stakeholders and are then approved by the Faculty Board. Once approved, they are disseminated to academic staff via the institutional automation system (EBYS). Any updates are also published on relevant [websites](#) and the [KALSİS](#) system.

Student evaluations related to both educational quality and overall satisfaction are conducted in accordance with the Stakeholder Evaluation Procedure implemented by the [IUC Quality Coordination Office](#). These evaluations include course evaluations and student satisfaction surveys. The results of these surveys are communicated to academic staff. If any result falls below the threshold values defined in the Strategic Plan, an action plan is initiated. The preparation and follow-up of the action plan is conducted in coordination with the faculty's Quality Assurance Representative and the IUC Quality Coordination Office, thereby closing the PDCA cycle.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

Practical training constitutes an indispensable element of the veterinary education provided at IUC-FVM. Throughout their studies, students' theoretical knowledge is continuously supported and assessed through various methods. During their training, students are actively involved in a variety of procedures, including anatomical dissections, biological sample collection, exercises conducted in the CSL, and practical courses designed for veterinary clinical practice. Detailed information about CSL is provided in [Annex 3.1.4](#).

Additionally, students participate in clinical diagnostic processes employing biochemical, macroscopic, histopathological, and imaging-based methods; and they gain practical experience in areas such as disease prevention and treatment, ante- and post-mortem inspection of food-producing animals, supervision of food processing facilities, and laboratory analyses.

Throughout their education, students engage in both simulated and real case-based learning focused on problem-solving activities related to animal health, disease prevention, animal welfare, food safety and hygiene, and public veterinary services, all conducted within the framework of relevant national legislation. The extent to which programme learning outcomes are achieved is monitored and reported at both the course and individual student level via the Academic Information System (AKSIS). During data entry for examination results, each question in an exam is linked to the relevant Course Learning Outcome (CLO) and Programme Outcome (PO) through the “Assessment and Reports” tab under “Exam Grade Entry” in AKSIS. For each learning outcome, the association with corresponding programme outcomes is rated on a scale from 1 to 5. Individual student responses to each exam question are then scored accordingly.

Via the “Accreditation Reports Module,” the degree to which each student’s responses align with the intended CLOs and POs is analysed based on exam results ([Annex 8.4.1](#)). This reporting capability facilitates the evaluation of whether educational objectives have been met and allows for improvement measures to be implemented where necessary.

Student participation in veterinary medical training including clinical practice, professional practical training, EPTs, seminars, and graduation thesis work is continuously monitored and assessed by the responsible departments, coordinators, and committees.

Students are encouraged to actively participate in both theoretical and practical components of the curriculum through student-centred teaching methods. Their active involvement in the learning process plays a significant role in fostering self-directed learning. The faculty also provides self-study areas equipped with computer and internet access, which students may use during their free time to further their education independently.

Course schedules and weekly topics are published at the beginning of each academic term through the Educational Information System, promoting students’ preparedness for each session. Examinations serve as the ultimate assessment of acquired knowledge and skills. In order to successfully complete the programme, students must pass all examinations and earn the full number of credits specified in the curriculum.

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

In order to acquire clinical competences, each student at Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine is required to complete practical training during the 5th, 6th, 7th, 8th, and 9th semesters, as stipulated by the “Regulation on the Implementation of Clinical and Pathology Training” ([Annex 3.1.7](#)). The “Practical Training Logbook,” which outlines the performance criteria and is utilised in Clinical and

Pathology Practices, is prepared by the designated coordinator at the beginning of each semester.

In developing the criteria listed in the record book, ESEVT D1C are taken into consideration. The record books are revised in accordance with the curriculum updates, which are carried out every seven years under the leadership of the Curriculum Committee. Annual updates also be implemented when deemed necessary, based on feedback received from both internal and external stakeholders (detailed in Area 3).

Comments

The student assessment procedures at the VEE are structured in line with national legislation and institutional policies. A range of assessment methods is employed across the curriculum which are both formative and summative, including written and oral examinations, practical skills evaluation, and the thesis work, allowing for the appraisal of various types of learning outcomes.

At IUC-FVM, a unified and systematic logbook-based documentation system for students' practical training has not yet been fully implemented. However, in both preclinical (e.g., pathology) and clinical sciences, record books and evaluation forms are actively used to document compulsory participation, case tracking, and assessment. Clinical rotations and the veterinary clinical proficiency training programme have been organised such that a minimum number of students are assigned per rotation to ensure quality. As part of ongoing improvements, efforts are underway to convert the paper-based record books into an electronic logbook (e-logbook) format. This transition is expected to be completed and implemented by the 2025– 2026 academic year.

With enhancements made to the student information system (AKSIS), as of the 2024–2025 academic year, the correlation between students' academic performance in examinations and their achievement of programme outcomes can now be tracked and reported at both the course and individual student levels. This system enables objective measurement of students' success in acquiring CLOs, POs, and ESEVT D1C. Following the reporting and analysis of these data, comparative evaluations between intended and actual achievements are conducted, and improvement actions are implemented in areas where gaps are identified.

Suggestions for improvement

Expanding the use of structured clinical assessment methods such as Objective Structured Clinical Examinations (OSCEs), portfolios, or standardized performance checklists could further enhance the validity and reliability of clinical skill evaluations, and strengthen alignment with European and international veterinary education standards. Additionally, the establishment of enhanced internal quality assurance procedures and investment in appropriate physical infrastructure to support these tools would significantly contribute to maintaining and improving the quality of student assessment and clinical training.

The inclusion of peer and self-assessment methods—particularly in group-based projects, practical skills laboratories, and clinical rotations—may contribute to the development of student autonomy, critical thinking, and lifelong learning competencies.

Although EPTs are evaluated via structured interviews and documentation, a more robust monitoring system could provide additional insight into student performance in real-world settings and inform future improvements in the curriculum. For this reason, it is planned to create an area in the e-logbook system where EPTs can be tracked. Development of this area will begin in the next phase of the e-logbook.

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Area 9

Academic and Support Staff



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

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

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

IUC-FVM has sufficient and qualified academic staff to achieve its strategic goals in education, research, clinical services, and community service. To ensure the continuity of qualified academic staff, each department has personnel who meet the minimum requirements set by the CoHE to offer graduate programs. The quality of teaching staff is maintained through the recruitment of new researchers to the IUC-FVM academic staff and through university-wide programs.

IUC-FVM ensures fair and transparent processes in the hiring of all personnel who will be involved in education, community service, research, and development activities. Personnel recruitment is conducted by the IUC Rectorate by Laws No. 2547 (Annex 1.2.1), 2914 (Annex 9.1.1), and 657 (Annex 9.1.2); announcements are made through the Personnel Directorate's website and the Official Gazette. Results are published on the same website. Academic Appointment Criteria are also announced through the same unit and updated every five years to enhance the university's academic performance.

Academic staff requests from departments are submitted to the Dean's Office by department chairs. The Dean's Office evaluates these requests and submits the justified ones to the Rectorate; these requests are then forwarded to the IUC Executive Board. After approval by the IUC Executive Board, the relevant request is submitted to the CoHE for final approval. Once approved, the positions are announced, and applications are accepted.

Within the scope of the application process, candidates must meet the Academic Appointment Criteria. Candidates must meet the standards set for academic activities, including publishing articles in high-impact national and international journals, presenting at national and international conferences, and contributing to projects, with documentation of these achievements. After the minimum qualifications of the candidates are reviewed by the Preliminary Evaluation Committee appointed by the Rector, the applications are forwarded to a scientific jury that includes members from other universities. Appointments are made by the decisions of this scientific jury.

The recruitment of support staff is carried out through the Central Administration system, as is standard practice throughout Türkiye. The employment of support staff is regulated by Articles 4/A, 4/B, 4/C, and 4/D of the State Civil Servants Law No. 657. All support staff must possess various competencies related to the services they perform. Within the framework of the recruitment plan of the State Personnel Presidency, the Central Government determines the quota for support staff to be employed in public institutions. Universities report their support staff needs to the Central Government, and the necessary positions are allocated accordingly. National-level selection exams such as Public Personnel Selection Exam (KPSS) play a decisive role in the appointment process. The role of IUC-FVM in the recruitment of support staff is limited.

Job descriptions for all staff at IUC-FVM have been prepared and shared with the public on the IUC-FVM website. Job descriptions for academic staff can be accessed through the IUC-FVM website and

Organizational Chart, while job descriptions for administrative staff are also available on the IUC-FVM website.

Academic and support staff are encouraged to participate in In-Service Training Programs required by the state for their professional development. In this context, there is a mandatory “Training of Trainers Program” for all academic staff. Participants must pass an exam at the end of the training to obtain this certificate. The training is organized by the university’s “IUC Learning and Teaching Unit”. Trainers are requested to provide feedback to improve the overall quality of the training.

Standard 9.2: The total number, qualifications, and skills of all staff involved with the study program, including teaching, technical, administrative, and support staff, must be mission.

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

The number and qualifications of academic staff employed at IUC-FVM are detailed on the VEE website and in Table 9.2.1. Of the 159 academic staff employed at IUC-FVM, 156 hold bachelor’s degrees in veterinary medicine. Three academic staff members completed their undergraduate education in different fields, and two of them subsequently pursued graduate education in veterinary medicine. As in other faculties in Türkiye, academic staff at IUC-FVM are responsible for both education and research activities. As of the end of 2024, 159 full-time academics are working at the faculty. There are also 229 doctoral students within VEE.

As shown in Tables 9.2.1 and 9.2.3, the total number, qualifications, and competencies of all personnel— academic, technical, administrative, and support staff—involved in the educational program at IUC-FVM are sufficient and appropriate to ensure the sustainability of educational programs, research activities, and community service work.

All academic staff actively involved in educational activities within VEE have participated in the “Training of Trainers” program periodically organized by the IUC Rectorate. At our university, the competencies of teaching staff in student-centered education models and/or active learning approaches are developed through these trainings.

Entertech Istanbul Teknokent and IUC Protek (Project and Technology Transfer Office) are essential units within IUC and serve as a vital bridge between faculty members and the private sector. Through consultancy agreements carried out by these units, some academic staff provide expert services to private organizations and receive consultancy fees through TEKNOKENT in return for these services. As an alternative, faculty members can establish companies within TEKNOKENT to provide paid services. Additionally, academic staff with expertise in their fields offer services to the public and private sectors through revolving fund mechanisms. The provision of these services is regulated and approved by the decisions of the relevant executive board.

Table 9.2.1. Veterinary Medicine Program 2022-2024 Academic Staff*

Academic Staff	2024	2023	2022
Professor	77	76	76
Associate Professor	30	34	34

Assistant Professor	9	7	4
Doctoral Research Assistant	19	18	21
Research Assistant	24	20	23
Total	159	155	158

* All academic staff members are employed on a full-time basis, ensuring their full commitment to the educational, research, and service activities of the establishment.

Table 9.2.2. Percentage of Veterinarians Among Academic Staff (%)

	2024	2023	2022
Non-veterinary graduates/Veterinary graduates	156/159: 98%	152/155: 98%	155/158: 98%

Table 9.2.3. Distribution of Support Staff by Units in IUC-FVM

	2024	2023	2022
Administrative Staff	22	50	72
Support Staff	111	88	81
Total	133	107	153

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

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

IUC implements the “[Academic Incentive and Reward Procedure](#)” (Annex 9.3.1) to recognize, appreciate, and reward the research and development performance of its academic staff. The IUC Executive Board, the PROTEK Executive Board, and the university general secretariat are responsible for this procedure. This procedure also serves as a performance monitoring, incentive, and reward system aimed at enhancing the competence of academic staff. Under this program, researchers’ national and international scientific activities/publications, projects, and national and international patents are evaluated and rewarded. Fair and transparent implementation is ensured across all academic units to guarantee equal recognition.

In addition, IUC has obtained the status of a research university from the CoHE under the “[Research Universities Support Program Cooperation Protocol \(ADEP\)](#).” The Higher Education Presidency allocates budgets to research universities annually based on evaluations conducted each year for use in research activities. These budgets are determined by the priorities of the Strategic Plan and the university’s capabilities, and projects are supported within this scope.

Within the scope of [IUC Scientific Research Projects \(BAP\)](#) Support, various types of project support are increased by certain percentages for researchers who publish in Q1/Q2 journals with a “Performance- Based Budget System” and have national and international patents. Additionally, support for participation in international scientific conferences is provided for all IUC BAP project support types. Postdoctoral

research projects abroad are supported to encourage researchers to enhance their scientific experience. Furthermore, financial support for international publications is provided through the Incentive Program of International Scientific Publications (UBYT) program by the Turkish Academic Network and Information Center (ULAKBIM).

The academic achievements of IUC faculty members, such as awards, certificates, conference honors, projects, and patents, are announced to the public through the PROTEK website and social media accounts. This approach aims not only to provide financial rewards but also to create moral incentives by making academic achievements visible.

At the national level, within the scope of the “Academic Incentive System” established by the CoHE, the academic performance of staff is comprehensively evaluated based on activities such as research projects, national and international scientific publications, citations, awards, and patents. Applications are submitted through the Higher Education Information System (YOKSIS). The Academic Incentive Evaluation Commissions, formed by the faculty and university executive boards, then assess the applications, and incentive payments are made accordingly.

The Academic Data Management System (AVESIS) is a software system developed to create an inventory of academic activities, measure and evaluate the performance of institutions, units, departments, and individuals, and establish a sustainable quality assurance system. AVESIS ensures that activities such as publications, projects, conference participations, and academic awards are regularly recorded and reported. This enables academic activities to be managed more transparently and effectively. AVESIS keeps faculty member information up to date, ensuring that academic achievements and activities are reported accurately and on time, facilitating the identification of opportunities for collaboration, and contributing to the development of a transparent academic environment.

IUC-FVM shares workflows related to processes such as promotions and appointments, leave requests, assignments, and transfers for academic and administrative staff through the Public Service Standards Table. Academic and administrative positions ensure the stability, continuity, and competence of academic staff by providing the necessary guarantees and social rights.

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

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

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

In Türkiye, academic promotions in all universities are regulated by the “Higher Education Law No. 2547” and the “Regulation on Academic Organization in Universities.” In addition to these regulations, the “Guidelines on Academic Appointments” are also available at IUC. Various criteria such as education, research, national and international publications, participation in scientific meetings, awards, patents, and community service are defined for each academic position, and these criteria are periodically reviewed and updated.

The promotion of support staff is carried out transparently by the “Regulation on Promotion and Title Changes in the Staff of Higher Education Institutions and Higher Education Organizations.” This

regulation determines the procedures and principles regarding the promotion and title changes of civil servants working in higher education institutions, emphasizing the principles of merit and career. Details regarding the relevant laws and regulations are published on the official websites of IUC and IUC-FVM. Various committees and commissions at IUC-FVM play a role in decision-making processes. Faculty members actively participate in these processes through multiple committees such as the Faculty Executive Board, Faculty Board, Academic Board, VTH Executive Board, Division Boards, and Department Boards. Additionally, students, academic staff, and administrative staff contribute to decision-making processes by participating in commissions established under these committees (IUC-FVM Organizational Chart Annex 1.2.2). Furthermore, IUC-FVM members participate in university-level decision-making mechanisms by serving in university councils, various administrative and managerial units, and commissions and coordinators.

To support the professional and personal development of support staff, various training programs are organized by the IUC Personnel Directorate. These courses are announced to all staff through EBYS, by their job descriptions and without any discrimination.

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

Student satisfaction surveys are regularly conducted at IUC-FVM. Survey questions are available on the KALSIS website (Annex 7.7.3). At the end of each semester, the IUC Quality Coordinator analyzes the survey results and shares them with the VEE quality representative. All responses are anonymous; the identities of those who completed the survey are not recorded. The results are shared only with the course responsible instructor, by the [Personal Data Protection Law \(KVKK\)](#). These data are used to evaluate the course and implement improvement processes when necessary. If the threshold value of 3.1 specified in the IUC 2021-2025 strategic plan is not met, the course instructors are requested to prepare improvement action plans. Representatives of Quality Unit and Quality Coordination carry out the follow-up of the planned actions. Through these evaluations, student feedback on course delivery, resource use, learning outcomes, and assessment methods can be obtained.

Various evaluations are also conducted, including the Academic Staff Satisfaction Survey, Workload-Based ECTS Evaluation, Administrative Staff Satisfaction Survey, Student Satisfaction Survey, library facilities, and institutional culture analysis.

Comments

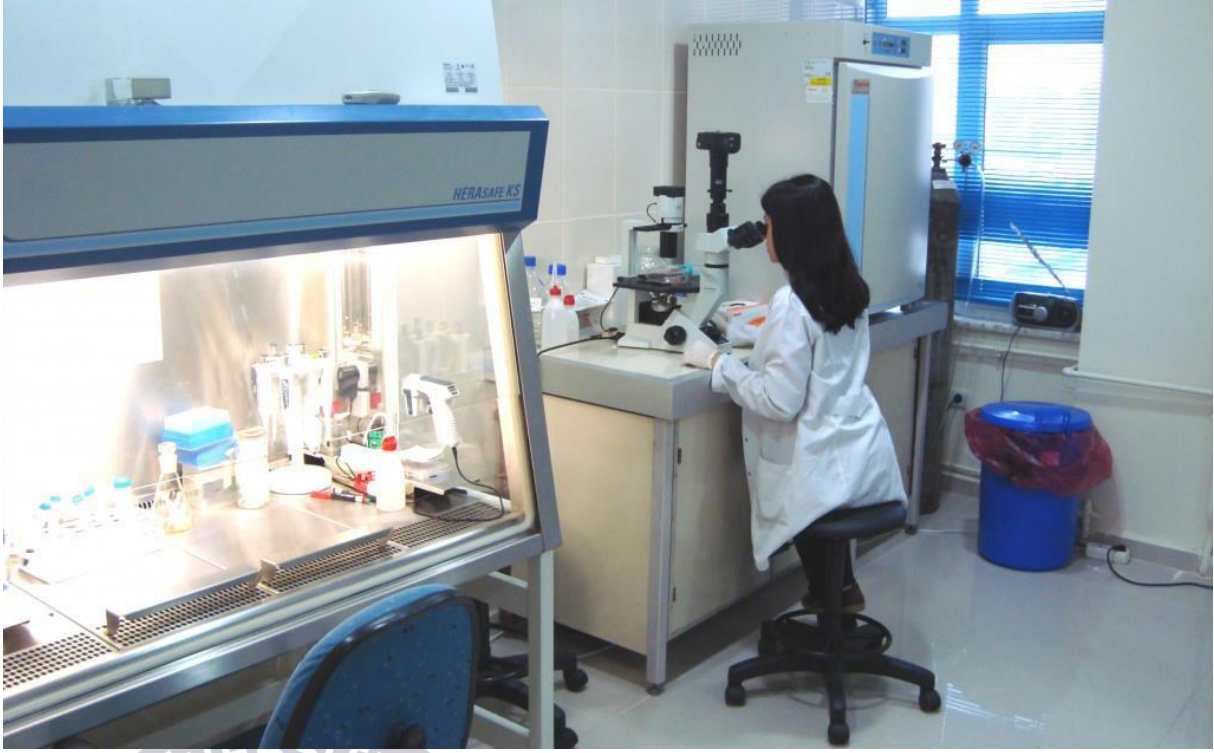
With its long-standing history, IUC-FVM has been among the leading faculties both nationally and within the university since its establishment. Currently, the number of academic and administrative staff, their distribution across units, and their qualifications and competence levels are in line with the number of students and meet the needs of the relevant units.

In the faculty, where the majority of the academic staff are veterinary doctors, periodic training programs are organized by the university's in-service training coordination unit to improve teaching skills and assessment practices. Additionally, incentive-based award mechanisms are implemented to support success in educational, research, and application activities. The faculty also supports the participation of teaching staff in activities and training programs aimed at their professional and personal development.

Suggestions for Improvement

To develop a sustainable and future-oriented education and research framework, it is essential to evaluate academic, administrative, and support staff periodically and to increase their numbers if necessary. In addition, opening new research assistant positions to strengthen the personnel pool should be prioritized. Conducting more data-driven surveys for undergraduate and graduate students, as well as academic and administrative staff, and adding English versions of these surveys to the website would be beneficial.

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Area 10

Research Programmes, Continuing and Postgraduate Education



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

IUC-FVM, in addition to being committed to high-quality education and professional services, plays a vital role in scientific research activities. All academic staff are encouraged (detailed explanation in Area 9.3) and financially and academically supported to conduct research activities and publish scientific articles in national and international journals with high impact. The teaching staff is committed to integrating scientific knowledge into courses and continuously improving this integration to apply research-based teaching principles in the undergraduate program.

A large number of internal and external projects are carried out within IUC-FVM. The projects in which IUC-FVM faculty members and graduate students are involved are mainly supported by the IUC BAP. Researchers also benefit from national institutions such as TUBITAK, TUSEB, and TAGEM, as well as international project support programs like ERASMUS, COST, and Horizon 2020. The fact that all faculty members are responsible for research and education strengthens research-based education at IUC-FVM. The academic staff at IUC-FVM continuously develops R&D activities at both undergraduate and graduate levels through numerous international collaborations and research programs. Faculty members participate in various programs such as COST actions, Horizon Europe, and Istanbul Development Agency (ISTKA) within the scope of global and national collaborations. Research activities conducted in the divisions of Veterinary Medicine Basic Sciences, Pre-Clinical Sciences, Clinical Sciences, Food Hygiene and Technology and Animal Breeding, Husbandry and Nutrition, along with the latest findings, are integrated into course content. In addition, faculty members have participated in the “2219 - International Postdoctoral Research Fellowship Program for Turkish Citizens” supported by TUBITAK. Furthermore, there are scientific projects funded by CoHE-ADEP (Research University Support Program) for academic staff that began in 2022 and are ongoing.

Research projects are primarily conducted in the VEE research laboratories. The laboratories of various research institutions within the university, such as the Institute of Nanotechnology and Biotechnology, DETALAB, and MERLAB, are also available for use by our academic staff. Additionally, within the scope of IUC-PROTEK, a “Research Groups Workshop” is organized to strengthen interdisciplinary collaborations between faculties within our university and to facilitate the preparation of joint projects. Following this workshop in 2023, a TUBITAK 1004 project with a total budget of 75 million TL (approximately 3 million Euro) was prepared and approved with the participation of IUC Faculty of Medicine, other universities, and the private sector. The project is currently ongoing, and a large number of doctoral students are participating as scholarship recipients.

Academic staff at IUC-FVM have published 263 articles in journals indexed in the SCI-E index over the past three years. In the last academic year, projects funded by internal and external sources in which the academic staff of the IUC-FVM participated as executors or researchers are presented in Table 10.1.1. In addition, the institution has funded a list of basic research programs, and their scientific topics are available throughout the last academic year. (Annex 10.1.1 detailed table)

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

In the IUC-FVM curriculum, information on the principles of evidence-based medicine, the importance of

scientific research, and information literacy is incorporated into numerous compulsory and optional course contents and practical programs within the five-year education program. This aims to raise awareness among students who have reached the graduation stage and graduates about scientific competence and the importance of lifelong learning, which they can effectively use in both their academic and professional lives. The Dean's Office organizes information meetings on project resources with the participation of at least one Dr. Assistant from each department. (Annex 10.2.1)

Table 10.1.1. List of the major funded research programs in the VEE that were ongoing during the last complete academic year before the visit

Division	Scientific Research Projects Unit (BAP) Supported Projects			Outsourced		
	Number	Income/Grant	Duration (Month)	Number	Income/Grant	Duration (Month)
Veterinary Medicine Basic Sciences	15	140,215.70 €	12-60	10	219,217.45 €	12-48
Preclinical sciences	3	143,156.37	12-	4	120,497.74	24-60
Clinical Sciences	15	231,799.18 €	18-72	7	146,779.65 €	12-36
Animal Breeding, Husbandry and Nutrition	8	24,550.19 €	12-36	4	110,768.95 €	18-60
Food Hygiene and Technology	9	21,024.05 €	36-66	3	1,402,000 €	12-48
Total	8	560,745.49	12-	2	1,999,263.79	12-60

The IUC-FVM curriculum includes practical laboratory training, clinical applications, visits to the animal farm, milk, meat, and egg processing facilities within the IUC-FVM, and off-campus visits (animal farms, shelters, Turkey Jockey Club). Within this scope, it provides evidence-based education through a wide range of channels, including direct information from academic staff, graduation theses, participation in scientific activities (seminars, conferences, congresses), and projects.

Undergraduate students acquire their initial theoretical knowledge about scientific methods, research techniques, and scientific article literacy through the "VTRN 1150-Scientific Research Techniques" course they take in their first year. They reinforce this knowledge through research assignments given in specific classes during the five-year education process. During the five-year education period, undergraduate students prepare assignments in specific courses and a thesis in the 10th semester.

In addition, the course "Information Literacy and Data Management" has been added to the curriculum starting from the 2025-2026 academic year. This course aims to develop students' skills in accessing, evaluating, and using information in the digital age.

The IUC BAP provides support for Undergraduate Research Projects (URP). This project support type aims to foster a culture of research and development, encourage research activities, and motivate students enrolled in undergraduate programs (offered by units providing four or more years of undergraduate education) to engage in research. Faculty members of our university submit applications as project coordinators. Successful undergraduate students may participate in the projects as researchers. To be eligible as researchers in these

projects, students must have completed their first two semesters of education and have a minimum CGPA of 2.5.

IUC-FVM undergraduate students can also benefit from research support programs for students by applying to the “TUBITAK 2209-A University Student Research Projects Support Program.” Additionally, undergraduate students participate as scholarship recipients in scientific projects conducted by IUC-FVM researchers under the “2247-C Intern Researcher Scholarship Program,” and information on students who have participated in the past three years is available (Annex 10.2.2). Our faculty’s undergraduate students receive support to participate in research activities through this program, and the number of supported projects increases each year. Additionally, IUC-FVM academic staff guide students as advisors in relevant projects. A total of 28 research projects led by/involving 48 undergraduate students are supported by TUBITAK. The number of undergraduate students participating in research projects is presented in Table 10.2.1.

Table 10.2.1. Number of undergraduate students participating in research projects (2022-2025)

Divisions	Number of Projects	Funding Institutions	Number of undergraduate students involved in the project
Veterinary Medicine Basic Sciences	8	TUBITAK	13
Preclinical Sciences	7	TUBITAK	8
Clinical Sciences	14	TUBITAK	28
Animal Breeding, Husbandry and Nutrition	-		-
Food Hygiene and Technology	1	TUBITAK	1
Total	30		50

The “International Veterinary Medicine Students’ Scientific Research Congress,” organized annually by the IUC-FVM Scientific Research Club (BAK), aims to increase students’ interest and participation in scientific research. The most recent congress, the “24th International Veterinary Medicine Students’ Scientific Research Congress of IUC-FVM” held in December 2024, saw VEE undergraduate students participate with 60 poster presentations and 18 oral presentations.

Additionally, students have the opportunity to present and discuss their findings at conferences through various student organizations such as the International Veterinary Students Association (IVSA).” The technical presentations made by students at these conferences are supported and encouraged by IUC-FVM. This demonstrates VEE’s commitment to fostering a scientific approach among undergraduate students. VEE also promotes lifelong learning and global perspectives by offering students opportunities to participate in international exchange programs such as ERASMUS (Table 10.2.2). These programs introduce students to various scientific methods and research practices by enabling them to visit veterinary faculties abroad. Such experiences expand students’ scientific capacity, enhance their practical skills, and reinforce the importance of evidence-based medicine in veterinary practice worldwide.

Table 10.2.2 Number of outgoing/incoming students under the Erasmus program

Year	Outgoing Students	Incoming Students
2020	10	0
2022	2	3
2023-2024	12	18
2024	0	3

IUC-FVM offers postgraduate education, including Master’s and Doctorate programs, for veterinarians who have graduated from the faculty. Additionally, our faculty organizes certified training programs for graduate veterinarians. In this context, in 2023, GLADER conducted the “TS EN ISO/IEC 17025:2017 Standard Basic Training” (Annex 10.2.3).

Undergraduate students submit their thesis on a topic they have chosen under the supervision of a faculty member in the form of a written and oral presentation at the end of the 10th semester. Thesis topics proposed by advisors or students may include veterinary medicine practices, case follow-up, retrospective studies, veterinary medicine and animal husbandry-related situation assessments, experimental studies, or compilation studies on current issues. Theses are presented orally on the date announced by the Departments during the 15th week of the Professional Practical Training. Students must submit their theses, prepared according to the writing rules, to their advisors in digital format at least one week before the presentation. Students who fail to submit their theses on time or are found to have committed plagiarism will be deemed unsuccessful in their theses. The minimum requirements for the undergraduate dissertation are specified in the “[Thesis Preparation and Evaluation Procedures and Principles](#)” regulations. Table 10.2.3 presents the distribution of undergraduate theses between 2022 and 2025.

Table 10.2.3. Distribution of undergraduate students’ final theses by year

Divisions	2022		2023		2024	
	Experimental	Review	Experimental	Review	Experimental	Review
Veterinary Medicine		6		1	1	1
Basic Sciences						
Preclinical Sciences		28	1	31		25
Clinical Sciences	3	56	2	55	4	95
Animal Breeding, Husbandry and Animal Nutrition		11		9		6
Food Hygiene Technology	2	2	1	2	1	2
Total	5	103	4	98	6	129

Standard 10.3: The VEE must offer advanced postgraduate degree programs, such as PhD programs, internships, residencies, and continuing education programs that complement and strengthen the study program and are relevant to the needs of the profession and society.

Graduates of IUC-FVM can pursue graduate education within the “[IUC Graduate School of Education \(GSE\)](#)” through thesis-based master’s and doctoral programs. Both programs are conducted within the framework of the “[Istanbul University-Cerrahpaşa Graduate Education and Teaching Regulations](#) (Official Gazette Date: 29.08.2018, Number: 30520),” based on the requests of the departments within the VEE and by the defined processes determined by the institute.

The required documents for applications to open a new graduate program are published on the “Institute’s

website.” The relevant Department Chair of our University’s Institutes, by the criteria determined by the CoHE Presidency, prepares the documents in the format specified in the “IUC Student Affairs Directorate Department, Program Design Approval and Curriculum Preparation Procedure” and submitted to the Institute Directorate along with the Department/Division Council decision in an official letter. The graduate program application reviewed by the Institute is submitted to the IUC Student Affairs Directorate along with the Institute Council decision and the required documents in an official letter. Student applications and admissions for the programs are conducted twice a year on dates determined by IUC GSE.

With the belief that education is a lifelong activity, continuous education programs are organized to serve the development of society by disseminating advances and accumulated knowledge in science and technology. The IUC Continuing Education Center (IUC SEM) offers the “IUC-Animal Experiments Local Ethics Committee (IUC-HADYEK) Animal Use Certification Course” as part of its educational programs. These courses are taught by IUC-FVM academic staff. The training sessions are held twice a year, regularly, with each course lasting 75 hours and accommodating up to 30 participants.

Certificate programs organized periodically for undergraduate students are also available at VEE (Annex 10.3.1).

Graduate students in clinical units work alongside undergraduate students on clinical cases under the supervision of the relevant department’s expert staff. They maintain records by following a structured process that includes initial examination, diagnosis protocol, treatment procedure, and discharge process, all in collaboration with responsible faculty members. Additionally, undergraduate students in the IUC- FVM program gain knowledge by observing diagnostic procedures conducted in preclinical laboratories.

Table 10.3.1. Number of students registered for postgraduate research training

Training	2024	2023	2022	Mean
<i>PhD Programs</i>				
Veterinary Medicine Basic Sciences	10	11	9	10
Preclinical Sciences	11	5	15	10.33
Clinical Sciences	42	50	39	43
Animal Breeding, Husbandry and Animal Nutrition	6	7	7	6.66
Food Hygiene and Technology	4	2	5	3.66
<i>MSc Programs</i>				
Veterinary Medicine Basic Sciences	2	5	4	3.66
Preclinical Sciences	1	2		1
Clinical Sciences				
Animal Breeding, Husbandry and Animal Nutrition				
Food Hygiene and Technology	6	3	3	4
Total	82	85	82	83

Standard 10.4: VEE must have a Quality Assurance system to evaluate how research activities provide opportunities for student education and staff promotion, and how research approaches, methods, and results are integrated into the work program.

The Quality Coordination Department is responsible for organizing and conducting quality assessment and assurance activities, as well as accreditation activities, at the university. The chair of the Quality Coordination Department is the Rector. In the absence of the Rector, the Vice Rector appointed by the Rector chairs the commission. The Quality Coordination Unit establishes internal and external quality assurance systems for the evaluation and improvement of the quality of education, research, and administrative services in line with the university's strategic plan and objectives, identifies institutional indicators, and carries out the relevant work by the procedures and principles determined by the Higher Education Quality Council (YÖKAK), submitting the results to the Senate for approval. The university administration ensures that all processes carried out within IUC are subject to oversight.

One of the fundamental components of the Quality Assurance System is to ensure that research activities contribute to the professional development of faculty members. There are certain practices in place to encourage staff participation in research and support promotion. In this context, the outputs of faculty members' research activities, including publications, external funding, and joint research projects, are evaluated according to criteria determined by the IUC Senate and approved by the CoHE. The [IIUC Academic Appointment Criteria](#) are taken into account in the staff evaluation processes. Scientific activities involving faculty members and their affiliated units are continuously monitored by the [Institutional Data Management Office](#) within the IUC.

As a leading university among the world's prestigious research universities, IUC leads the way in research, scientific, and technological developments. Within the IUC Research and Development Strategy, the university aims to diversify and increase its research funding sources through national and international collaborations, conduct high-quality research in priority areas, encourage faculty members and students to participate in national/international externally funded projects, supporting activities aimed at increasing the number of doctoral students and postdoctoral researchers participating in national and international projects, encouraging the publication of thesis studies in global indexes, directing and supporting research for national and international science awards, ensuring that existing research infrastructures are certified in terms of quality systems in their respective fields, and increasing the contribution of the "[Istanbul TTO - Technology Transfer Office](#)" and "[Entertech Istanbul Technopark](#)" to our university's research capacity and to continue research and development activities with unique and innovative applications in line with the "United Nations Sustainable Development Goals." The units established by VEE to support the research activities of faculty members include: IUC-BAPSIS, IUC-PROTEK, [EU and International Projects Coordination](#), [Entertech Istanbul Technopark](#), [Istanbul TTO](#), and [CAST - Cerrahpaşa Research Simulation and Design](#).

Research applications prepared by the faculty are submitted to the BAP using the Project Process Management System. Project proposals that are evaluated are sent to the appropriate number and qualifications of reviewers by the Commission/Commission Member, taking into consideration the research area(s) of the project. The project is implemented with the approval of the Rector. A maximum of one (1) graduate student with a thesis and a maximum of two (2) undergraduate students can participate in the project as researchers. The results of the study must be published as a research article during the project period or by the end of the second (2nd) year after the closing date. Faculty members of our university submit applications for the URP as project coordinators. Successful undergraduate students may participate in the project as researchers. Upon completion of the project, the student is expected to submit one national/international publication or present a paper (oral/poster) at a conference or participate in the Teknofest competition.

Comments

It is of great importance for the academic staff and students of IUC-FVM to receive support from national

and international funding programs in terms of continuous development. In this context, efforts are being made to increase the use of national and international external funds. On the other hand, it is encouraging to see an increase in the participation of IUC-FVM undergraduate students in scientific projects as researchers and executors over the years. Activities focused on international project writing should be increased, and the university's support team for international projects should be strengthened with experienced experts with field and practical experience.

Suggestions for improvement

Activities should be carried out to strengthen further international research collaborations, partnerships, and student mobility, and all personnel should make greater efforts to obtain a larger share of global research funds. In this context, positive responses should be given to bilateral and multilateral partnership proposals from many universities and research institutions in line with Istanbul's brand value to increase networking. Thus, opportunities should be created to encourage more academic staff, undergraduate, and graduate students to utilize external funding sources for R&D activities effectively. Academic staff should be encouraged to participate in activities within the scope of university-industry collaboration.



Area 11

ESEVT Indicators



Factual Information about Indicators

Table 11.1. Raw data from the last 3 full academic years (2022-2024)					
		2024	2023	2022	Mean
1	n° of FTE teaching staff involved in veterinary training	159	155	158	157.33
2	n° of undergraduate students	855	890	996	913.67
3	n° of FTE veterinarians involved in veterinary training	156	152	155	154.33
4	n° of students graduating annually	159	227	244	210
5	n° of FTE support staff involved in veterinary training	119	96	89	101.33
6*	n° of hours of practical (non-clinical) training	1184	1184	1184	1184
7*	n° of hours of Core Clinical Training (CCT)	802	802	802	802
8*	n° of hours of VPH (including FSQ) training	304	304	304	304
9*	n° of hours of extra-mural practical training in VPH (including FSQ)	32	32	32	32
10**	n° of companion animal patients seen intra-murally	22120	12651	23918	19563
11**	n° of individual ruminant and pig patients seen intra- murally	46	48	51	48.33
12**	n° of equine patients seen intra-murally	30	3	83	38.66
13**	n° of rabbit, rodent, bird and exotic patients seen intra- murally	2435	2272	2530	2412.3
14**	n° of companion animal patients seen extra-murally	135	1290	515	646.7
15**	n° of individual ruminants and pig patients seen extra- murally	369	4710	9396	4825
16**	n° of equine patients seen extra-murally	204	500	140	281.3
17**	n° of rabbit, rodent, bird and exotic patients seen extra- murally	0	153	0	51
18	n° of visits to ruminant and pig herds	128	354	274	252
19	n° of visits to poultry, farmed rabbit, fish and bee units	33	20	2	18.3
20	n° of companion animal necropsies	304	429	168	300.3

21	n° of ruminant and pig necropsies	220	273	147	213,3
22	n° of equine necropsies	8	4	0	4
23	n° of rabbit, rodent, bird and exotic pet necropsies	305	28	245	192.7
24	n° of FTE specialised veterinarians involved in veterinary training	135	135	135	135.0
25	n° of PhD-students graduating annually	52	37	29	39.3

*The number of hours given in items 6 to 9 must apply to ALL undergraduate veterinary students, independently of electives/tracking. Specific data for each track (i.e. pre-specialisation) may be given in an annex.

**Each live animal having received a healthcare procedure (e.g. vaccination, diagnostic imaging, surgery) or treated for one specific clinical episode during a year is counted as one single patient, even if it has been examined/treated by several departments/units/clinics (including revisions). Only other visits of the same animal with a different condition would be considered as a different patient in the given year.

Table 11.2. List of calculated indicators of IUC-FVM.

	List of indicators	VEE values	Median values ₁	Minimal values ₂	Balance values ₃
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.172	0.15	0.13	0.046
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.735	0.84	0.63	0.105
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.483	0.88	0.54	-0.057
I4	n° of hours of practical (non-clinical) training	1184	953.5	700.59	483.41
I5	n° of hours of Core Clinical Training (CCT)	802	941.58	704.8	97.2
I6	n° of hours of VPH (including FSQ) training	304	293.5	191.8	112.2
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	32	75	31.8	0.2

I18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	96.237	67.37	44.01	52.227
I19	n° of individual ruminants and pig patients seen intra- murally and extra-murally / n° of students graduating annually	23.206	18.75	9.74	13.466
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	1.524	5.96	2.15	-0.626
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	11.73	3.11	1.16	10.57
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1.2	1.29	0.54	0.660
I13	n° of visits to poultry, rabbit, fish and bee units / n° of students graduating annually	0.087	0.11	0.04	0.043
I14	n° of companion animal necropsies / n° of students graduating annually	1.43	2.11	1.4	0.03
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1.016	1.36	0.9	0.116
I16	n° of equine necropsies / n° of students graduating annually	0.019	0.18	0.1	-0.081
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0.917	2.65	0.88	0.037
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.643	0.27	0.06	0.583
I19	n° of PhD-students graduating annually / n° of students graduating annually	0.187	0.15	0.07	0.117

1 Median values defined by data from VEEs with Accreditation status

2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation status

3 A negative balance indicates that the Indicator is below the recommended minimal value

* Indicators used only for statistical purpose

Comments

Following a thorough assessment of the indicators, it was determined that the VEE values corresponding to three of the nineteen calculated indicators (I3, I10, and I16) persistently remained below the targeted thresholds, notwithstanding the continuous efforts undertaken.

The number of support staff at VEE has decreased compared to previous years, leading to significant changes and causing the average over the past three years to fall below the minimum level. The most important of these changes is the separation of IUC from Istanbul University (IU) in 2018. During this process, some VEE staff transferred to Istanbul University as part of the personnel transfers between IUC and IU. Additionally, on 1 March 2023, a law regarding early retirement was enacted, resulting in many staff members retiring from the institution.

While the three-year average number of support staff remains below the minimum level, efforts to increase this number are evident when looking at the annual figures. Due to the high demand for staff in all faculties and institutions of the newly established IUC, the rectorate prioritises and meets staff requests. The planned improvements aim to continue increasing the number of support staff and bring it to an appropriate level by 2026.

A more detailed analysis of the minimum value indicators reveals that most of them are related to the number of horses examined and the number of horse necropsies. According to the Turkish Statistical Institute, Turkey's total equine population (horses, donkeys, and mules) in 2024 was 149,219, the majority of which resided in rural areas. Mobile clinic applications have been launched to increase the number of horse examinations and necropsies, and ongoing efforts include agreements and protocols signed with various institutions.

Suggestions for improvements

The faculty should develop short- and long-term strategies to address the aforementioned issues. In the short term, the VEE management regularly requests support staff and academic personnel from the rectorate.

Another worthwhile strategy is to increase the number of agreements and protocols, as well as visits to nearby farms and institutions. The faculty has already signed several agreements with various private and public institutions that could form the basis for further cooperation.

In the long term, the plan is to increase the number of necropsies per student by setting up virtual reality laboratories at the VEE. To this end, a project proposal has been submitted to the Istanbul Development Agency (ISTKA) for the establishment of virtual reality (VR) laboratories.

ABBREVIATIONS

AIIESEC: International Association of Students in Economics and Business
AKSIS: Academic Registration System
ANKOS: Anatolian University Libraries
Consortium AUZEM: IUC Open and Distance Education Center AVESIS: Academic Data Management System
AVMA: The American Veterinary Medical Association
AYT: Field Proficiency Test
BAK: The Scientific Research Club
BAP: Scientific Research Projects Coordination BIDR: Unit Internal Evaluation Report
CCT: Core Clinical Training
CGPA: Cumulative Grade Point Average
CIMER: Presidential Communication Center of the Republic of Türkiye
CLO: Course Learning Outcome
CoHE: Council of Higher Education
CPA: Corrective and Preventive actions
CSL: Clinical Skills Laboratory
CVMA: Canadian Veterinary Medical Association
D1C: Day-One Competencies
DETALAB: Experimental Medicine Research Laboratory
DGS: Vertical Transfer Examination
EAEVE: European Association of Establishments for Veterinary Education EBS: Education Information System
EBYS: Electronic Document Management System
ECOVE: European Committee of Veterinary Education
ECTS: European Credit Accumulation and Transfer System
ENT: Ear, Nose, and Throat
EPT: Elective Practical Training
EQF: European Qualifications Framework
ERASMUS: The European Community Action Program for the Mobility of University Students
ESCI: Emerging Sources Citation Index
ESEVT: The European System of Evaluation of Veterinary Training
FVE: Federation of Veterinarians of Europe
FVM: Faculty of Veterinary Medicine
GSE: Graduate School of Education
HADYEK: Animal Experiments Local Ethics Committee
HAGED: General Directorate of Hospitals
IAESTE: International Association for the Exchange of Students for Technical Experience Committee
IIEP: Institutional External Evaluation Program
IIER: Internal Institutional Evaluation Reports
ISTKA: Istanbul Development Agency
IT: Information Technologies
IUC: Istanbul University-Cerrahpaşa
IUC-FVM: Istanbul University-Cerrahpaşa Faculty of Veterinary Medicine

IVSA: International Veterinary Students Association
KALSIS: Quality Management System
KAP: Institutional Accreditation Program

KGBR: Institutional Feedback Report
KIDR: Institutional Internal Evaluation Report
KIR: Institutional Monitoring Report
KVKK: Personal Data Protection Law
OSCE: Objective Structured Clinical Examination
OSH: Occupational Safety and Health
OSYM: Student Selection, and Placement Center
PDCA: Plan-Do-Check-Act
PO: Programme Outcome
PPT: Professional Practical Training
PROTEK: Project and Technology Transfer Office
RCVS: Royal College of Veterinary Surgeons
SEM: Continuing Education Center
SER: Self-Evaluation Report
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities and Threats
TARSIM: Insurance of Agriculture
TJK: Türkiye Jockey Club
TQF: Türkiye Qualifications Framework
TTO: Technology Transfer Office
TUBESS: Turkish Document Supply System
TUBITAK: The Scientific and Technological Research Council of Türkiye
TYT: Basic Proficiency Test
UBYT: Incentive Program for International Scientific Publications
ULAKBIM/EKUAL: National Academic Network and Information Center
URP: Undergraduate Research Projects
VAK: Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Committee
VAŞAK: Wildlife Research and Conservation Club
VEDEK: Veterinary Medicine Education Institutions and Programs Evaluation and Accreditation Association
VEE: Veterinary Education Establishment
VETRAF: Veterinary Education Teaching Research and Application Farm
VETSIS: VTH Automation Computer System
VTH: Veterinary Education, Research and Application Hospital
VUCEP: The National Core Curriculum Programme for Veterinary Education
WOAH: World Organization for Animal Health
YKS: Higher Education Institutions Examination
YOKAK: Higher Education Quality Council
YOKSIS: Higher Education Information System
YÖS: Foreign Student Examination



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