ERCIYES UNIVERSITY
FACULTY OF VETERINARY MEDICINE
SELF-EVALUATION REPORT
EAEVE
KAYSERI 2025

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Acknowledgments

This Self-Evaluation Report results from the collaboration and efforts of all academic staff in FVM-EU. It has been prepared in compliance with the ESEVT SOP Leipzig 8 June 2023. It was evaluated and finally approved by the Faculty Board on 03 March 2025. We sincerely thank all the contributors for their enthusiasm and willingness to provide factual data, and contribution to the writing process. We hope that this report will provide a useful basis for the evaluation team in Kayseri.

Murat KANBUR, Dean of FVM-EU

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Introduction

Brief history and previous ESEVT visits

The Faculty of Veterinary Medicine of Erciyes University (FVM-EU) was established in 1995 to meet the growing demands of the region's animal production and food industries. Its foundation was legislated under Law No. 3837, dated July 3, 1992. FVM-EU was initially operated in the city centre until it was transferred to the main campus of ERU in 2012 which added to faculty's efficiency to meet comprehensive and modern educational standards and environment.

FVM-EU experienced its first evaluation by EAEVE in November 2012 with 10 major deficiencies. A second full visitation by EAEVE was conducted in September 2018 under the framework of Uppsala Standard Operating Procedures (2016 SOP) with 10 major and 13 minor deficiencies, mainly focusing on biosecurity, insufficient practical training hours for the acquisition of DOC, implementation of QA system, lack of equine cases and support staff. The EAEVE Kayseri team encouraged all staff and students and declared that they beleive in two or three years, FVM-EU will take its place in the leading position not only in Türkiye but also in Europe.

The time following the 2018 visit has been used for intense consultations with the related committees, departments, administrative staff and all stakeholders as well as the other veterinary faculties in Turkiye resulting in a set of measures to mitigate the identified deficiencies. FVM-EU initiated significant upgrades and improvements, including curriculum revisions, establishment of new Committees and student clubs, development of QA strategies and biosecurity measures. Many constructural changes and additions were recored in; i) **VTH** including expanding and modernizing new units, rooms and registration systems (isolation units for cats and dogs, student recreation rooms, expansion of triage, a kitchen for feed preparation, large animal examination rooms, Pathology Museum) ii) **main buildings** (canteen, conference hall, multipurpose meeting/seminar rooms, feed analysis unit, Salmonella diagnostic unit, cell culture lab, aquaculture lab, pathology student practice lab, student multi-purpose rooms, technician room, genetic and parasitology labs, two clinical skills room in 2018). Student welfare centred improvements were made, adapting spaces for student study and rest. After re-visit by EAEVE in September 2021, the faculty's efforts culminated in granting of FVM-EU with full accreditation. FVM-EU has also got its accreditation from the National Veterinary Accreditation Unit (VEDEK) on March, 2022.

Main features of the Establishment

In addition to its educational and research activities, the FVM-EU significantly contributes to animal health and livestock management in Kayseri and the surrounding regions through its Veterinary Teaching Hospital (VTH). Strategically located for accessibility, the VTH is the largest animal hospital in the region, comprising three blocks dedicated to providing clinical services for all domestic and exotic animal species. The services offered by the VTH are increasingly recognized by stakeholders and the public, leading to a growing number of patients and enhancing hands-on learning opportunities for students. Additionally, ERUTAM is the research and teaching farm used by FVM-EU for core practical trainings.

The FVM-EU has state-of-the-art facilities, including 28 research laboratories, 7 practical training laboratories, a computer lab for students, 8 classrooms, 4 meeting and study rooms, a conference hall, many reading and recreation rooms. Located on the main campus of ERU, FVM-EU students benefit from various social and recreational amenities, including the central library, swimming pool, sports facilities, restaurants, and cafes. Academic staff also gain access to interdisciplinary research opportunities through collaborations with various centres and institutes (Genkok Research Center, Milk and Milk Products Processing Pilot Unit, Experimental Animal Research Center, Central Library, Technology Research and Application Center (ERNAM), Ziya Eren Drug Research and Application Center (ERFARMA), Nanotechnology Research Center (ERNAM) available to be used for research and educational purposes on campus.

The faculty boasts a highly skilled and experienced team of educators and researchers upholding elevated scientific and academic standards, contributing to the institution's strong research profile. Increasing preference rates of prospective students on FVM-EU in recent years could be regarded as the reflection of student centered policy and consistent highly rankings of FVM-EU in various evaluations. FVM-EU aligns more closely with its strategic objectives and educational mission, reinforcing the commitment to continuous improvement and excellence in higher education.

Brief summary of main developments since the last visit

Since the 2021 re-visitation no major operational or legislative changes have occurred in FVM-EU that could interfere with ESEVT standards. The academic and administrative staff constantly worked hard to undertake corrective actions to strengthen the faculty, preserve its advantages, and ensure alignment with ESEVT standards. Major deficiencies were detailed and worked on as key points and improvements were carried out for hands-on training. The 2018 Revisitation Report was taken as a guide for all administrative staff and committee members (especially the QA Committee) to enhance student experience and expertise, ensuring the implementation of a comprehensive clinical training program and the integration of practical hours, seminars, and SSLs into the curriculum. Minor deficiencies regarding biosecurity, EPT training, operational policies, VTH standards, monitoring of student life cycle were addressed with the support of Rectorate. QA loop of curriculum has been efficiently put into implementation and fortified through regular stakeholder meetings and surveys to improve and update curriculum as a respond to the needs of students and the society. Continuous tracing for the new agreements and protocols for more practical trainings (for extramurals and EPT) and enrichment of skill labs with new smilators and educational materials are ongoing processes of FVM-EU. Although FVM-EU has limited autonomy over student admissions, numbers of newly enrolled students have been managed to fit into the available resources. FVM-EU commits for continuous improvement and monitoring of all of its activities to meet high educational and structural needs of the programme in compliance to ESEVT standards.
These effords aim to equip students with the necessary competencies and make them increasingly engaged in both academic and field-based activities.

Main Developments since Last Re-Visitation 2021
The curriculum has been revised to include subjects of Information Technologies and Artificial Intelligence, Animal Behaviour and Welfare, Scientific Research and Presentation Techniques, Career Planning, Clinical Skills Laboratory Course, Propedeutics, Physiopathology, Diagnostic Imaging, Herd Health Management, Necropsy and Forensic Medicine, Wild Animal Diseases and Graduation Thesis were on compulsory basis. The new curriculum promoted the integration between different subjects and departments**. The numbers of practical hours** including EPT were **increased.**
Rotational training (in 10th semester) has been restructured into fully practical model emphasising 9 core disciplines for adequate hands-on training for the acquision of DOC
Effective alignment of all content, teaching, learning and assessment of the degree programme were ensured in line with EAEVE, VEDEK and Veterinary Core Education Pragram (VUCEP) DOC and reflected to the course contents of each subject with periodic meetings.
Biosecurity operational policies and procedures were implemented (documents were adopted and published, premises and equipment were adequately equipped and marked, necessary educations were carried out) under the supervision of the Biosecurity Committee.
"The Office of QA and Strategy Coordinatorship" was established in ERU and the administration of this unit is carried out by FVM-EU Dean's Team. QA was fully integrated and implemented to all activities of FVM-EU.
"The Research Deanery" was established in ERU to monitor the reasearch activities of all academic staff and faculties of ERU. **"Deanery of Student" was established in ERU** to coordinate and monitor students life cycle. **"Environmental Problems and Clean Production Research and Application Center" was** introduced in ERU.
Remarkable improvements were recorded on the planned development of VTH; **Three major budget guided projects were accepted** by Scientific Research Project Coordinatorship for equipment installation in 2025. *Investigation of the Effects and Satisfaction Levels of Advanced Diagnostic Imaging and Laparoscopic Surgery Systems on the Acquisition of DOC of Veterinary Students in Modern Veterinary Education and Training (2024) (4.192.200,00 TL). *Clinical Cytological and Microbiological Evaluation of Cerebrospinal Fluid in Definitive Diagnosis in Cats, Dogs, Sheep, Goats and Cattle with Central Nervous System Symptoms (2025) (4.800.000,00 TL). *Effects of Individual Laboratory Practices on Learning Levels in Veterinary Education (2025) (3.970.847,50 TL).
Renovation of VTH were carried out by the central budget of ERU.
Constructional improvements were also done in main building, addition of; • **Physiology and Biochemistry Student Application Lab.** • **Yücel Çam Microbiology Application Lab.** • **"Repromorph" smilator producing study room.**
Training activities for academic staff regarding the teaching strategies and innovative assesment methods is an ongoing process in FVM-EU**.**
Number of EPT hours have been increased in the revised form of curriculum.
A detailed logbook was provided to the students to guarantee and monitor the acquisition of DOC for students in clinical rotations.
New Simulation/training models were incorporated in skill labs to encourage the students to take an active role in learning process.

Collaborations were expanded with municipalities and other external stakeholders to increase the opportunities for practical training, field experience and professional skills of students

Major problems encountered by the VEE

Major challenges of FVM-EU are the maintenance of infrastructure of the main facilities and delayed process of large animal hospital construction in FVM-EU. Economic challenges due to covid followed by the devastating earthquake in Turkiye resulted in austerity measures which resulted in limitations in expenditure in all areas including educational investments. After a prolonged period of severe economic challenges, signs of gradual improvement began to emerge in 2024, marked by the recruitment of eight academic staff members to our faculty, signaling a transition towards a more progressive phase. Financial management of FVM-EU requires more strategic approach and prudent allocation of resources to achive operational efficiency and to maintain high-quality of educational standards.

In Turkiye, veterinary curriculum corresponds to 300 ECTS which results in significant challenge to align the curriculum within the duration and to ensure compliance with the required competencies. ETC and AEC commities in FVM-EU strive huge effords every year to adapt the study plan to fit into the semesters. Proposal of the Veterinary curriculum structure to extend to 6 years is on the current internal issues agenda of FVM-EU.

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

Standard Operating Procedure (SOP) 2023, as approved at the Leipzig General Assembly, 8 June 2023.

01

OBJECTIVES, ORGANISATION AND QUALITY ASSURANCE POLICY

1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly 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.

Objectives, Organization, and QA Policy

FVM-EU is dedicated to nurturing competent, ethical, and intellectual professionals committed to lifelong learning and protecting animal, human, and environmental health. Guided by an ever-evolving, evidence-based approach to education and scientific research, FVM-EU aims to prepare individuals who uphold the highest ethical standards and contribute meaningfully to their fields and society as a mission.
FVM-EU aims to;

- Use advanced technologies for research aligned with societal needs, sharing findings by educational programs and professional consultancy services,
- Become a nationally and internationally recognized center of expertise, offering innovative solutions to dynamic social needs,
- Develop collaboration with national and international institutions, promoting the rational use of resources and teamwork to address global challenges,
- Lead as a pioneering institution by offering a holistic perspective on veterinary education and research while advancing democratic and quality-driven traditions,
- Operate in coordination with Türkiye's livestock policies and the ethical principles of the veterinary profession,
- Adopt an educational model recognizing the interconnection of human, animal, and environmental health in line with the "One Health" concept,
- Educate innovative and critical-thinking scientists who safeguard animal health and welfare and exhibit strong leadership qualities,
- Emphasize veterinarians' critical roles in public health, animal welfare, and sustainable livestock production through a well-structured curriculum.

Our values are:

- Commitment to the ethical principles, ethical conduct and traditions of the veterinary profession.
- Adoption of universal scientific values in education and research.
- Dedication to a curriculum that spans food safety, quality, zoonotic disease control, animal welfare and environmental impact assessment.
- Focus on equipping future veterinarians with knowledge of legal, ethical, and administrative dimensions of the profession.
- Emphasis on resource efficiency, teamwork, and leadership development.
- Support for international collaboration to produce graduates meeting global veterinary service standards.
- Dedication to protecting animal, human, and environmental health within the "One Health" concept.
- Prioritization of sustainable development goals through evidence-based and innovative educational methodologies.
- Contribution to advancing the veterinary profession globally via national and international partnerships.

- Commitment to preparing graduates who ensure food and feed safety and contribute to the national economy.
- Focus on lifelong learning for alumni and all students and enriching PhD and Master programs, and enhancing their national and international visibility.

FVM-EU aims to deliver well-rounded education to graduates, equipping them to practice across all areas of the veterinary profession in compliance with relevant legislation as governed by specific community directives (78/1026/EEC and 78/1027/EEC, as amended by 36/2005/EC), which outline the core curriculum, establish criteria for qualification recognition, and facilitate the free movement of veterinary practitioners.

The National Core Education Program for Veterinary Education (VUÇEP-21) in Türkiye was organized and entered into force in 2021.The general design of the core curriculum of FVM-EU responds to compliance with this EU Directive and Turkish official requirements. FVM-EU organizes the curriculum, infrastructure, staff, resources, and student evaluation processes to ensure alignment with these standards and to prepare graduates to practice in any branch of veterinary medicine in line with DOC requirements outlined by EAEVE and VEDEK. In addition, compliance with the Turkish Qualifications Database (TQD) standards implemented in our country by High Education Council (YOK), which is a member of AHEA, is also ensured. FVM-EU core curriculum encompasses the widely acknowledged areas of veterinary practice, including companion and farm animal medicine, VPH (including FSQ). Additionally, strategic training areas such as One Health, animal welfare, antimicrobial resistance, biosecurity, and sustainable development goals provide pathways to explore other specialized veterinary fields.

FVM-EU has a strong quality culture with over 30 years of experience in all fields of higher education processes as proven by its EAEVE and VEDEK accreditations.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Details of the VEE

The official name of the institution is Erciyes University Faculty of Veterinary Medicine (FVM-EU), a goverment faculty established in 1995 and located within Erciyes University (ERU), which was founded in 1978. FVM-EU has two main facilities; (main building and VTH) situated in ERU main campus (Figure 1) as well as the Veterinary Teching Farm (VTF) 12 km away from campus.
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Prof. Murat KANBUR, was asigned as the Dean of FVM-EU in 2024, supported by the vice Deans Prof. Önder DÜZLÜ and Assc. Prof. Murat ABAY. The official authority is Prof. Fatih ALTUN, the Rector of ERU, supported by a team of Vice Rectors from various fields.
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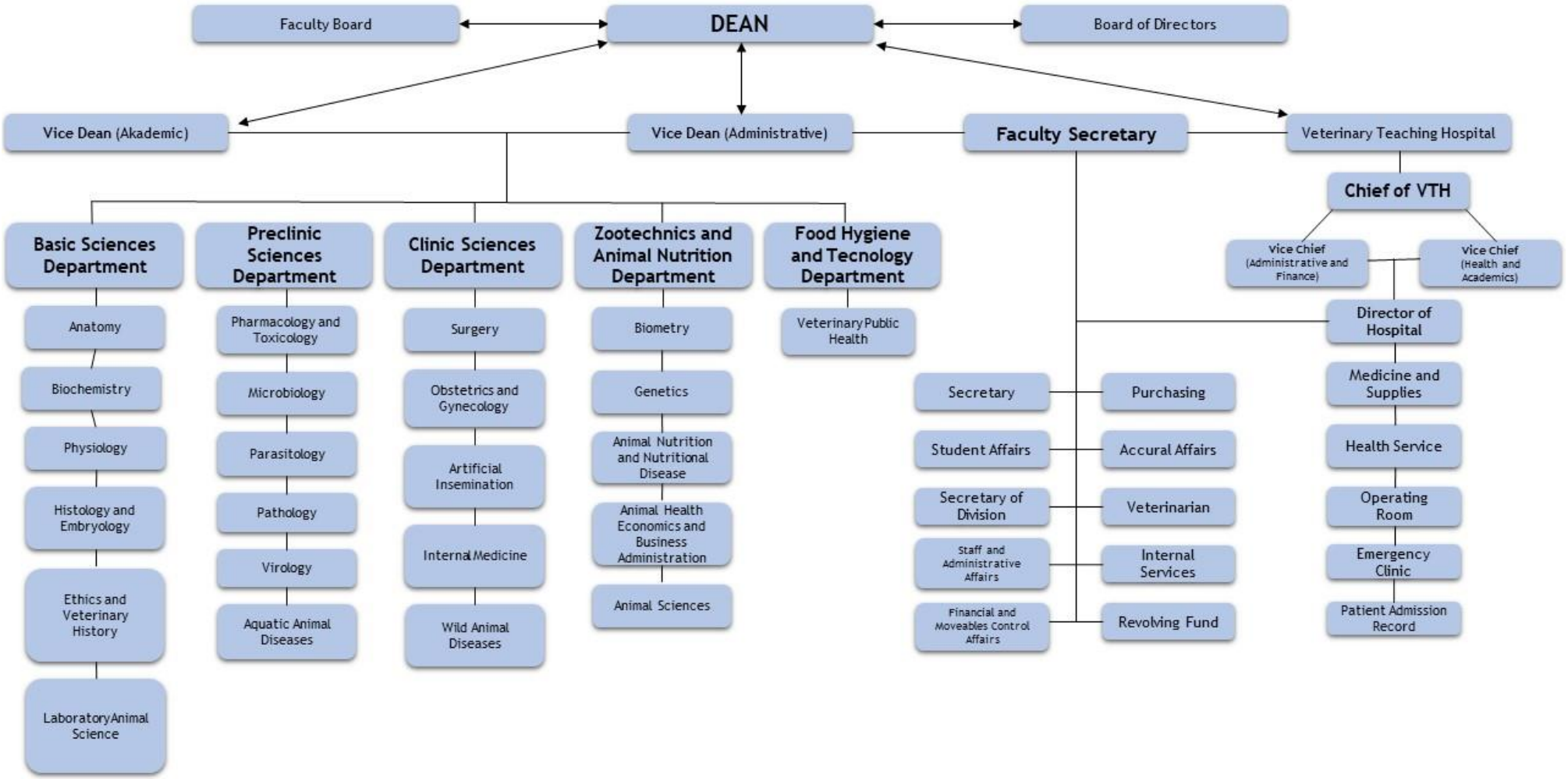
1.2.2. Organizational chart of the FVM-EU with a brief description of the decision-making process

The governance structure consists of the Dean, the Dean's Team, and the Faculty Council. The Dean represents the faculty and provides leadership in management and administrative issues (Organisation Chart). The Dean is appointed by the Rector for a term of three years. The Dean's Office is composed of two Vice Deans, responsible for specific academic areas, and the Faculty Secretary. These assignments are made by the Rector. The Dean oversees the main academic domains and works closely with the Faculty Administration and related Commitees to ensure coordination between academic programs and research. This responsibility is shared through the Vice Deans, Commitees and Department Heads, delegating tasks across various departments and divisions within the faculty. The Faculty Secretary acts as the manager of support and administrative staff and is responsible for financial, administrative and general services.


Faculty Board
DEAN
Board of Directors
Vice Dean (Akademic)
Vice Dean (Administrative)
Faculty Secretary
Veterinary Teaching Hospital
Chief of VTH
Vice Chief (Administrative and Finance)
Vice Chief (Health and Academics)
Director of Hospital
Basic Sciences Department
Preclinic Sciences Department
Clinic Sciences Department
Zootechnics and Animal Nutrition Department
Food Hygiene and Tecnology Department
Anatomy
Biochemistry
Physiology
Histology and Embryology
Ethics and Veterinary History
Laboratory Animal Science
Pharmacology and Toxicology
Microbiology
Parasitology
Pathology
Virology
Aquatic Animal Diseases
Surgery
Obstetrics and Gynecology
Artificial Insemination
Internal Medicine
Wild Animal Diseases
Biometry
Genetics
Animal Nutrition and Nutritional Disease
Animal Health Economics and Business Administration
Animal Sciences
Veterinary Public Health
Secretary
Student Affairs
Secretary of Division
Staff and Administrative Affairs
Financial and Moveables Control Affairs
Purchasing
Accural Affairs
Veterinarian
Internal Services
Revolving Fund
Medicine and Supplies
Health Service
Operating Room
Emergency Clinic
Patient Admission Record

1.2.2. Departments and units of VEE and VTH

Faculty departments are teaching units responsible for coordinating the instruction of one or more specific areas of knowledge at different centers, in accordance with the university's regulations. Each department has a department head and a responsible of the main academic unit, who work in close collaboration with the Dean's Team in the Faculty's academic management. There are 5 divisions at FVM-EU (Table 1) which are further divided into sub-departments.

Heads of divisions are elected among and by the heads of the departments for three years. They carry out academic and administrative issues; to chair and to implement decisions of departmental boards, and to coordinate, communicate and collaborate between departments by monitoring and supervising all activities.

Table 1. Division' s of the FVM-EU

Divisions	Division's Head
Food Hygiene and Technology	Prof. Yeliz UÇAR
Preclinical Science	Prof. Gökhan ERASLAN
Zootechnics and Animal Nutrition	Prof. Erol BAYTOK
Clinical Science	Prof. Vehbi GÜNEŞ
Basic Sciences	Prof. Feyzullah BEYAZ

VTH provides services for the examination, testing, diagnosis, treatment and preventive medicine of individual and groups of animals, as well as education, training, research. VTH plans and executes activities for the procurement of services such as projects and consultancy etc. in all matters related to its field and collaborates with all private and public sector units related to animal husbandry. The Dean appoints one of the academic staff from Clinical Sciences as the Head of VTH for 3 years. The Head of VTH is responsible for the operation of the VTH medical, administrative, financial processes and the management and coordination of the academic and administrative staff in VTH.

VTH Director, is appointed by the Dean among the administrative staff who have veterinary degree or at least a bachelor's degree and is responsible for determining the principles regarding cleaning, landscaping, repair, maintenance, safety and technical services of the units connected to the VTH, controlling the coordination and follow-up of the relevant staff, and fulfilling the requirements within the scope of welfare and biosecurity in line with the current legislation.

Table 2. Administration of VTH

VTH	Department's Head
Head of VTH	Gültekin ATALAN (DVM, PhD)
Vice heads of VTH	İhsan KELEŞ, Hanifi EROL (DVM, PhD)
FVM-EU Revolving Fund Enterprise Responsible	İsmail KARAKUŞ, Ali YILDIZ
Director of VTH	İsmail KARAKUŞ

VTH units:

1-Departments (Clinic of Internal Medicine, Surgery, Obstetrics and Gynecology, Wild Animals, Reproduction and Artifical Insemination),
2- Clinical Diagnostic and Analysis Laboratory and Veterinary Diagnostic and Analysis Laboratory,
3- Pharmacy

4- Emergency Unit
5- Mobile Clinic
6- Revolving Fund Enterprise Unit

The purpose of Veterinary Teaching Farm (VTF) is to provide opportunities for research and educational activities on agriculture, animal husbandry and food, to apply and develop modern breeding methods, to establish and sustain cooperation mechanisms that will contribute to regional and national development **(see Area 4.).** Management of VTF : The VTF director is appointed by the Rector for three years among the academic staff of FVM or Agriculture.

1.2.3. List of the councils/boards/committees

Faculty Council (FC) is the body of strategic decisions and supervisions concerning coordination of academic affairs, educational plans, scientific research and publication activities in accordance with FVM-EU mission. In addition, FC carries out duties such as electing members of the FC, Faculty representatives for ERU Senate, determining domestic and international student quotas, etc. It also performs the related duties given by YOK Law. The FC periodically convenes at the beginning and end of the semesters and upon proposal when necessary. It consists of 12 members with heads of all divisions, 3 representatives of professors, 2 representatives of associate professors, 1 representative of assistant professors and 1 representative of students. Students are also included in related committees within FVM-EU and in the University Senate.

Faculty Administrative Board consists of 7 members; Dean, 3 representatives of professors, 2 representatives of associate professors, 1 representative of assistant professors. Faculty Administrative Board is the body that assists the Dean in administrative activities namely:

i) to apply the principles identified by the Faculty Board,
ii) to ensure implementation of the education-teaching plans, programs and calendar
iii) to prepare a draft program for the budget and investments of FVM-EU
iv) to take decisions in all issues including admission of students, course equivalents, procedures for education and examinations about faculty management and
v) to perform related duties given by YOK Law.

There are 30 Committees operating under the QA Committee in FVM-EU.

FVM-EU has formal collaborations with VEE of Burdur Mehmet Akif ERSOY Ankara University and Bakırçay University. The curriculum is managed by The Education, Training and Coordination Committee (ETC) chaired by Vice Dean Prof. Onder DUZLU (DVM, PhD) where the professional, ethic, and academic affairs of VTH are dealed by Vice Dean Assc. Prof. Murat ABAY (DVM, PhD).

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.

Being one of the leading Veterinary Faculties in Türkiye, our main mision is to guide veterinary training and research with a wide and holistic perspective by cooperating with national and international centers, tending to the rational use of resources, providing alternative solutions to

global challenges, establishing team work and developing tradition of transparancy, quality and democracy.

The Strategic Plan of ERU including FVM-EU parameters was prepared by Department of Strategy Development and Board of Strategy Development of ERU, for 2022-2026 and publicly announced on web. In addition, FVM-EU's R&D strategic indicators are reported annually by ERU Institutional Data Management and Analytics Coordinatorship (ERU-IDMAC) and sent to FVM-EU. ERU-IDMAC monitors and evaluates strategic plan indicators annually. FVM-EU prepares its strategic plan for the next year on main issues of Education-Training, Research and Development, Developing Institutional Capacity and Culture, Social Service, Environmentally Sensitive Management.

The FVM-EU communicates through its website the overall goals and objectives, providing clear and concise statements on its strategy guidelines, so that stakeholders and the general public are well informed. The annual self-evaluation report (BIDR) is a diagnostic tool for the assessment of development, objective achievement, areas to be improved and new objectives based on input from all stakeholders and evaluation bodies, enabling a better understanding of the challenges and achievements of the programme. The FVM-EU has formal mechanisms for monitoring and reviewing its programmes to ensure their continued relevance. Annual report, "Internal Operating Plan" and "Internal Evaluation Reports" are available in FVM-EU website (Annex 4.1, 4.2, 4.3). Newly integrated ERU QA sytem (BKYS software) collects, analyses, and uses relevant information for the effective management of FVM-EU's activities, providing up-to-date, impartial and objective information on the programmes offered.

STRENGTHS
Academic staff of FVM-EU have taken administrative/management responsibilities within national and international organizations, supporting FVM-EU regarding educational and research activities
Integrated quality management system (BKYS) software was put into implementation to monitor all activities of ERU in cooperation with FVM-EU
ERU Scientific Research Projects Coordination Unit has strong R&D project support
ERU is one of the Research Universities of YOK and FVM-EU is in the top 3 faculty in the ERU regarding research performance, capacity, quality and collaboration
FVM-EU contributes to the ERU's YOKAK, EAEVE and VEDEK performance indicators. Our faculty members have TUBA awards, regarding international projects and collaborations
VTH has high numbers of cases regarding companion and large animal patients and is the only one in Kayseri and region providing 24/7 service
FVM-EU has well-equipped research laboratories with strong communication and collaboration with internal and external stakeholders
Kayseri has high potential of meat and meat product producing plants and slaughterhouses for the adequate caseload of practical training in FSQ
FVM-EU has many multidisciplinary projects, scientific and educational cooperations with many faculties, centers and research institutes
FVM-EU has many master and PhD programs
Compansation of Equine cases with strong collaborations with Nevşehir Gendarmerie Horse and Dog Training Center Command JAKEM

WEAKNESSES
Number of support staff as well as limited authority of FVM-EU to take action
Difficulties to reach number of cases and necropsies for pigs, horses, wild animals
Delayed process of the additional hospital building (limits the provision of comprehensive health services, especially for horses in the region)
Educational and economic restrictions due to two earthquakes in 2023 (with magnitude 7.7 and 7.6) in southeastern Türkiye

OPPORTUNITIES
Kayseri is a leading city in animal food production with many stakeholder collaborations to contribute to educational and research activities. Buffalo breeding and Akkaraman sheep breeding projects carried out by FVM-EU academic staff (in cooperation with the Ministry of Agriculture and Forestry) provide opportunities for the development of regional animal husbandry
TEKNOPARK, located within ERU, provides an opportunity for researchers to meet with industry and increase university–industry collaborations
ERU Deanery of Research provides an opportunity for researchers to form focus groups, increase national–international R&D and university–industry collaborations
The diversity and large number of Student Clubs within the university provide opportunities for our students' social and personal development and career planning
Strategic geographic location of ERU that is easy to access
Being very close to the Pilot Milk Processing Unit in the campus which is mainly devoted to practical training of students

THREATS
Reductions in economic resources of ERU
The increase in student registration quotas by OSYM every year and the high number of veterinary faculties in Türkiye that may negatively affect the employment rates of graduates
The weakening of farmers' economic situation and the increase in expenses and costs in animal husbandry
Bureaucratic processes that make it difficult to achieve goals and plans
The widespread misuse of artificial intelligence in veterinary field

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

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

In Türkiye, quality studies in higher education are carried out by the Higher Education Quality Board (YOKAK) which is the full member of ENQA since 2020. The main purpose of YOKAK is to ensure that higher education institutions conduct internal evaluations in terms of QA regarding five headings included in the YOKAK internal evaluation guide (QA system, education and training process, research and development activities, social contribution and management structure). QA studies at ERU have been carried out by the ERU Quality Committee since 2016 in accordance with the Higher Education Quality Assurance Regulation, (2015). ERU gained "full accreditation" for a period of 5 years on July 14, 2021. Academic and administrative procedures at ERU and FVM-EU are carried out in accordance with the ERU QA Directive prepared within the framework of the provisions of YOKAK QA System.

According to THE overall ranking results, ERU ranked as 401-500 among world universities, 13th among 209 universities in Turkey, and 5th among Turkish public universities. According to THE world university ranking, FVM-EU ranks 1201-1500 among 2855 entities in veterinary field.

In order to ensure the integration of QA, strategic planning, performance and data management systems, "Quality and Strategy Development Coordinatin Unit" was established by ERU in 2024. The aim was to ensure that ERU has a QA system compatible with its mission, vision, and values, contributing to the effectiveness, efficiency, sustainability, and international competitiveness of all its units in education and research. This system would include internal and external stakeholders in the process through a participatory management approach, remain sensitive to society and the environment, and be open to change and development. FVM-EU's QA Committee carries out quality processes in coordination with ERU QA Coordinatorship. Starting from 2024, the quality and strategy processes of all departments and units of ERU began to be monitored with the integrated quality management system, (BKYS) software. Regular assessments of progress and annual reportings are compulsory within the frame of the established of key performance indicators.

Faculty QA System is continuously evaluated and developed within the scope of national (VEDEK) and international (EAEVE) accreditation studies, TURKAK, Ministry of Agriculture and Forestry regulations and criteria with the work of ERU QA Unit. In decision making process; Faculty Internal Control Committees, internal stakeholders (Academic and support staff, students) external stakeholders (veterinarians, employers, municipalities etc.) meeting decisions, survey evaluations, Unit Advisory Board opinions, QA Committee reviews and meetings, Department and Faculty Academic Board Decisions are included.

Regarding the QA processes in FVM-EU; the QA Committee, FC, VTH Administrative Board and Faculty Administrative Board are primarily responsible. The duties and responsibilities of the QA Committee include; preparation of activity report, Strategic Plan, BIDR (Internal Evaluation Report) and action plan. These plans aim to enhance and expand recent achievements while effectively responding to the evolving challenges and opportunities in the contemporary educational, economic, and social requirements. The committee is formed by competent, productive and influencial members who are the representives from all departments, titles and cadres, including student and external stakeholder representatives. Evaluation processes and corrective actions are carried out in coordination with the Faculty Administrative Board. The decisions taken by the committee are reported to Dean's Office and the necessary arrangements are put into implementation monitored. Since the QA committee acts as an umbrella, the studies carried out in different committees are reviewed and revised according to certain standard practices by this committee.

Periodic committee meetings are held in all committees, with the participation of stakeholders where some suggestions were made to be evaluated in FC for improving the activities.
Academic Board Meetings of the Departments and Department Heads also guide for performance management and education activities in the faculty. In addition, internal and external stakeholder focus group discussions, student opinions in the committees, interviews with the student representative, course and general evaluation surveys of students, wish and suggestion boxes, committee meetings held with the participation of stakeholder representatives, petition and Republic of Türkiye Presidency Communication Center (CIMER) complaint system applications, social media comments are also taken into consideration and used for the outcome assessment and close the loop of PDCA cycle. The opinions of the patient owners who receive service from the VTH are collected through surveys and their satisfaction levels and issues that need to be improved are evaluated (Annex 4.5).

Our faculty members receive "Scientific Incentive Allowance" according to their performance during the year. Their evaluation processes are carried out by "Academic Incentive Application and Review Committee" established on a departmental basis. The success of faculty members is rewarded with the Success Incentive and Award Directive where especially education and training activities are evaluated taking into account the student surveys. The promotion process are carried out within the framework of ERU Appointment and Promotion Criteria by Appointment and Promotion Committee in FVM-EU.

There are special applications for monitoring education and training performances in the faculty; the acquisition of DOC is monitored with Vetopratik software in clinical sciences, FSQ logbooks and practice notebooks in preclinical and basic sciences to guarantee the students to gain relevant professional skills until graduation. The FVM-EU's main tools for keeping in line with EAEVE, VEDEK and VUÇEP criteria are provided by applying the faculty-specific:

- education-training assessment directive
- measurement and evaluation principles
- clinical skills laboratory application principles
- clinical courses and clinical shift application principles
- internship principles and internship education
- graduation project principles

In addition, monitoring and evaluation are carried out based on the annual Activity Reports, Strategic Plan and BIDR data presented as a result of the activities carried out in the faculty.

ERU encourages specific training related to the "training of trainers" through the e-government open access portal. Course evaluation surveys and academic staff evaluation surveys are organized for students in order to measure the teaching competencies of faculty members. Within the scope of developing the competencies of academicians, the Deanary of Research organizes periodic project writing trainings, various informative seminars and introduces national and international project support programs. ERU Teknopark organizes regular informing seminars on intellectual rights.

Starting to provide education, training and research services in 1995, FVM-EU has continuously developed itself in terms of education, training and research infrastructures with its 30 years of experience and successfully completed the national and international accreditation processes. In this context FVM-EU was accredited to "EAEVE" in December 2021, and to VEDEK on March, 2022.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.
The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

FVM-EU has strengthened its stakeholder awareness by building robust connections across its operational fields and comprehensive mechanisms aimed to monitor, interpret, and effectively respond to social, sectoral and regulatory changes. FVM-EU continuously emphasizes its commitment to quality and stakeholder engagement, using various methods to interact with both stakeholders and the community. These methods include:

- **QA Committee**: As outlined in Standard 1.4, QA follows a periodic and cyclical process, including meetings and assessments of students, staff, the Dean's Team, ERU QA Unit, and external stakeholders.
- **Student Council**: Each year, FVM-EU students elect representatives to the Student Council, who participate in decision-making processes at all levels of the university.
- **Conferences with alumni, undergraduates and employers**: By means of these communication strategies, the FVM-EU aims a transparent and collaborative relationship with its stakeholders and the public, building trust while demonstrating its commitment to academic excellence and social impact. Alumni and employers share their experiences regarding clinical cases, field studies in official bodies, economics, social issues, and regulatory domains (Link1, Link2)
- **Meetings with Expert Veterinarians**: Panels are organized with the participation of academicians, Deans, industry professionals and subject experts in order to discuss and ensure the relevance of the curriculum (Link3, Link4).
- **FVM-EU Social Media**: Announcements and sharing of all activities are made on the social media accounts of our faculty (instagram, facebook).

As part of its commitment to social responsibility, FVM-EU informs the public about its study programme, educational and research activities and projects, as well as the clinical and laboratory services. The official FVM-EU website serves as a primary tool for providing the public with information on its vision, mission and goals including social and personal development activities and events, career planning meetings, seminars, interviews and stakeholder visits. FVM-EU employs an expert staff authorized to update the content on the website and social media accounts.

Our faculty maintains active relationships with its alumni through various channels. Information related to our faculty is recorded through the ERU Alumni Information System, established by the ERU Rectorate. ERU has quality satisfaction survey characterising graduate students sociodemographically, with the parameters such as gender, age, place of residence, employment status, and work related to studies. The profile of the current student population of FVM-EU is also accesible on website.

The Turkish Veterinary Medical Association's regional branches and Veterinary Professional Chamber also serve as an effective means to reach our alumni. Moreover, communication with alumni is facilitated through its social media accounts. Information about master's and PhD programs is publicly accessible on the official website, where educational programs, required forms and announcements regarding enrollment are available. The FVM-EU website also provides information on it's ESEVT status and mentions the latest Visitation and Self

Evaluation Reports (2018, 2021). In addition, documents such as BDIR, annual activity reports, Strategic Evaluation reports, etc. are shared with the public on our faculty website.

In line with its goals and plans, FVM-EU shares its study programme, written documents and guidelines, VTH and laboratory services and workflow diagrams with the public and stakeholders on the Faculty website.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

The roles and responsibilities of the QA Committee (QC) are carried out in accordance with the QA Directive of ERU in line with the Higher Education Quality Assurance Regulation.

Within the scope of the BIDR (Internal Assessment Report covering all Strengths, Weaknesses, Opportunities, Threats of FVM-EU), external and internal stakeholders online surveys were conducted for teaching, research, and other services of FVM-EU that contribute to the regulation of the institutional operations. In addition, ERU QC conducts regular centralised surveys for academic and administrative staff and students, and shares the findings with FVM-EU.

The QC, FC, Faculty Administrative Board, and other Committees of FVM-EU focus and deal with all input and measures to be assessed, revised, and/or planned (with PDCA cycle) and share the results with the Dean's Office. The relevant accreditation committees carry out the national (VEDEK) and international (EAEVE) accreditation studies of FVM-EU. They also conduct regular meetings and reviews, ensuring that the criteria are followed and met.

The QC (accepted as the umbrella unit of the boards and Committees) comprises high soft power enforcement; with dynamic, idea-generating, and broad-minded members of high academic and administrative experience. To support the QC work in our faculty, working groups have been established to carry out effective studies. The mission and objectives of QC were determined as improving; i) teaching efficiency and assessment strategies, ii) quality of facilities and services iii) QA culture and safety policies.

The QC works in coordination with the Dean and FC;

i) to carry out the task of preparing and presenting BIDR.
ii) to inform the academic and administrative staff
iii) to prepare the strategic plan (short, medium, and long term). The proposals and decisions and the related PDCA cycles are currently discussed in the QA working group, to be forwarded to Dean's Office and FC for approval and implementation. All workflows and procedures related to education and facilities are available on website.

The overall QA strategy is discussed first in QC regular meetings. The QC analyses and discusses data from external and internal stakeholders (students, academic and administrative staff) to ensure that objectives are met, including quality of curriculum, teaching and assessment

methods, acquisition of skills and academic success (Figure 2- PDCA Cycle on QA Implementation).

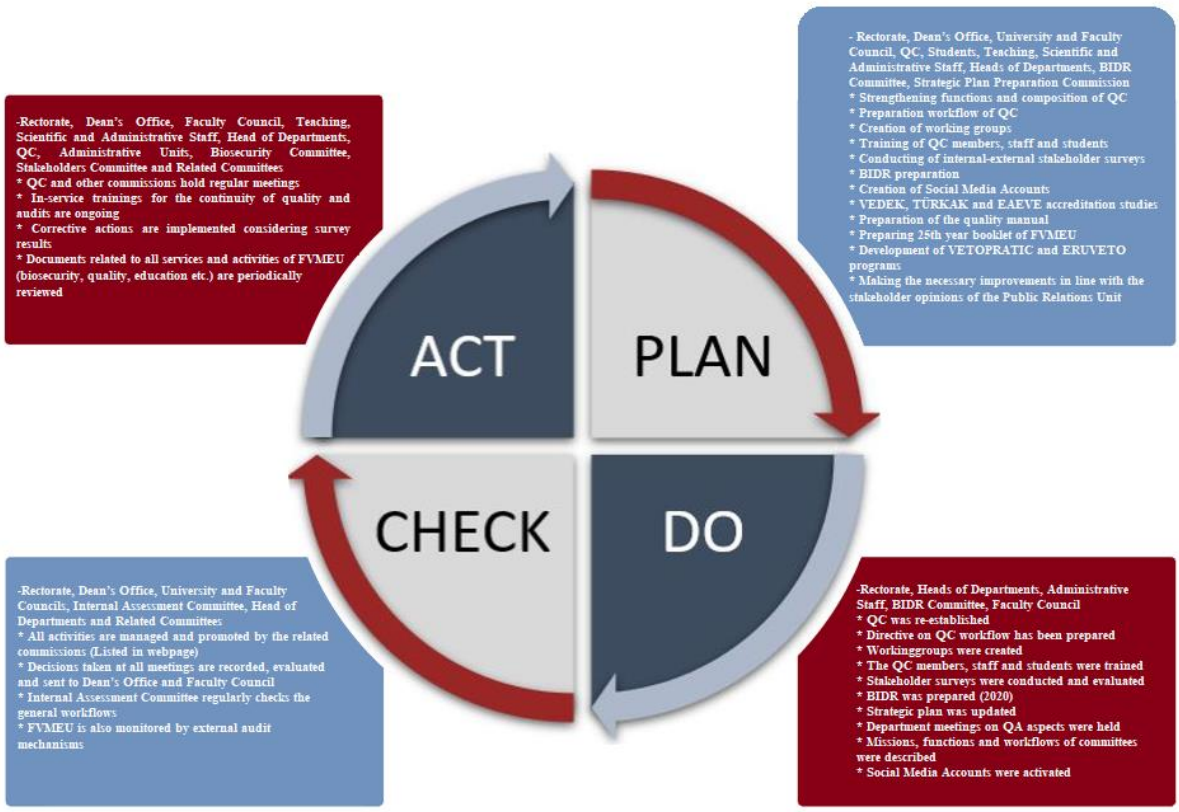


Figure 1: PDCA Cycle on QA Implementation

Within the determined QA loop, all instructions, principles, protocols, regulations and procedures were defined and announced regarding "Education and Examination (curriculum), Clinical Skills Laboratory Course Practice, Clinical Courses, and Clinical Night Shift Practice, Assessment and Evaluation Strategies, EPT, Veterinary Medicine Internship Training and Final Project and Cleaning and Disinfection activities of All Facilities in FVM-EU. Further information on instructions principles and function/responsibilities is available on the FVM-EU website.

The Biosafety and QC routinely inspects all units and reports the problems and suggestions to the Dean's Office.

Personel and external stakeholder satisfaction surveys (including VTH services) and internal student surveys (related to DOC acquisition, courses, exams and internship) are conducted. Student surveys and stakeholders' feedback plays a vital role in QA process. Stakeholders can convey their opinions, suggestions, and satisfactions about the faculty by the link on the Faculty webpage, social media and CIMER.

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.

FVM-EU was fully accredited to EAEVE in 2021 and to VEDEK in 2022, and the visitation report after the evaluation made a significant contribution to the re-evaluation of FVM-EU's education and QA policy and restructuring itself accordingly. With the education provided in our faculty, students graduate by meeting the DOC and qualifications in line with Veterinary National Core Education Program (VUÇEP), EAEVE and VEDEK standards. These accreditations positively contributed to local and foreign students preference for FVM-EU.
All staff of FVM-EU have been working hard to implement corrective actions and improvements in line with the recommendations made by the ESEVT visitation team. Despite the challenges posed by the pandemic and earthquake in Türkiye, the FVM-EU managed to return to a level of activity comparable to that of its routine period, guaranteeing the continued compliance with ESEVT Standards.

Main Developments since the Last Full ESEVT Visitation (2018):

i) VUCEP has been prepared, processed and put into implementation guided by FVM-EU.
ii) Radical revision process of the curriculum has been completed to promote the integration between different subjects and departments.
iii) The final-year rotational training has been enhanced with more integrative features, incorporating fully practical hours with the core practical disciplines.
iv) Biosecurity operational policies and procedures were improved, taught and posted to all stakeholders. Cleaning and disinfection facilities were incorporated in VTH units.
v) Animal welfare and care standards in VTH were improved by appointing responsible specialist academic and support staffs.
vi) Many constructural changes in VTH and main buildings were recorded.

Main Developments after the 2021 full accreditation of FVM-EU are as follows:

i) Assessment strategies, course contents, objectives and learning outcomes were aligned in line with EAEVE, VEDEK, VUCEP.
ii) Regular Trainings and seminars were provided to students (orientation) and academic staff (training of trainers).
iii) VETOPRATIC and ERUVETO-Student Affairs software automation programs, check-lists and logbooks were used to monitor students' attrition rates, progression, clinical skills and DOC acquisitions.
iv) In 2024, ERU Quality and Strategy Development Coordination Office was established to carry out all quality processes at ERU. All Committees within our faculty carry out quality processes in cooperation with this Office and all processes of all units began to be monitored with the integrated quality management system (BKYS) software.
v) The scope of VTH application principles has been reorganized.
vi) Collaborations with municipalities, Equestrian sport clubs, Police and Gendarme Mounted forces were enhanced to increase the caseload of equine clinical cases and equine and companion animal necropsies for practical training.
vii) Number of support staff in both the technical and clinical areas has been increased.
viii) Online teaching methods were developed and implemented after COVID and earthquake.
ix) The webpage has been enriched and reorganised to be used simply and fully accessible for students, staff and other stakeholders.
x) The Biosafety manuel prepared by the Biosafety Committee was updated, workflow diagrams were prepared and strictly followed by this Committee on periodic basis
xi) Automation programs listed below are continuously developed in line with QA requirements and effectively used.

- ERUVETO-Student Affairs Programme (scope; course list to detect overlaps, excesses and deficiencies in selected courses) ,
- VETOPRATIC Programme (students' progress, attrition rates),
- TEACHER Programme (student attrition rate, number of passed exams, all courses taken and selected by the student, passing or failing status, communication opportunities with the student),
- SUPERVISER Programme (courses attended and failed for each student, progress, certification and recognition, communication platforms with students) and
- OBISIS Programme (OSYM score, acceptance courses taken during the academic year, identity, address and phone, accuracy and completeness of EPT and Internship).

xii) A mentoring system has been implemented to contribute to the individual development of students, by following the life cycle of students, providing individual counseling services and career planning to students. Xiii) Guided by the VTH clients' feedback (client satisfaction surveys), critical changes were handled in VTH (addition of patient WC, canteen, dressing room, restrooms). Likewise, the selection criteria of EPT facilities were determined considering the reflections from EPT surveys.
xiv) A mobile clinic unit was established.
xv) The hospital's diagnostic imaging infrastructure was strengthened with guided projects.
xvi) The equipment donated by stakeholders has been put into use in our VTH.
xvii) The triage and emergency examination room were reorganized.
xviii) The Research Deanary and the Student Deanary Offices were established in ERU.
xix) The number of academic and support staff were increased significantly.
The accreditations of FVM-EU's laboratories by the National Assessment Organizations are updated every year ("operating license for veterinary diagnostic and analysis laboratories" issued by the Ministry of Agriculture and Forestry, General Directorate of Food and Control).

Comments on Area 1

The FVM-EU has well-defined a mission, a vision, and values. It continuously seeks to enhance quality by considering its distinctiveness and strengths. FVM-EU aspires to achieve excellence in veterinary education while adapting to the evolving needs of society.
FVM-EU has a strong QA structure in cooperation with ERU. The faculty has basic written QA procedures attached to its stakeholder participation and opinions in process management.
Infrastructure reinforcements carried out in the FVM-EU before 2021 have slowed down due to the pandemic, earthquake, economic crises and public savings measures.
Equine and ruminant cases are mostly carried out extramurally in relevant contracted institutions. VTH has high numbers of intramural cases regarding companion patients and is the only one in Kayseri and region providing 24/7 service.

Suggestions for improvement in Area 1

The number of contracted institutions should also be increased to increase opportunities for students. Dedicated efforts should be made to enhance awareness and cultivate a "quality culture" in all teaching and research activities at FVM-EU. The transition to the BKYS system implemented by ERU should be accelerated and used more effectively. Additionally, extending the degree program to six years with 360 credits is essential to align with most European institutions, thereby strengthening our commitment to meeting the evolving needs of veterinary education.

02 FINANCES

STANDARD 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).

ERU, a state-owned university, is financed by the Turkish government. For central government, budget proposals prepared by the University's Strategy Development Unit are presented to the ERU Board of Directors and send to central government as a demand. After being approved by the Ministry of Finance, budget law proposal is sent to Turkish Parliament (TBMM) Budget and Planning Committee. This Committee approves the budget law proposal and submits the report to the TBMM's General Assembly. The budget is discussed at the General Assembly under the chairmanship of the Minister of Finance. The budget law accepted by the TBMM is sent to the President of the Republic of Türkiye to be approved. After being approved and published in the Official Gazette, it enters into force at the beginning of the financial year. The budget transferred to ERU is allocated to the faculties according to the needs and demands of their expenditure units. The Financial Audit of expenditures in the field of FVM-EU is carried out by the staff in charge, assessment officer (Faculty Secretariat), spending authority (Dean's Office), ERU Strategy Development Department respectively. After the financial audit, payments are made for expenditures which are controlled by the Court of Accounts Auditors of the Ministry.

After the total budget is transferred to ERU from the Ministry of Finance, the spending units allocate it to the faculties according to the needs and demands. Although the quantity of budget is decided by Rectorate, priorities of the expenditures are decided by the Dean considering the proposals of the heads of the Departments in FVM-EU. Additional resources can be provided for extra expenses that exceed the budget during the year with the approval of the Rectorate. Therefore, FVM-EU administration has sufficient autonomy for the use of its own budget.

Each academic year, the Faculty Administration organizes a meeting with department and division heads, academic and support staff, director of VTH and students to collect their suggestions, needs and demands (purchasing needed instruments and equipment, expanding laboratory, consumable supplies, and VTH etc.) for the allocation of the budget.The decisions of meetings, prepared as a list according to the need and priorities are presented to the Rectorate. The Rectorate submits the requests to the University Senate composed of Vice Rector, the Deans of the faculties, directors (Vocational Colleges, Graduate Schools, etc.) representatives of students and faculties where annual investment and development budget of ERU are drawn up, discussed and approved.

After the budget is transferred to FVM-EU, the Dean decides where and how to use it according to decisions of internal meetings with staff and students and also stakeholders.

FVM-EU's annual budget consists of;

- Grants allocated by the Rectorate of ERU,
- Research funds provided by ERU Scientific Projects Support unit (BAP) and
- Revolving fund service fees derived from the activities of FVM-EU (VTH and other diagnostic unit revenues).

Academic and support staff salaries and social insurance contribution as well as the costs of internet, heating, water and electricity of FVM-EU are covered by the Rectorate. Security of Faculty and VTH emergency (7/24), computer maintenance and official telephone expenditures are also covered by Rectorate.
Congress and technical visit payments, consumption goods and supplies (consumables, cleaning materials, stationery, etc.) movable property purchases and repairs (fixtures, computers, air conditioners, machinery-equipment purchases and repairs), building maintenance and repair (building renovation and repair) and service procurement (telephone and fax bill, course etc.) are covered by FVM-EU's annual budgets.

Regarding the VTH activity, revenue from clinical, emergency, recovery, and diagnostic services has been trending upwards over the last years, due to the high-quality of services and professionalism of the clinicians. The VTH is one of the few veterinary hospitals that is available 24/7, offering qualified emergency, recovery and diagnostic services.

Eight percent (8%) of the revenue from the services provided in VTH is paid back to the official authority as taxes, and 1% of the revenue is transferred to state budget. Additionally, 5 % of the revenue provided from the services are transferred to ERUBAP unit for funding the future research projects.

There is no tuition fee for national students within the first five years of education. However, national students who can't graduate from FVM-EU over 5 years, have to pay 1,673 TL (~ 45 Euros) per year as a tuition fee. For international students, the annual tuition fee is 73,450 TL (~ 1,900 Euros). Tuition fees are transferred to the University's general budget which are determined by the Council of Ministers (Central Government) for each academic year.

The expenditures, revenues and balance were given in Tables 2.1.1, 2.1.2 and 2.1.3.

Table 2.1.1. Annual expenditures during the last 3 academic years (Turkish Lira, TL) *

	Area of Expenditures	Years			Mean
		2024	2023	2022	
A	Personnel (academic and support staff salaries and social insurances)	108,392,714	51,822,005	28,038,062	62,750,927
B	Operating costs (consumable supplies, congress and technical visit payments, purchased services)	689,263	742,911	280,103	570,759
C	Maintenance/repair of building and purchased equipment	144,884	18,000	23,397	56,100
D	Hospital expenditures	8,640,313	6,340,305	3,234,028	6,071,549
E	Project expenditures	17,625,000	18,405,000	7,998,000	14,676,000
Total Expenditures (A+B+C+D+E)		**135,492,174**	**77,310,239**	**39,573,590**	**84,125,334**

***Euro/TL rate is 37.5**

According to the data in the Table 2.1.1, the highest expenditure in 2024 (80%) was in personnel costs (A), which shows a significant increase compared to 2023 and 2022, reflecting higher staff salaries and social security contributions. Faculty expenses (B) and maintenance/repair costs (C) remained at lower levels, although a rise in maintenance expenditures was observed in 2024. Hospital expenditures (D) showed an upward trend each year, and project-related spending (E) also continuously increased. Project expenditures accounts for 13% of the total

expenditures. Total expenditures peaked in 2024 due to substantial increases in personnel and project expenses. This trend indicates the expansion of the institution and its activities.

Table 2.1.2. Annual revenues during the last 3 academic years (Turkish Lira, TL)

	Revenue Sources	Years			Mean
		2024	2023	2022	
A	Public authorities (salaries, insurance and annual budget)	110,684,400	52,623,006	28,370,740	63,892,715
B	Hospital Services	11,804,158	8,506,819	3,737,733	8,016,237
C	Research Projects and Grants	17,626,681	18,407,127	8,000,446	14,678,085
Total Revenues (A+B+C)		**140,115,239**	**79,536,952**	**40,108,919**	**86,587,037**

*Euro/TL rate is 37.5

The data reveals that the highest revenue in 2024 was generated from public authorities (A), showing a significant increase compared to 2023 and 2022. Public authorities accounts for 12.6% of the total revenues. Hospital services (B) and research projects and grants (C) demonstrated growth, with hospital income rising steadily and research funding fluctuating pattern.Total revenues peaked in 2024, driven primarily by the substantial increase in public authority funding. This indicates a growth in institutional financial support, alongside a steady rise in VTH and research-related income. In addition, two separate projects with a total budget of 7 million TL (187,000 euros) were supported by the Rectorate's Project Unit at the beginning of 2025 year for the faculty's equipment needs and consumable expenses to be used in education and training.
In addition to the revenue sources listed in Table 2.1.2. three major budget guided projects were accepted by Scientific Research Project Coordinatorship for equipment installation in 2025;

- Investigation of the Effects and Satisfaction Levels of Advanced Diagnostic Imaging and Laparoscopic Surgery Systems on the Acquisition of DOC of Veterinary Students in Modern Veterinary Education and Training (2025) (4.192.200,00 TL).
- Clinical Cytological and Microbiological Evaluation of Cerebrospinal Fluid in Definitive Diagnosis in Cats, Dogs, Sheep, Goats and Cattle with Central Nervous System Symptoms (2025) (4.800.000,00 TL).
- Effects of Individual Laboratory Practices on Learning Levels in Veterinary Education (2025) (3.970.847,50 TL).

Table 2.1.3. Annual balance between expenditures and revenues (Turkish Lira, TL)

Year	Total Expenditures	Total Revenues	Balance
2024	135,492,174	140,115,239	**+4,623,065**
2023	77,310,239	79,536,952	**+2,226,713**
2022	39,573,590	40,108,919	**+535,329**

***Euro/TL rate is 37.5**

The data indicates a positive balance between expenditures and revenues for all three years, with the balance steadily increasing. In 2024, the balance reached its highest value, +4,623,065 TL, reflecting a growth in both revenues and expenditures. The positive balance suggests effective financial management, with revenues consistently exceeding expenditures each year.

Apart from the expenditures/revenues given in the tables, there are also different expenditures/incomes financed by the University, Higher Education Board (YOK) and stakeholders. These are:

1. Student Scholarships

Financial support in cash and in good (lunch in refectory) is provided to students from different institutions and individuals. Such as Turkish Education Foundation (TEV), Higher Education Board (YOK) and official scholarships (KYK). Also, each year, 4-7 students worked part-time at our faculty and funded by the Rectorate.

2. Mobilisation of students and academicians (ERASMUS)

Years	No. of supported students	No. of supported academicians	Budget (Euro)
2022	13	1	26,335
2023	10	1	19,440
2024	10	-	14,835
Total	33	2	60,610

The number of students and faculty members who went abroad under the Erasmus program, as well as the total budget figures, are provided above.

3. Scientific Incentive Payments of Rectorate

This application started at 2022 by the rectorate to encourage and support academic staff and increase the research and projects. The amount of financial support for 2023 and 2024 were 88,865 TL and 401,211 TL respectively.

4. Student Projects

Under the supervision of our faculty academic staff, central government-supported projects coded 2209a and 2209b, carried out by The Scientific and Technological Research Council of Türkiye (TUBITAK) in order to create a research culture in students, were presented. In this context, a total of 19 scientific projects have been entitled to be supported by TUBITAK in the last 3 years (7+3+9 projects respectively). Considering that the 2024 support upper limit of these projects is 9,000 TL (240 Euros), 171,000 TL (4,560 Euros) of financial support was provided to our faculty at current prices.

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

Although veterinary education needs intensive practice and more financial support compared to other faculties, there is no extra-legal regulation for VEE budgets in Türkiye. The vast majority of the faculty budget consists of grants allocated annually by the Rectorate and, in part, the revolving fund income from the services of FVM-EU (VTH and other diagnostic unit revenues etc.). The faculty administration decides how and where to spend the budget, except salaries and insurances. There are official law and regulations to manage the expenditures.
VTH revenues are spent for education and training purposes, maintenance-repair and consumable expenses. Therefore, it has sufficient autonomy.

The clinical services at VTH have been diversified to ensure that future graduates receive appropriate clinical training in areas of Internal Medicine, Surgery, Obstetrics, Artificial Insemination and Feed Analyses. Additionally, VTH promotes ongoing clinical education through postgraduate courses. The pioneering mission of VTH is to independently provide clinical training for undergraduate students of the FVM-EU.

The Rectorate provides a vehicle (bus) for extramural visitations for student practices such as private fish, equine and livestock farms in different districts, ERU's farm (ERUTAM), shelter of municipality, zoo, slaughterhouse, milk and milk product processing plants etc. In the applications to be carried out on the extramural visits, expenses such as gloves, disposable aprons, overshoes, syringes, blood tubes etc. are covered by VTH.

These experiences allow students to actively apply their theoretical knowledge in field conditions. Notably, the financial aspect of these field services does not overshadow their educational purpose. In fact, the main purpose of all these activities is to maintain high education standards and achieve the educational objectives of the program.

The training process is not financially dependent on clinical and field services as the majority of the cost of this training is covered by the rectorate for transport. The training part is performed by academicians who receive their salaries from the Rectorate.

When significant expenditure is required for clinical education and training, decisions are taken by a VTH Management Committee to ensure effective resource allocation.

Different Committees have been established in order to carry out revolving fund services more effectively within the faculty including i) General Purchasing Committee, ii) Inspection and Acceptance Committee of Purchased Goods and Services, iii) Examination and Evaluation Committee of Financial Resources.

In addition to the income sources mentioned above, within the scope of cooperation, various stakeholders also provided equipment grants to our Faculty and VTH as listed below:

- Kayseri Metropolitan Municipality (Vehicle/Bus, Mobile clinic bus, Equipments, Ethylene oxide sterilizer (steam), an Autoclave, a gas anesthesia machine and an Oven)
- ERU Faculty of Medicine (an Endoscopy and an Ultrasound device)

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

The proposal of the distribution of the ordinary budget and the evaluation of any other source of income, expenditures or investment are presented to the FC, in accordance with the current legislation. The 3-year financial plan for investments in equipment and teaching resources is discussed and approved by the FC. Digitalisation of all activities, renovation of facilities, and energy renovation of facilities are constantly ongoing process depending on the financial possibilities and are planned to be completed step by step over the next three years.

The repair, maintenance and purchase of FVM-EU infrastructures are coordinated and managed together with the Rectorate. FVM-EU submits a maintenance request to the ERU at the beginning of each year. The Rectorate consults each Faculty on the needs for improvement. ERU Infrastructure Unit manages the process, and the final request is approved by Senate of Rectorate. The Rectorate decides actions to be carried out according to the prioritization and conditions for budget allocation.

After 2021 ERU Rectorate prioritised renovations, maintenance and updating infrastructures of our faculty and VTH. Student laboratories and clinical rooms were equipped with integrated smart cameras while self-learning environments, simulation and training models were incorporated into the Anatomy Lab and clinics. Additionally, the vet cafeteria was renovated to enhance accessibility and efficiency. A modern seminar hall, with a capacity of approximately 110 people, was established with advanced technological and digital support. Furthermore, a multi-purpose amphitheater, named Mehmet Akif Conference Hall, was maintained.

FVM-EU requests for any extraordinary expenditure exceeding the regular budget to be submitted to the Rectorate for approval. After evaluating process, Rectorate approves the requests in accordance with the budget availability.

The financial sources of FVM-EU expected to increase over the next years due to regular increase of revenue of VTH and emergency clinical services. As shown in Tables 2.1.1 and 2.1.2, both expenditures and revenues have significantly increased over the past three years. Based on the trends observed in the last three years, it can be predicted that expenditures and revenues will continue to rise in the next three years, while maintaining a positive balance.

Comments on Area 2

There is limited flexibility in the preparation of the budget and the use of the approved budget due to the government's tight monetary policy and long bureaucratic procedures. Prices of goods and services are constantly rising due to inflation. In recent years, this situation leads to delay in some investments and extra funds are needed.

Despite the government's saving measures after earthquake (6 February 2023), high inflation rates, and the dollar-euro/TL exchange rate, FVM-EU is able to carry out its processes through revolving funds, project revenues, ERASMUS grants, and stakeholder relations.

It is expected that the budget transferred to the ERU by the State will increase in the coming years as ERU is selected as one of the Research Universities in 2021. In addition, in the last 3 years, there has been a regular increase in annual service income of the VTH and future increase is expected. It is thought that increasing the revenues from VTH will provide flexibility to the faculty administration in terms of expenditure.

While ERU recognises the unique needs of FVM due to its extensive and unique infrastructure, the high costs associated with the Veterinary Degree compared to other programmes are often underestimated. Our university is constantly endeavouring to better reflect these needs in additional budget allocations. FVM's expansion and improvement capabilities are limited due to the strong dependence on ERU funds.

Suggestions for improvement in Area 2

Increasing the autonomy of the FVM-EU and the VTH in financial matters, is essential. Mobile clinic service, number of projects and grants, cooperation with stakeholders requires to be increased.

The costs of education for veterinary degree are the higher than the other faculties in ERU, and this should be considered when allocating funds. There is an ongoing need to update and acquire more advanced equipment, which is critical to maintaining and enhancing our status as a premier VTH for practical student education and training.

The educational infrastructure of the faculty has been strengthened. Students, academicians and other staff well adapted to the current flow of Research Deanary and BKYS QA system. Thanks to our stakeholders that our equine examination area and environment care of the Faculty will be done with the support and donations of Talas Municipality. On the other hand, VTH flooring will be renewed (epoksi floor) with VTH's own budget.

Within the infrastructure project supported by ERU-BAP with a high budget (4,000,000 TL, over 100,000 euros), in 2025, important device supplementation for VTH such as ultrasound, laparoscopy, endoscopy, computer analysed sperm analysis (CASA), pax image sharing device etc. will be done.

Since ERU is a research university, its research infrastructure is constantly strengthened. Research budgets of projects (ERU-BAP) folded 2-3 times during last two years.

03 CURRICULUM

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

This concerns:

• Basic Sciences

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

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

• Veterinary Public Health (including Food Safety and Quality)

• Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensation must be developed and implemented. 3.1. Description of the educational aims and strategy and detailed curriculum by the year

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, theVEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1 Educational aims and the general strategy for the design, resources and management of the curriculum

FVM-EU curriculum was revised in 2021-2022 in line with the recommendations of the EAEVE evaluation team and has been in place since then. FVM-EU determined the program qualifications in line with the Turkish Higher Education Qualification Frame (TYYÇ) which was prepared in accordance to the European Higher Education Area (EHEA) Qualifications Framework and EU Directive 2005/36/EC (as amended by Directive 2013/55/EU). The curriculum also fully complies with the National Veterinary Core Education Program (VUÇEP), created by the Council of Deans of Veterinary Faculties and officially approved by the Council of Higher Education of Türkiye (YOK).

The curriculum of FVM-EU involves 300 ECTS credits. It is designed to ensure the acquisition of the DOC outlined in EAEVE and VEDEK Standards and VUÇEP. Thus, the curriculum is organized around abilities isolated into five (5) classifications:

Acquisition of;

- Basic Sciences
- Preclinical Sciences
- Clinical Sciences
- Animal Nutrition, Production and Genetics and
- Veterinary Public Health (Including FSQ)

The training activities are organized into groups of varying sizes based on the number of students enrolled at the FVM-EU, as;

- Large-sized groups (50–60 students), for theoretical lectures, some practices, seminars, and supervised self-study sessions.
- Medium-sized groups (25–30 students) for clinical and non-clinical practical activities.
- Small-sized groups (5-10 students) for VTH practices and the Veterinary Medicine Rotation Programs (VMRP).

The integrated design of the teaching plan is mainly the resposibility of teaching staff of each subject in coordination with the Education and Training Committee (ETC) and the QC. Vice-Dean for education and training, requests the departments to designate the Subject Coordinators for each course for the upcoming academic year. Subject Coordinators, update the course contents and learning outcomes of each subject at the beginning of each semester, ensure the coordination of teaching and compile the requirements of the subjects to be approved by Department Council. The theoretical and practical timetables are drawn up by the related Vice Dean and ETC for all the subjects in the syllabus. All these process, are managed and supervised by ETC and QC which are finally approved by FC. After receiving approval from the FC, subject coordinators adjust the content and schedules, with changes incorporated into the revised syllabus.

3.1.2 Legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the VEE has to change the curriculum.

FVM-EU curriculum complies with the National Regulation on National Veterinary Core Education Program which was developed with reference to the Overarching Framework for Qualifications of EHEA and EU Directive 2005/36/EC (as amended by Directive 2013/55/EU).

In the academic year 2020-2021, FVM-EU was evaluated and accredited by both the national (VEDEK) and international (EAEVE) accreditation bodies. FVM-EU has also been accredited by the Turkish Accreditation Agency (TURKAK), which operates under the Ministry of Foreign Affairs.

3.1.3 Revision of curricular overlaps, redundancies and omissions:

The design and management of the current curriculum (Tables 3.1.3, 3.1.4, and 3.1.5) requires extensive and complex work to ensure the highest degree of coherence and integration, eliminating overlaps, redundancies, and omissions. This critical and pivotal task was undertaken by an ETC and QC. FVM-EU utilizes monitoring mechanisms via;

- regular follow-up meetings with subject coordinators and external stakeholders
- the involvement of student representatives and delegates in related committees
- satisfaction surveys
- a complaints and suggestions mailbox to continuously identify and address any issues that may arise within the program.

These efforts aim to maintain and strengthen the curriculum by implementing necessary adjustments. The curriculum at FVM-EU is structured into a series of subjects, as specified in Annex 2.2.
These subjects are taught and assessed independently.
The teaching program at FVM-EU spans five academic years, with 10 semesters. The first 9 semesters cover the core curriculum, while the 10th semester, comprising 30 ECTS, is dedicated to advancing hand on practices and skills. Comprehensive details about the subjects offered in each academic year, along with the associated curriculum hours, are presented in Tables 3.1.2 and 3.1.3.

3.1.4 Core clinical exercises/practicals/seminars prior to the start of the clinical rotations:

The teaching strategy of FVM-EU includes a variety of methods, such as theoretical lectures, seminars, problem and evidence-based medicine, laboratory and desk-based activities, work with non-clinical animals, and clinical practice with animals. A comprehensive teaching programme of FVM-EU is provided on the website.

In the first year, the program includes specialized training in veterinary legislation, the preparation of expert reports and other legal documents related to professional activities, as well as practices for obtaining written and verbal consent from animal owners regarding diagnostic and treatment procedures.

In Propaedeutics (3nd year), students conduct physical examinations on both healthy and sick animals, as well as on animal models, covering both small and large species. Pathophysiology involves understanding the mechanisms behind the signs and symptoms that occur in disease states, as well as discussing case presentations. Students also receive practical training in histopathology techniques as part of General Pathology.

Students in the 3rd to 4th academic years are divided into groups of 50-60 students, for various activities including visits (slaughterhouses, food processing plants.etc…) seminars, case studies emphasizing evidence-based medicine, laboratory diagnostics, farm visits (mainly ruminants), and clinical practices in the VTH. Clinical practice courses involve total of 480 h including 120 hours in the 5 and 6th semesters (4 hours per week), 240 hours in the 7 and 8th semesters (8 hours per week), and 120 hours in the 9th semester (8 hours per week).

3.1.5 Core clinical rotations, emergency services and night shifts

During the clinical practice hours, students focus on the treatment and surgery of animals, covering areas such as anaesthesia, diagnostic imaging, surgery, ophthalmology, dermatology, internal medicine, diagnostic pathology, reproduction, hospitalisation, and intensive care. Additionally, students rotate through the ambulatory clinic for bovine, ovine and equine cases.

All clinical rotation subjects are designed to prepare students for real-world practical training by focusing on problem-solving teaching strategies and decision-oriented diagnostics. This is achieved through a combination of clinical exercises and seminars. Clinical training incorporates a variety of resources, including healthy animals, cadavers, animal models, simulators and computer simulations. The learning process is gradually and progressively built from the 1st to the 5th year of the degree, ensuring a comprehensive understanding and practical competence in veterinary medicine.

During these rotations, students acquire essential skills and comprehensive knowledge by hands-on experience in diagnosing and treating animals in clinical settings, understanding animal behaviors. They learn the clinical anatomy and physiology of healthy animals and gain knowledge about the physical, chemical, and molecular processes. They also gain knowledge about the principles of breeding, genetic improvement, animal management, and welfare practices, as well as the structural and functional changes caused by diseases. Additionally, students are provided with the knowledge about both individual animal and herd health and implement prevention strategies, with particular emphasis on zoonoses and notifiable diseases. Furthermore, students acquire the knowledge to perform the most common medical-surgical treatments in animals, understand the basic principles of anesthesia and analgesia techniques, and apply procedures that ensure the proper functioning of reproductive activity, technological processes, and the resolution of obstetric problems.

For animal production and management education, students are brought to various units, including those for cattle, horses, small ruminants, and poultry, among others. During this time, they engage in animal handling, feeding, biosecurity protocols, farm record management, milking, as well as reproductive, breeding, and improvement programs. Students also evaluate and interpret the production and economic and welfare parameters of herds as well as risk analysis, including environmental and biosecurity risks, and manage these risks accordingly.

Night shift in VTH

As part of the clinical rotations during 9th semester, students complete 120 hours of overnight shifts. These shifts are conducted according to the announced schedules, including shifts at weekdays (evening and night), as well as weekend emergency clinic hours, under the supervision of lecturers from the Departments of Internal Medicine, Surgery, Obstetrics and Gynecology, Artificial Insemination, and Wild Animal Diseases.

During the 10th rotational semester, students are required to fulfill 120 hours of clinical duties at designated times and rotation sites, as outlined in the internship principles (Annex 2.3)

3.1.6 Food Hygiene Subjects:

FVM-EU students acquire skills and competences in FSQ subjects of: Food Hygiene and Control (7th semester), Milk Hygiene and Technology (8th semester), Meat Hygiene Inspection and Technology (9th semester), Veterinary Public Health (9th semester) and VPH (Including FSQ) Rotation (10th semester). The content and schedule of these subjects are designed to cover DOCs in ESEVT standarts (Annex 2.4) during the total of 288 h of FSQ training including 224h of core curriculum and 64 h of VPH rotational training. Students attend to the chemical, microbiological analyses, interpret the results and get specific knowledge about safety aspects of food of animal origin. They take training in preservation, processing, and inspection of food throughout the food chain.

The practical training corresponding to the subject “Food Hygiene and Control” includes chemical analyses of food, food sampling and microbiological analyses, interpretation of the results, water and egg analyses, case discussions about foodborne diseases, seminars and homework presentations. Case discussions about foodborne diseases, seminars and homework presentations are also included.

The practical training corresponding to the subject “Milk Hygiene and Technology” includes laboratory and desk-based work, in which each student (group size 15-20 students) engages 21 h trainings focused on the

i) milk platform tests to undersand the quality of raw milk,

ii) dairy technologies (yoğurt, kashar and Turkish White Cheese, kefir) in small size with small groups of students at Milk and Milk Products Processing Pilot Plant of Faculty of Agriculture located in ERU campus (0.7 km away from FVM-EU) to follow the industrial production,

iii) discuss possible production defects, non-conformities and problems that may occur in production line iv) inspection of process flow in milk processing plants including cleaning, sanitation and determining critical control points.

Regarding the subject “Meat Hygiene, Inspection and Technology”, each student engages in total ol 36 h of comprehensive practical trainings; Groups of 15 to 20 students are taken to slaughterhouses with signed protocols. Under the supervision of teaching staff, students acquire knowledge about antemortem and postmortem examinations of cattle, sheep and goats, animal

welfare, as well as the meat technology (salami, sausage and pastrami production). Students also strengthen their competencies by performing activities such as observing possible suspicious symptoms of zoonoses and notifiable diseases and taking appropriate measures, assessing the physical conditions of animals, and determining the conditions affecting the quality and safety of foods of animal origin. FVM-EU also takes students once a year to poultry slaughtering and processing plants located 187 km from FVM-EU. For inspection and quality control of fish meat, the 'Sultan Trout Hatchery' located about 25 km from FVM-EU is visited. Visual training on pork inspection is carried out using videos in the classrooms. The practical training and asessment of this course are carried out practically on the training materials in slaughterhouses. These facilities visited are very close to the faculty and the students transportation is done by ERU vehicles (a complete description and map of these facilities is given in Annex 3). All the visits are supervised by responsible teaching staff.

As part of the practical training and VPH rotations, the students are required to keep a logbook during FSQ practicals and visits. The assessment is carried out as the form of short answers to questions related to the subject in the last five minutes of each lesson, presentations prepared by the students on current scientific topics and by evaluating the logbooks.

Considering 2 weeks of VPH (Including FSQ) Rotation; students participate in the production processes of foods of animal origin, and inspect the procedures used in the food industry and food preparation facilities. Practical application of HACCP principles in the food industry and endustrial kitchen visits are organised. The objective is to step into a professional approach, to the main hygienic and technological aspects involved. During this rotation, students also take part in FSQ labs to experience lab rutins and food analysing process.

Considering VPH (Including FSQ) Rotation, it takes place in:

- Number of Slaughterhouses (7 to 12 km),
- Milk Product Processing Unit (in campus),
- Milk processing plants (7- 39 km),
- FVM-EU Food Hygiene Lab (in main building),
- ERU Dining Hall Kitchen (in campus),
- Kayseri City Water Supply Lab (3,8 km).

The faculty cooperates with brand-registered production facilities to carry out meat and dairy product technology practical courses (Annex 6.1).

Regarding soft skills acquisition; students develop soft skills through various curriculum-integrated activities, including participating in seminars, writing reports, and delivering presentations using IT tools. These activities foster interaction and active engagement, enabling students to build essential cross-disciplinary competencies such as oral and written communication.

Since not all the students have been subject to the current renewed curriculum yet, no students have prepared graduation thesis so far, however, a compansation has been put into implementation in some departments for which the students in rotation are given scientific topics and are asked to prepare a study and submit in front of an audience composed of academic staff and voluntary students. These presentations are recorded and evaluated to complement the student's final grade especially for the rotational students in that department. Working on their topics under the guidance of the responsible academic staff enhance students soft skills.

3.1.7 The FVM-EU Veterinary Medicine 5th year Rotation Program (VMRP) and Elective Practical Training (EPT):

FVM-EU has devoted whole 10th semester as Rotation Programme in order to enable students gain skills by more hand on practice in accordance with the VMRP Directive. To attend VMRP training, students must have continued all courses, choose one elective course for each semester during 1st-9th semesters, and complete total of 270 ECTS including elective courses. Students who fail up to three rotation weeks must complete the failed rotations during the make-up period. In the 10th semester, rotation students are divided into 14 groups (6-8 students) to receive rotational training in 9 main departments during 14 weeks.

During the 10th semester, students also focus on completing their final degree thesis.

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

Academic years	A	B	C	D	E	F	G	H
Year-1	585	128	260	377	50	0	115	1515
Year-2	495	97	203	510	125	15	65	1510
Year-3	480	91	180	375	105	230	44	1505
Year-4	570	150	200	195	65	270	55	1505
Year-5	270	130	115	510	125	280	70	1500
TOTAL	2400	596	958	1967	470	795	349	7535

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: nonclinical animal work; F: clinical animal work; G: others; H: total.

Table 3.1.2. Curriculum hours in EU-listed subjects taken by each student*

Subjects	A	B	C	D	E	F	G	H
Basic subjects								
Medical physics	15	2	4	2			2	25
Chemistry (inorganic and organic sections)	15	4	10	15			6	50
Animal biology, zoology and cell biology	15	4	10	15			6	50
Feed plants and toxic plants	15			15				30
Biomedical statistics	15	2	2	30			1	50
Scientific Research and Presentation Technics	15	5	5	0				25
Specific veterinary subjects								0
Basic Sciences								0
Anatomy, histology and embryology, Topographic Anatomy,	180	40	80	225	50		25	600
Physiology, Physiopathology	75	15	45	90	15		10	250
Biochemistry	60	15	35	75			15	200
General and molecular genetics	30	8	14	15			8	75
Pharmacology, pharmacy and pharmacotherapy	60	6	20	60			4	150
Pathology	45	5	5	45				100
Toxicology	60	20	30	45	5		15	175
Parasitology, Bee Disease	120	22	38	120		15	10	325

Microbiology, Virology	90	20	35	90			15	250
Immunology	15	5	15	30			10	75
Epidemiology	40	10	10	27				87
Information literacy and data management	30	10	15	15			5	75
Professional ethics and communication	60	30	50	15	0	0	20	175
Animal health economics and practice management	60	15	25		15		10	125
Animal ethology	7	2	5	8			3	25
Animal welfare	8	2	5	7			3	25
Animal nutrition	60	5	10	60	10		5	150
Clinical Sciences in companion animals (including equine and exotic pets)								0
Obstetrics, reproduction and reproductive disorders	75	13	21		21		8	138
Diagnostic pathology	45	10	20	30	15			120
Medicine (includes Therapy in common animal species)	80	25	30	30	1	5	10	181
Surgery (includes Therapy in common animal species)	75	11	23		11		5	125
Anaesthesiology and analgesia (includes Therapy in common animal species)	5	2	2					9
Clinical practical training in common companion animals		25	30	190	52	276	15	588
Infectious diseases	55	13	18		2		5	93
Preventive medicine	15	2	5				3	25
Diagnostic imaging	15	3	5		2			25
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								0
Obstetrics, reproduction and reproductive disorders	75	14	21		20		7	137
Diagnostic pathology	45	5	10	30	15			105
Medicine (includes Therapy in common animal species)	80	24	29	50	1	30	12	226
Surgery (includes Therapy in common animal species)	75	11	23		11		5	125
Anaesthesiology and analgesia (includes Therapy in common animal species)	10	3	3					16
Clinical practical training in common food-producing animals		25	30	190	53	281	15	594
Infectious diseases	40	10	13		2		3	68
Preventive medicine	15	3	5				2	25
Diagnostic imaging	15	2	5		3			25
Animal Production, including breeding, husbandry and economics	105	25	55	75	20	15	10	305

Herd health management	15	7	13	30	10	25		100
Veterinary Public Health (including Food Safety and Quality)								0
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	15			20				35
Control of food, feed and animal by-products	20	5	2	25	4		2	58
Zoonoses and their prevention	20	3		20	5			48
Food hygiene and environmental health	20	3	2	25			2	52
Basic food technology	35	3	3	48	4		2	95
TOTAL	**2040**	**494**	**836**	**1767**	**347**	**647**	**279**	**6410**

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

The subjects of "Occupational English (2 ECTS)", "Occupational Health and Safety (2 ECTS)", "Foreign Language (4 ECTS)", "Turkish Literature (2 ECTS)", "Ataturk's Principles and History of Revolution (2 ECTS)" are not included in Table 3.1.2. (Included in Annex 2.2).

EPT I, EPT II and EPT III (10 ECTS), and total 9 elective lectures (17 ECTS) are also included in the curriculum of FVM-EU.

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

Types	List of Practical Rotations (Disciplines/Species)		Duration (Weeks)	Year Of Programme
Intra-mural Clinics (VTH)	• Gynecology & Obstetrics • Artificial Insemination • Surgery • Internal Medicine	• Ruminant Farms • Equine Farms	4 hours per week (5 weeks)	5th-6th semester
	• Gynecology & Obstetrics • Artificial Insemination • Surgery • Internal Medicine	• Ruminant Farms • Equine Farms	4 hours per week (7 weeks)	7th-8th semester
	• Gynecology & Obstetrics • Artificial Insemination • Surgery • Internal Medicine	• Ruminant Farms • Equine Farms	4 hours per week (7 weeks)	9th semester
Ambulatory Clinics	• Gynecology & Obstetrics • Artificial İnsemination • Surgery • Internal Medicine		4 hours per week (14 weeks)	10th rotational semester
Herd Health Management	• Gynecology & Obstetrics • Artificial İnsemination • Surgery • Internal Medicine	• Ruminant Farms	2 hours per week (5 weeks)	9th semester
			4 hours per week (7 weeks)	10th rotational semester

	• Animal Science • Animal Nutrition • Animal Health Economics and Management	• Ruminant Farms • Poultry Farms	2 hours per week (5 weeks)	9th semester
			4 hours per week (7 weeks)	10th rotational semester
	• Gynecology & Obstetrics • Artificial İnsemination • Surgery • Internal Medicine	• Equine Farms	2 hours per week (5 weeks)	9th semester
			4 hours per week (7 weeks)	10th rotational semester
VPH (Including FSQ)	• Ruminant Slaughterhouses		3 hours per week (12 weeks)	8th semester
	• Private Milk Processing Premises (Ünal, Hunat and Saray Farms)		3 hours pek week (5 weeks)	
	• Poultry Slaughterhouse visit		At weekend (a full day)	
	• Fish Producing Farm		4 hours	
	• Ruminant Slaughterhouses		24 hours per week (2 full, 2 half days)	10th rotational semester
	• ERU Milk Processing Facility		24 hours per week (2 full, 2 half days)	
	• ERU Cafeteria Hygiene and sanitation practices		4 hours	
	• KASKI Water Analysis Monitoring		4 hours	

Table 3.1.4. Curriculum hours taken as electives for each student

Subjects	A	B	C	D	E	F	G	H
Basic subjects								
Bacteria a Current Antibiotic Resistance	15							15
Animal Rights	15							15
Cat and Dog Breeding	15							15
Dog and Cats Feeding	15							15
Laboratory Animals Biology	15							15
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								
Veterinary Public Health (including Food Safety and Quality)								
TOTAL	75							75

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

Table 3.1.5. Optional courses proposed to students (not compulsory)

Subjects	A	B	C	D	E	F	G	H
19th Century and Later European Art	30							30
Advertising Analysis	30							30
Applications of Anatolian Motifs in Painting	30							30
Applied Photography	30							30
Applied Screen Printing	30							30
Art and Aesthetics	30							30
Art and Environment	30							30

Basic Art Education	30							30
Basic Photography	30							30
Biodiversity and Conservation	30							30
Camera Lighting and Direction of Photography	30							30
Cartoon	30							30
Ceramic Workshop	30							30
Charcoal Portrait	30							30
Communication Sociology	30							30
Contemporary Turkish Art	30							30
Culture and Art Interpretations	30							30
Current Issues in Biology I	30							30
Current Issues in Biology II	30							30
Dance Education	30							30
Decorative Basket Weaving	30							30
Digital Content Production	30							30
Effective and Beautiful Speaking-Diction	30							30
Environmental Protection	30							30
Environmental Toxicology	30							30
First Aid	30							30
Glass Painting Applications	30							30
Good Agricultural Practices In Horticulture	30							30
Heat and Thermodynamics	30							30
Iconography and Analysis of Turkish Arts	30							30
Illumination	30							30
Illustration	30							30
Individual Instrument Learning (Baglama)	30							30
Individual Instrument Learning (Guidar)	30							30
Individual Instrument Learning (Kanun)	30							30
Individual Instrument Learning (Ney)	30							30
Individual Instrument Learning (Piano)	30							30
Individual Instrument Learning (Side Flute)	30							30
Individual Instrument Learning (Tanbur)	30							30
Individual Instrument Learning (Ud)	30							30
Individual Instrument Learning (Voice)	30							30
Intercultural Communication	30							30
Introduction to Ebru Art	30							30
Jewelry Design	30							30
Land Management	30							30
Marine Biology	30							30
Matrix Algebra I	30							30
Matrix Algebra Ii	30							30
Meaning and Symbol in Traditional Turkish Art	30							30
Medical Painting	30							30
Mythology and Iconography	30							30
New Media	30							30
Oil Painting	30							30
Photoshop Program with Painting and Drawing Methods	30							30
Plants in Medicine	30							30
Popular Astronomy	30							30
Popular Culture, Communication and Art	30							30
Previous Turkish Art	30							30
Radiation and Health Physics	30							30
Reflections of Anatolian Culture and Civilization In Art	30							30

Scription	30							30
Semiology	30							30
Space Agencies And Missions	30							30
Speed Reading And Understanding Training	30							30
Structure and Properties Of Matter	30							30
Traditional Turkish Art and Aesthetics	30							30
Traditional Turkish Patterns	30							30
Turkish Art	30							30
Turkish Classical Music Information and Chorus	30							30
Turkish Folk Dances	30							30
Turkish Folk Music Information and Chorus	30							30
Turkish Mythology	30							30
Turkish Ornamental Motifs	30							30
Turkish Painting and Sculpture Historical	30							30
Volunteering Works	30							30
Water Color Painting Techniques	30							30
World Art History	30							30
World Cuisine	30							30
World Culture and Mythologies	30							30
Yoga and The Creative Body	30							30

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: total

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

In order to meet the program qualifications, FVM-EU carries out an education curriculum with program outcomes in line with the EHEA Qualifications Framework and the "Veterinary Medicine Core Area Qualifications" specified as a separate core area in the TQF (Turkish Higher Education Qualifications Framework) prepared with reference to EU Directive 2005/36/EC (amended by Directive 2013/55/EU). The curriculum is in full compliance with the "Regulation on the Determination of Minimum Education Requirements for Medicine, Nursing, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education Programs" published in the Official Gazette dated February 2, 2008 and numbered 26775. Finally, it also meets the standards of VUÇEP, prepared by the "Council of Deans of Veterinary Faculties" which includes all deans of veterinary faculties in Turkiye. VUÇEP was prepared in 2021 as a result of a devoted work and accepted and published by YOK.

Thus, the qualifications obtained from the FVM-EU program are clearly stated and refer to the correct level of the national qualifications framework for higher education and the European Higher Education Area (EHEA) Qualifications Framework.

In this context, course learning outcomes of each course were determined and matched with program outcomes. The programmed activities aim to learn specific content and the transversal competencies of self-learning. In this context, all FVM-EU courses are presented to the students in the course information package (DBP). DBP sets out the competency-based learning strategy, which specifies the system and criteria for assessing each competency as well as the training activities. In addition to academic staff, the curriculum renewal process involves representatives from students, stakeholders and alumni. The general conditions regarding students' passing and failing have been documented in the Education and Examination Directive. Students' DOC and skills are monitored by the automation module called VETOPRATIK.

The QC is responsible for monitoring the internal QA issues; managing and coordinating all aspects of education. The relationship between the competences, learning outcomes and objectives are set out in the course contents for each subject by the responsible academic staff in coordination with ETC at the begininig of every semester.

The subject of "Career Planning" (2nd semester) within the curriculum of FVM-EU empowers students to face the challenges of the professional world and guide them toward their career future. On the other hand, graduation thesis (10th semester) requires students to conduct an scientific review and find solutions to problems, thus to enhance self learning.

In order to carry out lifelong learning and continuing education activities, FVM-EU organizes courses and certificate programs in line with the demands of colleagues and the sector. In order to carry out these activities, it cooperates with some organizations such as Kayseri Chamber of Veterinarians (KAVHO) and ERU Continuing Education Center (ERSEM). In addition, FVM-EU faculty members who are competent and well-known in their fields receive offers from many professional development and career organizations to contribute to professional development by these meetings. The details of these training activities are detailed in Area 10.3.

Life-long learning is emphasised by mentors of students from the first day they arrive to FVM-EU. The faculty organises periodic seminars and conferences, to transmit the idea of veterinary profession to be dynamic and constantly changing profession, with a special focus on the emergence of new diseases, one health concept and the development of new techniques.

Within the scope of operating in professional and cultural fields, there are 6 Student Society Programs implemented by YOK in our faculty. Student Societies within the ERU can participate in-house activities for self-learning as well as international exchange programs. FVM-EU encourages its students to self-learning and lifelong learning by providing halls, transportation and financial support.

Students and academic staff of FVM-EU are informed and encouraged to partipate to national and international professional events by the anoouncements in its website and ERU also informs graduates and undergraduates about carreer oppurtunities by SMS messages and website.

Standard 3.3: Programme learning outcomes must: ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework, include a description of Day One Competences, form the basis for explicit statements of the objectives and learning outcomes of individual units of study, be communicated to staff and students, be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

The FVM-EU curriculum, course contents and student assessment strategy are designed in accordance with VUÇEP, national (VEDEK) and international (EAEVE) standards, as well as

the requirements of the Bologna Process. Program qualifications have been defined to align with the DOC set forth by these institutions and are structured to reflect the faculty's mission and vision.

In the FVM-EU education program, learning outcomes and the level of contribution of courses to program qualifications are determined based on the description of DOC and are published on the website as "course information packages". These packages, prepared by the lecturer academic staff under the guidance of the ETC, include a description of the course content, learning outcomes, contribution to program qualifications, planned instructional activities, teaching and assessment methods, ECTS workload and course resources.

At the begining of each semester, each department assigns an academic staff responsible for the updating of course information packages. Teaching-learning methods and the formulation of examination questions are aligned to the learning outcomes in line with the assessment strategy document of FVM-EU (detailed in Area 8). The exams are reviewed by the Assessment and Evaluaton Committee (AEC) two weeks before the exam for compliance and alignment to the learning outcomes.

The faculty conducts regular surveys to evaluate and improve the effectiveness of the education program. The Survey and SWOT Analysis Committee within the faculty conducts online surveys each academic year and uses the results in reviewing and revising the program. Surveys for students are accessible at website. All requests, complaints, and suggestions related to the curriculum are evaluated by the QC and ETC. Subject evaluation with annual revision and continuous updating of educational objectives and qualification profiles of FVM-EU enables the graduates to graduate with a good command of current issues and find wider employment opportunities. Evaluations is carried out at various levels:
Surveys: Students and graduates evaluate the curriculum by expressing their satisfaction with; the study program, the performance of teaching processes, assessment methods, attitudes towards students and the support provided.
Individual feedback*:* Based on the learning outcomes, students and academic staff provide feedback to the Dean, Vice Deans and related committees.
External stakeholder feedback*:* At the begining of each semester, departments organise meetings with the external stakeholders to evaluate the learning outcomes and the revisions are made in course information packages accordingly.
Curriculum Evaluation*:* The curriculum is evaluated through exam results and student monitoring as well as external stakeholders and student feedbacks.

During the development of the curriculum, the DOC serve as the basis for building the professional competences acquired through the subjects. Students can meet with their advisors at a certain time of the day each week. They can also send their opinions about the curriculum to the ETC through their advisors. Major changes in the curriculum are decided and processed by ETC. After being accepted by the FC, it is submitted to University Senate to be approved. For minor changes, the decisions of the ETC and the appoval of FC are sufficient. All changes adopted in the curriculum are shared with students and faculty on relevant websites and in official communication tools.

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

• determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum

• oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes

• perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned

• identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. Description of how (procedures) and by whom (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

FVM-EU curriculum complies with the national and international regulations that reviews the requirements for the Veterinary Degree and monitors the pedagogical bases, design and coherent methodologies applied in the curriculum. These bases and methodologies are carefully evaluated, organised and applied by the FVM-EU Competent Authorities. To regulate the operation of the curriculum programs, FVM-ERU has established various committees. The main committee responsible for coordinating and establishing the pedagogical foundation, design, delivery methods, and assessment methods of the curriculum is the ETC. This committee is chaired by Vice Dean and consists of faculty members chosen from the departments of Basic Sciences, Pre-Clinical Sciences, Clinical Sciences, Food Hygiene And Technology, Animal Husbandry, and Feeding, along with an Academic staff from the Faculty of Education (to determine the pedagogical basis of the curriculum, its design, delivery methods and assessment methods) and a student representative.

Regarding the evaluation of the curriculum; to continuously identify and address any issues that may arise in the program; i) satisfaction surveys from students and other stakeholders, ii) peer reviews, iii) regular follow-up meetings with subject coordinators and external stakeholders iv) participation of student representatives and delegates in relevant committees, v) a complaints and suggestions mailbox are considered and all feedback is taken into account by ETC.

The processes for evaluating the obtained stakeholder and student feedback, as well as the data acquisition, are carried out by the "**Survey and SWOT Analysis Committee**". The feedback from Survey and SWOT Analysis Committee, including the assessment of stakeholder and external evaluator opinions, as well as the quality control processes involving modifications and responses, are managed by the "**Quality Assessment Committee**" (QC) established by the Dean's Office. These efforts aim to maintain and strengthen the curriculum by implementing necessary adjustments.

Evaluations conducted by the QC are directly forwarded to the Dean's Office or the ETC. ETC meets with student representatives during and at the end of the semester to evaluate the teaching programme including assessment methods. The outcomes of the meetings are reported and subsequently discussed at Dean's Office.Following the submission of the evaluation results from both committees to the Dean's Office, the Dean's Office reviews this feedback and discusses it in the **"Faculty Council"** to implement necessary actions. Decisions made in the FC are communicated to the relevant units. Concurrently, the Dean's Office informs all stakeholders involved in education through stakeholder meetings, unit advisory boards, and departmental focus groups.

Periodic training activities are organised and provided to all academic staff both in FVM-EU and through the Presidential Distance Education Portal, including training for trainers and biosecurity.

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

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

EPT itself cannot replace the Core Clinical Training (CCT)1 under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

FVM-EU aims to enhance the knowledge and skills of students during their education, to contribute to their professional growth through practical experience. EPT, a compulsory component of FVM-EU undergraduate program, consists of three periods (EPT 1-3) where students receive training in various entities linked to veterinary science. Since 2021, FVM-EU students are required to complete 400 hours of EPT for 10, 15, and 25 working days*, for EPT1, EPT2 and EPT3 trainings in FVM-EU respectively.

The FVM-EU modules of supervised EPT consist of the following subjects:

- EPT 1: (10 WD) at the end of the 4th semester in the Department of Basic Sciences;
- EPT II: (15 WD) at the end of the 6th semester in the Departments of Animal Science, Animal Nutrition, and Preclinical Sciences;
- EPT III: (25 WD) at the end of the 8th semester in the Departments of Clinical Sciences, Food Hygiene and Technology, and Public Health, (in public or private institutions, municipalities, and research institutes)
  Many students carry out their EPT during the vacation period in summer.

*Working day (WD): An eight-hour working day is typical for many people in Türkiye.

Academic staff supervise the EPT conducted within the faculty, while non-academic practitioners with intermediate-level training supervise the EPTs conducted extramurally. The EPT Committee is responsible to monitor the training of non-academic practitioners via online video before the EPT.

The Faculty Administrative Board determines the principles of the EPT. The EPT committee coordinates and monitors all processes of the EPT organization. By the second half of April, Dean's Office announces the students about the locations, date of EPT, as well as the number of student quotas accepted at these locations. All students have access to the complete list of available EPT placements on the FVM-EU website. Students are able to propose an entity for their EPT. In all cases, it is first verified by EPT committee that the entity meets the requirements for student training in line with the EPT document. The entity list is updated annually according to the student survey results about the experinced EPT entity. The EPT superviser is also required to evaluate the student by questionarries regarding participation in

assigned tasks, professional conduct, knowledge and skills, and ability to deal with daily problems.

Students must enter one of their three preferred EPT locations into the system by the first week of May and submit their documents to EPT committee. EPT committee evaluates the documents before submitting them to the FC. Students can also take their EPT intramurally.

Students can carry out their EPT in a foreign country by presenting an acceptance letter from the employer veterinarian and a document confirming the active operation of the workplace. Students who complete the EPT must send the "EPT Evaluation Survey" to the EPT committee within one week. The list of public and private institutions for compulsory EPT are easily accesible on webpage.

Table 3.5.1. Curriculum days of elective practical training (EPT) for each student

Subjects*	Minimum duration (weeks)	Year of programme
Production animals (pre-clinical)	80 h (2)	End of 4th semester
Companion animals (pre-clinical)	120 h (3)	End of 6th semester
Production animals (clinical)	200 h (5)	End of 8th semester
Companion animals (clinical)		
VPH (Including FSQ)		
Others		

The achievement of the competencies is evaluated through the assessment of logbooks (provided by FVM-EU) by EPT Committee, which are described in the student's report.

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

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

EPT in FVM-EU offers students a learning experience where they encounter real problems outside the boundaries of FVM-EU and interact with non-academic external instructors during the learning process. The EPT Committee coordinates all process of the EPT organization; informs students, ensures the preparation of agreements, selects and evaluates the locations where the EPT will be conducted, monitors the student's application process, analyses the anonymous surveys between students and EPT providers, evaluates the EPT logbooks, communicates with the EPT superviser, controls the efficiency of the EPT activity.

Students freely choose EPT locations determined by the EPT Committee based on their inclinations and interests in their professional careers. For each EPT entity, FVM-EU arranges protocols which legally binds EPT provider, FVM-EU and the student to specify their respective rights and obligations. ERU provides “Insurance of Occupational Accidents and Professional Diseases” and “General Health Insurance” to students participating in the EPT until the end of their training.

During the EPT, the EPT Committee member(s) communicate individually with the students and the external instructor and check compliance of EPT process with the procedures and conditions stipulated in the EPT document. Similarly, students and EPT providers can also provide feedback to the faculty by contacting any EPT Committee member or by questionarries in website. The external instructor who supervises the student's practical activities, evaluates and signs the EPT document and logbook to approve the student's participation and the acquisition of the skills during EPT.

This evaluation takes into account the student's ability to comply with the EPT provider's services, organizational procedures, the knowledge and proficiency provided during the training period. The EPT Committee reviews the external instructor reports and verifies the skills acquired.

The committee overseeing the overall supervision of EPT activities consists of 2 professors, 2 associate professors, 2 assistant professors, 1 research assistant, a Student Affairs representative, and a student representative.

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.

FVM-EU provides a logbook for each student to keep the record of their experiences during EPT training. Students participating in EPT are aware of the tasks and responsibilities as outlined in the EPT regulations easily accesible in website. The EPT Commitee members also inform the students about the procedures to follow. Students actively participate in the EPT process by suggesting the institution or entity where they want to conduct their EPT, according to their preferance for their further professional careers.
In the logbook provided by FVM-EU, students are required to prepare a daily report on their practical training and account for clinical cases as a part of their self-learning process.
Being guided by EPT Committee, the students are familiar with the EPT report model and evaluation criteria, throughout this period. The external instructor verifies each activity reported by the student in the logbook. At the end of the EPT period, the EPT committee evaluates the logbook and approves the activities through a document confidentially sent by the external tutor.

Regarding the issues that arise during the EPT, students have the opportunity to complain directly (or indirectly through student representatives) to the EPT Coordinator or the FVM-EU Vice Dean, either officially or via other communication channels.
The student's logbook is the main tool used to assess the competences and skills acquired during the EPT.At the end of their EPT experience, students are required to fill in an evaluation survey regarding the quality of the entity, teaching experience, the challenges or issues they encountered, and the institution's overall suitability for acquiring specific skills and competencies. The feedback from the external tutor is also used to make decisions for better implementation of EPT. Official procedure is in place through the QA. The QC evaluates the surveys and forwards the results to the EPT Committee and Dean’s Office. The Committee discusses the results and makes decisions for improvement which are then approved by FC.

FVM-EU also allows students to participate in Extracurricular External Practices (EEPT), which are not part of the curriculum. Students can attend EEPT voluntarily offering them additional training to add to their knowledge and skills on promoting competency, enhancing employability, and fostering entrepreneurial skills. Such practices allow students to specialize in a practical field of their choice. The procedures of the EEPT are the same as those for EPT.

Comments on Area 3

With the revison process of the curriculum in 2021-2022, the theoretical/practical curriculum hours distribution has been changed in favour of practicals, to increase hands on work hours for the acquisition of DOC. Learning outcomes have been aligned with these competences, striving to guarantee that every student graduates with the professional skills. Course contents of some subjects such as “Herd health management”, “Professional Communication” “Diognostic Imaging” and “Carieer Planning” “Scientific Research and Presentation Techniques” has been strengtened in line with the recommendations of ESEVT team. “Student assessment strategy” document have been created and implemented in line with learning outcomes, periodic pedagogic trainings for academic staff have been carried out.

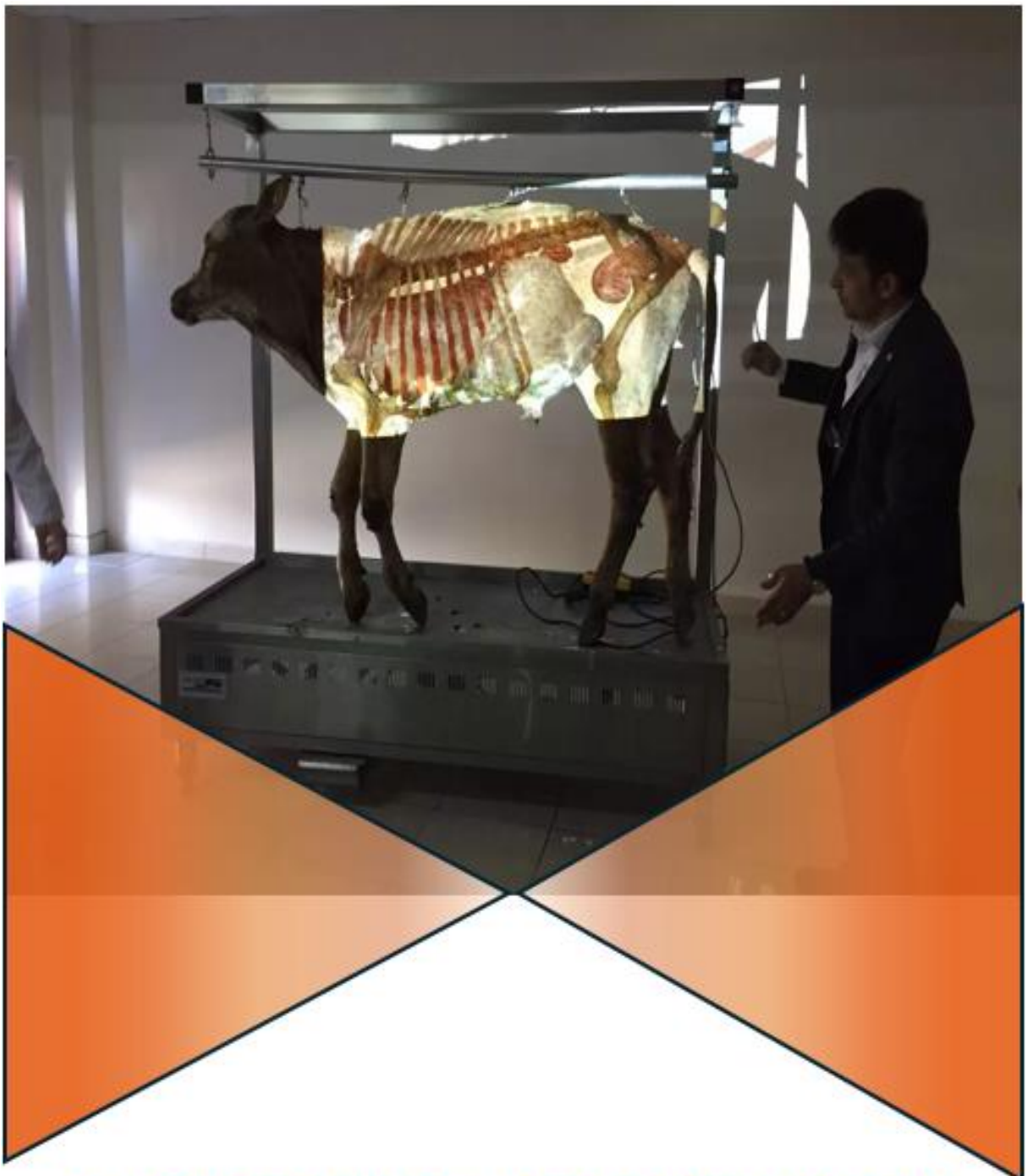
Veterinary Degree programme at FVM-EU is designed to align with the current socioeconomic demands of the veterinary profession, ensuring graduates are well-prepared for diverse career opportunities and real-world practical training by focusing on problem-solving teaching strategies and decision-oriented diagnostics. FVM-EU curriculum emphasis on innovative teaching methodologies, which integrate both theoretical and practical approaches.

Furthermore, the curriculum incorporated a final thesis component, which enhances students transversal skills, including public speaking, and the ability to access specialized information sources, fostering a culture of lifelong learning.

Efficient and active processes were put into implementation by QA and ETC commitees to continuously monitor and refine for all aspects of Veterinary degree programme in FVM-EU. This system ensures transparency, facilitates minor adjustments based on feedback, and includes effective mechanisms to address concerns promptly. The ESEVT visit represents an invaluable opportunity to review the programme, identify areas for improvement, and prioritize actions in response to its recommendations.

Suggestions for improvement in Area 3

Adding a sixth year to the curriculum will enable veterinary education to conduct more effectively and support the advancement of students' clinical and non-clinical skills. The Council of Deans of Veterinary Faculties already proposed to YOK to extend the education period to 12 semesters.



04 FACILITIES AND EQUIPMENT

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

4.1.1. Location and organisation of FVM-EU facilities

The core of the FVM-EU infrastructures are 3 buildings; Main Faculty Building (MFB 13.820,87 m^2), VTH (4.312 m^2) and Veterinary Teaching Farm (VTF; 4500.000 m^2). The VTF is the research and application unit managed by the ERU Rectorate, and the administration team includes academic staff from the FVM-EU (See Table 4.1.1 and Annex 5 for details). FVM-EU and VTH are located in the ERU main campus in the eastern part of Kayseri, 10 km from the city center. The area is well served by public transportation, by bus (up to 10 lines) and the tramway stations. There are also rings that provide access at regular intervals within the campus. The VTF is 20 km away from the FVM-EU and is well-connected and easily accessible by car. ERU Strategic plan includes a clear strategy and programme for maintaining and upgrading its buildings and equipment.

VTH is behind the main building and is the most important complement. Most of the animal hospitalization areas, as well as the clinic zones, diagnostic units, surgery rooms, etc. are in the hospital building. In addition to the VTH building, large animal units are expected to be built in 2025 as the previously approved construction process has been postponed within the scope of national austerity measures because of devastating earthquake. The financial budget of our large animal facility constructions have been included in the 2025 budget plan of ERU.
In addition, shared with other faculties in the campus, there are facilities near FVM-EU related to research and education in Veterinary Sciences, such as:

- Genkok Research Center
- Milk and Milk Products Processing Pilot Unit
- Experimental Animal Research Center
- ERU Central library
- Technology Research and Application Center
- Ziya Eren Drug Research and Application Center
- Ernam Nanotechnology Research Center

Access to the internet is provided for educational and research purposes via ERU wi-fi network. All students and staff may use the wi-fi network for free and without limitation, using their ERU IDs and passwords. All facilities comply with health, biosecurity guidelines and regulations for disabled individuals. Biosecurity, animal care and welfare issues are overseen by staff members assigned from related departments. In addition, FVM-EU has been awarded with ‘‘Orange Flag’’ by completing the elevators and structures that will facilitate the entrance and exit of buildings for disabled individuals, taking into account the recommendations of YOK.

Table 4.1.1. Description of main building, VTH and premises

Bulding	Surface/ Floors	Facilities
Maing Bulding	13.820,87 m^2	The main building includes offices of Dean and Vicedeans, Faculty Secretary, administrative staff, academic staff, student affairs. In addition, student classrooms, practical training labs, social activity areas, a conference hall, a computer lab, a computer room, a reading room, seminar and meeting rooms, research laboratories and student locker rooms, wi-fi access are available.
VTH	4.312 m^2	VTH consists of emergency polyclinic examination rooms, surgical operation units, clinical and preclinical departments, student locker rooms, student cabinets and showers and wi-fi access
VTF (ERUTAM)	~10.000 m^2 closed area ~4.500.000 m^2 of land	VTF consists of two separate sections Mithatpaşa and Incesu farm area. Cattle, sheep and poultry farms are 11.7 kilometers away from FVM-EU which provide hand on work opportunities for students
Student canteen	262 m^2	It is located right next to the faculty as a separate building and has open and closed areas.
Gelengi park including wild animal cage (GELHAPARK)	2500 m^2	It is used for a temporary shelter unit for poultry. There are closed and open areas for poultry and rabbits.
Experimental Research Application and Research Center (DEKAM)	1500 m^2	The center has an area of 1500 m2, including 1000 m2 of animal production area and 500 m2 of laboratories and research areas.

Slaughterhouses, processing plants of food of animal origin and modern private plants for FSQ extramural visits are shown on a map including their distances to FVM-EU (Annex 3)

Table 4.1.2. Description of VTH

I)General Hospital Areas	m^2	II) Central Laboratory	m^2
Central Laboratory (2nd Floor)	37,9	Virology-1	24,8
Pharmacy	26	Virology-2	26,6
Medical Supplies Warehouse (2nd Floor)	25	Virology-3	24,5
Ration Preparation Room	8,5	Virology-4	12
Cleaning Products Material Warehouse	25		
III) Veterinary Teaching Hospital Department			
A. Internal Medicine Clinic		**B. Surgery Clinic**	

Triage	30	Eye Examination Room and Operating Room/ Orthopedics and Traumatology Examination	20
Infectious Diseases Examination Room	17,39	Dog Examination Room	24,86
Vaccination Room	12,45	Patient Preparation Room	11,9
Clinical Laboratory	25	Operating room	36,34
Exotic Animal Examination Room	12	Sterilization Room	11,47
Imaging Room	12,1	Cat Examination Room	11,30
Clinical Diagnostic Laboratory	30	Clinical Skills Room	10
Small Animal Examination Room-1	24,86	Operator Preparation Room	12
Small Animal Examination Room-2	20	Patient Monitoring Room/Server Room	16
Dog Hospitalization	26	Operation Room-1	24,36
Canine Intensive Care	24,38	Dark room	11,76
Cat Intensive Care	11,63	X-Ray Room	11,34
Dog Isolation Unit	14,72	Examination Room(Cattle)	24,57
Cat Isolation Unit	13,74	Sterilization Unit	16,65
Horse Isolation Unit	20,17	Dog Hospitalization	19
Calf Intensive Care Unit	84	Cat Hospitalization	10
Men's Locker Room	15	Poultry Hospitalization Unit	10
Women's Locker Room	15		
Veterinarian Room	15		
Male-Female Toilet	20		
C.Obstetrics and Gynecology Clinic			
Examination Preparation Room	13	IVF Room	24,86
Pharmacist room	12	Large Animal Examination Room	37,5
Examination Room	25	Laboratory	25,86
Operating room-1	24	Clinical Skills Laboratory	63,9
Post-Operative Care Room	24,86		
Imaging Room	24,86		
D. Artificial Insemination and Fertilization Clinic		**E. Pathology Laboratory**	
IVF and Embryology Laboratory	63,9	Cell Culture Laboratory	26
Spermatological Analysis Laboratory	24,7	Routine Laboratory	25,2
F. Department of Wild Animal Diseases		Section Laboratory	12,1
Wild Bird Rehabilitation Unit	50	Pathology Laboratory	12,1
Wild Rabbit Rehabilitation Unit	6	Laboratory-1	12,1
		Necropsy Room	56

4.1.2. Description of the visited premises

Few selected examples of commonly visited premises with signed collaboration aggrements for education, research, health services and visits are listed below where the rest are detailed in Annex 6.1.

Fishery products producing plant (Abalıoğlu Lezita Balık A.Ş); About 99.1 km, 1 hour 16 minutes away from FVM-EU. We have a training and cooperation protocol with Pınarbaşı Trout Hatchery.

Gendarmerie Horse and Dog Training Center Command (JAKEM) About is 83.2 km (1 hour 12 minutes). The protocol covers vaccination, control, examination, advanced examination, diagnosis treatment and hospitalisation of horses and dogs. Jakem has clinical facilities including;

- Equine clinic (equipped with X-Ray and Ultrasound Diagnosis Unit, Laboratory, Horse Anesthesia Hall, Horse Operation Hall, Horse Pain Sections, Farrier)
- Companion clinic (Pharmacy, Sterilization unit, X-Ray and bath unit, Dog operation room, Dog observation sections).

Examination, diagnosis and treatment services for horses and dogs that are carried out in coordination with FVM-EU.

Kayseri 12th Air Transportation Main Base Command. This protocol covers examination, control, testing, diagnosis and treatment, medicine and vaccine supply of military security dogs.

Land Forces Command 1st Commando Brigade Command protocols are concerning the provision of health services of military dogs by FVM-EU.

Kayseri Metropolitan Municipality Environmental Protection and Control Department protocols cover the examination, diagnosis and treatment of diseased or injured stray animals with the financial support of Kayseri Metropolitan Municipality. With the cooperation protocol signed the parties have reached an agreement on;

- organizing seminars, conferences, etc. on topics such as zoonotic diseases, food safety, hygiene and nutrition to inform the public
- ensuring biosecurity of students and veterinarians in joint educational and scientific activities
- providing visits and experinece of students to practice in institutions affiliated with the municipality (shelters, zoos, food preparation units etc.).

Kayseri Provincial Gendarmerie Command protocols cover vaccination, control, examination, advanced examination, diagnosis and treatment protocols for military dogs.

Saray Farm and **Plato Farm** are visited for teaching of the herd management processes including monitoring the milking of dairy cattle, evaluation productivity data. Students gain practical knowledge about silage production and observe the quality control of roughage-concentrate feed.

The institutions and organizations with which these partnerships are carried out are subject to sanitary conditions, safety and biosecurity inspections in terms of national / international standards Thanks to these stakeholder protocols, the number and type of diseased and healthy animal training practicals are increased and diversified in particular regarding the examination, diagnosis and treatment services for horses and dogs.

Strategy and programme for maintaining and upgrading the facilities and equipment

The maintenance, renewal, and acquisition of equipment and facilities are contingent upon the budget allocated to our faculty by the ERU. The facilities are under the responsibility of the ERU Rectorate and the Dean's Office for appropriate maintenance and renovation. Major investments; the building remodelling, air conditioning, new constructions are financed directly by ERU.

At the beginning of each academic semester, the list of materials to be used in practical courses are requested from all departments by the Dean’s Office. Planning and submitting of these requests are carried out by the faculty secretariat, while the approval authority rests with the Dean’s Office. Over the last 6 years, significant budgets have been allocated for clinical and laboratory instructions and other equipments for FVM-EU.

- Hospitalisation units for cats, dogs and birds (supported by a Project) are equipped to ensure animal welfare and care standards.
- Many constructural changes in VTH were recorded including expanding and modernizing new units, rooms and registration systems (Isolation units for cats and

dogs, student recreation rooms, expansion of triage, a kitchen for feed preparation, large animal examination rooms, Pathology Museum in Pathology Department)

- Constructional improvements were also made in main building (canteen, conference hall, multipurpose meeting/seminar rooms, feed analysis unit, Salmonella diagnostic unit, cell culture lab, aquaculture lab, pathology student practice lab, student multi-purpose rooms, technician room, genetic and parasitology labs, two clinical skills room in 2018)

Although FVM-EU receives grants from its stakeholders (Faculty of Medicine, Faculty of Dentistry, Municipalities and Kayseri Governership) and benefactors, the majority of its resources are provided through ERU, its Scientific Research Projects Coordination Office (BAP), National Scientific Research Funds (TUBITAK, KOSGEB and TUSEB) and with smaller contributions coming from FVM-EU revenues (detailed information is provided in Area 2). Maintenance and repair of energy and water systems are carried out by the "Building Inspection Unit" within ERU. This unit conducts constant supervision of maintenance and renovations of all facilities.

FVM-EU has contract with private firms tasked for periodically examining all equipment and conducting necessary inspections and calibrations of all equipments to assure the continuity of research and teaching.

Maintenance and improvement of existing facilities and equipment and/or acquisition of new ones are carried out regularly and continuously in line with the request letters taken from the departments, divisions and VTH management.

Information regarding the **new units and equipments acquired after 2021** (in last three years) is provided below.

- **Addition and renovations** of physiology student application laboratory. Portable equipment and facilities that can be used to practice physiology courses for 25 students. It provides students with the opportunity to practice during practical class hours for the physiology course.
- **Basic and Preclinical Sciences Student Lab.** This laboratory has 34 microscopes, 1 security cabin, 1 moving ceiling camera, 1 data show and 1 wide screen smart television.
- **Yücel Çam Microbiology Application Laboratory.** 10 light microscopes, a smart TV, a Biosafety cabinet (Nüve Mn 090 Class II Microbiological Safety Cabinet) Staining sets.
- **"Repromorph" smilator producing study room.** Total of 3 post graduate thesis studies were carried out and educational materials are being produced in this unit after 2021. This KOSGEB and BAP supported unit is created within the frame of university industry collaboration.
- **Microcentrifuge** device and VELP SCIENTIFICA FIWE **Raw Fiber Extractor** device were purchased for Department of Animal Nutrition and Nutritional Diseases.
- **Vertical Type Laboratory Steam Sterilizer (Autoclave)**, **Centrifuge Mini, Orbital Shaker and Mixer, and Western Blot System** were purchased for use in scientific studies in the Pharmocology and Toxicology Department laboratory
- **Cooled Shaking Incubator (Maxilab)** to be used in bacteriophage isolation, **2 pieces of -84 °C Deep Freezers (Haier DW-86L486E) and 2 pieces Thermal Cyclers (BIO-RAD T100):** (for PCR) to be used in projects and student applications in the Microbiology laboratory.
- **Doppler Ultrasonography Device** (Budget approved, ongoing process) for the diagnostic imaging.
- **Sperm analyzer** (Budget approved, tender process ongoing). To be used for visual analysis of sperm density and motility

- **Laparoscopic Surgery System** (Budget approved, ongoing process). To be used to perform surgical interventions with laparoscopic technique.
- **Image Archiving and Processing System (PACS)** (Budget approved, ongoing process). It will be used to store ultrasonography, radiography, laparoscopy, otoscopy, cystoscopy and endoscopy images and make them accessible to veterinarians and students.
- **Linear Rectal Probe Portable Ultrasonography and Small Animal Ultrasonography Devices** were purchased to be used in transrectal reproductive ultrasonography examinations of farm animals for both diagnostic purposes in clinical services and in farm visits.
- **Ethylene Oxide Based and Large Capacity Steam Autoclave System** were obtained through a grant. With this system, sterilization and biosafety capacity was improved in the training and service practices within the department.
- **A Centrifuge and a Dry Air Sterilizer** were purchased to be used for artificial insemination practices of students
- **Vcheck V200 Automatic Veterinary Hormone Analysis and Immunity Testing Device** was purchased for the diagnosis of inflammatory diseases, pancreatitis and endocrine disorders.
- **Flow Cytometry** (Beckman Coulter CytoFlex), **Nano-spectrophotometer** – (Thermo Scientific NanoDrop Lite Plus), **Electroporation Device** (BioRad Gene Pulser Xcell), **UV-Spectrophotometer** (Shimadzu UV-1280), **Incubator** (Memmert) and **Refrigerators** (Vestel) were purchased for the molecular analyses in Food Hygiene and Technology Department.

Physical facilities comply with all relevant legislations

Biosecurity standards are applied in all areas of the FVM-EU workflow, supervised by the Biosecurity Committee (BC), which reports directly to Dean's Office. The BC strictly follows, monitors the biosecurity procedures and regulations based on national legislation, FVM-EU biosecurity manual, VEDEK, and EAEVE standards as well as Animal Welfare Regulations. BC visits all facilities of FVM-EU periodically, observes the compliance of the facilities and laboratories and reports the observations and precautions to be taken to the Dean's Office. BC also organises periodical biosecurity training activities for the newly recruited academic and support staff as well as the students in FVM-EU. These trainings include biosecurity principles and the particular action protocols for the specific facilities (laboratories, VTH, and VTF).
Students undergo biosecurity training as a component of the "Occupational Health and Safety" course during their first year. Furthermore, all students at FVM-EU receive instruction on biosecurity subjects annually during degree programme as the core part of the curriculum to protect them from exposure to biological and chemical hazards in the workplace.
The instructions are clearly displayed with numerous explanatory tables (including infectious flow charts, basic rules of biosecurity), signs and labels in appropriate areas in VTH and other facilities. An outline of the health and safety managements is provided in biosecurity handbook of FVM-EU. FVM-EU expects all staff and students to take responsible care of themselves and others who may be affected by their actions.
Türkiye has signed the ETS 123 and ETS 170 Strasbourg Conventions on the Protection of Animals Used for Experimental and Other Scientific Purposes. In addition, since our country is in the process of becoming a member of the European Union, the relevant parts of the 2010/63/EC Directive, which member countries are obliged to comply with, have been harmonized with the Regulation on the “Welfare and Protection of Animals Used for Experimental and Other Scientific Purposes”, published in the Official Gazette dated 13.12.2011 and numbered 28141. All kinds of scientific education and research activities carried out on live animals at FVM-EU are carried out within the scope of this regulation. All relevant procedures of FVM-EU are subject to approval and permission from ERU Animal Experiments Local Ethics Committee (ERU-HADYEK) to ensure that the welfare issues are

considered. In addition, two academic staff were assigned from the departments of "Deontology and Ethics" and "Animal Nutrition" to regularly monitor, report, and guarantee the welfare, nutrition and care of the hospitalized and treated patients in the VTH.
Good Veterinary Practices including regulations on the welfare of farm animals and animals used for scientific purposes are taught and posted to students, staff, and visitors.
The inspection and maintenance protocol of the VTH Radiological Facility meets all the requirements of the Nuclear Regulatory Authority which is internationally recognised and decisive national authority in the nuclear field.
Disposal of cadavers, all kinds of biowaste materials and other animal wastes in FVM-EU are carried out by a private company (TURANLAR Çevre Teknolojileri Tic. Ltd. Şti.). The procedure is in accordance with the scope of Medical Waste Control Regulation No. 29959. In FVM-EU, medical wastes are collected separately at the places where they are produced, temporarily stored under a seperate unit or directly transported to the medical waste processing facility to be disposed. This regulation has been prepared based on related articles of the Environmental Law No. 2872 on the Organization and Duties of the Ministry of Environment and Urbanization.

Standart 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.
Premises for lecturing

Premises for lecturing are mostly located in the main buildings (total of 10 lecturing rooms including one in VTF) of FVM-EU with the seating capacity of ~ 800. There are 6 classes in the main building equipped with computers, chairs, wi-fi and projector equipments.

Table 4.2.1 The number and seating capacity of the lecturing halls

Halls	1	2	3	4	5	6	7	8	9	10
Name	**Z17**	**Z18**	**117**	**118**	**270**	**271**	**355**	**356**	**Z03**	**VTF**
Surface (m^2)	90	109	90	109	90	109	90	109	205,7	80
Seating capacity	64	80	64	80	64	80	64	80	150	40
Equipment	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W	CS/WA/M/W

CS=Computer classroom; WA: Wheelchair accessible, M: Media, W: Wi-Fi coverage

Number of students are divided in two groups to ensure the compliance of physical facilities to the relevant legislation and to adapt the facilities for the number of students enrolled. In addition to its local lecturing halls, "Central Lecture Theatres'' in campus close to FVM-EU can also be used for lecturing purposes.

FVM-EU meets all needs and requirements of both face-to-face and online education with its facilities, physical infrastructure and equipments including digital imaging systems, innovative and realistic clinical skill simulators, mobile cameras, data management systems, laboratories and lecturing rooms equipped with the latest technology materials (see Area 6).

Premises for Group Work, Study and Self-learning

Group work, seminars and discussion sessions are held in small or medium-sized rooms placed on each floor of the main building and in all departments at VTH.

On the basement floor of the main building; **FVM-EU library (85 m²)** offering a wide range of educational resources, including course notes, wi-fi, up-to-date journals, and books for student self learning. Additionally, this floor involves a study room and a computer room dedicated to student use. For recreational and study activities, students have access to several tables and chairs in the open lobby on the basement as well as the study area adjacent to the Dean's Office on the ground floor, the alumni office on the first floor and all seminar rooms in each floors of the main building and VTH.

Table 4.2.2. Description of the Premises for Group Work (seminars, tutorials, …)

FVM Main Building				
Name	**Capacity** (Number of people)	**Surface (m^2)**	**Equipment**	**Floor**
Conference hall	200	428	WA/C/W/M/S	B
B-61grup work hall	10	35	WA/W/S	B
Z-01 (meeting hall)	18	46	WA /C/W/M/S	G
101 (seminar hall)	10	34	WA /C/W/M/S	1
A-111(Allumni Office)	8	20	WA /C/W/M/S	1

*Name at the FVM Facilities. WA: Wheelchair accessible, C: Computer, W: Wi-Fi coverage, M: Media, S: Seat

ERU Kadir Has Central Library (KHCL), ERU Cultural Center, Talas Cultural Center, Talas Municipality 7/24 Library and Talas Mevlâna Library are located in a position that is easily accessible to all students (1-2 km away from FVM-EU). As part of the orientation program visits at the first year of the degree programme, newly enrolled students are tought how to benefit from the specified facilities.

4.2.3. Description of the Premises for Practical Work and Skill Labs in FVM-EU.

FVM-EU Main building					
Halls	**Places**	**Name**	**Surface(m^2)**	**Equipment**	**Floor**
1	B15 (New)	Simulator Workshop	16.5	Within the scope of the research Project. 3D Model, mold and casting tools.	Basement
2	B16	Chemical Storage Room	16	air-conditioned cabinet	Basement
3	B17-29	Anatomy Laboratory Work and Preparation Rooms	266,7	Cadaver preparation, preservation-storage, dissection, boiling, injection, skeletal assembly equipment. Study room, shower, changing room and similar facilities for postgraduate students.	Basement

				WA / C / W / M / Mc / Bc	
4	B 29-31	Student Skills Lab.	103.36	Different skill training modules for patient admission, anamnesis, anesthesia, punction and operative treatments are designed in these skill lab.	Basement
5	B 32-43	Food Hygiene and Technology Labs. 1. Conventional Food Hygiene and Technology Lab. 2.Molecular Food Microbiology Lab. 3. Food Hygiene-Practical Training Lab.	325.6 167.35 (U.C) 82 76.25	There are; Incubators, Thermalcycler device, ELISA and Gel Imaging, Electrophoresis systems, Fluorometer, Security Cabinets, Gerber and Micro centrifuges, Autoclave, Sterilizer, Mag. Strirer, -81 Freezer, +4 Refrigerators, Deepfreezer, Real Time PCR, Spectrophotometer, Western Blot, Nano-drop, Flow cytometry, AW meter and etc. research and educational equipment for researcher, graduate and postgraduate students. WA / C / W / M / Mc / Bc	Basement
6	B49 -58	ERVEK Center Labs.	190	Production, preservation and research equipment for acarids, flies and insects WA / C / W / M / Mc / Bc	Basement
7	B75 (New)	Biochemistry Application Lab.	60	It has benches and equipment where 30 students can practice their biochemistry courses.	Basement
8	B76 (New)	Physiology Student Practice Lab.	50	Counter, sink, cabinet, blackboard, projector. Portable equipment and facilities that can be used to practice physiology courses for 25 students.	Basement
9	B79	Computer Room	111.86	12 Computer Wired and wireless internet connection	Basement
10	Z21-23	Anatomy Student Practice Lab.	225	20 steel work and dissection tables, 100 steel sitting stools, application training materials, material storage cabinets. WA / C / W / M / Mc / Bc	Ground
11	119-122	Biochemistry Lab.	141.72	Facilities and equipment for working with basic and advanced biochemistry. WA / C / W / M / Mc / Bc	1 st

12	123-127	Histology and Embryology Lab.	96	Facilities and equipment for working with basic and advanced histology. WA / C / W / M / Mc / Bc	1 st
13	128-131	Laboratory Animal Science Lab.	42	Facilities and equipment to work with laboratory animals at a basic level. WA / W / M / Mc	1 st
14	212	Aquatic Products and Diseases Lab.	110	Breeding and testing aquariums, molecular (PCR etc.), microbiological study devices and equipment. W/Mc/Bs	2 nd
15	214-216	Pharmacology Toxicology and Cell Culture Labs.	90	Technical and scientific infrastructure equipment for cell culture study with pharmacology and toxicology.WA/C/W/Mc/Bs	2 nd
16	234-239	Physiology Lab.	82	Infrastructure equipment for basic physiology education and research. WA /C/W/Mc/Bs	2 nd
17	240-246	Parasitology, İsolation and Cell Culture Labs.	270	Advanced parasitological and entomological imaging, storage and examination research equipment WA /C/W/Mc/Bs	2 nd
18	249 (New)	Yücel Çam Microbiology Lab.	43	10 light microscopes and a smart TV, a Biosafety cabinet (Nüve Mn 090 Class II Microbiological Safety Cabinet) Staining sets. WA /C/W/Mc/Bs	2 nd
19	250	Basic and Preclinical Sciences Student Lab.	87	This laboratory has 34 microscopes, 1 security cabin, 1 moving ceiling camera, 1 data show and 1 wide screen smart television.WA /C/W/Mc/Bs	2 nd
20	251-257	Microbiology Labs.	140	Basic and Advanced microbiological analysis, identification, storage, examination and research equipment.WA/C/W/Mc/Bs	2 nd
21	258-269	Pharmacology Toxicology Labs.	120	Technical and scientific infrastructure equipment for working with pharmacology and toxicology. WA /C/W/Mc/Bs	2 nd
22	304	Student Practice Lab.	113	WA /C/W/Mc/Bs	3 rd

23	335	Food Hygiene and Technology Lab.	82	Basic and Advanced food analysis, storage, inspection and research equipment WA /C/W/Mc/Bs	3 rd
24	336-340	Genetics Labs.	85	Advanced analysis, storage, inspection and research equipment.WA/C/W/Mc/Bs	3 rd
25	341	Cytogenetics Lab.	48	WA /C/W/Mc/Bs	3 rd
26	344	Animal Nutrition and Nutritional Diseases Education Application Lab.	80	WA /C/W/Mc/Bs	3 rd
27	345-346	Animal Science Lab	40	WA /C/W/Mc/Bs	3 rd
28	347-354	Animal Nutrition and Nutritional Diseases Labs.	65	WA /C/W/Mc/Bs	3 rd
29	361	Biostatistics Application Lab.	46	WA /C/W/Mc/Bs	3 rd

*WA: Wheelchair accessible, C: Computer, W: Wi-Fi coverage, M: Media, Mc: Microscope, Bs: Biosafety cabinet.

Skill labs

FVM-EU has 2 laboratories dedicated to the development of clinical skills, one of which are located in the VTH and one in the main building. Different skill training modules for patient admission, anamnesis, anesthesia, punction and operative treatments are designed in these skill labs. There are different training application simulators (2 dogs, 2 horses, 3 cattle) for injection, catheterization, animal restraint, various diagnostic techniques, and many animations in skills laboratory of FVM-EU including:

- A horse model for collecting blood from the jugular vein
- A cow model for rectal palpation and reproductive system palpation
- A cow model for epidural anasthesia
- Dog front leg for intravenous injection
- Dog model for holding, bandaging and care
- Various suture pads for surgical procedures
- Cow dystocia simulator
- Half cow-milkable udder simulator for udder health, diagnosis (cmt, cell count).
- Cattle pregnancy examination simulator.

Catering

FVM-EU has a canteen located next to the main building, which has a seating capacity of 240, with 120 seats available indoors and an additional 120 seats outdoors. The canteen is open from 8:00 am to 6:00 pm and offers breakfast, snacks, and sandwiches, as well as a variety of meals for lunch from 1:00 pm to 5:00 pm. ERU also offers a wide range of canteens and cafeterias in almost each faculty and 3 central dining halls with huge serving capacities of ~ 12.000 student ans staff for lunch and dinner in campus area. Student and staff-centered dining halls are located within a 10-minute walking radius from FVM-EU. This dining halls offer 4 different fresh dish meals for lunch from 12:30 pm to 1:30 pm and for dinner from 5:30 to 6:30 pm. The dietitians closely oversee the prepared meal where the meat inspections are carried out by our FSQ academic staff.

Locker rooms, toilets and showers

There are such facilities on every floor of both FVM-EU and VTH, with a total of 24 restrooms and 6 showers. Additionally, there are 4 locker rooms in total, with 2 in VTH, and 2 in VTF.
In the VTH and VTF, facilities such as kitchens, lockers, couches, beds, showers, and toilets are provided to meet the basic needs of students. The lockers at FVM-EU fulfill the functions of offering students a secure location for their personal possessions, and accommodating practical training clothing, which is vital for biosecurity. The lockers are situated in the basement of the main building and are assigned either one per student or one for every two students. The allocation and oversight of the lockers are the duty of support staff working under the Faculty Secretariat.

Premises for leisure activities

There is a basketball and volleyball court belonging to FVM-EU. The Health Culture and Sports Department of ERU promotes healthy lifestyles for students and staff. FVM-EU's sports facilities are integrated into 5 complexes with complete infrastructure for the practice of sports such as football, volleyball, basketball, tennis, indoor football, indoor swimming pool; and wide range of sports schools/clubs, fields are available. Highlighting the unifying power of sports, ERU organizes volleyball, basketball, football, and indoor swimming pools tournaments that bring together staff and students. There are 83 student social clubs in ERU. FVM-EU designated a room for student clubs (IVSA, VETEBA) in main building. Concerts are organized by students in the conference hall of FVM-EU, during certain periods of the year. Moreover, ERU hosts annual spring festivals featuring the nation's most renowned performers.

Staff offices and research laboratories

Staff offices and research laboratories are distributed on the floors of the main and the VTH buildings in FVM-EU. Approximately 81 offices and 38 research laboratories (Table 4.1.2.2) are reserved to meet the needs of academic and support staff for teaching and research activities. The Dean, Vice Deans, Secretary and EAEVE Liaison Officer have their individual offices on the ground floor of the main building.
Undergraduate, graduate, rotational and ETP students can benefit from research laboratories within the scope of projects. FVM-EU provides opportunity for each academic staff (senior) to have their own offices, while two or three assistants and postgraduate students (junior staff) share the same office.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:
• be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
• be of a high standard, well maintained and fit for the purpose
• promote best husbandry, welfare and management practices
• ensure relevant biosecurity
• take into account environmental sustainability
• be designed to enhance learning.

All hospitalisation, examination and care units in VTH are equipped to fulfill high standard of practice and to fit for educational purpose. Student rotations in all diagnostic and clinical treatment services are organised to be suited to the number and sizes of all units and sections in VTH. The facilities and equipment of VTH are constructed in accordance with biosecurity standards related to patients, students, and academic staff.

As detailed in Table 4.1.2, general organisation of VTH is as follows:
• Administrative area: Director and Director's Office.
• I) General Hospital Areas:
• II) Central Laboratory
• III) Clinical services area:
    a. Internal Medicine Clinic:
    b. Surgery Clinic:
    c. Obstetrics and Gynecology Clinic:
    d. Artificial Insemination and Fertilization Clinic
    e. Pathology Laboratory:
    f. Department of Wild Animal Diseases
    g. Pharmacy

VTF, ERU Agricultural Research and Application Center (ERUTAM)

ERUTAM provides practical education and training services to the FVM-EU providing an appropriate instructional and scientific research environment and provides trial materials for both students and academic staff. ERUTAM's strategy includes the components of "fitness for purpose" and "compliance with national and international standards". There is 1 classroom, 1 veterinary office, 2 dressing rooms, 1 kitchen, 2 dormitories (with 2 bathrooms), 2 showers and three toilets for use in ERUTAM.

ERUTAM is located 11.7 km away from campus and covers approximately 4.500 decares of land in the neighbouring (Incesu-Yavaş) regions. The center provides land, tools and equipment, labor force, and technical support to facilitate various plant and animal research and educational activities. For studies in the field of animal husbandry, both animal resources and housing are available, including units for broiler chickens, laying hens, quails, sheep, and dairy cattle. In addition, support facilities such as corrals and barns are available.

4.3.1. Description of the premises for housing (ERUTAM and DEKAM)

Healthy animals

Animal Species	Number
Cattle	94
Sheep	65
Laying hens	600
Mice	400
Rats	2200
Rabbit	100
Pig	1

Hospitalisation Units

	Species	Places
Hospitalization	Cattle and Small Ruminant	1 unit
	Equine	1 unit
	Dogs and cat	1 unit and 4 cages

There are also isolation units in the VTF for, cattle and companion animals (including equine).

Two academic staff were assigned from the departments of “Deontology and Ethics” and “Animal Nutrition” to regularly monitor, report, and guarantee the welfare, nutrition and care of the hospitalized and treated patients in the VTH. Regarding the general welfare issues for all animals for educational and research purposes, detailed information is provided in 4.1.2.

The necropsy room (Pathology unit) used for clinical education has large tables and the necessary set of necropsy instruments to performe large and small animal necropsies. The necropsy room is equipped in line with Biosafety instructions and has adequate ventilation. Anatomy dissection rooms have a smart board and a video presentation projector in addition to the dissection equipments. The arrangement of the tables in the dissection rooms allows training in a group of students (4-8). We have approximately 20 tables in the dissection room with the capacity to train 80 students.

The veterinary diagnosis labs of the Necropsy, Genetics, Pyhsiology, Virology, Pharmacology, Biochemistry, Microbiology and Parasitology Departments were inspected and approved by the Ministry of Agriculture for accreditation regarding their suitability for educational purposes and standards of service. Within this process, all equipments in the labs have been calibrated and regularly controlled by dataloggers. Compliance of the methods to standart operating procedures in these laboratories have been inspected.

Main intramural practices of VPH (including FSQ) are carried out in Food Hygiene and Technology Department labs which has three main laboratories including;
1. Conventional Food Hygiene and Technology Laboratories are (167.35 m^2), divided into four sections; Food microbiology laboratory, Food chemistry laboratory, Serology laboratory and Sterilization room and are composed of seven chambers ranging from 9.55 m^2 to 40.12 m^2
2. Molecular food microbiology laboratory (82 m^2)
3. Food Hygiene-Practical training laboratory (76.25 m^2) Food Hygiene and Technology department has total (167.35+ 76.25+82) 325,6 m^2 of laboratory area. The theoretical parts of all courses for FSQ and VPH are carried out in the relevant student classrooms in the main building of FVM-EU.

Obviously, the FVM-EU does not have a slaughterhouse, but has easy access to the slaughterhouse FVM-EU has strong cooperation protocols with more than 10 additional modern private slaughterhouses, meat and milk processing plants for instructional purposes All protocols are listed in Annex 6.1.

Main extramural visit points for practicals of VPH (including FSQ)

- **Erkem Meat Slaughterhouse :** The distance to the faculty is 12.5 km (19 minutes). Rotation students as well as the 4th year students visit this processing plant for post and antemortem inspection. It is a 20-year-old facility where the slaughtering and processing lines are designed in accordance with international hygiene standards.
- **Milk and Milk Products Processing Pilot Unit in Campus:** About 0.5 km away from FVM-EU. This pilot plant is very active for processing and manufacture of varius types of cheeses, butter, pasteurised milk, ice cream, yogurt and ayran. Rotation students spend 4 full days here to follow and take part in processing and cleaning and sanitation practises.
- **Unal Milk Processing Plant (7 km) and Hunat milk and milk Processing Plant (40 km)** are also visited by the students.
- **Kayseri City Water Supply Management Unit (**3.8 km). Rotational students follow and take part in chemical and microbiological analyses of water supply of Kayseri.
- **Kayseri City Food, Agriculture and Husbandry Ministry Servises (6 km):** Rotational students attend to rutine inspection services with official veterinarians in the field.

- **ERU Dining Halls:** In campus, rotation students follow the hygiene and sanitation procedures.
- **FSQ Department Research and Student Labs:** Chemical and microbiological analyses and sampling of food as well as the molecular analyses of foodborne pathogens are practised to the students.

Standart 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

VTH is open 24/7/365. The clinics, practices, and facilities at VTH that are part of the core curriculum follow both national (VEDEK, Accreditation Date 2022) and the ESEVT standards. VTH also meets National Veterinary Practice Standards as being licenced since 2017. The VTH is managed by the hospital management board, which includes the Head of VTH, his deputies and other board members. They coordinate professional and clinical work. The VTH's teaching clinics meet the highest standards with modern diagnostic, therapeutic, and imaging technologies. The emergency service of VTH is 24/7 for companion animals, equine and ruminants. Consultant specialists can also respond to emergency services by phone when needed. Hospitalization and intensive care procedures for companion animals, ruminants, and equines are organized by the attending veterinarian.

Students begin their clinical practical training at VTH during their 5th semester and continue it until they graduate. They initially learn how to professionally communicate with colleagues, clients and informed about fundamental biosecurity issues. Students have practical experience in areas including triage, anamnesis taking, diagnosis, patient monitoring, treatment follow-up, and case discussions during their time in VTH. Students engage in emergency clinics to acquire skills in managing emergency cases and hospitalization protocols. Ambulatory clinic training is organized during the 10th semester, specifically for farm animals, with groups of 5 students. These practical trainings are carried out under the supervision of an academic staff.

All the information about the Clinical Rotations, including the schedules, ethical issues and student behavior standards, biosecurity and welfare rules, and responsibilities, is published and accessible on the FVM-EU website. A summary of the hands-on activities, report writing and data management system used by the students during the clinical training is described in Area 3. Clinical rotation tables are detailed in (Annex 2.3)

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

During practical courses, all students have access to diagnostic and therapeutic facilities, such as diagnostic imaging, clinical pathology, anesthesia, surgery and treatment facilities, intensive/critical care, pharmacy, and necropsy facilities, all under the supervision of the responsible academic staff in the 3th 4th and 5th year. Ambulatory clinic training is organized

during the 10th semester, specifically for farm animals, with groups of 5 to 8 students. Extramural examination and treatment services are provided by ambulatory clinics.
Skills labs are open and accessible to students during their training. Written instructions and guides are available in every section of skill labs for self learning of students. Teaching materials (organic bones sceletons, 3D printed educational materials, nerve models and smilators) are created and produced for student skill labs with the voluntary students and EPT students. In addition, students who prepared projects for "International Veterinary Medicine Students Scientific Research Congress," have demonstrated significant success in producing materials for skill laboratories.

Role playing, soft skill and communication skills training, under the supervision of academic staff, are embedded within the curriculum. Soft skills and role-playing activities are included in the "Professional Communication" course in the first semester of the 5th grade and at the beginning of clinical courses which are covered in the course contents of the relevant courses. Students conduct research on a topic of their choice in collaboration with their teachers as part of the preparations for this congress and present their findings in the form of oral or poster presentations. In the past, the FVM-EU received the first-place award for 6 consecutive years.

Upon request, students may utilize the clinical records from the VTH databases (Veto-pratik) to complete their skills by requesting access from the responsible academic staff.

Standart 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.

VTH offers provides isolation facilities to prevent the spread of communicable diseases by ensuring proper animal containment. These facilities are completely separate from the main buildings and can accommodate one dog, one cat, one equidae, and two ruminants. All students and staff were made aware of biosecurity procedures as well as infection control programme which are published on the FVM-EU's webpage .

Special biosecurity rules and detailed precautions are prescribed for both students and employees in the entrance of isolation units. The management of these units also follows an infectious case management protocol for common suspected diseases. Infectious suspected patients are immediately transferred to the isolation units according to biosecurity rules, and entrance to isolation units was provided by the use of disposable and disinfection materials. All waste materials including potentially infected clothing, equipments are disposed in line with the biosecurity rules. All the isolation process is regularly monitored by BC.

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

VTH of FVM-EU has a mobile clinic service that operates from Monday to Friday for scheduled appointments in practice farms (ERUTAM, Saray Çiftliği, Plato Çiftliği JAKEM, etc.) for horses and ruminants, and daytime emergencies. VTH patient registration unit is accesible by call to make an appointment for visits in particular regarding herd health

management of production animals. For this purpose, planned visits to farms are made with students under the supervision of academic staff. 5th grade students participate in mobile clinic practices organized in groups up to 8 students per academic staff, as in VTH. Students participate in procedures such as taking anamnesis, examining diseased animals, diagnosis, treatment applications (injection, serum application, etc.), operations, assistance in birth, and ration preparation.

Field veterinary medicine and herd health management are experienced to students about the most common diseases in the field, their diagnosis and treatment, preventive medicine, vaccination, herd monitoring systems, introduction to farm sections (milking parlor, newborn calf unit, feed store, etc.), introduction to animal groups (newborn, early lactation, dry period, etc.), farm data analyses, animal welfare and biosecurity practices under the supervision of teaching staff.

Within the scope of mobile clinic applications, there is 1 ambulance minibus and 1 transport trailer in VTH. The vehicle contains thermometer, stethoscope, surgical operation set (servite, gauze, bandage and dressing materials, scalpel, scalpel handle, scissors, needle, thread, forceps, portequi, etc.), abscess set, bedside monitor, delivery aid equipment (delivery rope, eye hook, delivery jack, etc.), emergency drugs (adrenaline, atropine, doxopram, caffeine, transamine, vitamin K, etc.), serums (isotonic fluids, lactated ringer, 5-30% dextrose sol., colloid sol.), serum sets, intraket, blood collection tubes (EDTA, gel yellow cap, sodium citrate tubes), holder, needle tip, syringe, stool and urine collection container, sterile tubes, etc. materials.
In addition, there are disposable aprons, plastic boots, shoe covers, bonnets, hand washing and disinfectant solutions (70% ethyl alcohol, baticon) in the vehicle for biosecurity practices.
A portable X-ray machine (in line with national prosedures) and a portable ultrasonography device (with rectal examination probe) are available.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU Standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

Transportation of students for extra-mural facilities:

Thanks to the "ERU Garage Administrative Authority", there is no restriction in providing buses or other vehicles with the required capacity, distance and features in line with the planned demands through official correspondence.
The duties and responsibilities of "ERU Garage Administrative Authority" are i) management of vehicles (**98 vehicles**) requested by stakeholders in ERU, ii) taking measures related to occupational health and safety in vehicles, iii) periodic maintenance and repairs of vehicles, monitoring the days of inspection and traffic insurance, iv) obtaining the material needs of the vehicles, evaluating, responding v) acting in accordance with the Code of Ethics, fulfilling duties in line with the legislation.

Transportation of live animals, cadavers/organs:

FVM-EU has its own live animal transport vehicle however, live animal transport is mostly carried out by the livestock/horse owners from which the animal is supplied.
If cadavers or organs are procured by purchasing, the purchased materials are transported by the vendor under appropriate protection and biosecurity conditions, provided in the contract between the Faculty and the vendor and delivered to the relevant department. After being used

for educational or research purposes, all these organs and the cadavers are collected by an authorised private company for incineration (TURANLAR) on contracted basis.

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

The FVM-EU has a Biosecurity Committee responsible to monitor the implementation of specific protocols in clinical, laboratory, farm and field services. First-year students receive specific mandatory training on basic biosecurity rules. In addition students are trained on biosecurity procedures prior to any practical training at the beginning of each semester and also before their clinical rotation.
FVM-EU has a QA system to monitor, maintain and improve clinical, laboratory and farm services. Quality practices are carried out and documented by the QC. Guidelines for biosecurity and quality practices, application policies and procedures have been published as a prepared biosafety guide, ERU quality handbook and FVM-EU quality handbook are accessible to all practitioners and stakeholders.
Feedback from students, graduates, academic and administrative staff and animal owners through surveys are collected and analysed in the BC and QA committees in order to make changes in its policies and practices. Dean's Office in collaboration with BC organizes biosafety training programs for students and staff.

Comments on Area 4

VTH facilities are suitable for the delivery of practical education to undergraduate and postgraduate students. It provides teaching environment across different species and specialties. In the past 6 years, main facilities of FVM-EU have undergone considerable improvements, and renovations prioritising the students self study and learning areas.
The strategy of the FVM-EU is to meet highest international standards, to expand the educational infrastructure including facilities and equipments to fit for purpose according to the number of students enrolled. Academic and the administrative staff of FVM-EU is enthusiastic to strengthen the learning opportunities and increase the number of practise, animal and teaching materials per student with external agreements and ambulatory services. The financial supports for the renovations, maintainance and addition of facilities and equipments are expected to increase for the upcoming years as ERU has ranked as to be within the research universities in Türkiye.

Suggestions for improvement in Area 4

Rational management of limited sources is essential under current conditions of limited financial supports of Türkiye. The current Stakeholder Committee should conduct periodic meetings with external stakeholders at least once a year to expand the educational opportunities and increase the number of hands on practice in FVM-EU.
Regarding the skill labs, addition of new and advanced facilities are needed (Horse head for oral and dental diagnostic treatment and cattle simulator for artificial insemination, urinary catheterization and pregnancy diagnosis manually and ultrasonographically)

Regular meetings (at least once a year) should be organised to obtain ideas from clinical instructors and other course instructors for the creation of skill development module designs
Daily case evaluations (in particular pathognomonic symptoms, rarely seen and interesting cases) in VTH should be put into implementation to be summarised and discussed collectively by authorized academic staff to the students in clinical rotations to ensure that student groups in clinics do not miss the cases other than those they were tracking.

05 ANIMAL RESOURCES AND TEACHING MATERIAL OF ANIMAL ORIGIN

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

FVM-EU's global strategy is built on a balanced and ethical approach to animal use, ensuring that students get the practical experience required for their DOC.

The strategy of the FVM-EU is based on external stakeholders' agreements to guarantee sufficient numbers of cadavers, healty and diseased animals and other educational materials of animal origin to provide the correct training for veterinary students for the acquisition the DOC in line with national and international regulations also as a part Faculty's QA System.

Adequate number of animals and animal materials are used in FVM-EU for the proper preclinical and clinical training considering animal health and welfare standards. Dairy farms, state public health facilities, animal food processing plants, private slaughterhouses, private clinics, dog and cat shelters and well-equipped military force equine and dog facilities (JAKEM) in Kayseri are actively used with the collaboration agreements for core clinical training.

Simulation and skill laboratory-based education is also used to provide realistic practice opportunities, and the faculty puts its effords and investments to continue to increase the variety of educational materials in labs.

FVM-EU clinical training is primarily done in the VTH, which already has high numbers of caseloads in companion and ruminants. VTH management and Dean's Team are focusing on increasing the number and diversity of other species in clinics and correcting possible imbalances. FVM-EU offers a competency-based program that includes a high number of core clinical hours, practical training and extramural experiences in VPH, integrating theoretical knowledge with practical skills to ensure a well-rounded veterinary education.

Early contact of students with live animals is the main principle of the FVM-EU curriculum. In this context, students at FVM-EU are introduced to healthy animals in the early years of their education. The clinical education is organized in a wide range from theoretical education to practical training on diseased animals and the use of simulation models in the skills laboratories. Therefore, clinical training focusing on the diagnosis, treatment and prevention of disease is provided by using advanced diagnostic imaging devices and laboratory analyzes in VTH and ambulatory clinics.

Healthy and diseased animals (first opinion and referral cases), dead animals and samples (blood, urine, feces, organs, etc.) are brought to the VTH from Kayseri and neighboring provinces. Students are involved in both primary and referral medical care cases including physical inspection, vaccination, medication for parasites, castration, and spaying dogs and cats as part of core clinical training under the supervision of an academic staff. VTH also has a 24/7 emergency clinic for students to attend emergency cases (seizures, crisis, difficult labor, poisoning, etc.) required for their DOC. VTH provides daily medical care for first opinion and referral cases. Pets, exotic animals, ruminants and equine patients brought to VTH are mostly first opinion patients from Kayseri and neighboring provinces and referrals mostly from veterinarians particularly for advanced surgical procedures and diagnostic imaging.

During the compulsory EPT, students can experience all common animal species (ruminants, horse, and poultry). Students also visit contracted slaughterhouses, meat and milk processing plants, dining halls of FVM-EU, water supply analysing units of Kayseri, and attend inspection visits to food markets to learn about the important roles of veterinarians in VPH (including FSQ). Additionally, the Milk Processing Pilot Plant located in the ERU Campus offers hands-on training opportunities to students.

The animals and materials of animal origin are used for teaching the specific subjects of: Anatomy (cadavers, organs from slaughterhouses, bones, skeletons, veterinary simulation models, virtual programmes, 3D online atlas), Pysiology (blood samples and serum, urine, healthy animals, laboratory animals), Animal Production and Breeding (healthy animals), Propaedeutics (healthy and diseased animals, veterinary simulation models, alternative methods), Pathology (cadavers, organs from slaughterhouses, fixed organs and histological slides and digital slides), Veterinary Parasitology (healthy animals, organs from slaughterhouses, meat samples, faeces, and blood samples), FSQ (carcasses and products of animal origin, organs from slaughterhouses, milk, egg, fish, food samples), Clinical Subjects (healthy and diseased animals, organs and simulation models).

Adequate number of cases are provided by FVM-EU for each student in respect to multiple medical issues, from individual medical treatment to complicated emergency services.

VTF (ERUTAM) established in 2011, has become an important center for all academic studies and student practices in the field of agriculture and veterinary sciences. ERUTAM creates a good environment for students for the acquision of DOC in particular for preventive medicine and herd health management as well as for developing their nursing care skills related to farm animals (offspring care, animal nutrition, etc...). Subjects of Zootechnics, Artificial Insemination, Animal Nutrition, Topographical Anatomy, Animal Husbandry Business Economics, Propaedeutic and clinical courses are practiced in VTF.

New facilities, buildings were added and equipments were provided for ERUTAM since 2011 and renovations are still ongoing to make it more effective for research and educational activities. There are numbers of broiler (2000 pieces), egg poultry (2500 pieces), quail (500 pieces), sheep (500 pieces) and dairy cattle (150 heads) units available in VTF to be used for students practicals on farm animals.

There is also an ambulatory clinic at FVM-EU (see chapter 4), where students can practice on farm animals (cattle, sheep, etc.) as part of core curriculum. The ambulatory clinic service allows students to see a wide range of patients, herd health management on farms, emergency cases and routine herd health visits.

FVM-EU has many protocols to carry out extramurals including Gendarmerie Horse and Dog Training Center (JAKEM) among others. JAKEM has 40 horses and 600 dogs. There is also a dog and horse clinic at JAKEM where the students are exposed to the prosthodontic and clinical applications on healthy dogs and horses.

The pricing of the services provided at VTH is cheaper than the prices charged at private veterinary clinics and hospitals in Kayseri. In addition, we have a discounted price tariff within the scope of a special protocols with some institutions which reasults in the increase in the number and the variety of cases brought to VTH. Paticularly, stray animals, training dogs, search and rescue dogs, etc. are examined free of charge in VTH within the scope of protocols with Municipalities, Military Services, Ministry of Environment and Forestry.

All practices including nursing care on all animals brought to the VTH are carried out by students under the supervision of academic staff in charge. This information is given to the

clients during the patient registration process and a consent form is obtained. In other words, the clients know and agree that the services provided at the VTH are both educational and clinical and some of these practices will be performed by students.

The majority of patients brought to VTH are first opinion patients. As one of the main strategies of the FVM-EU, first opinion and referral patient ratios are constantly monitored and several measures (new protocols, promotion, campaigns, etc...) are put into implementation to keep this balance.

Regarding the carcasses and samples for practical sessions of Anatomy, they come from slaughterhouses, private farms and veterinarians who send the material for necropsies. The materials used in Anatomy practices are disposed by a private company, responsible for collection and incineration (Turanlar). The whole process is managed by ERU.

Description of the specific strategy of the VEE ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation, e.g. number of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine

At VTH, students are divided into small groups (8-12 students) and are involved in all parts of patient management and daily clinical work in different departments of VTH; companion, equine, ruminant, poultry, emergency clinic and ambulatory clinics. All students are required to spend a certain amount of time in these units to ensure that they are exposed to a wide range of species and cases. Students (5th year students) have an night shift/call shift for all clinics including emergencies.

The FVM-EU is located in the middle of the city therefore the number of intra mural companion cases are higher than the number of food-producing animals and notably horse cases.The numbers of cases and species are recorded and monitored in data management system (EruVetO) in VTH.

Students are usually assigned to smaller groups of 2-3 students for practical and clinical work with patients under the direct supervision of a teaching staff. The aim is to provide hands-on training in basic clinical procedures using models and/or patients and to practice clinical reasoning, including all steps from anamnesis to diagnosis, treatment and follow-up plans. In addition to clinical examination and the application of clinical procedures, students learn how to take specimens or samples and apply diagnostic kits.
Apart from caseload, discussions on specific topics or cases are carried out including first opinion patients as well as referral clinical cases (individual and herd health management). VTH accepts a sufficient number of cats, dogs, farm animals (except horses) for the development of DOC which are also acquired by extramurally where equines are mostly examined with ambulatory clinics.

The number and variety of cases in each clinic is regularly evaluated by heads of clinical departments in VTH Council where areas to be improved and measures to be taken for training are discussed. New strategies (new protocols, promotion, campaigns, etc...) are put into implementation to ensure an adequate and balanced practical training for acquisition of DOC.

Description of the procedures developed to ensure the welfare of animals used for educational and research activities

ERU has a number of facilities and regulations for the use of animals (experimental animals, farm animals, poultry) for educational and research purposes. Depending on the focus of the clinics and departments, these include facilities for a variety of laboratory animals (mice, rats, rabbits), poultry (chicken), aquaculture (fish) and farm animals (cattle, sheep). The type and number of animals used for teaching and research in these facilities may vary depending on the teaching objectives, the number of students, the scope of the research and the type of research projects to be conducted.

These facilities are licensed by the Ministry of Agriculture and Forestry in accordance with the provisions of the 'Regulation on the Welfare and Protection of Experimental Animals Used for Experimental and Other Scientific Purposes'. Currently, ERUTAM, Gevher Nesibe Genome and Stem Cell Institute (GENKOK), Experimental Research Application and Research Center (DEKAM) are the main facilities where experimental and farm animals are housed for educational and research activities within ERU.

These facilities are designed in accordance with animal welfare criteria and are annually inspected by the Ministry of Agriculture and Forestry Officials. Each of these facilities has a DVM responsible for animal welfare. During these visitations; animal welfare criteria, biosecurity practices, the structure of the shelters, the shelter area per animal, the ventilation status of the shelters, the temperature and humidity of the shelters (temperature and humidity records for the past), the type and frequency of changing the litter material used in the shelters, the noise level of the environment, parameters such as lighting (especially 12 hours of light/12 hours of darkness for experimental animals), frequency of feeding, characteristics of the ration used, presence of oxygen support units, training status of the personnel in charge (in-service training, nursing care skills training, professional competence), disinfection procedures, frequency of cleaning are inspected. In addition, the type and number of animals used in experiments, student practices in these facilities, and the compliance of the standard operation procedures of the methods performed in these facilities with the regulation are inspected in detail. In case of detection of any uncompliance with the Animal Welfare criteria, the licenses of these facilities could be revoked, and their activities could be suspended.

In addition, the use of experimental animals for scientific and educational purposes is regulated in accordance with the relevant legislation at FVM-EU. Before each experimental research, an application is prepared for the approval of the experimental project, which is then evaluated and approved by ERU Animal Experiments Local Ethics Committee (ERU-HADYEK). Within this context, all staff who undertake the care of experimental animals and conduct experiments must have a professional qualification certificate (for the use and handling of experimental animals) in accordance with the relevant legislation. This committee provides regular advice, particularly during the design process of experimental projects, monitors the welfare of experimental animals and records the number of experimental animals used in all experimental projects. Furthermore, the supervision of the protection of experimental animals at ERU is monitored by a state body (National Central Ethics Committee HADMEK). ERU Continuing Education Center regularly organizes Experimental Animal Use Certificate Training Courses.
The compliance of the clinics and units (hospitalization units, intensive care unit, isolation and quarantine units) at the VTH with animal welfare criteria is regularly checked by Animal Welfare Committee in FVM-EU. These inspections include many parameters included in the related regulations such as structure of the cages, the housing space per animal and the ventilation of the rooms etc. as mentioned above. Control forms are filled, recorded and shared with the Dean’s Office.

Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Cadavers and organs for anatomy education are obtained from VTH (dogs, cats, horses, cattle, ovine, other), slaughterhouses (organs), ERUTAM farm (cattle, sheep, goats, poultry), poultry farms and equine farms in Kayseri and Nevşehir, fish farms, DEKAM and GEN-KOK (experimental animals). Bones skeletons and organs preserved in alcohol and plastinated organs are also available for teaching. In addition, deceased animals (cats, dogs, exotic animals, other) brought to the VTH (with the consent of the patient's owner) are also used as cadavers for anatomy training.

The majority of the cadavers used for necropsy are cattle, sheep, goats, horses, dogs, cats and poultry brought to VTH from farms in Kayseri and neighboring provinces. In addition, experimental animals (mice, rats, rabbits) are purchased from DEKAM and GEN-KOK for necropsy applications. Cadavers accepted and registered to the Department of Anatomy are preserved for student education and scientific research purposes according to the appropriate determination process steps and storage procedures. For this purpose, fresh frozen in deep freezer, fixation with formaldehyde, fixation with Thiel method, plastination method, 3-D modeling are used. Cadavers or other materials used for necropsy are stored in a +4 °C room/refrigerator if they were taken the day before the necropsy.
Cadavers and necropsy materials are placed in a medical waste bag, weighed, recorded and labeled (in accordance with VTH's medical waste management procedures). They are then stored for a short period of time in the medical waste unit under appropriate conditions. This unit is located in a closed area away from the VTH. The disposal of the cadavers and necropsy materials collected here has been carried out by a contracted medical waste disposal company authorized by the Turkish Ministry of Environment, Urbanization and Climate Change.

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

Species	***2022***	***2023***	***2024***	***Mean***
Cattle	*1*	*2*	*2*	*1.7*
Small ruminants	*2*	*3*	*2*	*2.3*
Pigs	*2*	*2*	*2*	*2.0*
Companion animals	*8*	*10*	*6*	*8.0*
Equine	*2*	*2*	*1*	*1.7*
Poultry & rabbits	*6*	*14*	*18*	*12.7*
Aquatic animals	*8*	*90*	*90*	*62.7*
Exotic pets	*12*	*12*	*12*	*12*
Others (specify)	*4*	*2*	*4*	*2.7*

** 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	*2022*	*2023*	*2024*	*Mean*
Cattle	*2882*	*2624*	*1630*	*2.378*
Small ruminants	*0*	*0*	*0*	*0*
Pigs	*120*	*10*	*10*	*46.6*
Companion animals	*1264*	*1252*	*1200*	*1238*
Equine	*232*	*232*	*230*	*231.33*
Poultry & rabbits	*0*	*0*	*0*	*0*
Aquatic animals	*1*	*1*	*1*	*1*
Exotic pets	*0*	*0*	*0*	*0*
Others (specify)	-	-	-	-

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

Species	*2022*	*2023*	*2024*	*Mean*
Cattle	*772*	*723*	*619*	*704.67*
Small ruminants	*200*	*142*	*135*	*159*
Pigs	*0*	*0*	*0*	*0*
Companion animals	*19355*	*22495*	*17508*	*19.786*
Equine	*30*	*97*	*40*	*55.6*
Poultry & rabbits	*113*	*126*	*97*	*112*
Exotic pets	*12*	*25*	*481*	*172.66*
Others (Lion)	*2*	*0*	*0*	*0.7*

***Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least 1 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	*2022**	*2023*	*2024*	*Mean*
Cattle	*180*	*210*	*200*	*196.67*
Small ruminants	*80*	*100*	*96*	*92*
Pigs	*3*	*1*	*1*	*1.67*
Companion animals	*400*	*540*	*600*	*513.33*
Equine	*52*	*86*	*74*	*70.7*
Poultry & rabbits	*30*	*56*	*50*	*45.33*
Aquatic animals	*0*	*0*	*0*	*0*
Exotic pets	*0*	*0*	*0*	*0*
Others (specify)	*0*	*0*	*0*	*0*

*** Each patient must be officially recorded and must be 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.*

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

Species	2022	2023	2024	Mean
Cattle	93	95	94	94
Small ruminants	92	90	94	92
Pigs	-	-	-	-
Companion animals	82	76	80	79.33
Equine	70	66	68	68
Poultry & rabbits	70	80	76	75.33
Aquatic animals	0	0	0	0
Exotic pets	90	86	78	84.67
Others (specify)	0	0	0	0

Table 5.1.6. Cadavers used in necropsy

Species	2022	2023	2024	Mean
Cattle	7	5	9	7.0
Small ruminants	41	40	56	45.6
Pigs	0	0	0	0
Companion animals	78	80	90	82.7
Equine	5	5	7	5.6
Poultry, Rabbit	22	15	45	27.3
Aquatic animals	0	0	24	8.0
Exotic pet	22	69	106	65.7
Others (specify)	-	-	-	-

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

Species	2022	2023	2024	Mean
Cattle	69	73	72	71,33
Small ruminants	5	6	1	4
Pigs	-	-	-	-
Poultry	6	5	4	5
Rabbits	-	-	-	-
Aquatic animals	1	1	1	1
Others (specify)	1	1	1	1

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

Species	2022*	2023	2024	Mean
Ruminant slaughterhouses	28	16	16	20
Pig slaughterhouses	0	0	0	0
Poultry slaughterhouses	1	1	1	1
Milk and milk product proccessing plants	9	9	9	9
Others** (ERU Dining Hall+Kaski+Fish farm)	5	3	3	3.7

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

Description of how (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The procedures for identifying, communicating, implementing, evaluating and reviewing the number and range of animal and animal-derived materials for preclinical and clinical education and clinical services generally follow a committee structure and collaborative approach. In pre-clinical education, the number and variety of animals are evaluated and decided by the course coordinator and assistant instructors according to the group size and intended learning outcomes. The course coordinator and department heads are responsible for the provision of animals (live, sick), cadavers and necropsy materials. In pathology, the number and types of animals used in teaching are largely composed of patients brought to and referred to the VTH. In case of insufficient numbers of cadavers for necropsy in general or for specific species, free necropsy advertisement is announced to the stakeholders (municipalities, private clinics or farms for of animals) and new contracts are put into implementation as a compensation.

In addition, the number of healthy and diseased animals used in preclinical and clinical trainings, the number of cadavers and organs used for necropsy and anatomy practices are evaluated annually by Heads of Depatrments and VTH Council. Evaluations are reported to the Dean's Office to be forwarded to ETC. Within the global strategy of FVM-EU protocols are established with external stakeholders to ensure patient flow in areas deemed necessary to increase the number and variety of animals for educational purposes.

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

Students participate in applied trainings at VTF of ERU, contracted premises, shelters, farms, slaughterhouses, food processing plants etc. where the conditions and services are in line with national standarts (see 4.1.2 for few selected examples of commonly visited premises) (Annex 6.1). These practical trainings are carried out under the supervision of academic staff and the veterinarian in charge. In ERUTAM and farms students directly participate in herd health and preventive medicine practicals such as care, feeding, vaccination, hoof care, assistance at birth of farm animals (cows, sheep). In addition, students carry out care and treatments of dogs from the dog shelter, located 5 km away from our faculty.

Bilateral agreements have been signed with modern private farms (e.g. Saray Halı) to meet the need of students for practical work in animal husbandry, animal nutrition and zootechnical aspects. These practicals allow students to learn about the diverse production systems and their management.

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

VTH is crucial in teaching nursing care skills to students and educate them on nursing procedures. It allows students to actively participate in patient clinical practice while developing problem-solving, diagnosing, and decision-making abilities in real-world settings. Nursing care skills and nursing procedures are taught in Animal Welfare, Professional

Communication, Animal Nutrition, Propaedeutics, Clinical Skills Lab Practice courses in FVM-EU. In these theoretical and practical courses, students learn basic skills including restraint, handling practices, animal nutrition, treatment practices, patient care and follow-up. Students acquire and develop their nursing skills under the supervision of a clinician and academic staff in subsequent core clinical practice courses (clinical rotations, night shifts) and rotations. Students are encouraged to take an active role in the follow-up, treatment, care and feeding of patients during the clinical course and night shifts. In addition to these practices, voluntary students can visit clinics and can be employed on a part-time basis which contribute to the development of nursing care skills. Before starting the clinic rotations, students attend a clinic information seminar in which they are taught how to deal with animals, apply biosecurity measures, basic nursing care skills and nursing procedures. Specific care for individual animal species is part of the clinical subjects within practical training at VTH.

VTH gives students hands-on experience with basic nursing care, allowing them to build the skills necessary for the Day One Qualification. Key features include nursing care skills (practical nursing procedures, specialized care), instruction in nursing procedures (guided practical sessions, rotations and clinical shifts, mentorship and supervision), active participation in clinical workups (problem-oriented diagnostic approach, diagnostic decision-making), integration of nursing and clinical problem solving, assessment and feedback, ethical and professional development. Practical Nursing Procedures include vital signs monitoring, wound management, fluid therapy, feeding and nutrition assistance, and postoperative care. Specialist Care includes teaching critical care and emergency nursing, nursing of neonates and geriatric animals, and animal restraint and handling techniques.

Description of how and by whom the nursing care skills are implemented and taught to undergraduate students

Nursing care skills are taught to undergraduate students through a structured and comprehensive approach at VTH. The responsibility for teaching these skills rests with a team of experienced veterinary professionals, including lecturers, PhD students and allied with veterinary health technicians, laboratorians, anesthetists. Teaching nursing care skills to undergraduate students at VTH allows students to develop the knowledge, skills and confidence necessary to provide competent and compassionate nursing care. This team specializes in both companion and food-producing animals and has extensive practical knowledge and expertise in nursing care.
Patient assessment, monitoring vital signs, medication administration, wound care, patient hygiene and other basic nursing procedures are taught theoretically. Students actively participate in the clinical work of patients during clinical rotations and night shifts as a part of practical training of nursing care skills.
Students are assigned to specific cases while the patient is being registered and are involved in all aspects of patient care, including problem-oriented diagnostic approaches and decision-making.

Students have the opportunity to apply their knowledge and skills in real case scenarios, working with the veterinary team to provide comprehensive nursing care. Academic staff provide guidance, feedback and correction as needed to improve students' understanding and competence in nursing procedures. Teaching nursing care skills is an ongoing process throughout the undergraduate program. VEE and VTH jointly organize seminars and workshops to enhance students' nursing care skills and increase their experience. Students receive a progressive education, especially in the last semester of the curriculum, starting from

basic nursing skills and gradually progressing to more complex procedures as they gain experience and competence.

Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students

Students participate in clinical practices at the VTH as part of the core training starting from the 3rd year. In intra-murally, the group size is adjusted to 8-10 students in clinical practices, 20 in laboratory settings, taking into account the learning outcomes and teaching style. Extramural visits overseen by multiple instructors are organised with high number of students to correspond to 8-10 student per academic staff.
In the ambulatory clinic the group size also varies between 8-10 students.

Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, ... (both intra-murally and extra-murally)

VTH is a place of practice that offers students the opportunity to put into practice the knowledge they have learned in theoretical courses. Students are provided with opportunities to actively participate in a wide range of clinical procedures both at VTH and in external settings (mobile clinic, practice farm). Students participate in case discussions and rounds, collaborating with clinicians, other students and veterinary professionals to enhance their learning and contribute to patient care. Such opportunities exist both within and outside of traditional educational institutions, such as on-campus facilities and external placements/fieldwork. Before beginning clinical rotations, students take skills course including administering injections, drawing blood, placing intracackets, fitting mouthpieces, calculating medication doses, and practicing suturing on simulators and animal models. Students work under the supervision of instructors in both in-and out-of-the-hospital clinical settings to obtain hands-on experience.

To safeguard the biosecurity and wellbeing of the animals students are introduced to clinical workflows and biosafety instructions at the beginning of their clinical training. These instructions cover work instructions, protective equipment, disinfection, asepsis, animal fixation, hygiene, and more. Considering the potential infectious environment, basic biosecurity protocols are followed in extra-murally and mobile clinic practices. By interacting with animal owners at VTH, students hone their communication skills, learn how to perform accurate anamnesis, and gain insight into various medical issues and treatment options.They are the integral part of the reporting process for patients in the hospital or receiving ongoing therapy, as well as the collection, analysis, and interpretation of samples.

A comprehensive account of their roles in different clinical tasks is provided below:

Client Communication: Students take medical history of animals brought to VTH and explain treatment plans to animal owners. They advise on pet care and disease prevention to animal owners. Therefore, they develop their communication skills by communicating directly with animal owners at VTH. Students practice consulting with real patients or in simulated settings at local hospitals to hone their client communication skills. Clinical diagnosis and treatment recommendations are presented in an empathic manner. During their fieldwork or placements, they counsel clients on preventative care and broach sensitive topics like euthanasia, among other real-world circumstances. Students gain follow-up and accountability skills such as monitoring vital signs of hospitalized and admitted patients, assessing response to treatment, and documenting complications. This participation helps students develop critical thinking

skills and improve their clinical judgment. Students work collaboratively with veterinarians, technicians, and other healthcare professionals at VTH. They contribute to discussions regarding patient management, participate in case rounds, and engage in interdisciplinary teamwork to provide comprehensive care. They may be involved in discussing treatment options, administering therapies, and monitoring response to treatment.

Clinical Examination: Students conduct comprehensive clinical examinations under the guidance of a supervisor in VTH, farms, or shelters. The practice encompasses techniques that are specific to small animals, equines, ruminants, and exotic species. Students participate in fieldwork in private practices, farms or zoos. Assess and monitor herd health or individual animals in a farm or shelter setting.

Diagnostic Tests: Students accompany the interpretation of diagnostic tests such as blood tests, urinalysis, imaging (e.g. radiography, ultrasonography) and cytology in laboratories at the VTH. Additionally, students participate in diagnostic procedures in laboratories or veterinary clinics during mobile clinical practice and rotations.

Blood Sampling: Students learn and practice blood collection techniques in small animals, horses, ruminants and birds under the supervision of a responsible veterinarian or clinician. They practice on mannequins in the clinical skills laboratory before working on live animals. They have the opportunity to practice sampling extensively during herd visits or in field conditions, particularly on farm animals (cattle and sheep).

Anaesthesia: They are also given the opportunity to watch the anesthesia and monitor the patient. Students monitor anesthesia protocols, including induction, maintenance, and recovery during surgery on small animals, horses, or farm animals, and assist with anesthetic drug dosing and administration. They apply the principles of anesthesia, particularly for routine surgeries in general practice.

Treatment and Medication Administration: Students take part in the treatment of clinical cases seen in VTH or mobile clinics. For this purpose, they participate in oral, intravenous, subcutaneous or intramuscular treatment applications.

Nursing and Critical Care: Hospitalized patients receive nursing care from students, who help with tasks such as hydration therapy, wound treatment, and critical illness patient monitoring. They work in intensive care units as part of shifts.

Surgery: Before moving on to supervised practice of common surgical procedures (such as neutering or castration), students learn ancillary tasks in the clinical skills lab, such as instrumentation and suturing. As part of their team-based casework, they subsequently take part in complex surgical procedures. During field programs or specialized clinics, they can have more hands-on experience with surgical procedures. At VTH, students are given various tasks to perform and follow surgical procedures before, during and after the operation. These tasks include assisting in the operation, postoperative care, wound care, hospitalization procedures (feeding), and bandage changes. In addition, students actively participate in anesthesia procedures before the operation (weighing the body weight, adjusting drug doses, walking the patient, and having the patient sign the consent form).

Euthanasia: Students observe and accompany professionals during euthanasia procedures regarding ethical issues and client communication.

Necropsy: Students have the opportunity to perform necropsies on small and large animals in VTH to understand disease processes and causes of death. They participate in necropsy under

the supervision of an experienced pathologist and perform assigned tasks. They take an active role especially in recording macroscopic findings and collecting samples for histopathology and microbiology.

Saving Data to the Patient Record System: During patient registration, students are assigned to patients brought to VTH on the system during registration. They are responsible for recording the data (physical examination findings) of the clinical cases assigned to them on the VTH automation system (ErüVetO). They can also access patients' history, anamnesis and examination findings, diagnostic results and treatment plans from the hospital automation system. There is also another automation system (VetoStaj) integrated with ErüVetO, where students' clinical skill acquisitions are monitored.

Biosecurity Procedures: Students are subject to rigorous biosecurity and nursing care training before clinical rotations to ensure the safety and well-being of animals. During these trainings, they develop nursing care skills regarding the welfare, care and supportive treatment practices of diseased animals. They are informed about issues such as providing a clean and appropriate environment in examination rooms, using personal protective equipments and biosecurity protocols in visited facilities.

Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

FVM-EU employs established procedures to guarantee that all students have the opportunity to participate in extended periods of conversation, contemplation, and reading to gain a better understanding of clinical cases and their management. FVM-EU students develop their critical thinking, knowledge and skills during the study of individual clinical courses of the core curriculum and during the compulsory practicum supported by presentations and discussions of clinical cases. During clinical rotations (years 3-5), students participate in internal case discussions and they have access to the electronic patient database and the university's literature database. Students are responsible for a specific patient case in VTH that they must present to other students and faculty members in clinical sciences. These presentations emphasize not only the latest diagnostic and treatment procedures, but also the development of communication skills and critical thinking reflection.

Students are required to actively participate in clinical rounds or visits with clinical teams from different services (consultations, operating rooms and hospital facilities). In these rounds, they review assigned cases and discuss previously performed procedures and the approach for the next visit. At the end of the consult, students analyze and discuss with the teacher the patients they attended. At the end of specific rotations, students select and present a case report directly on the clinical case/group of animals they attended and this presentation must include their personal involvement and a thorough critical discussion based on the literature to better understand the case. During the necropsy rotation, students review clinical records, including diagnostic and therapeutic procedures, discuss their correlation with necropsy findings with the teacher, and prepare a gross report.

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

The hospital uses an hospital automation system (ErüVetO). Usernames and passwords are defined for staff and students. Demographic information (age, gender, breed, color, etc.) of healthy and diseased animals brought to VTH, name, surname, address of the animal owner, and chip number of the animal are recorded. After the registration process, a file number is assigned to each animal. In order to prevent multiple records in subsequent visits, a new arrival is added and a protocol number is assigned. In addition, laboratory results such as complete blood count, biochemistry, hormone, bacteriological culture, antibiogram and histopathology results of the diseased animals are presented to the use of administrative staff, teaching and technical staff and students through this registration system. This registration system plays a crucial role in documenting all clinical activities within the hospital providing simultaneous access to data regarding diagnosis, treatment protocol and prescriptions.

Comments on Area 5

The FVM-EU adopts a multi-faceted approach that integrates animal welfare standards with ethical guidelines for invasive and non-invasive procedures on animals, particularly in the use of laboratory animals and clinical practice. The use of a variety of facilities, species and external collaborations ensures that students receive the practical training necessary for their veterinary qualifications while complying with national and international animal welfare regulations. FVM-EU ensures the diversity and quality of training opportunities by working closely with external stakeholders and establishing partnerships with modern farms and veterinary facilities. Regular evaluations ensure that students receive a comprehensive and practical education that meets both academic and ethical standards.

Suggestions for improvement in Area 5

To increase the number of cadavers new arrangements could be made.

06 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 first time on a live animal concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all languages used. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1: Continuous Update and Accessibility of Learning Resources

The faculty's strategic aim is to ensure face-to-face and virtual learning resources, excellent teaching and research opportunities and a stimulating learning environment for students and staff. These resources include library services, an IT area, an e-learning platform, a wide range of learning materials (such as models, graphics, visuals, guides, museums and atlases), teaching facilities and animal simulators in clinical skills laboratories specifically designed to support veterinary education.

6.1.1: Ensuring "Never the First Time on a Live Animal" Principle

The FVM-EU ensures that students to acquire the necessary hands-on clinical experience through the "**Clinical Skills Laboratory**" course. This program is conducted collaboratively by the academic staff of Internal Medicine, Surgery, Obstetrics and Gynecology, Reproduction and Artificial Insemination, and Laboratory Animal Science Departments.

The key objectives of this course are to; i) provide students with basic knowledge of clinical tools and procedures ii) familiarize students with clinical equipment prior to live animal practices iii) strengthen procedural confidence and technical skills.

- Three **Clinical Skills Laboratories** in FVM-EU are equipped with:
  Simulators:
  - 3 full-size ruminant simulators
  - 1 half-horse simulator
  - 2 half-ruminant simulators
  - 1 canine arm simulator

Training Capabilities for students practice include dystocia management, rectal palpation, pregnancy diagnosis, udder (milk) examination, suturing, injections, blood collection, and serum applications inter alia.
Supplementary Tools: Models, 3D-printed skeletal learning materials, and manikins enhance practical learning.

Regarding the integration with animal resources, in addition to simulators, the faculty utilizes non-infectious deceased animals from VTH for further training (detailed in Area 5). These cadaveric resources allow students to apply procedural skills in a realistic but controlled environment.

6.1.2: Training on Bibliographic Searches and Accessing Learning Resources

The faculty prioritizes students' ability to access, evaluate, and utilize scientific resources effectively. The following courses are provided in core curriculum to develop these skills:

- **Language Proficiency Courses**: Although the official language of education in FVM-EU is Turkish, basic English is included in the curriculum as a compulsory course to make students benefit from professional scientific literature. "*Basic Foreign Language"* course (1.1.11) in the 1st semester provide students with essential language skills whereas "*Occupational English"* course (1.1.07 and 1.2.07) in the 1st and 2nd semesters focus on veterinary terminology and scientific literature comprehension.
- **Scientific Research and Presentation Techniques"** (2nd semester) This course covers main topics including hypothesis development, bibliographic search methods, data collection and statistical analysis and scientific writing and reporting techniques.
- **Information Technologies and Artificial Intelligence"** (9th semester) Students develop skills in scientific reasoning, research design, and effective presentation.

Implementation of "Mentor Academic Staff" added too much to the guidance of students to access to learning resources**.** After the enrollment of students, a mentoring academic staff is assigned to inform, guide and monitor them throughout their education.

Library Orientation and Digital Resource Training: During their first month, students participate in an orientation program that includes a guided tour of the library and an introduction to accessing all physical and electronic resources in ERU. This orientation programme includes a regular training session, organized by database vendors, focus on bibliographic searches and advanced use of research databases in ERU Central Library. Such training is also announced through the library's official website and e-mail system for all stakeholders to attend. Requests for these training can be made by sending an official letter to or by contacting with library.

Continuing Education Regular online and face-to face training courses are available for both students and staff via the distance education portal and in University. These courses are offered periodically via continuing education e-platforms called ERSEM and ERUZEM (detailed in Area 10).

Distance education portal

It is an authorized and national digital training platform affiliated with the Human Resources Office of the Presidency of the Republic of Türkiye prepared to equip public employees with the knowledge, skills and competencies appropriate to their needs and offered to the service of all public institutions. Users (students and staff) can receive the training they need asynchronously with the e-government password under the coordination of the institution's authorized staff.

Key Digital Platforms: Online Catalog and search tools enable students to access a wide variety of electronic journals, books, and theses (Key Digital Platforms). Library staff provide ongoing support for advanced searches and access related issues.

Post-graduation platforms: In addition to formal education programs at ERU, paid education programs (**ERSEM)** are also organized for trainers and trainees from inside and outside the university to benefit from. There is also **ERU Alumni Information System** which is created for students to continue their communication with the university after graduation. Students can update their post-graduation education and communication through this system. This system also facilitates their access to ERU and strengthen and evidence their attachment to ERU specially during their applications for jobs.

6.1.3: Evaluating and providing learning resources requested by the organization and sharing them with staff, students, and stakeholders.

All requests (database, scientific books and journals etc.) which the academic units and students request to be purchased, is examined, investigated and evaluated by the Central Library Commiittee according to the current user statistics. If it is approved by the Committee, it is puchased and opened for use to students, staff, and stakeholders via the website.

Book requests for the library collection can be made through the Yordam Library Automation System. Incoming book requests are evaluated according to the budget possibilities and current collection status and added to our library collection under the responsibility of Central Library Commiittee.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

Access to Academic Libraries, IT Facilities, and E-Learning Platforms

6.2.1: Academic Library Facilities

Kadir Has Central Library (KHCL) serves as the ERU's main academic library, providing essential resources for veterinary education. In terms of staff and qualifications in KHCL, a total of 24 staff members are serving including 1 department head, 1 branch manager, 6 librarians, 16 administrative staff. Access hours are between 08:30 and 23:00 on weekdays and weekends. The annual budget of the Central Library is about 13,500,000 Turkish lira. The total area of the facility is 10,400 m² on 5 floors. There is a Conference Hall with 128 seatings, 50 private study rooms, and group study areas with a capacity of 663 people. In terms of technology and equipment, 41 desktops, 2 laptop computers and 300 power connections for device charging are available on site. The library's collection includes 1,078 physical books, 31 printed journals, 2,780 e-books, 189 e-journals specifically for Veterinary Medicine. In general, there are 76,939 e-books, 75,130 e-journals, 7,552,027 e-thesis.

In addition to KHCL, there are four independent libraries in ERU: Faculty of Law Library, Faculty of Theology Library, Faculty of Literature Library, Faculty of Economics and Administrative Sciences Library.

Borrowing system in KHCL: With the ID cards received from the e-campus unit, students can benefit from social facilities such as our university libraries. Academic and administrative staff and students are natural members of the library. University Member of the library can borrow books by submitting University identity cards.

Table 6.2. Borrowing Conditions from ERU libraries

	Borrowing period	Elongation	Max Number
Academic Staff	30 days	twice	5 books
Administrative staff	15 days	twice	3 books
Post graduate students	30 days	twice	5 books
Students	15 days	twice	3 books

Graduates can also use the library during working hours with permission from the administration. ERU Members can also access the library's electronic resources (e-journals, e-books, e-theses, databases, etc.) from off-campus with Proxy, VPN and YETKIM. The "barrier-

free library unit" provides services according to special needs for disabled and mobility-impaired individuals.

FVM-EU Library is located on the basement floor of the main building operated by a full-time staff member (BSc in Business). Free access is available for veterinary students. The library serves 18 seats and 9 computers in the neighboring computer room. The library operates primarily through donations, as it has no independent annual budget allocation. Library staff have a librarianship certificate through the national digital training platform.

The FVM-EU library collection includes 457 veterinary textbooks, 408 printed journals, 479 general books (non-veterinary).

FVM-EU has a periodic scientific journal carried out on the principle of objectively evaluating, developing and sharing qualified scientific articles in various branches of the health, including clinical and experimental research articles, original case reports and literature reviews (Erciyes University Faculty of Veterinary Medicine Journal).

Other Libraries: There are 11 libraries affiliated with the Kayseri Metropolitan Municipality within walking distance from FVM-EU. Printed books, e-books, current magazines and newspaper subscriptions are available in the libraries. The libraries have a membership system, turnstile access system, safe deposit boxes, computer rooms, group work classes, audio and silent study classes. Library members can benefit from free Wi-Fi, tea and soup services at certain times of the day free of charge in addition photocopy and printing facilities are available.

Library name	Distance to Faculty	Working hours
Erciyes Cultural Center	1.9 km	
Talas Municipality 7/24 Library	2.3 km	7/24
Hafize-Ahmet Güldal District Library	2.4 km	09:00 / 18.00
Mevlana Library	2.5 km	09:00 / 23:30
Mehmet Karamercan District Library	2.9 km	09:00 / 23:30
Abdulhamid Han Mosque District Library	3.3 km	09:00 / 18.00
Fatma Kemal Timuçin Public Library	4.9 km	08:30 / 17.30
Central Public library	6.2 km	09:00 / 23:30

6.2.2: IT Facilities and E-Learning Platforms

Wireless Connection: The university provides extensive **Wi-Fi access** via Eduroam with **742** access points across campus. Remote access to resources is facilitated through **VPN**, **Proxy**, and **YETKİM** systems. Contracted online libraries can be used free of charge, and other devices and applications on campus can be connected remotely by **VPN Service** provided by ERU.

ERU is a member of **eduroam** which provides wireless internet service to users inside and outside the building with 742 wireless access points.

YETKİM is a separate identity federation for higher education and research institutions of Türkiye. It provides an authentication and authorization infrastructure for web resources. With this infrastructure, access to inter-institutional web resources is simple and safe. It allows users to access different services such as e-mail, library and student system in a single step without the need for proxy settings.

It is possible to access the following databases from outside the campus with YETKİM without the need for proxy settings:

- American Chemical Society (ACS)
- Annual Reviews
- CAB Abstracts
- ClinicalKey
- Ebsco Discovery Services
- EbscoHost Veri Tabanları
- Emerald
- IEEE Xplore
- Institute of Physics (IOP)
- JSTOR
- Mendeley
- Nature
- Ovid -LWW
- ProQuest Dissertations and Theses
- SAGE Journals (Premier)
- ScienceDirect
- Scopus
- SpringerLink
- Taylor Francis
- Web of Science
- Wiley Online Library

E-Learning Platforms:

1. **ERUZEM** (ERU Distance Education Center): Common courses including Atatürk's Principles and History of Revolution (1.2.10), Turkish Language (1.2.09), Foreign Language (1.1.11), Occupational Health and Safety (1.1.08) are given to students via various distance education platforms (Zoom, ERUDM, ERUZEM LMS, live support, etc.). ERUZEM supports synchronous and asynchronous learning via:
    - **Zoom**: 300 concurrent sessions; 1,000-participant webinar capability.
    - **Moodle**: Asynchronous platform for course materials, videos, and assessments.
2. **ERUDM**: Provides recorded sessions, lecture notes, and podcasts.
3. **ERU Depo**: Secure cloud storage for teaching resources.

IT Infrastructure: The Information Processing Center provides services in the fields of Internet, Web, Network, System Support, Software Development, Education, and R&D throughout the University. The IT Departments at ERU include Purchasing and Personnel Affairs, Hardware Support Unit, Network and System Unit, Web Applications Unit, Software Development and Support Unit, Software Research and Development Unit, Mobile Applications and Development Unit, EBYS Unit, E-Campus Unit, Cybersecurity Unit, and MOBESE Unit.

Regular surveys are conducted to measure user satisfaction with IT facilities. Continuous improvements are implemented based on feedback.

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

6.3: Accessibility and Pedagogical Alignment

FVM-EU ensures that all students and staff have **unrestricted access** to physical, digital, and IT resources that align with the curriculum:

- **Clinical Skills Training**: Simulators, models, and clinical tools ensure alignment with practical learning outcomes. Clinical labs and reading spaces are accessible during designated hours.

- **Veterinary Resources**: ERU has a total of 4,535 publications, including 1,535 veterinary textbooks, 2,780 veterinary e-books, 189 e-journals, and 31 printed journals.
- **Digital Resources**: Students and staff can access learning materials remotely using VPN and Proxy systems.

Regarding the feedback mechanism, students regularly participate in surveys to evaluate library and IT resource quality. Faculty monitors usage trends to align resource availability with pedagogical aims.

Comments on Area 6

FVM-EU provides robust learning resources, state-of-the-art IT facilities, and effective e-learning platforms. Within the framework of the financial possibilities and strategic plans, FVM-EU will continue to develop its resources for learning and teaching processes in close collaboration with ERU. Equipment procuring for Clinical skills labs is an ongoing process for hands-on clinical experience in FVM-EU. FVM-EU is aware of the constant necessity to develop, update, and improve learning resources in line with technological advances.

Suggestions for improvement in Area 6

Workshops can be organized, and videos can be prepared to raise awareness about remote access systems (VPN, Proxy). The use of *Cep Kütüphanem* (Pocket Library) app for mobile resource accessibility could be promoted. Advanced Moodle tool training sessions can be organized for academic staff, server capacity can be increased to ensure smoother access to digital learning resources, and the ERU mobile application can be developed and integrated with library and e-learning resources.

Annual budget opportunities or regular donors can be sought to update the FVM-EU library collection. Extending the access hours to the faculty library could be useful to support students' evening studies.

07 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.

FVM-EU added to its strategic plan to implement measures to monitor and consistently apply pre-defined and published regulations covering all phases of the student "life cycle". The regulations and directives that FVM-EU students are subjected to, can be updated by the relevant committees in line with the feedback from students and academic staff. In ERU, all phases of the students are coordinated by Deanary of Students and Department of Student Affairs. FVM-EU has Education and Training Committee (ETC) and Assesment and Evaluation Committee (AEC) guided by a Vice Dean responsible for student affairs.
The students (who completed their high school educations) are accepted to veterinary degree programme through a central examination organised by the Student Selection and Placement Center (ÖSYM). The central exam, (Higher Education Institutions Examination, YKS) are carried out in two stages with multiple-choice questions.The first step, Basic Qualification Exam (TYT), consists of Turkish Language, social sciences, basic mathematics and science (Totally, 165 minutes for 120 questions).The second step, Field Qualification Exam (AYT), was held at 4 fields including Turkish Language and Literature, social sciences 1-2, mathematics, physics, chemistry and biology (180 minutes for 160 question). TYT and AYT results (40% and 60%, respectively) as well as students's graduation scores are used to determine their final scores. Students who qualify for veterinary degree can enroll to FVM-EU.

The application process are described on the ERU website in both Turkish and English.

All the information about admission (duration of education terms, education-teaching, study in ERU, International Student Guide, Online Programs, International Students, Scholarship, Tutition&Fees, Career planning, Frequently Asked Questions) can be found on ERU website.

Detailed information on the veterinary degree for the prospective students including candidate student, academic calender, education model/practices, course contents, supports and scholarships, programme accreditations, accommodation oppurtunities can be found on our both Turkish and English language pages of FVM-EU website.

FVM-EU advertises its programmes and admission procedures on both the University, (National Information Center) and Faculty websites.

FVM-EU updates it's website with relevant and easily accessible information about the degree for both students and the public before the registration date. Related informations about the Veterinary Programme of FVM-EU; the academic calendar, progression and certification, educational programs, learning outcomes, international collaborations, useful links, educational and research activities and clinical/other services are also announced via website. Social media, Facebook, Twiter, Linkedin and Instagram, are also used to share social and scientific activities.

ERU shares promotional video of FVM-EU on local and national television channels and social media. Annually FVM-EU organizes, advertisement seminars and conferences for high school students regarding to the Veterinary Education and Profession.

Regarding the National collaboration among all VEE's in Türkiye; a Medical Health Council (consist of Medicine, Veterinary Medicine, Dentistry faculties, etc.) within YOK (National Higher Education Council), and The Council of Veterinary Faculties take place which organise

periodic meetings at dean's level in order to collaborate on administration, research activities, accreditation proccess, (EAEVE, VEDEK), veterinary services as well as core veterinary curriculum programme (VUÇEP) development as provided on the Council's website.

The national and international student exchange programs (Erasmus, Farabi, Mevlana) of FVM-EU are publicly advertised in faculty website. Related exchange programme coordinators of FVM-EU provide support, guidance, and advice for students between other VEEs.

FVM-EU has two formal agreement with VEE's of Ankara University and Mehmet Akif Ersoy University about education and research.

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.

Veterinary Degree is one of the most demanded programs in Turkiye. Therefore, there was an increase in student quotas in FVM-EU over the years as the process was established by YOK which accepts a number of students a little higher than that requested by the program. To compansate and to align with the resources available, the number of enrolled students in FVM-EU were divided into two parallel sections. Each sections of students are further divided into sub-groups for laboratory practicals, clinical rotations and rotations on 10th semester.

ERU Rectorate also supports FVM-EU in that respect, by increasing the number of academic and support staff, maintaining buildings and supplying equipment. FVM-EU increased collaborations with external stakeholders to increase the number of teaching materials in accordance with the new quota. Currently, the number of staff, facilities and equipment fit for the purpose of instructional services in FVM-EU.

Table 7.2.1 Number of new veterinary students admitted by the VEE

Type of students	2023-2024	2022-2023	2021-2022	Mean
Standard students	118	123	112	117,6
Full fee students	8	7	17	10,6
Total	126	130	129	128,3

Table 7.2.2. Number of veterinary undergraduate students registered at FVM-EU

Year of programme	2023-2024	2022-2023	2021-2022	Mean
First year	126	130	129	128,3
Second year	120	127	102	116,3
Third year	130	99	105	111,3
Fourth year	100	106	101	102,3
Fifth year	196	150	169	171,6
Total	672	612	606	630

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2023-2024	2022-2023	2021-2022	Mean
Standard students	50	45	81	58,6
Full fee students	-	-	-	-
Total	50	45	81	58,6

Table 7.2.4. Average duration of veterinary studies

Duration	% graduated students in 2023-2024
0 Year	38%
1 year	50%
2 Year	6%
3 Year and more	6%

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2023-2024	2022-2023	2021-2022	Mean
Rotational students	85	72	102	86,3
Residents	-	-	-	-
PhD students	18	14	28	20
Master	12	21	47	26,6

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.

Selection criteria

The selection of students is managed by the YOK (The Council of Higher Education in Turkiye) via the central exam as described in detail in 7.1. OSYM is the main responsible authority for the organization and evaluation of the exam for which the students are given the right to object to their results.

There is no additional specific exam to enter the FVM-EU. The results of the admission process for all public universities are simultaneously published online and communicated to applicants. Students register for these programs during specified dates. Admission criteria and procedures are publicly and transparently advertised. A significant progressive increase has been observed in the cut-off marks to access the Veterinary Degree over the years.

All mechanisms with detailed criteria and procedures for standard students including admission, enrollment, tuition fees, academic calendar supports, scholarships, etc. are clearly outlined on the "students guide" tab of the ERU and FVM-EU websites.

The progression criteria such as taking and dropping courses, success in courses, transfer to the next grade, etc. are clearly defined by FVM-EU website. Data management programmes used to monitor the students life cycle are introduced in area 7.5 in detail.

The application, registration, and admission of international students is carried out with the directive published as "Academic rules" on ERU website. ERU International Student Guide

lays down all requirements and processes for all stages of students' life cycles for foreign students in ERU. In addition, national and international student exchange program (Erasmus, Farabi, Mevlana) coordinators in the faculty, and related academic staff guide students.

In Türkiye, education at public universities is fee free for all students.

Policy for disabled and ill students

FVM-EU has no restrictions on the admission, registration, and training of students with disabilities. ERU has "Barrier-Free Campus Unit" to create an optimal academic environment for disabled and ill students. The unit has a directive to regulate its work. Necessary arrangements for disabled students were done throughout the university, within the scope of this concept.

The academic mentor staff for each student and the Vice Dean (in charge of student affairs) provide assistance and support to students throughout their veterinary education process. If a student gets ill during the course, the students are required to contact the Vice-Dean and/or their mentors to manage their specific needs. Students with health problems are directed to the Faculty of Medicine and Dentistry within campus, and students can also benefit from guidance and psychological counselling services free of charge.

Students can receive services from Psychological Counseling and Guidance Research Center of ERU (ERREM), from which the appointment can be arranged by phone or e-mail.

"ERU Procedures and Principles Regarding Justified and Valid Reasons" include the rights and responsibilities of students in cases of illness, death and loss of relatives, accidents, detention and arrest, official assignments, etc.

Composition and training of the selection committee

As the selection and placement process of students is managed by the YOK via the central exam, there is no specific selection committee for student admission in the FVM-EU.

Appeal process

Students may appeal the results of the exam within 10 days after the announcement of the exam results. Appeal processes are carried out by OSYM.

Advertisement of the criteria and transparency of the procedures

All information regarding the examination process (applications, evaluation, placement, etc.) is announced and easily accessible on the OSYM website and in the national press.

Description of how the VEE adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements

At the beginning of each academic year FVM-EU determines its quota and reports it to YOK by the Governing Council of ERU. FVM-EU determines the quota based on the available educational resources (facilities, staff, healthy and sick animals) and biosecurity and welfare standards. This process is determined and analyzed by Unit Internal Evaluation (BIDR) Committee of FVM-EU and reported as self-assessment report to be submitted to ERU. The Governing Council of ERU submits the faculty reports to YOK who determines the final quota.

To compensate for the increasing number of students, FVM-EU divided the number of students into two divisions to adapt the number of students to the available educational resources and

biosecurity and welfare standarts. Each sections of students are further divided into sub-groups for laboratory practicals, clinical rotations and rotations on 10th semester.

The teaching materials of animal origin such as chicken, fish, rat, mouse, cadavers, organs etc. required for practical courses are supplied from the stakeholders by purchasing and donation, taking into account the number of students.

Biosecurity and welfare requirements of the students are supplied by themselves (laboratory and clinical aprons and lab coating) and FVM-EU (gloves, mask, boots, overshoes etc.) using central budget and VTH revenues. Biosecurity and welfare requirements are available in the enterance halls of labs, VTH and where necessary.

Regarding the biosecurity issues, new students are introduced to the concepts of biosecurity within the frame of "Occupational Health and Safety" course (compulsory) in the first semester. In addition, biosecurity requirements during visits to farms, Kayseri Feed Factorys, shelters, clinics and the laboratories take place in the course contents of relevant departments in the first week of every semester. Periodic training is carried out on clinical biosecurity measures for Kayseri Probation Directorate students prior to animal handling sessions and clinical rotations. Specific biosecurity seminars and online courses for academic and support staff were given by the BC of the FVM-EU. These educational activities include biosecurity and specific protocols of action for the different facilities (laboratories VTH, Food Processing Plants and Farms).

The biosafety informations is provided by signboards, QR codes, coloured signs and biosecurity manual of FVM-EU published in website.

Experimental studies with laboratory animals are covered by the Code of Practice of FVM-EU.

Faculty quotas are determined by YOK according to certain criteria (such as the number of academic staff, facilities, training areas, laboratories, and biosafety conditions). FVM-EU plans to keep the number stable for the next 3 years.

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 DOC by the time they graduate.

Policy for disabled and ill students

FVM-EU has no restrictions and no determined quota on the admission, registration, and training of disabled and ill students. Students to be accepted to FVM-EU are determined by central examination as stated in Standard 7.1. ERU has "Barrier-Free Campus Unit" to create an optimal academic environment for disabled students. The unit has a directive to regulate the necessary arrangements for disabled students throughout the university,

Dean's Office, ERU Barrier-Free Campus Unit, Central Student Affairs Unit as well as the Student Liaison Office on the ground floor of the faculty deals with all kinds of needs of disabled or ill students who registered for FVM-EU. All educational environment within the facilities of FVM-EU are accessible to disabled students.

YOK has determined the standards required for disabled students in university campuses and faculties in Türkiye. In this context, YOK evaluates universities and awards institutions with "Barrier-Free University Flags" in different categories. The establishments that meet the conditions in the "Accessibility in Venue" category are rewarded with an orange flag. FVM-EU received the orange flag in the "Accessibility " category. In our faculty, two academic staff are responsible for the disabled students to manage and report related issues to the ERU Barrier-

Free Campus Unit.

During the orientation week, the students are informed about the existence of the Barrier Free Campus Unit of ERU. The students can contact the office in person and, after evaluation of the particular case, the needs or adaptations that the student requires are indicated, both for their teaching and assessment. Upon their need, an supportive academic staff could be appointed during their assessment. The aim is to allow students with disabilities to participate in all the activities carried out in FVM-EU.

The mentor academic staff of each student and the Vice Dean (in charge of student affairs) provide assistance and support to students throughout their education process. In case of illness the students are required to contact the Vice-Dean and/or their mentors to convey their specific needs. The requests of disabled and ill students are reflected to FC through their mentors and the Vice Dean in charge of student affairs. FC evaluates and plans for any possible remediation or readjustments if they do not cause any irregularity in the schedule as a whole. With all these measures, these students can achieve DOC by the time they graduate.

Policies of "ERU Procedures and Principles Regarding Justified and Valid Reasons" include the rights and responsibilities of students in cases of illness, death and serious illnesses of family members, accidents, detention and arrest, official assignments, etc.

Students can benefit from health services of Faculty of Medicine and Dentistry of ERU by an appointment either by phone or on website.

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 progression criteria and procedures for all students:

At the beginning of each academic year, orientation programmes are organised for new students during which presentations covering important aspects of students life cycle including the Mentoring Program, the student representation bodies, as well as the details of progression criteria are introduced to newly enrolled students.

Graduation necessitates student compliance with the academic regulations laying down the details on the registration, progression and graduation criteria, course attendance, assessment and appeal process. Students enrolled in FVM-EU know that the training period is 5 years (10 semesters) and they have to take 300 ECTS to finish the veterinary degree programme. In order to attend a final exam, student have to attend at least 70% of the theoretical and 80% of the practical training hours. Detailed information about student assessment strategy is given in Chapter 8.

Regarding the progression criteria, a course passing system is applied in FVM-EU considering one midterm and one final exam. Respectively, 40% and 60% of midterm and final exam scores were taken into account to determine the final score to pass the course. In order to be succcessfull for each course; i) the final exam must be minimum 50 and ii) the final score (as

determined by considering the midterm and final exam) must be min 60. Students with avarage grade point over 2.00 are considered successful and can take course from the upper semesters.

Students get the right to progress to the next year of study by fulfilling all the prescribed obligations and passing the exams as mentioned in the website.

The students life cycle can be monitored by several data management programmes. Along with newly developed ERUVETO-Student Affairs (covering; accuracy and completeness of EPT and Internship, checklist of achievements of DOC) and VETOPRATIC automation programs, the students' progress and rate of attrition are also monitored by additional web-based management programmes, including; INSTRUCTOR (covering; student's rate of attrition, number of passed exams, all courses taken and chosen by the student, status of passing or failing) ADVISOR (covering; attended and failed courses for each student, progression, certification and communication platform with the students) and OBISIS (admission, list of courses to identify overlaps, redundancies and omisions of the selected courses) programmes. Students can not present their GTh until they pass from all the subjects of the degree. Vice-Deans and mentors offer guidance for students progression.

Remediation and support for students who do not perform adequately

Mentoring academic staff for each student in FVM-EU is responsible to support their students. In line with the student-centered policy of the FVM-EU, student representatives take place in the related committees and FC to convey their needs and complaints. All legislation and decisions concerning students are also published on the faculty website.

Lines of responsibilities were clearly identified for mentor academic staff who monitor progression, rate of attrition of the students and provide consultancy including implementation of corrective actions and career planning. At the end of each semester, advisors are asked to submit evaluation reports about each student they mentor. All academic staff have a specific mentoring schedule per week, during which they monitor the performance and progress of students on an individual basis. Introductions covering (from admission to certification) all phases of veterinary studies, requirements, and educational facilities of FVM-EU are available at website.

Students who do not perform adequately due to financial problems are directed to receive scholarships from related govermental bodies and private institutions through the Dean's Office. In addition, FVM-EU has a "Scholarship Committee" composed of two academic staff and student representative to determine and support students in need. ERU provides part-time employment within FVM-EU in order to provide support the students determined by the Committee according to their academic success and needs. Students who couldn't participate in some practicals and want to repeat are given make-up training in laboratories at the end of the semester. Anatomy and clinical skills laboratories are open for the use of students. Voluntary students can accompany the project studies to improve their experiences.

Students who do not perform adequately can be identified through the previously described data management programmes. Students who could not take the midterm exams for some reasons, are given the right to have a remediation exam during the semester in line with the decision of FC. Students who fail in the final exams are given the right to take make-up exams. Students who are at the graduation stage and fail a single course are given the right to take a "Single Course Exam". To increase their average scores, students also have the option to request to repeat any course and take the final exam in accordance with the related regulation.

Rotation program of FVM-EU also has a "make-up training" for students who fail up to four courses during Rotation programme.

Advertisement to students and transparency of these criteria/procedures
Regarding the provision of information to students and the transparency of criteria/procedures; academic progression and graduation criteria are determined by regulations and instructions and are readily available to the students on the FVM-EU website. Academic calendar and exam schedules are available on the faculty website by which the students can easily access related information promptly. In addition, general informative short messages are sent to students' mobile phones or e-mails while more specific and urgent ones are delivered by WhatsApp groups. Each student can access the announcements and exam results by connecting to student automation systems with their passwords. Announcements, news and activities related to the FVM-EU are made on the Faculty Facebook and Instagram accounts as well as the website.

The main reason for the attrition is very heavy nature of education process of veterinary degree programme. The Veterinary Deans Council is discussing the issue with YOK to extend the duration of the veterinary degree programme in Turkiye to 6 years to reduce the pressure on students. Another fundamental reason for dropout was determined to be the students' economical and familial problems and students' transfer to other veterinary faculties in the country.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

Mechanisms for the exclusion of students

Student status can be lost in FVM-EU by i) not enrolling in two consecutive academic years ii) by not completing their veterinary degree within eight years, which is the maximum period of the study programme and iii) by not entering the exams as established in education and examination regulations.

"Central Student Affairs Unit" reports these students to the Dean's Office, and FC decides for the exclusion of the students who could not achieve to graduate during 8 years. In case of any "Anmesty Laws" declared by the central authority, students who could not graduate within 8 years can re-register to continue their education, in accordance with the conditions specified in the Law. YOK establishes explicit mechanisms for student exclusion and transparent appeal processes. FVM-EU applies pre-defined regulations dedicated to the all stages of the student's "exclusion, sanctions and discipline" as published on FVM-EU website.

In case of any disciplinary issues for the students: 3 or 6 months of standoff from faculty can be applied for serious disciplinary offenses in accordance with prescribed regulations on the Disciplinary Responsibility of Students. Regarding the students who want to freeze the registration; their registration is frozen (for one or two semesters) after being processed by the FC.

The grade appeal process for the assessment is described in Article 20 of the Regulation on ERU Education and Examination.

At FVM-EU, all exam documents are delivered to the Dean's Office in a sealed envelope after the exam results are announced by the related academic staff. To object to the exam results, students has the right to apply to the Dean's Office with a petition within 7 days after the

announcement of exam results. After receiving the appeal, the Dean's Office appoints three academic staff of related department as members of examination committee (EC) (Head of department and two academic staff of related subject). The appeal process is carried out by EC. The evaluation of the objection must be concluded at latest within fifteen days from the date of objection.

Policies of "ERU Procedures and Principles Regarding Justified and Valid Reasons" include the rights and responsibilities of students in cases of illness, death and serious illnesses of relatives, traffic accidents, detention and arrest, official assignments, etc.

Students can make their objections about the processes to the Dean's Office, Deanary of Student of ERU, Student Affairs Department of ERU and University Rectorate. The ERU Disciplinary Board makes the final decision. The disciplinary regulation of YOK is the basis for appeals. According to the regulation; the university board of directors, the appeal authority, finalises the process within fifteen days. In case of objection, the University Board of Directors, which is the objection authority, examines the decision and accepts or rejects the punishment imposed.

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

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

There are various established mechanisms for students emotional, phsical and welfare needs through Central Student Affairs Unit of ERU. Support to students starts with the Orientation Programme at FVM-EU during which biosecurity procedures, campus, faculty environment, VTH, laboratories, extramural premises including slaughterhouses, farms, private clinics are introduced to newly enrolled students. The meeting is devised and run by Dean, Vice-Deans and junior academic staffs. Immediately after enrolment, an academic staff is assigned as an mentoring staff for each student for **counselling services and career advice**.

Integration between the academic staff and students are carried out by;

- Students are encouraged, supported and guided to actively take part in all activities by their mentors.
- Active participation of students in decision-making is encouraged and provided through student representatives on FVM-EU committees.
- Students are supported for in their extracurricular activities (student associations and commisions). There are students' clubs such as music, theatre, IVSA, vetEBA, ecology, scientific research club, nature observing clubs, horse riding club etc...
- Career advice is also provided to students through the Career Guidance and Information Center in ERU.
- Care for students with special needs during the teaching process (by mentoring staff and vice dean in charge of student affairs) are provided.
- FVM-EU is covered by fair and transparent guidelines of ERU for the inclusion of students with special needs (disabled).

Regarding the physical, emotional and social needs of students:

Medical care is free for university students in Türkiye. Both national and international students of FVM-EU can directly apply to ERU Faculty of Medicine, Faculty of Dentistry and all health institutions (Public hospitals and Family Health Centres) within the scope of general health insurance regarding the health problems during their education. Students can benefit from health services from Faculty of Medicine and Dentistry of ERU by phone and making an appointment on the website. Students can receive services from Psychological Counseling and Guidance Application Research Center of ERU (ERREM) with an appointment by contacting by phone or e-mail.

The library, student clubs, canteen, and classrooms in FVM-EU are of optimal standard. The ERU campus offers central student service areas with huge capacities including canteens, libraries, self-study areas, sports fields, dormitories as well as post offices and bank branches/ATMs. ERU has a very huge capacity of dining halls in campus which offers high quality of various (consist of four different dishes) and cheap meals (~0.68 €, 25 TL for students) to its staff and students. Transportation to ERU can easily be provided by bus, tram and car. Talas province is a settlement preferred by students being within the walking distance to FVM-EU also providing many cheap and accessable oppourtunities for students such as accomodation, food, 7/24 serving libraries etc…There are various sports facilities within the ERU campus. In this context, students benefit from the swimming pool, fitness centre, tennis, football, volleyball and basketball courts, and walking areas on campus.

International Relation Office of ERU and academic staff representatives of these programmes in FVM-EU provide information and support to students who wish to participate national (Farabi Program) and international (Erasmus and Mevlâna Programs) mobility programmes.
FVM-EU Dean's Office provides insurance for occupational accidents and diseases to rotational and EPT students. There is a representative within the faculty for disabled students and this representative works together with ERU Disabled Student Coordinator Unit.

Regarding the mechanisms for resolution of student grievances;

Students may submit a written petition to Dean's Office for any grievances. They have the opportunity to present their problems and questions either in person or by e-mail. If the grievances are related to the internal issues or workflow deficiencies in FVM-EU, Vice Dean in charge of internal issues informs the related staff to correct or act on the problem. The student is then informed as feedback related to the grievance.

Students can also make their objections about the processes to the Deanery of FVM-EU, Deanery of Student of ERU, Student Affairs Department of ERU and University Rectorate. If the objections related to the student are not finalised in these departments, The ERU Disciplinary Board deals with the case and makes the final decision.

There are effective mechanisms for the resolution of student grievances like interpersonal conflict or harassment in FVM-EU. Discipline procedures, inline with the YOK law, are followed by the Dean's Office. ERU Discipline Committee is also on duty in case of harrastments and interpersonal conflicts. The mechanism to be followed is clearly stated in website. Legal consultancy of the Rectorate is also in charge to guide and process the grievances.

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.

In FVM-EU, direct contact is very easy for the students to convey their concerns, needs, requests, and complaints verbally or in writing directly to their mentors, subject coordinators or directly to the Dean's Office. They can easily communicate face-to-face with the administrative staff individually or during follow-up meetings periodically organised by Dean's Office as well as via e-mail and phone. On a formal level, students can also express their complaints and provide input through their Student Delegation, (composed of elected student representatives) or through their student representative serving on FC. Student representatives have crutial roles in critical committees especially for the implementation of QA strategies in line with the student centered policy of FVM-EU.

Effective systems are available within the frame of this policy; FVM-EU has established a "Complaints and Suggestions Service" accessible to all students to actively involve them both in the organization of teaching and in dealing with problems and solutions. FVM-EU students can anonymously evaluate the faculty, the courses they attend, the academic staff and other related educational activies through surveys available on the faculty website; they can freely and anonymously convey their suggestions, requests, complaints, and comments. All information collected through these strictly anonymous surveys are carefully analysed by Survey and Swot Analyses Committee at the end of each semester. The results are discussed and processed by QC, to take necessary actions for resolution.

Students can also submit their requests and complaints directly through the Presidential Communication Center (CIMER) or through the ERU Integrated Quality Management System (ERU BKYS) to the Rectorate. These processes are carried out confidentially within the strictly followed scope of the "Personal Data Protection Law" (KVKK) in Türkiye.

FVM-EU has several other mechanisms through which students can express their wish, offer suggestions, comments and complaints like sending mail to official e-mail adresses: (FVM-EU veteriner@erciyes.edu.tr, QA Coordinators of ERU kasgek@erciyes.edu.tr, Student Affair Departments of ERU ogrenci@erciyes.edu.tr, Deanery of Student Affairsodek@erciyes.edu.tr).

Comments on Area 7

ERU and FVM-EU has student centered policy supporting students's lifecycle and welfare within the framework of the relevant legislation providing environment in campus condusive to teaching and learning. Being among the selected research universities, ERU has the potential to develop opportunities to support not only the research activities but also the social, cultural, sports activities and general wellfare of the students. The quality of food and accommodation services meet high standards. Student participation in decision-making mechanisms is always prioritized by all level of administration. Increasing preference rates of prospective students for in recent years could be regarded as a reflection to these well-known advantages of FVM-EU.

Suggestions for improvement in Area 7

Internationalisation of student must be encouraged and supported.
Student support services of ERU could be improved and data management systems could be used more effectively as supported by AI. Prospective students must be better informed about deep understanding of the critical roles and responsibilities of veterinary profession and the heavy load of educational programme to reduce the dropout rates in FVM-EU.

08 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.

8.1.1. Description of the general student's assessment strategy of the FVM-EU

The FVM-EU is committed to developing and implementing a continuous assessment process aligned with the learning outcomes, course contents and expected competencies while ensuring transparency and safeguarding students' rights. Each semester in FVM-EU lasts a maximum of seventeen (17) weeks, including final exams and remediations. There is one midterm exam, one final exam, and one make-up exam as well as remediation exams for students who could not perform adequately. Additionally, each course may include additional assessments methods in the form of assignments, presentations, projects, short quizes etc. in accordance with its own character.

Guidelines and regulations of assessment strategies of FVM-EU (aligned with the learning outcomes and course contents of the subject VUCEP, EAEVE, and VEDEK DOC lists) including lines of responsibilities are developed and publicly accessible on the FVM-EU website. This strategy is decided by related lecturers, discussed and processed by AEC and is annually approved by the FC.

In the FVM-EU, student assessment strategies are designed to objectively evaluate student's gains of DOC through several methods (written exams, oral exams, and assessments during practicals) of assessment. All exams are announced to the students two weeks before their date. The assessment of students correlates with the syllabus and the whole study programme, by targeting the learning outcomes. Moreover, the assessment methology of each course is announced to the students at the beginning of each academic semester by responsible lecturers of the related courses.

Assessment procedures are carried out according to theoretical and practical achievement based evaluation methods for which special care is taken to ensure balanced effect on grades. For this purpose, before each evaluation for all courses, the relevant course coordinator informs the AEC about the methods (classical written essays, multiple choice, etc.) and duration of assessment and number of questions. Furthermore, the relevant course coordinator shares the questions confidentially with the AEC giving detailed information in respect to the distinctiveness degree, the corresponding syllabus week and learning outcomes of each question. If the proposed assessment plan (assessment methods, duration and place of the exams) is approved by AEC, the students are informed through the website two weeks before the exams.

Students are provided with timely (max 7 days) feedback on the exam results for which they can appeal within 7 days after announcement. All questions and answers are also shared with the students after the exams.

Feedback on assessment process is received through questionnaires on the faculty website and through student representatives. The surveys are reviewed and improvement strategies are discussed by the QC who propose improvements to the Dean's Office and AEC for the corrective actions.

8.1.2. Description of the specific methodologies for assessing the acquisition of:

Theoretical knowledge: Depending on the subject, assessment and evaluation of the theoretical knowledge can be performed through written examinations (multiple choice, true/false tests, fill-in-the blank, short answer, correct identification of images, or written essays.) Theoretical written examinations should include at least 3 of these types of examinations and the scoring percentage of each type should be balanced. The last 5 minute of lectures can be allocated for interactive assessment depending on the nature of specific subjects. Moreover, resolution of problems or cases can also be part of assessing theoretical knowledge. The assessment of theoretical knowledge is distributed across the semester (known as "midterm exam", one "final exam", and one "make-up exam").

Pre-clinical practical skills: The pre-clinical skills of students is evaluated mainly through continuous assessment, written reports, supervised work, oral presentations and examinations depending on the subject. Assessments may vary based on the nature of the subjects, ranging from a basic demonstration of skill acquisition to an oral presentation or a written report. Practical examinations may also be carried out on healthy animals, organs, cadavers, patients or in the laboratory. The student's attitude and level of proactivity are also taken into account.

Clinical practical skills: Clinical assessments are the key component of FVM-EU's assessment strategy which are outlined at the start of the course. Clinical practical skills are primarily evaluated through continuous assessment strategy; by practical exams and by the assessment of the clinical activities. During rotations and other clinical activities students are obliged to record their DOC in the VETOPRATIC data management system and in their portfolio (logbook) with a detail of their clinical activities (cases, procedures, treatments, etc.) in the VTH. At the end of each semester, students are obliged to submit their portfolio (logbook) to the head of the Division of Clinical Sciences and the assessment is usually performed according to attendance of students to the course, the clinical notebooks containing the notes kept during all rotations, the DOC they acuquired during clinical rotations, and their tendency to biosecurity rules and animal welfare.

Soft skills: The soft skills of the students are assessed in almost every course of the curriculum in FVM-EU as teamwork, oral presentations or written reports etc. Furthermore, most of the soft skills of the students are evaluated by means of the GTh, which is used to assess oral and non-verbal communication skills, the ability to conduct scientific research and presentations in the field of veterinary medicine, and to teach the concept of evidence-based medicine. By this way, students learn time management, dealing with pressure, and being criticized by their mentor and addressing any issues related to their thesis. Night chifts, field visits in groups within the scope of rotation trainings, visits to stakeholder institutions such as private clinics, provincial agricultural directorates and farms also contribute to the evaluation of the soft skills of the 5th year students. Soft skills are also evaluated within the scope of the curriculum, through "Professional Ethics and Veterinary Legislation", "Scientific Research and Presentation Techniques", "Career Planning", "Professional Communication" subjects. The final content and specific design of the assessment varies for each subject depending on the specific nature of the subject.

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.

Assessment Tasks and Grading Criteria

The assessment tasks, grading criteria and requirements to pass for each unit of study within the programme are communicated to students at multiple stages to ensure clarity and understanding. Initially, during the orientation for newly enrolled students, an overview of the assessment procedures is provided. In addition, detailed information is reiterated at the beginning of each course, ensuring that students are well-informed about the specific assessment methods and grading criteria.

AEC oversees the assessment processes ensuring that criteria and procedures are conducted transparently and in compliance with the assessment regulations. In accordance with the assessment regulations of the **FVM-EU**, all subject coordinators describe and update the course contents and learning outcomes that form the basis of the assessment process for each specific subject. Curriculum management, in terms of learning outcomes, courses, and assessment, is the responsibility of the **Curriculum Committee**, working closely with **the Education and Training Committees (ETC)**, **AEC**, and teaching staff. The AEC has the authority to manage assessment procedures, with input from the teaching staff, which can propose modifications before final approval by the FC.

Information about examination criteria, grading, and barrier assessments is disseminated through multiple platforms, including faculty meetings, course materials, and the official website, ensuring that all students are fully informed of all necessary details regarding evaluations, grading systems, and barrier assessments well before the examination period, promoting fairness and transparency in the evaluation process.

Various evaluation systems are in place at FVM-EU to align specific nature of course content, learning outcomes, and assessment methods for each curriculum subject. Detailed information on these systems is published in the **Education and Training Regulations** available on the university's website.

The departments send their exam questions to AEC (confidentially), which evaluates them based on format, content, and difficulty level. At least one week before the exam date, the exam documents and answer keys, in line with the 'principles of assessment and evaluation regulation' are sent to the AEC confidentially following the decision of the Departmental Academic Council. AEC reviews the exam documents to ensure compliance with the assesment guideline.

In accordince to the regulations on the criteria, rules and procedures for assessment in FVM-EU, the assessment schedules are published fifteen (15) days prior to the exam date and the results are announced via OBISIS within seven (7) calendar days after examination to provide students timely feedback on their assessments. Immediately after the exams are completed, the answer keys are also shared, to guide the students for improvement. The post assessment improvement process is based on the review of the examination with the teachers who lectured and prepared the assesment of the subject, which is considered to be the best method of providing correct guidance. Furthermore, students are encouraged to engage directly with their professors to discuss performance and seek clarification or feedback on assessments.

Reagarding the requirements to pass, final scores are calculated by adding 60% of the end-of-term exam (final or make-up) grade to 40% of the midterm grade. Students must get at least 50 from the final exam and achieve a final score of at least 60 to pass the course.

The achievement scores and coefficients used in the 4.0 grading system at ERU are shown in the table below.

Grade	Coefficient	Achievement Level
AA	4.00	Excellent
BA	3.50	Very Good
BB	3.00	Good
CB	2.50	Average
CC	2.00	Satisfactory
DC	1.50	Fail
DD	1.00	Fail
FD	0.50	Fail
FF	0.00	Fail

Documentation of Assessment Results and Feedback

The **FVM-EU** properly documents the results of all assessments to ensure accuracy and transparency in the evaluation process. To facilitate this, a system is in place to document logbooks and exam papers, which are stored for a designated period before being securely terminated. The QA of the assessment process is ensured through evaluation meetings at the end of each semester, during which the **AEC** and individual teaching staff review student feedbacks from structured surveys available on the faculty website. These surveys allow students to provide detailed feedback on both the courses and the professors who deliver the subject.

Mechanisms for Appealing Assessment Outcomes

The FVM-EU provides a structured and formalized process for students to appeal assessment outcomes, ensuring that all appeals are documented and handled fairly. Students who want to appeal their assessment results must submit a formal written petition to the Dean's Office, within seven days from the date the grade is approved/announced. The entire process, including the examination and evaluation of the appeal, must be completed within fifteen days from the submission date. Appeals regarding exam results are reviewed by an examination committee appointed by the Dean consist of the head of the relevant department, the head of the division, and a faculty member from the same division, excluding the course instructor. If necessary, the division head may invite additional faculty members to the Committee.

In addition, students may escalate their concerns to the Rectorate or even to national authorities, such as the Presidential Communications Center (CİMER), although so far, all cases have been resolved internally at the faculty level. This structured approach underlines FVM-EU's commitment to transparency and fairness in evaluating student performance.

Standart 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 assessment strategies of FVM-EU are managed by the AEC which is responsible for organising, communicating and monitoring all examinations for each specific course. The AEC includes at least one member from each division of the FVM-EU, the education coordinator and a representative from the Faculty of Education. Academic staff from the Faculty of Education were included in the AEC and ETC for external guidance and for providing input

from pedagogy experts and assessment strategy experts and to effectively align all content, teaching, learning outcomes and assessment activities of the degree programme.

The examination formats used in FVM-EU may vary as described in the written document of Assessment and Evaluation Regulations. Assessment methods and question distribution must align with the weekly course contents and predefined learning outcomes for each course. Clinical assessments made during clinical practices are also part of the assessment strategy.

In accordance with this regulation; teaching staff in charge of assessment of related subject makes the proposals for the assessing methodology and the content for each subject to the AEC. After being discussed and processed by the AEC, the FC approves the final version. The review of the assessment process is done by AEC through the meetings at the end of each semester and considering the student surveys. The announcements of assessment schedules are published online at the beginning of each semester so that students have in advance notice.

At least one week before the exam date, the exam document and answer key are sent (together with the decision of the Academic Board of the Department) to AEC confidentially. In the exam documents to be submitted to AEC, the curriculum week and learning outcome number in the course information package are written in parentheses next to each questions. AEC reviews the document in terms of compliance with the principles of assessment and evaluation regulations. At the end of the exam, the answer keys are announced on the bulletin boards of the FVM-EU.

Feedbacks on assessment and evaluation strategies are received through questionnaires on the faculty website and through student representatives. The surveys are reviewed and improvement strategies are discussed by QC who propose improvements to the Dean's Office and AEC for the corrective actions. The Dean's Office submits these decisions to the FC. The final decisions are announced to the staff, students and stakeholders in the announcements section of the faculty website.

Description of the link between learning outcomes and assessment design
The expected theoretical knowledge, and professional competences, as well as the evaluation systems used to assess their acquisition, are described at the begining of each semester in detail for each subject in the course contents. For each course, learning outcomes and course content are determined in line with VUCEP, EAEVE and VEDEK DOC., which are available in the course information package.

Periodic training activities were organised in FVM-EU to encourage the academic staff to implement innovative assessment and teaching-learning methods and link the assessment design to learning outcomes and course contents. The AEC checks whether the questions align with the learning outcomes and course contents and may propose modifications before final approval.

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.

8.4.1. System for confirming that students have achieved their learning outcomes
All professional competences are included in various courses in the Veterinary Degree curriculum and students are expected to acquire them over a five-year period in FVM-EU. According to the Regulations of FVM-EU, attendance to lectures, seminars and practical performance is continuously monitored as a whole during the programme. This monitoring

system during teaching activities encourages continuous work and promotes a better understanding of the subject matter and achieving the required levels of learning outcomes. The assessment strategy and grading system for exams at FVM-EU are appropriately balanced and objective, guaranteeing that students who successfully complete their courses have effectively acquired the required knowledge and competencies. The learning outcomes and their alignment with the ESEVT DOC are summerised in Annex 2.4.
For this purpose, after the course is completed, students are given ECTS credits for appropriate learning outcomes verified by other educational activities. A student who receives one of the grades AA, BA, BB, CB, CC in a course is considered to have passed that course.

The FVM-EU course information package provides information on the theoretical and practical topics to be covered on a weekly basis for each course. In addition, each course specifies clearly defined course-specific learning outcomes that must be covered by the assessment methods.

In addition to comprehensive end-of-term assessment exams, checklist exams and interactive quiz exams specific to the topic covered are held to assess the level at which students have achieved the learning outcomes (process-based assessment). The VETOPRATIC data management system is used for the monitorisation of CCT competencies in VTH.

8.4.2. Strategy to encourage students to take an active role in the learning process

Assessment during active learning and continuous assessment in place encourages students to actively participate in their own learning process in FVM-EU. The use of supervised assignments, oral presentations and practical exams during and after the courses allow students to actively participate in learning process. Graduation thesis for undergraduate students were put into implementation during the last revision process of the curriculum. Undergraduate students are also encouraged to participate in ongoing research activities.

FVM-EU has added “Public Relations in Veterinary Medicine”, “Clinical Skills Laboratory Course”, “Career Planning”, “Scientific Research and Presentation Techniques” subjects to its curriculum in order to encourage active learning, thus providing students with the opportunity to take part in their learning processes. In addition, FVM-EU encourages students to actively participate in the educational process by allowing them to participate in the related boards and Committees. Students also have the opportunity to evaluate each course individually through the surveys to offer suggestions and comments to take active role in the learning process. FVM-EU Dean's Office also organizes graduate surveys to improve the curriculum and maintain communication with graduates (Annex 4.5).

The compulsory and the voluntary EPT programs provide effective tools for students to directly participate in learning process as auxiliary activities.

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.

The direct assessment of the acquisition of clinical skills and DOC are conducted in Clinical, Animal Production, and VPH (including FSQ) Rotations, as well as the EPT.VETOPRATIK data management system as well as the clinical logbooks are in place in order to monitor the acquision of DOC in FVM-EU.

Multiple evaluation methology is in place in FVM-EU. Practice notebooks and reports prepared by the students are also evaluated by related academic tutors. The assessment strategy in FVM-EU also gives opportunity to the lecturers to shortly and interactively evaluate students at the end of every lecture. Finally, the responsible academic staff for each course issues the final grade and confirms the acquisition of the competencies.

Formative and Summative Assessments

In **formative assessments**, students are observed throughout the course, with instructors posing small questions to gauge their understanding. Each student is given the opportunity to practice both on live animals and simulators, with an emphasis on minimizing harm to live animals. Simulators are employed for procedures such as inserting an IV catheter or performing rectal examinations. Once the teaching staff determines that students are competent and have had sufficient practice, they can practise with live patients. A significant portion of the assessments focuses on clinical skills, specifically evaluating the skills included in the ESEVT DOC.

In **summative assessments**, the methods are clearly communicated to the students, as described in section 8.2. These assessments include oral exams, written exams, and practical evaluations, ensuring a variety of approaches. **Student attendance** is also a core component of the evaluation process, as consistent attendance is essential for students to be observed and evaluated.

Logbooks

Each student is issued two types of **logbooks** including **CCT logbooks**, (which document tasks completed under the supervision of teaching staff.) and **EPT logbooks** (which record tasks supervised by qualified practitioners in the field) to document their clinical achievements. These logbooks are regularly evaluated by the EPT Committee and the related clinical academic staff respectively. Monitoring of the logbook ensures that both the academic staff and student are aware of the skills already acquired and those that need further work to be achieved. These logbooks serve as a valuable tool for verifying that all clinical skills and hands-on experiences outlined in the study program are completed by each student.

During the 10th semester (rotation semestre) of veterinary programme, assessments predominantly focus on **hands-on training for** CCT, Animal Production, Pathology and VPH (including FSQ) courses. The teaching staff evaluates a range of skills, including **soft skills** and **practical competences**. These evaluations are conducted through direct observation of student practises, as well as through regular reviews of their logbooks.

In some branches of the rotation semester, assessments may include oral exams, case reports pathophysiological preparate exams, and interactive discussions.

Comments on Area 8

FVM-EU has a very detailed assessment and evaluation principles document describing a well organised QA process for assessment practises in FVM-EU to guarantee the assessments to be appropriate to verify the acquisition of DOC. Within the scope of improving competencies and skills of academic staff, various workshops have been organised in FVM-EU including innovative assessment and teaching methods. Academic staff encourage students to actively

involve in teaching process and take recommendations from stakeholders with more effective communication.

In FVM-EU, the effective alignment of all content, teaching, learning and assessment activities of the degree programme was ensured with wide range of the assessment strategies. Constant monitoring and optimizing strategy of FVM-EU will positively affect the upcoming years.

Suggestions for improvement in Area 8

The clinical skills assessment could be more effective by increasing the number of simulators or models, which is one of the main targets of FVM-EU for upcoming years.
Soft skills could be assessed using more objective criteria at the individual student level.
Additionally, the use of Electronic Logbook version (VETOPRATIK) could be expanded.
Having a VUS (Veterinary Specialization Exam) in Türkiye will be a good indicator to assess the level of acquisition of D1C for graduated students.

09 ACADEMIC AND SUPPORT STAFF

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

A formal quality-assured programme of teacher training[1] (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.

The Personnel Department of ERU is responsible for the management of academic and support staff. The recruitment process of ERU academic staff is organized in accordance with the Higher Education Law No. 2547 and its supporting regulations. Quantitative continuity of academic staff is provided by the Rectorate. Within this frame, Rectorate receives the relevant academic and support staff requests from the departments to be forwarded to YOK for approval. The FVM-EU website and Legal Gazette of Türkiye announces the academic staff positions that have been authorized by the Higher Education Council of Türkiye. Therefore FVM-EU teaching staff is recruited in accordance with strict national regulations, in a transparent process that guarantees the suitability of the staff to meet the expected competencies in line with the educational and research mission of ERU.

The recruitment and development evaluation of academic staff depends on the "Academic Promotion and Appointment Criteria" of ERU. In this context, faculty members who are to be appointed to Professor, Associate Professor, and Assistant Professor positions must achieve the minimum score of evaluation criteria (including participating in scientific studies or ongoing projects in foreign countries, having patents, publishing in indexed journals, etc.). To be appointed as an associate professor, the candidate's academic performance file is evaluated by a scientific Committee determined by YOK. This Committee is consist of seven professors, each of whom is an expert in his/her field. In addition The “Scientific Committee” established by the Rectorate evaluates the academic performance file for Assistant Professor and Professor appointments. If the Committee’s reports are favourable, the appointments are approved by the Rectorate. This process guarantees the principles of equality, capacity and transparency focusing on both qualitative and quantitative evaluation of teaching and research merits considering a wide range of indicators for scientific relevance.

Recruitment of support staff (administrative, technical, and service) is carried out within the scope of the recruitment planning of the State Personnel Directorate. National selection exams (KPSS) are decisive in determining the personnel to be appointed. The National Civil Servants Law No. 657 regulates the employment of support staff. All support staff members require a variety of competencies that are pertinent to the services they provide.

Academic and support staff are encouraged to participate in government-mandated In-Service Trainings for their professional development. In this context, ERU offers in-service training programs for all academic and support staff. In-service training programs for academic staff include pedagogical seminars for all academic staff (beginning with the 2017-2018 academic year) and student assessment and evaluation course (2 days, 16 hours) organized by the ERU QC. This comprehensive training plan at ERU aims to provide continuous training of academic staff in order to enhance the quality of teaching skills, competences and methods, stimulate

innovation, group training, and exchange of experiences. Furthermore, ERU supports the education and training process by providing free access to many educational materials to be used by teaching staff.

In addition, periodic QA training seminars and meetings were organised by ERU QA and Strategy Coordination Unit for all academic staff in order to ensure effective alignment of all content, teaching, learning and assessment activities of the degree programme. EPT providers are provided with trainings including code of conduct, ESEVT day one competences (D1C), GCP (good clinical practice), practical & clinical teaching (basic). Non-academic teaching staff are provided with the trainings including practical & clinical teaching (advanced), teaching & assessment tools trainings in addition to the trainings provided to EPT providers. Academic staff receive training in teaching & assessment methodologies and QA loops in teaching and assessment (as described in Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.).

Biosecurity is taken as an additional crucial issue in FVM-EU. Specific and periodic training in biosecurity for support and academic staff is the responsibility of BC in FVM-EU. Biosecurity training is given periodically to newly employed academic and support staff and students on clinic rotation. The faculty's shortcomings and necessary corrections are identified and reported by the BC during their regular visits all around FVM-EU. This report is evaluated and processed by Dean’s Office and put into practice. Support staff are provided with basic training on occupational health, biosecurity, integrated quality assurance procedures (IQAS) and accreditation. In addition, ERU Continuing Education Center (ERSEM) offers a variety of certificate programs to enhance the professional capabilities of the academic and support staff at ERU. These trainings provide students and staff with the necessary information on biosecurity to be implemented in the utilization of facilities and equipment.

Current teaching staff, qualifications their FTE, teaching responsibilities and departmental affiliations are shown in Annex 1.

According to the data given in the related tables above, FVM-EU exceeds the EAEVE requirement that "the majority of teaching staff (calculated as FTE) involved in basic veterinary education are veterinarians." More than two-thirds of the courses given at FVM-EU are taught by qualified veterinarians. Academic staff who are not veterinarians (graduates of biology, aquaculture engineering, and mathematics departments) teach courses that are related to their areas of expertise. The number of support staff employed at FVM-EU tends to increase over the years as shown in Table 9.1.3. Support staff are assigned to different units by the faculty and hospital administration in line with their competencies.

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

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

In the Turkish Universities, training to become a veterinary teacher and researcher starts by enrolling in a PhD programme. During the doctoral training (usually 6 years), the candidates

are focused on initiating both research and teaching activities. The teaching activities are carried out under continuous supervision of the senior academic staff (advisor) in a specific area.

The academic staff's teaching and assessing competencies (field of study/specialization, etc.) are prioritized in FVM-EU in order to ensure that they are consistent with the content of their specific courses. The departments of the units have qualified academic staff (Professors, Associate Professors, Doctoral Lecturers, Research Assistants) and support staff. Despite the COVID-19 pandemic, devastating earthquake process and recent economic crisis in Turkiye, YOK has adopted new strategies to support the teaching and research activities and incorporatated 8 asistant academic staff last year to FVM-EU which contributed to the stability of the workforce. ERU provides part-time job opportunities in FVM-EU for 10 bachelor degree students.

Table 9.2.1. Teaching staff involved with the core veterinary programme (FTE)

	Type of contract	2022	2023	2024	Mean
Permanent	Full Professors	40	42	43	41,7
	Associate Professors	14	12	12	12,7
	Lecturers	3	3	3	3
	Total	**57**	**57**	**58**	**57,3**
Temporary	Assistant Professors	14	15	15	14,7
	Research assistants (PhD, Master Students)	13	11	17	13,7
	Total	**27**	**26**	**32**	**28,3**
	Grand Total	**84**	**83**	**90**	**85,7**

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

Type of contract	2022	2023	2024	Mean
Total	86,9	90,4	92,2	89,8

Table 9.2.3. Support staff of the veterinary programme(FTE)

Type of contract	2022	2023	2024	Mean
Permanent	51	52	54	52,3
Temporary	-	-	-	-
Total	51	52	54	52,3

Table 9.2.4. Research staff of the Establishment (FTE)

Type of contract	2022	2023	2024	Mean
Permanent	57	57	58	57,3
Temporary	27	26	32	28,3
Total	84	83	90	85,7

Most of the academic staff have doctoral degrees (Table 9.2.1). Academic staff follow the curriculum outlined in the course information package. After the decision of Academic Board

of the relevant department on who will teach the lesson, it is discussed and approved by the FC where the student representative is also invited. After being approved by the ERU Senate, proposed changes regarding the educational plans (in line with the legislation) are then added into the OBISIS catalog software. Once approved by the Senate, the current education plan is put into practice on OBISIS starting from the fall semester of the next academic year. The learning outcomes (knowledge, skills and competencies), and course contents to be acquired in each course are determined in the course information package in line with core content of national (ÇEP, VEDEK) and international (ESEVT) standards.

The promotion procedures of academic staff at FVM-EU level follows a transparent procedure defined by ERU in strict accordance with national regulations for which an open competition is organised for all professionals who meet the established criteria.

Current lecture notes, books, and other resources prepared by the FVM-EU Web Design Commission are available on the FVM-EU website (via each department's webpage). In addition, ERU library services provide comprehensive access to additional e-learning resources. All staff and students have free access to bibliographic research databases, which provide quick and easy access to the latest scientific knowledge.

TEKNOPARK (Technology Transfer Office) units of ERU act as a bridge to bring together faculty members and the private sector. Whitin this frame, independent companies can be established by faculty members and services can be provided for a fee.

FVM-EU website contains a system of course evaluation surveys for the students to assess academic staff's educational performance. Within the scope of the relevant surveys, students rate the academic staff from 1 to 5 in terms of their satisfaction with the following items;

- The lecturer is capable and has an extensive knowledge of the subject.
- The lecturer attends at lesson well-prepared.
- The lecturer attends to lesson on time.
- The lecturer explains the course topics with examples related to current life and professional practice and elaborates the application areas.
- At the beginning of the semester, the lecturer clearly shares with the students the aim of the course, the knowledge, skills and competencies to be gained by the student, the way the course is presented and the program, resources, measurement and evaluation method and attendance conditions.
- The lecturer provides student participation and motivation.
- The lecturer is willing to support the student in social life as well as academic development.
- The lecturer is being objective and fair when evaluating the student.
- The lecturer uses multimedia materials effectively in the course.

Students are encouraged to provide written feedback, especially for lecturers who receive grades below 2 or above 4 in order to clarify the specific reason of negative and positive evaluation of the academic staff. The results of the survey are evaluated and processed by the QC.

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

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

FVM-EU academic staff are regularly provided with training on; i) legislation for education, ii) training, assessment and evaluation process, and iii) regulations and directives within the frame of internal training process of FVM-EU and ERU which are also shared on the website. Pedagogic training is periodically organised for academic staff who also receive training from external experts on assessment and evaluation methods. Post-graduate students take a compulsory "seminar course" which contribute to their professional development. ERU organizes courses and seminars for the training of trainers and professional and personal training activities for both administrative and academic staff. In addition, distance education portal of presidency of Turkiye provides compulsory education programmes for all staff in universities.

Within the scope of the "Academic Promotion System" published by YOK, all academic performances of academic staff, including research projects, national and international scientific publications, and citations, awards and patents are evaluated, rewarded and scored. These evaluations are carried out by the Academic Incentive Evaluation Committee established by the FVM-EU and ERU administrative boards in accordance with the "Academic Incentive Allowance Regulation" and incentive payments are granted based on the performance of academic staff. The academic staff with the highest academic incentive score in FVM-EU is honored with a plaque by Dean's Office. In addition, ERU Research Deanary Office awards Research Performance of academic staff based on their annual performance.The Turkish Academic Network and Information Center (ULAKBIM) also financially supports international publications through Türkiye's International Scientific Publication (UBYT) Program.

ERU Rectorate awards the highly rated teaching staff as a result of student surveys. ERU also provides its academic staff with various supports to encourage their scientific activities through ERU Scientific Research Projects (ERUBAP) Coordinatorship which funds projects (research, infrastructure and thesis) and supports for publication fundings and participation of staff to national /international scientific meetings. ERUBAP also provides rewards for publications and citations of academic staff and encourages project applications. All these supports are regulated by "Implementation Principles of ERUBAP coordinatorship.

In order to support the development of academic staff in scientific fields, activities such as "National and International Project Preparation Trainings" are organized by the Research Deanery of ERU (ARDEK). ARDEK provides services related to i) article editing ii) public-private sector cooperation, iii) data management and analytics iv) project supports v) incentives and awards vi) Patent and Model Notification and vii) data analysis to researchers and students. ARDEK regularly collects and analyses the research performance data of all academic staff of all faculties of ERU and announces them through consultation meetings during which the areas to be improved are discussed. ARDEK regularly provides training on preparing national and international projects and patent applications to researchers and students, to facilitate staff exchanges that lead, among others, to the sharing and improvement of teaching and research skills.

The Integrated Quality Management System (BKYS), which enables the evidence-based tracking of all activities of all faculties, has been initiated within our university as part of QA activities starting from 2024. ERU Academic Data Management System (AVESIS) is very

actively used by all academic staff in ERU, where all academic data (completed scientific research projects, national and international scientific publications and meetings) are recorded and can be viewed by all stakeholders.

The participation of academic staff in national and international congresses, symposiums, courses and workshops is financially supported by TUBITAK, ERUBAP and the FVM-EU. Academic staff can give lectures or receive education at partner universities abroad within the scope of ERASMUS programs.

There are many Research and Application Centers (ERUTAM, GENKOK, DEKAM, TAUM and ERNAM), within the campus that can be used for research studies of faculty members. Most of these research studies are supported by Scientific Research Projects Coordination Unit (BAP) and Erciyes Technology Transfer Office (ETTO). Undergraduate, graduate and doctoral students can also take part in research projects. On the other hand, ERU International Relations Office offers both academic staff and students the opportunity to participate in international exchange programs and supports some projects (KA131)

Support staff are also encouraged to participate in trainings to continue their professional development. In this respect, there are in-service training programs for all administrative and academic staff throughout ERU. Various certificate programs are organized by ERSEM to increase the professional skills of ERU support staff. Each employee can select and request training courses based on individual and/or professional needs/interests, which are approved by the head of the unit, department or faculty. The certificate obtained is also considered as part of the professional record.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

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

Academic promotions in all Turkish Universities are based on "Higher Education Law No. 2547" and "Regulation on Academic Organization in Universities". In addition to these, periodically updated "Academic Promotion and Appointment Criteria Directive" is applied at ERU in which many criteria (such as national and international publications, scientific activities, projects, awards and patents) are evaluated for the promotion of academic staff.
Support staff are promoted in accordance with the "Regulation on Promotion and Title Change of Higher Education Institutions Staff". In addition to academic development, mentoring support (such as article translation and project writing) are also provided to ERU academic staff by ARDEK. ERSEM organizes services for personal development of all staff, including yoga, breath training, family therapy, language courses, and various sports training. Changes regarding the updating of promotion criteria are communicated directly to staff through email, EBYS, website.

Our faculty members can participate in university councils, faculty management boards, various administrative and managerial units, and additionally in Committees and coordinatorships within ERU and FVM-EU, thereby being involved in decision-making mechanisms at all levels.

In addition to education and research activities, academic staff also have mentoring activities to provide services in their field. These activities are carried out within the framework of the "Technology Development Zones Implementation Regulation". According to this regulation, faculty academic staff can establish companies or carry out projects in different categories by ERU TEKNOPARK (ETTO). They can also work with institutions and organizations such as University Industry Cooperation Foundation (USİP) and Central Anatolia Development Agency (ORAN), which are ETTO external stakeholders. In order to increase collaboration with external stakeholders, ETTO Project Office conducts meetings, and projects. Academic staff who receive external fees for services such as consultancy, expertise, training seminars, and other services require institutional approval.

In order to increase the visibility of academic staff in the virtual environment, the profiles of FVM-EU members are shared by YOK on the YOK ACADEMIC page. In addition, ERU Rectorate merged the ORCID, WOS, Publons, Scopus, Google Scholar, Dergipark and Ulakbim accounts of academic staff and presented them for use in the Academic Data Management System (AVESIS).

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

The ERU Academic Evaluation and QA Unit (ARDEK) administers student and staff satisfaction surveys, faculty evaluation surveys, course evaluation surveys, academic infrastructure surveys, academic satisfaction surveys, student-internship institution/organization/enterprise evaluation surveys, etc. to assess the teaching staff and education (Annex 4.5). Students' contribution and participation in the evaluation process (their opinions before and after graduation/ cyclical basis) are monitored through surveys. This electronic survey system has the aim to serve as a guide for teachers to know the perception of their students about their teaching activities, and thus to recognize the positive aspects as well as negative aspects that needs to be subjected to improvement. The results of these surveys are evaluated by the Survey and Swot Analysis Committee of FVM-EU and are regularly discussed at the FC sessions. Corrective actions and revisions regarding the issues deemed necessary are carried out through the QC and FC.

With the "Student Mentoring" system implemented in our faculty, students contribute to the evaluation process by sharing their ideas about the issues to be improved in their education processes with their mentoring academic staff. Furthermore, students have the opportunity to directly communicate their thoughts to administrators and faculty members. In the Committee and FC meetings, students' comments, ideas, and suggestions (reflected by student representatives) are considered.

Comments on Area 9

As mentioned in its strategic plan, FVM-EU aims to deliver a comprehensive veterinary programme sustained by the expertise and qualifications of its academic staff. ERU is very high in popularity and chosen by young and enthusiastic researchers and students due to its status as a research university, high standards of teaching and learning sources, highly qualified, motivated and experienced staff, as well as its central geographic location in Türkiye.

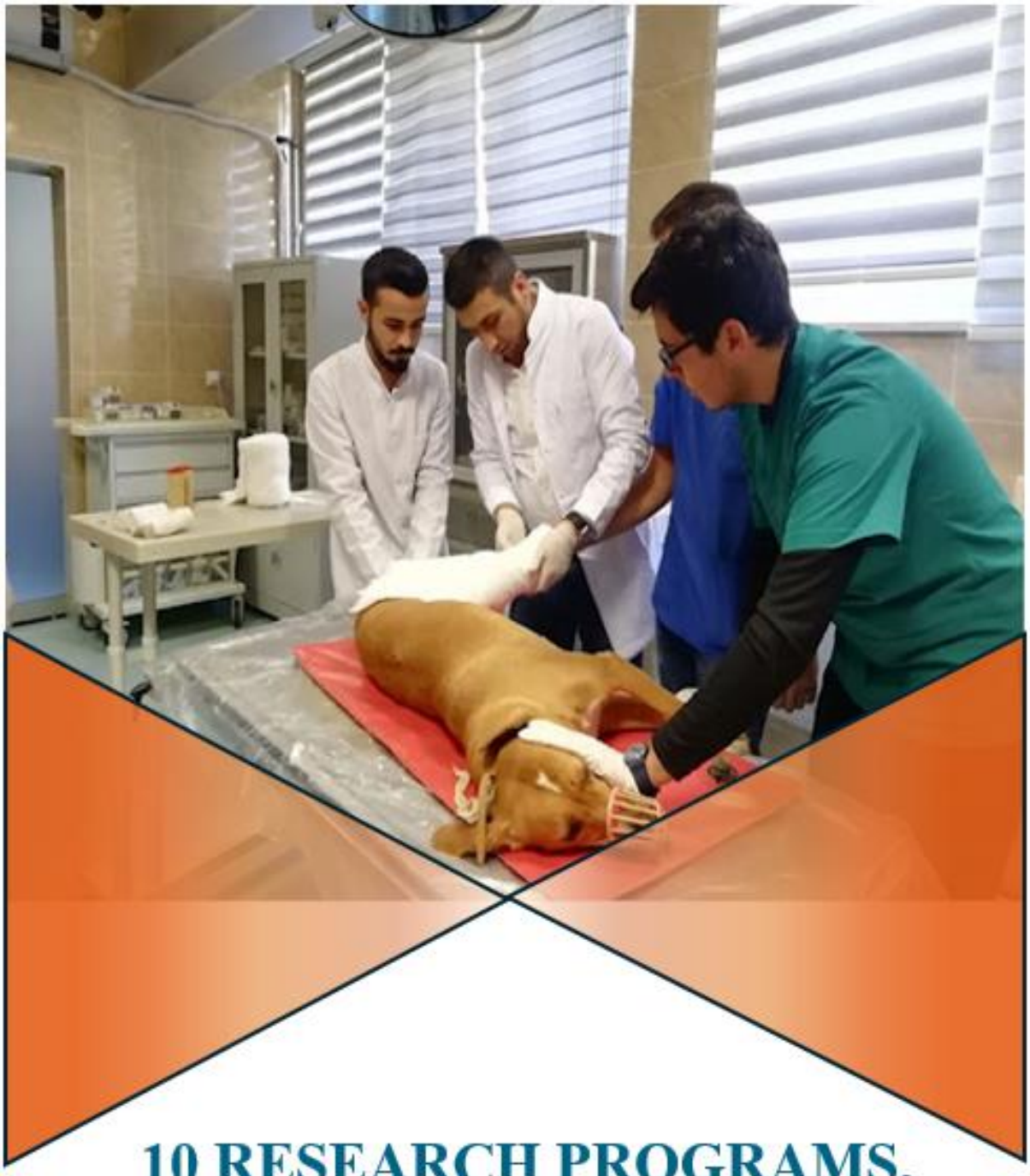
Teaching staff have a balanced workload of teaching, research and service depending on their role in FVM-EU but we believe that the evaluation and incentive system for educational performance needs to be improved. Reducing bureaucracy will accelerate our progress. Bilateral collaborations can be developed and research centers within the ERU can be used more efficiently.

Taking into account the hiring policy of YOK in Turkiye, the number of FTE academic and support staff in FVM-EU is expected to increase in the next three years.

Suggestions for improvement in Area 9

Regarding the VTH, although the current student/ academic and support staff (technicians, laboratorians, etc.) ratios can be considered adequate according to the EAEVE recommendations, they could be improved to some extent, especially in relation to practical teaching in small groups.

The current performance evaluating and rewarding system of the academic staff can be improved. Furthermore, the academic staff should be encouraged and supported to establish connections in the national and international arena regarding educational and research activities. Being one of the selected research universities in Turkiye, we beleive that ERU will positively contribute to the future needs of FVM-EU.



10 RESEARCH PROGRAMS, 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 researchbased teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

The FVM-EU is not only dedicated to high quality of education and professional services but also having a significant role in scientific research activities. All academic staff are encouraged and financially and academically supported to perform research activities and publish scientific manuscripts in high impacted national and international journals. Teaching staff are committed to integrating scientific knowledge into the lectures to apply researchbased teaching principles into the degree programme.

The financial support of research groups in FVM-EU is provided mostly through intramural (BAP) and/or extramural, (TUBITAK; TAGEM; TÜSEB; TUBA etc.) research foundations (Table 10.1.1). Additionally, researchers in the FVM-EU receive funding from the EU and other international funding agencies.

Currently, FVM-EU consist of 5 divisions including 22 departments. During the period 2022-2024, the number of publications of our faculty academic staff scientific articles in cooperation with scientific organizations in Türkiye and international institutions are summerized in Annex.5.

The average is approximately three full papers published in indexed journals per academic staff each year, excluding conference submissions/abstracts and non-indexed contributions. This has led to national and international recognition of FVM-EU as a research center, as evidenced by its inclusion in the recently published 2023 Global Ranking for Veterinary Sciences. The FVM-EU was ranked 801-1000 among all veterinary schools in the world. One research staff of **FVM-UE** was awarded as a outstanding young researcher by the Turkish Academy of Sciences (TUBA) in 2022.

The interdisciplinary and multidisciplinary research activities led by FVM-EU members are carried out with the participation of undergraduate and graduate students within the establishment. Students interested in scientific fields are encouraged to participate in research activities, assist, or produce independent projects with FVM-EU academic staff. Also FVM-EU students can apply for projects of TUBITAK 2209- University Student Research Projects Support Program in Türkiye. During 2022-2024, 5 of our undergraduate students have been supported with 2209-A project grants by TUBITAK. Furthermore, TUBITAK offers undergraduate students the opportunity to participate in scientific research projects conducted by academic staff, helping them to develop their creativity, problem-solving abilities, and intellectual skills (2247C STAR internship programme). Additionally, the BAP unit of ERU offers a support program titled as "Research Project with Undergraduate Student Participation" to the undergraduate students.

Graduate or PhD training and academic studies are mostly carried out in FVM-EU laboratories and research centers (DEKAM, ERUTAM, GENKOK, ERVEK, Vaccine Research and Development Application and Research Center (ERAGEM), ERNAM and ETTO) at ERU.

The curriculum for undergraduate education is frequently revised to include the latest referances including books, articles, case reports, and other relevant publications. Data from projects conducted by faculty members are shared with students during clinical training and courses.

Both undergraduate and graduate students are encouraged to engage in various research activities organized by the faculty's academic staff, and they have the opportunity to present their findings at national and international symposiums and conferences.

Table 10.1.1. List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation (AY*) (this table may be substituted by a VEE list of ongoing research projects)

Internal Projects

Code	Title of Project	Starts/Ends	Total Grant (TL)
TYL-2024-13941	Analysis of Meat Products Sold in Kayseri Province for Adulteration Using Molecular and Histological Methods	2024-2025	74.994,00
TSA-2024-13860	Determination of Microbial Diversity in Traditional Turkish Moldy Cheeses by Shotgun Metagenomic Analysis Method	2024-2025	370.000,00
TDK-2024-13681	Investigation of Antimicrobial Effects of Various Honeys Collected in Turkey on Foodborne Pathogens	2024-2026	239.987,20
TDK-2023-13241	Determination of Zoonotic Parasites in Edible Tissues of Slaughtered Animals and Molecular Characterization of Isolates	2023-2025	148.650,00
TSAÜ-2023-12220	Determination of the effectiveness of cell-free supernatants on cellular response, apoptosis and caspase 4 and 5 regulation during invasion of enteric pathogens.	2023-2025	452.999,70
TSA-2022-12168	Determination of the effects of lantibiotics on Listeria monocytogenes invasion and host cell response.	2022-2024	149.979,60
TSA-2023-13002	Investigation of the effect of troxerutin on host cell response and apoptosis during Salmonella invasion	2024-Continues	2.313.642,00
TSA-2024-13369	Development and Testing of a Tunable Electroporation Device Prototype for Biotechnology Applications	2023-Continues	361.152,22
TDK-2023-12893	Investigation of the Effectiveness of Nanoparticles Synthesized by Green Synthesis Method in Rapid Detection of Antibiotic Resistant Bacteria	2023-Continues	129.986,50
TYL-2023-12348	Determination of phylogenetic relationships of Latilactobacillus sakei isolates isolated from pastrami	2023-Continues	49.997,70
TYG-2024-13666	Microbiological Status in Fish Offal as an Alternative Food Source: Presence of Escherichia coli Serotypes, Antibiotic Resistance Profiles, Virulence and Biofilm Properties	2023-Continues	126.076,24
TSA-2023-13088	Effect of Silver Nitrate AgNO3 Nanoparticles on the Expression of Staphylococcus aureus Specific NucA and Methicillin Resistance MecA Genes	2023-2024	224.955,00
TSA-2024-14016	Investigation of microbial and metabolic effects of citicoline use in kefir	2024-2026	249.942,00

TDK-2024-14105	Effects of Spirulina Addition to Probiotic Turkish White Cheese on Nutritional Sensory Properties and Ripening Time of Cheese	2024-2026	209.819,40
TYL-2022-12231	Determination of Hand Hygiene Status, Food Safety Knowledge and Practices of Food Workers in Kayseri Talas	2024-2025	74.734,50
TSA-2023-13002	Evaluation of Bioinformatics Approaches in Detection and Classification of Intron Retention in RNASeq Data from Different Cancer Types	2022-2024	44.582,61
TDK-2023-13368	Preliminary Molecular Characterization of Some Genes Associated with Fertility Traits in Kangal Akkaraman Rams	2023-2025	64.991,54
TDK-2023-12475	Investigation of Biological Activity of Fig Ficus carica Leaf Extract on Wound Healing in Rats at RNA Level	2023-2025	130.982,80
TSA-2023-13326	Investigation of miRNAs Reported to Affect Meat Quality in Kıvırcık Lambs with Different Placement Densities	2023-2025	99.000
TDK-2022-12273	Determination of Factors Affecting Neonatal Calf Diarrhea by Survival Analysis	2022--2024	59.887
TSA-2023-13007	Nutrient composition of aromatic plant fibers Comparison of in vitro ruminal fermentation and ruminal metagenomic profiles	2023-2024	129.973,92
TDK-2024-14111	Investigation of in vitro fermentation values and rumen parameters of different greenhouse wastes	2024-2025	150.000,00
TSA-2024-13643	Silage nutrient composition of silage maize species Comparison of silage quality and in vitro ruminal fermentation variables	2024-2025	250.000,00
TYL-2024-13448	Effects of Ficus carica fig latex and leaf on in vitro rumen digestive parameters and methane production	2024-2025	49.957,20
TSG-2024-14036	Investigation of the effects of advanced diagnostic imaging and laparoscopic surgery systems on the first day skills and competencies of veterinary students and their satisfaction levels in modern veterinary education.	2024--2026	4.192.200,00
TDK-2022-12297	Investigation of the effects of stem cells, TZP (Platelet Rich Plasma) and TCP (Tricalcium Phosphate) on joint degeneration in experimentally created joint defects.	2022-2024	77.917,00
TYL-2023-12597	Evaluation of the Relationship Between Blood Estrogen Progesterone Ratio and Mammary-Derived Estrogen Progesterone Receptor in Dogs with Mammary Tumor Formation	2023-2024	44.515,5
TSA-2024-13369	Fabrication of Gemcitabine-Loaded Mesoporous Silica-Coated Gold Nanorod Composites and Investigation of the Effect of Combined Treatment Models on Canine Breast Cancer Cells	2024-2025	149.988
TSA-2024-13650	Development of magnetic graphene oxide functionalized with 3-aminophenylboronic acid for targeted photothermal and chemotherapy against canine mammary tumor cells and investigation of its in vitro effects	2024-2024	321.950

TDK-2024-13639	Cardiovascular evaluation based on echocardiographic examination and cardiac biomarkers in feline infectious peritonitis	2024-2026	186.800,00
TYL-2024-13795	Use of syndecan level as a biomarker of endothelial glycocalyx damage in cats with feline infectious peritonitis (FIP)	2024-2025	74.898,00
TYL-2024-13794	Investigation of seroprevalence of bovine herpesvirus type 1 (bhv-1) and Mannheimia haemolytica in beef and dairy cattle in Kayseri province.	2024-2025	70.262,40
TSAÜ-2024-13396	Investigation of the protective effects of medicinal leech secretion in a chemically mediated inflammatory bowel disease mouse model.	2024-2026	1.046.220,80
TAPD-2024-14123	Importance of renal resistive and pulsatile index values for the evaluation of renal involvement in feline infectious peritonitis.	2024--2025	40.000,00
THD-2023-12334	Investigation of N-terminal pro-brain natriuretic peptide (NT-proBNP) Levels in Lambs with White Muscle Disease	2023-2024	37.104,00
TYL-2023-13378	Investigation of trace element and vitamin levels in calves with neonatal diarrhea	2023-2024	55.776,00
TYL-2023-12348	Investigation of the effect of prenatal vaccination against neonatal calf diarrhea on calf mortality rates.	2023-2024	46.479,12
THD-2023-12966	Determination of Blood Pressure Values in Healthy Newborn Calves with a Mobile Blood Pressure Monitor	2023-2024	34.998,00
TDK-2023-12893	Investigation of the Effect of Dimethylglycine DMG Usage on Oxidative Stress, Blood Lactate, Hematological and Some Biochemical Parameters in Horses	2023-2025	75.000,00
TYL-2024-13230	Investigation of the Effect of Parvoviral Enteritis on Serum and Fecal Zonulin Levels in Dogs	2024-2025	74.910,00
TDK-2023-12873	Investigation of prophylactic and therapeutic efficacy of bacteriophages in lamb diarrhea caused by Escherichia coli	2023-2025	74.990,34
TSA-2023-12962	Determination of the Treatment Efficacy of Recombinant Human Interferon Alfa2a in Dogs with Parvoviral Enteritis at Clinical Virological and Molecular Levels	2023-2025	160.598,83
TYL-2020-13598	Investigation of the prevalence of bovine viral diarrhea virus BVDV in neonatal calves	2023-2024	60.000,00
TDK-2023-13172	Investigation of the presence of parainfluenza type 3 PI3 and bovine herpesvirus type 1 BHV1 in bovine pneumonia using Ag ELISA, dual immunohistochemistry and dual immunofluorescence methods.	2023-2025	105.790,00
TDK-2023-12757	Evaluation of Galectin3 levels in healthy and cardiomyopathic cats	2023-2026	75.098,81
TDK-2023-12529	Effects of Betaglucan and Inactive Parapoxvirus Ovis Administration on Clinical Hematological and Serum	2023-2025	76.722,13

	25 Oligoadenylate Synthetase Parameters in Dogs with Distemper		
TDK-2023-13357	Investigation of the Efficacy of Acacetin and Kaempferol in Methotrexate-Induced Toxicity in Rats	2023-2025	127.269,80
TDK-2023-12975	Investigation of the effectiveness of baicalin applied at different doses on cyclophosphamide-ınduced toxicity in rats	2023-2025	100.457,94
TSA-2023-12942	Comparative Mitochondrial Genome Characterization and Phylogenetic Analyses of Single- and Dual-Host Hyalomma scupense (Acari: Ixodidae) Ticks	2023-2024	130.000
TSAÜ-2024-13424	Evaluation of the Immunity and Protective Efficacy of Lactococcus lactis Based Vaccines Expressing Recombinant Glycosyl Phosphatidylinositol Gpi Membrane Surface Antigens Gp60 and Cph1 Against Cryptosporidium parvum in a Mouse Model	2024-2026	1.049.570,00
TSA-2023-12941	Molecular Prevalence, Genotyping and Phylogenetic Characterization of Enterocytozoon bieneusi and Encephalitozoon Species in Hairy Goats	2023-2025	175.000
TDK-2022-12254	Determination of Flea Species of Medical and Veterinary Importance in Tokat Region and Investigation of Some Pathogens in Fleas	2022-2024	60.000
TSAÜ-2022-12146	Comprehensive Sialotranscriptome Analyses of Crimean-Congo Hemorrhagic Fever Virus Vector Hyalomma marginatum: Identification of New Potential Tick Vaccine Candidate Antigens	2022-2025	502.126,26
TYL-2024-13516	Molecular Prevalence and Genetic Characterization of Giardia duodenalis in Cats and Dogs in Nevşehir Region	2024-2025	75.000
TDK-2024-13776	Investigation of Insecticide Resistance of Phlebotomus papatasi Diptera Psychodidae Populations Distributed in Turkey, Host Preferences for Blood Feeding and Vectorship Potentials for Leishmania species by Molecular Methods	2024-2026	150.000
TSA-2022-12359	Investigation and Phylogenetic Characterization of Black Flies of Medical and Veterinary Importance, Diptera Simuliidae, in Streams with Different Ecosystems in Central Anatolia Region with Integrated Structural and Genomic Approaches	2022-2025	169.889,69
TSAÜ-2023-12511	Development of Recombinant Probiotic Based Vaccine Candidates Against Ichthyophthirius multifilius and Infectious Pancreatic Necrosis Virus, Causes of White Spot Disease Causing High Economic Losses in Rainbow Trout	2023-2025	693.448,17
TYL-2023-13432	Molecular Prevalence and Characterization of Anaplasma Species in Cattle in Develi and Yahyalı Regions of Kayseri	2023-2024	49.999,20
	Investigation of voltagegate sodium channel mutations associated with insecticide resistance in Aedes albopictus populations in Black Sea Coastal Regions of Türkiye	2024-2025	49.908,07
TYG-2024-13666	Investigation of the Vectorship Potentials and Risk Factors of Aedes albopictus Asian Tiger Mosquito and Culex pipiens Northern House Mosquito Populations	2024-2026	981.937,12

	Common in the Settlement Areas Along the Black Sea Coast of Turkey for Zoonotic Dirofilaria Species		
TDK-2024-13779	Deletion of Bkv-1 Virulence Gene with CRISPR Cas9 Technique and Simultaneous Addition of Vp1 Gene Region of Foot and Mouth Virus and Investigation of Antigenic Activities	2024-2025	174.215
TDK-2022-12061	Production of Monoclonal Antibodies and Development of Antigen-ELISA Against Canine Distemper Virus	2022-2025	82.662,62
TDK-2023-12460	Molecular Characterization of Parvovirus Variants and Investigation of Immunological Parameters in CPV-2 Vaccinated and Unvaccinated Dogs Infected with Canine Parvovirus CPV-2	2023-2025	82.641,08
THD-2024-13670	Proteomics analysis of cultures of Helicobacter sp. faydin-H75 strain grown at 14°C and 41°C	2024-2025	50.000,00
TAPD-2024-13988	First isolation of newly identified Campylobacter and Helicobacter species from different hosts and geographies	2024-2025	39.999,00
THD-2024-13882	Proteomics analysis of cultures of Helicobacter sp. faydin H75 strain grown at 37°C	2024-2025	49.999,80
TYL-2023-13212	FEffect of Akkermansia muciniphila on intestinal bacterial microbiome and inflammatory response in experimental Campylobacter jejuni infection in mice	2023-2024	74.977,00
TDK-2023-12851	Antibacterial Susceptibilities and Antigenic Characterizations of Clostridioides difficile Isolates from Healthy and Diarrheic Cats and Dogs	2023-2025	162.331,44
Münferit THD-2024-13751	Identification of Bacteria Isolated from Different Clinical Samples and Determination of Antibiotic Susceptibilities	2023-2024	49.895,92
TSA-2022-12342	Bacteriological, Molecular and Metagenomic Analysis of Ear Swab Samples of Healthy and Otitis Dogs	2022-2024	161.187,89
TYL-2023-12847	Effect of Parvoviral Enteritis Disease on Mineral Homeostasis in Dogs	2023-2024	56.218,10
TDK-2024-13620	Effect of Ivermectin Administration on Oxidant Antioxidant System and Mineral Homeostasis in Cattle	2024-2026	187.464,00
TYL-2018-8378	Effects of L arginine on transforming growth factor beta1 (TGF-ß1) expression in streptozotocin-induced experimental diabetes rat kidneys	2018-2024	9.999,70
FBA-2023-13157	Investigation of Corrosion Performance of Recycled CoCr Alloy Powder by Selective Laser Melting in Dental Applications	2023-2025	149.847,60
TDK-2023-13176	Macroscopic, histological and scanning electron microscopic examination of possible changes in the eye, gill and skin tissues of the pearl mullet [alburnus tarıchı (guldenstaedtıı, 1814)] after the breeding migration	2023-Continues	84.869
TDK-2023-13174	Macroanatomical, Ultrastructural and Scanning Electron Microscopic Examination of Arteries Predisposed to Atherosclerosis in Rabbits	2023-onngoing	84.889

TYL-2023-12785	Oxidant-Antioxidant Status in Non-breeding Repeat Breeder Cows	2023-2024	56.712,80
TSA-2022-11993	Effect of Zinc Oxide Nanoparticle on Oxidative Stress Cytokine Caspase3 and Immunity in Rats	2022-2024	126.334,84
TYL-2021-11489	Effect of Zinc Oxide Nanoparticle on Mineral Levels in Rats	2021-2025	17.999,48
TSA-2023-12967	Expressions and localizations of thyroid hormone receptors and deiodinase enzymes in the testis and epididymis of the domestic cat (Felis catus) in the kitten and adult period	2023-2025	286.080,40
TAPD-2024-14106	Investigation of the Effect of Hypothyroidism and Hyperthyroidism on Osteopontin Expression in the Kidney in Rats	2024-2025	40.001
TDK-2024-13633	Investigation of expression and localization of some proteins related to apoptosis and autophagy in domestic cat (Felis catus) testes during postnatal development.	2024-2025	149.988
TDK-2024-14051	The Role of Contact-Mediated Cell-Cell Communication in the Regulation of Ovarian Functions in Cats Connexins	2024-2026	150.000
TSA-2024-13871	Changes in response to the long-acting GnRH agonist deslorelin acetate in canine testis and expression of extracellular matrix protein-related factors.	2024-2025	150.000
TDK-2024-14048	Histological Examination of Tanycytes in the Median Eminence in Rats with Experimental Metabolic Syndrome	2024-2026	148.893,60
TYL-2024-14014	Investigation of Connexins in the Hippocampus of Rats with Streptozotocin STZ-Induced Diabetes	2024-2025	74.880,00
TYL-2024-14013	Investigation of Synaptic Changes in the Hippocampus of Rats with Streptozotocin STZ-Induced Diabetes	2024-2025	74.880,00
TYL-2024-14012	Investigation of Connexins in the Cerebral Cortex of Rats with Streptozotocin STZ-Induced Diabetes	2024-2025	74.880,00
TSA-2023-13404	Effect of hyperbaric oxygen therapy on autophagic and apoptotic changes in the hippocampal region resulting from methotrexate-induced folic acid deficiency in rat brains.	2023-2024	149.500,80
TDK-2023-12906	Effect of agmatine on locomotor sensitization in rats	2023-2025	74.880,00
TSA-2023-12626	Expression profiles of aquaporins in rat ovaries during postnatal development.	2023-2024	194.917,88
TOTAL INTERNAL	**20.824.262,26 TL**		

External Projects

Code	Title	Start/End	Total
	Evaluation of the in vivo Effect of Postbiotic Obtained from Latilactobacillus Sakei on Intestinal Microbiota and Intestinal Epithelial Attachment Proteins and Cellular Innate Response to Salmonella Infection	2023-Continues	2.500.000
	Determination of the Activities of Probiotic Cell-Free Supernatants on Cellular Innate Response and Inflammasome Pathways in Salmonella Invasion	2023-Continues	1.431.160
	Investigation of the Effect of Black Fig (Ficus Carica) Leaves on the Gene and Protein Expression of Il-1ß, Il-6 and Tnf-Alpha, which are Involved in Inflammation, in Clean Skin Wounds	2024-2025	74.980.00
222O268	Investigation of the Genetics of Resistance to Paratuberculosis Disease in Eastern Anatolian Red Hybrid, Native Black Hybrid and Holstein Cattle	2024-2026	1.561.965
123O292	Effect of Extruded Process on In Vitro Digestion Levels, Digestive End Products and Metagenomic Profile of Lyophilized Dietary Fiber Sources in Dogs	2023-2024	60.000
124O448	Effects of Drought-Tolerant Forage Crop Plantago Lanceolata on Growth Performance, Immune System, Rumen Metagenomic Profile, Rumen Parameters and Blood Variables in Calves During Milk-Fed Period	2024-2025	1.650.000
124O647	Development of Colorimetric Pregnancy Diagnostic Test Based on Detection of Cow Early Pregnancy Factor	2024-2024	759.656
123O015	Development of a Smartphone-Integrated Reader System Using Horizontal Flow Immunoassay for Rapid, Quantitative Detection of Alpha-1-Acid Glycoprotein (Agp) in Cats	2023-2024	553.540
123O073	Synthesis of biocompatible iron oxide nanoparticles of different sizes and investigation of their use as vectors for the transport of antifreeze protein III in bull semen freezing.	2023-2024	60.000
123O641	Use of biocompatible magnetic Fe3O4 nanoparticles in purification of bull semen and obtaining nano-purified semen	2023-2026	664.944
123O433	Mitochondrial Genome Characterization of Phlebotomus (Diptera: Psychodidae) Species Distributed in Turkey and Investigation of Their Vectoring Potential for Leishmania Species; Determination of Whole Genome-Based Population Genetics of Phlebotomus tobbi, the Vector of Leishmania infantum	2023-2026	1.250.000
HDTRA1-14-24-FRCWMD-BAA	Development of national policies and strategies for mosquito control and public health systems of Georgia, Turkey, and Ukraine.	2022-2025	15.543.019

222O741	Colorimetric Diagnosis of Bovine Pestiviruses Using Immunomagnetic Nanoparticles and Development of Mobile Application	2023-2025	861.131
223O264	Combined Use of Crispr/Cas9 Technique and Cre/Lox Recombinase System in Viral Genome Editing: Insertion of Vp1 Gene Regions of Foot and Mouth Disease Virus O, A and Asia-1 Serotypes into the Structure of Bhv-1 by Deleting Glycoprotein E and Thymidine Kinase Genes and In Vitro and In Vivo Characterization of Recombinant Bhv-1 to be Developed	2024-2026	1.812.685
7230415	Development and production of lateral flow based rapid diagnostic kit for avian influenza (bird flu) disease	2024-2025	1.199.163,71
7230760	Development of lateral flow based rapid diagnostic kit and ELISA kit for early pregnancy diagnosis in cattle.	2024-2025	2.322.313,51
	Development of a Lateral Flow Immunochromatography Based Rapid Diagnostic Kit for Diagnosis of Infectious Pancreatic Necrosis Virus (IPNV) in Fish and Investigation of Its Presence in Trout Farms in Elazığ Province	2024-2025	652.106
124O061	Production of Monoclonal Antibodies and Development of Antigen-ELISA Against Canine Distemper Virus	2024-2024	58.000
1139B412302564	Recombinant Production and Characterization of Erns Gene Proteins from Field Strains of Bovine Pestiviruses	2024-2025	12.000
1139B412304668	Recombinant Production and Characterization of E1 Gene Proteins from Field Strains of Bovine Pestiviruses	2024-2025	12.000
1139B412304684	Sığır Pestivirusların Saha Suşlarından Elde Edilen E2 Geni Proteinlerinin Rekombinant Üretimi ve Karakterizasyonu	2024-2025	12.000
1139B412304659	Expression of Canine SLAM Receptor in Vero Cell Line Using Recombinant DNA Technology"	2024-2025	12.000
1139B412304674	Transfection of Sheep SLAM Receptor into Vero Cell Culture Using Recombinant DNA Technology	2024-2025	12.000
123Z268	Molecular Characterization of Helicobacter pylori Isolates and Their Specific Prophages Isolated from Adult and Pediatric Dyspeptic Patients by Whole Genome Sequencing Analysis	2023-2025	2.056.773,49
122M020	Development of a new generation double-layered cardiac patch and investigation of its effectiveness in the treatment of myocardial injuries.	2022-2024	640.000
124O436	The role of transforming growth factor β receptor 1 (TGFβR1) in lipopolysaccharide (LPS)-associated endothelial cell injury	2024-2025	1.000.000

124S822	Investigation of neuroprotective compounds from Tethya citrina and Mycale massa sponges and endophyte fungi	2024-2027	1.647.240
	Development of sensors with gold nanoparticles for rapid and colorimetric detection of algae producing toxins (domoic acid) in water	2024-2026	900.000
TOTAL EXTERNAL		**39.318.676,71 TL**	
GRAND TOTAL (EXTERNAL AND INTERNAL)		**60.142.938,97TL**	

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

At FVM-EU, we educate our students in the principles of evidence-based medicine, scientific research, and lifelong learning, emphasizing these concepts through various approaches. Our goal is to provide students with a robust scientific foundation by promoting their introduction into research activities. FVM-EU offers an intensive applied education program to provide students with practical experience and theoretical knowledge in an evidence based manner through practical laboratory trainings, clinical practicals, computer-aided ration preparation applications, extramural visits (waterspply analyse labs, research centers, farm, milk and meat processing plant visits). FVM-EU also provides evidence based training through a wide range channels, including direct information from academic staff, graduation thesis, participation to scientific events (seminars, conferances, congres) and projects.

FVM-EU degree programme employs a data-based approach to regularly monitor student performance and continuously improve the quality of education.

The rotational training (5th-year) with small groups provide them with hands-on training to broaden their knowledge by attending courses in different departments throughout the semester. Seminars and research projects support students' active learning and problem-solving skills.

Master's and PhD students actively participate as scholars in the BAP research projects to enhance their knowledge and skills. Additionally, students at all levels (undergraduate, master, PhD and post-PhD) take part as scholars in projects funded by TUBITAK. One of these research projects, TUBITAK 2209-A University Student Research Projects Support Program, provides financial support for student research projects. The aim of these projects is to support their active participation in research activities and education, to enable them to start research assignments, and thus to help them make more ready for future professional decisions.

A new website has been developed by the Dean of Research at our university, aimed at connecting academicians seeking scholarship students with students who wish to work as scholarship recipients across the university.

The final graduation thesis has been incorporated (on a compulsory basis) into the degree programme in the last revised version of the curriculum (02.08.2022). Until this application is implemented, rotation students are assigned department-based final reports as a form of compensation. In this final degree report, assignment, the student determines the topic he/she has chosen in depth, analyses/prepares and presents the results scientifically. Within the frame of this final assignment by individual departments, students become familiar with the research

methods and terminology, scientific writing, critical thinking, specialization, independent study, introduction to the academic world, the importance of statistics and effective data representation within the specified time period.

FVM-EU organizes a variety of academic events throughout the academic year, including seminars, scientific meetings, and congresses. Many of these are free for students. Seminars given by our PhD and Master Students are open to the public, where undergraduate students can also attend.

FVM-EU is one of the institutions that offer postgraduate education in Veterinary Medicine in Türkiye. FVM-EU has made significant contributions to the strengthening of the academic infrastructure in the field of veterinary medicine throughout the country by providing education to postgraduate groups.

Table 10.2.1. Number of students who work as scholarships in FVM-EU in departments

	TUBITAK	TUBITAK 2209-A	STAR	BAP
Department of Basic Sciences				
Histology	1	2	1	0
Preclinical Departments				
Microbiology	2	0	0	2
Parasitology	4	0	0	2
Virology	2	3	3	0
Department of Clinical Sciences				
Internal medicine	3	0	2	0
Surgery	1	0	0	0
Obstetrics Gynecology	1	1	0	1
Fertilization and Artificial Insemination	1	0	1	0
Department of Animal Husbandry and Nutrition				
Genetics	1	0	1	1
Animal Nutrition and Nutritional Diseases	2	1	0	0
Deapartment of VPH				
Food Hygiene and Technology	2	1 (Tuseb)	2	

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

Upon completing a five-year undergraduate program, students of the FVM-EU can receive Master and doctoral programmes offered under the Institute of Health Sciences of ERU, conducted by academic staff of FVM-EU, who are experts in their fields focusing primarily on animal health, public health, food safety, sustainable animal production and other veterinary sciences. Students willing to enroll these graduate programmes can apply through the Institute of Health Sciences website within the dates specified in the academic calendar each year. Information about postgraduate education, available quotas, application requirements, and upcoming programmes are easily accessible. The course offered in the postgraduate programmes and their contents are available in the course information package on the ERU

Institute of Health Sciences website. Postgraduate PhD and MSc programmes are divided into clinical training and research training.

Postgraduate clinical training at FVM-EU includes PhD and master programmes in Internal Medicine, Obstetrics and Gynecology, and Surgery, while only a master's program is available for Artificial Insemination. The number of students registered at postgraduate clinical training is given in Table 10.3.1.

Table 10.3.1. Number of students registered at postgraduate clinical training

Postgraduate clinical training	MSc						PhD					
	2022		2023		2024		2022		2023		2024	
	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate
Internal Medicine	27	6	26	1	30	3	19	2	18	3	20	4
Surgery	11	3	13	2	12	-	7	1	8	3	6	-
Obstetrics and Gynecology	4	-	9	1	12	-	5	1	5	-	6	-
Reproduction and Artificial Insemination	1	-	2	-	4	-						
Total	**43**	**9**	**50**	**4**	**58**	**3**	**31**	**4**	**31**	**6**	**32**	**4**

Postgraduate research training at FVM-EU includes PhD and MSc programs offered by the Departments of Animal Husbandry and Animal Nutrition, Basic Sciences, Food Hygiene and Technology, Pre-Clinical Sciences. The number of students registered at postgraduate research training is given in Table 10.3.2.

Table 10.3.2. Number of students registered at other postgraduate research training

Other postgraduate research training		MSc Stu.						PhD Stu.					
		2022		2023		2024		2022		2023		2024	
		Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate	Continuing	Graduate
BASIC SCIENCES	Anatomy	4	0	2	2	1	1	4	0	3	1	3	0
	Biochemstry	1	-	1	-	1	2	-	-	-	-	2	-
	Histology and Embryology	-	-	1	-	-	-	3	3	1	-	6	1
	Physiology*	-	-	-	-	-	-	1	1	-	-	-	-
PRE-CLINICAL SCIENCES	Pharmacology and Toxicology	4	1	7	3	1	1	8	3	6	1	10	2
	Parasitology	12	1	15	2	17	1	16	2	18	6	12	3
	Microbiology**	9	0	8	0	11	0	16	0	15	1	15	0

	Virology	-	-	-	-	1	-	-	-	-	-	-	-
	Pathology	2	-	-	-	-	1	1	-	-	-	-	1
VPH (Including FSQ)	Food Hygiene and Technology	3	2	1	3	5	2	1	1	3	6	4	7
ANIMAL HUSBANDRY AND ANIMAL NUTRITION	Animal Nutrition and Nutritional Diseases	9	6	8	3	11	1	4	1	4	1	3	-
	Animal Husbandry	8	4	4	-	1	-	-	-	2	1	-	1
	Genetic and Biotechnology	1	-	2	-	4	1	2	-	2	-	5	1
	Veterinary Genetic	-	-	-	-	1	-	-					
	Total:	**53**	**14**	**49**	**13**	**54**	**10**	**56**	**11**	**54**	**17**	**60**	**18**

- : not present
*Collaboration with Kırıkkale University, Faculty of Veterinary Medicine, Kırıkkale. (PhD Programme)
**Collaboration with Erciyes University, Departman of Virology, Faculty of Veterinary Medicine, Kayseri. (PhD Programme)

FVM-EU offers postgraduate courses that are not directly related to clinical or research work but are essential for the education of postgraduate students, including **Research and Publication Ethics, Scientific Research Techniques, Basic Scientific Education,** and **Practice of Laboratory Animals.**

Research and Publication Ethics course includes postgraduate students' awareness of researchers' ethical responsibilities, the prevention of scientific misconduct, and adherence to international ethical standards in study design, data collection, analysis, and publications. **Scientific Research Techniques** course provides an understanding of methodologies and techniques used in scientific research. It covers topics such as hypothesis formulation, experimental design, statistical analysis, data interpretation, and the use of advanced tools and software for research purposes. **Basic Scientific Education** course for Masters' students are designed for students who are not graduates of FVM-EU but wish to pursue education in postgraduate Veterinary Programs. **Practices of Laboratory Animals** course focuses on the biology, care, welfare and ethical use of laboratory animals in research activities and compliance with ethical standards. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses) are given in Table 10.3.3.

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

	2022	2023	2024
Research and Publication Ethics	96	100	108
Scientific Research Techniques	1	0	1
Basic Scientific Education	15	7	4
Practices of Laboratory Animals	3	2	3

MSc, PhD, and post-doc students actively participate in scientific seminars, conferences, workshops, trainings and courses. In both MSc and PhD programmes, each student is required to take a seminar course, during which they present on research topics they have selected or as advised by their advisors within their field of expertise. National and international conferences provide a scientific platform for students to present and discuss their research results, connect with other researchers and engage with the academic community. Workshops, seminars, journal clubs, training sessions, and courses offer the students the opportunity to gain knowledge on new methods or areas of research, enhancing their academic and professional development. The number of continuing education courses provided by FVM-EU is given in Table 10.3.4

Table 10.3.4. Number of attendees to continuing education courses provided by FVM-EU

	Training Courses	Participants		
		2022	2023	2024
Parasitology	Collection and identification of mosquito species for mapping distribution	-	-	21
Reproduction and Artificial Insemination	Artificial Insemination by Rectovaginal Method in Cattle Course for Veterinarians	15	30	15
	Artificial Insemination in Cattle by Rectovaginal Method Course for Veterinary Health Technicians			28
	Curriculum Completion Training for Veterinary Health Technicians			28
VPH (Including FSQ)	Problems Encountered in Meat and Meat Products Technology	12		25
	Climate Change: Impact On Agriculture, Livestock And Food Chain, Alternatıve Approaches: Kayseri Traditional Meat and Meat Products		28	
	Climate Change and Public Health Nakhchivan State University Food Safety			46
	The Importance of Foodborne Chemical Contaminants for Public Health	60		
Genetic and Biotechnology	Use of Animal DNA in Forensic Investigations-Training for Kayseri Provincial Gendarmerie Command Personnel		80	
Faculty of Education,	Fighting Against Addictions		30	
VEE of University of Zurich, Institute of Anatomy	Morpho-functional and Translational Aspects of Canine Decidualization		109	
Eville & Jones	Fantastic Opportunities For Turkish Veterinary Graduates To Work For The UK's Largest Veterinary Public Health		50	
Erasmus Facilities of Faculty of VEE of Timisoara	Introductıon In Veterınary Acupuncture + Demo Case			17
ERSEM	Artificial Insemination by Rectovaginal Method in Cattle Course for Veterinarians	15	30	15
	Artificial Insemination in Cattle by Rectovaginal Method Course for Veterinary Health Technicians			28
	Curriculum Completion Training for Veterinary Health Technicians			28

FVM-EU Training Programme Subjects	Rabies in Humans and Animals within the One Health Concept			27
	Overview of Zoonotic Parasites within the One Health Concept			25
	Combating Viral Zoonoses and the Role of Veterinary Medicine			25
	The Concept of One Health in Public Health			26
	A Look at Popular Diets			25
	Current Status of Anthrax in Türkiye and Control Efforts			27
	Pesticides and Human Health: Impact of Agricultural Chemicals on Livestock			25
	The Public Health Significance of Foodborne Chemical Contaminants			26
	COVID-19: A Zoonotic Disease or a Newly Emerging Illness?			26
	Aquatic Ecosystem Health within the One Health Concept			26
	The One Health Concept In Veterinary Education: The Eaeve Perspective			28
	Sustainable Development Goals and One Health Concept: A Veterinarian's Perspective			29
	Antimicrobial Resistance from a One Health Perspective			27
	The Essential Component of the One Health Triad: Environment			25
	Biosafety and Waste Management	25	24	24
	Intervention and Approach Methods for Injured and Dangerous Animals		22	
	Practical Use of Necessary Equipment		22	
	Techniques for handling of Cattle, Horses, and Poultry		22	
	Collection of Street Animals		22	
	Applicable Communication and Calming Methods for Animals		22	
	Animal Medication Administration		22	
	Bacterial Zoonoses Encountered by Practitioners		22	
	Viral Zoonoses Encountered by Practitioners		22	
	Parasitic Zoonoses Encountered by Practitioners		22	
	Vital Signs and General Disease Symptoms in Animals		22	
	Behavior Analysis and Approaches for Cats and Dogs		22	
	Biosafety Practices. Animal Restraint, Simple Treatment Procedures		22	
	Approach, Care, and Monitoring of Pregnant Cats and Dogs		22	
	Approach, Care, and Monitoring of Newborns		22	
	Animal Welfare. Animal Rights Legislation		22	
	General Arthropodology, Lice, Cockroaches, Stable and House Flies		22	
	Culicidae, Ceratopogonidae		22	
	Ticks, Fleas, Simuliidae		22	
	Bedbugs, Sandflies, House Dust Mites		22	
	Nutrition of Cats		22	
	Nutrition of Dogs		22	
	Triage and Scene Management		22	
	Classification of Drugs Used in Environmental Health		22	

	Unwanted Effects of Insecticides on Humans		22	
	Effects of Insecticides on Pets and Wild Animals		22	
	Effects of Insecticides on the Environment		22	
	Basic First Aid Measures in Case of Insecticide Poisoning		22	
	Definitions Useful in Understanding the Toxicity of Insecticides		22	
	Auxiliary Materials Used in the Preparation and Application of Insecticides		22	
	Considerations in the Preparation and Application of Insecticides		22	
	Indoor Insecticide Applications		22	
	Teaching and Learning Skills			20
	The Use of Artificial Intelligence in Education			20
	Assessment and Evaluation in Education: Preparing Measurement Tools			15
	Assessment and Evaluation in Education: Process Evaluation			15
	CV Preparation and Job Interview Techniques			60
	Interpretation of Clinical Hematology Findings	90		
	Pet Insurance Seminar	39		
	TUBITAK 2209-A/B Project Support Training	29		43
	Your First Encounter With a Patient			52
	National Dairy Workshop			45
	IVSA Kayseri- Clinical Veterinary Practice in Cats and Dogs			203
	The Essence of the Turk is the Word of Akif			28
	Training of Trainers in Educational Skills			15
Obligatory ERU Professional and social development training programmes for all staff organized through the distance education platform.	Privacy and the Importance of Confidentiality		81	
	Public Ethics and Principles of Ethical Behaviour of Public Officials		81	
	Protection of State Property and Saving Measures		81	
	KVKK Awareness Training		81	
	Disaster Awareness Training		81	
	Disaster Awareness Training for Individuals and Families		81	
	Earthquake Preparedness and Urban Transformation Awareness Training		81	
	Employee Support in Disasters and Emergencies		81	
	Energy and Energy Efficiency		81	
	Türkiye's Energy Efficiency Legislation		81	
	Energy Types and Energy Transformation		81	
	Energy Resources by Sustainability Status		81	
	Energy Efficiency Applications		81	
	Studies to Increase Energy Efficiency		81	
	Energy and Environment		81	
	Introduction to Earthquake Awareness Training Programme		81	
	Basic Information about Earthquake and Seismicity of Türkiye		81	
	Before Earthquake		81	
	Earthquake Moment and Aftermath		81	
	After Earthquake as a Volunteer/Deputy		81	

	Disaster Awareness Training		81	
	Disaster Awareness Training for Individuals and Families		81	
	Earthquake Preparedness and Urban Transformation Awareness Training		81	
	Employee Support in Disasters and Emergencies		81	
	Protocol Rules		81	
	Body Language and Communication Training		81	
	Effective and Correct Communication		81	
	Environment and Zero Waste			89
	Health Literacy			89
	Digital Literacy			89

There are research groups within the ERU Research Deanary Office which include faculty members of the FVM-EU as well as undergraduate and postgraduate students. These groups are supported by the Deanary of Research to effectively use the scope, current developments and resources of in and out of research centres, laboratories, institutes and programmes. Additionally, undergraduate and postgraduate students are encouraged to organize scientific meetings, seminars, training sessions and similar events to improve institutional performance in research and innovation. Students involved in these groups not only gain scientific expertise but also participate in fieldwork through technology-based entrepreneurship and university-industry collaboration facilitated by ERU Technology Transfer Office. The number of postgraduate students participate in research groups under the ERU Research Deanary Office is given in Table 10.3.5.

10.3.5. Number of postgraduate students participate in research groups under the Erciyes University Research Dean's Office.

Kara Research Group	
Research Areas: In vitro digestion in veterinary medicine, in vitro ruminal methane production, organic acid analysis, fatty acid analysis, pet animal foods, farm animal ration contents, herd health management	
Postgraduate student	6
ReproFellas	
Research Areas: Nanobiotechnology, sperm and oocyte biology, andrology, artificial insemination (AI), embryo transfer (ET), in vitro fertilization (IVF), effects of various agents on reproductive tissues and organs, cryobiology, diseases of the female reproductive system, mammary tumors, mastitis.	
Postgraduate student	7
Morphology, Education, Technology, and Innovation	
Research Areas: Morphology, anatomical and clinical education models, simulators, and skills modules	
Postgraduate student	4
Serhatal Research Group	
Research Areas: Food safety, microbiology, meat safety, public health, and the study of intestinal innate responses against food-borne microbes	
Postgraduate student	7
Agricultural Microbiology	
Research Areas: Molecular microbiology, bacterial biotechnology, water stress management, and the use of bacterial fertilizers in agriculture	
Postgraduate student	4

Prospected number of students registered at post-graduate programmes for the next 3 academic years

The number of postgraduate students are expected to increase over the next three years, driven by the enhanced scholarship opportunities of ERU. Being one of the Research Universities in Turkiye, we have witnessed a significant increase in the diversity, number, and support of projects, which has led to an increase in the employment of scholarship students. Furthermore, the rising quotas for scholarships have created even more opportunities for students. It is expected that the number of postgraduate students will increase with the increase in project support limits and scholarship amounts provided by BAP and TUBITAK. Postgraduate education is also supported by the fact that these organisations cover the costs of participation in conferences and accommodation for postgraduate students and researchers. This progress, observed between 2022 and 2024, reflects our commitment to fostering academic excellence and providing students with the resources they need to thrive in their postgraduate studies.

Description of how the postgraduate clinical trainings of the VEE contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Undergraduate and postgraduate students are all supervised and trained by senior academic staff in FVM-EU for their profesional development. Postgraduate students also take part and collaborate in the training process of undergraduates for hand-on practical trainings. FVM-EU and VTH can provide adequate number of healthy/diseased animals and practical training oppourtunities for both post and undergraduate students which results with no conflicts in case management. Rather than competing, the post graduates with their experience and knowledge take part in contributing to the undergraduate training process. Postgraduate students engage in experimental studies, fieldwork, and industrial projects through the ERU Technopark, while voluntary participation is of concern for undergraduate students. There are companies established by vet academic staff in ERU Technopark in which undergraduate and postgraduate students receive field practice.

Description of how the continuing education programmes provided by the VEE are matched to the needs of the profession and the community

Active collaborations between FVM-EU and society in terms of continuing education are established within the educational cooperation with ERU Continuing Education Center (ERSEM) and Melikgazi Municipality. The course of "Experimental Animal Use" is organized every semester with the participation of FVM-EU academic staff in ERSEM. Periodic training seminars in different veterinary fields are given by FVM-EU academic staff to municipality personel and govermantal veterinary departments (Table 10.3.4). These programs ensure that veterinarians stay up-to-date with the latest scientific developments, clinical practices, regulatory changes, and emerging health issues affecting both animal and public health. The continuing education programs are customized to respond to health threats impacting both animals and humans. As public health concerns evolve, the veterinary profession must stay informed about global health challenges, particularly those related to food security and disease prevention. By offering certifications, workshops, and courses, FVM-EU programs help veterinarians enhance their knowledge and skills in critical areas related to community needs. FVM-EU will continue to provide continuing education programs tailored to the needs of the community, increase the recognition about the role of veterinarians through one health concept.

10.4 The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

A Research Deanary (ARDEK) has been established under the roof of ERU and has been organizing informative meetings and project support programmes as a driving force since it was established. This unit also publishes detailed reports on the research projects and articles of each academic staff of every faculty annually. This report evaluates the faculty members under a total of 6 different headings and it provides feedback to each academic staff and faculties. According to this report, the education team of ARDEK plans for the corrective actions and series of meetings considering the weaknesses and the strengthens of related faculties. The education team of ARDEK also visits the faculties periodically to provide information on many issues, including how research approaches, methods and results can be integrated into the study programme.

The FVM-EU has adopted a QA system for the continuous evaluation and improvement of research activities to be integrated into its academic structure. "Integrated Quality Management System" (BKYS) has been established at ERU to monitor QA policies, outline the strategies and activities to implement QA policies. Since its implementation, FVM-EU and Institute of Health Science (IHS) of ERU have prepared and submitted the "Internal Evaluation Report" annually from 2015 to 2023. These comprehensive documents report the course learning outcomes, the competencies included in the course information packages, and the levels of contribution to research-based education.

There is an Academic Evaluation Committee in the FVM-EU coordinated by the Vice-Dean, composed of representatives of all departments. In addition, The Academic Incentive and Evaluation Committee of the FVM-EU is responsible for the evaluation and selection of candidates to be promoted.

10.4.1. Embedding Research in the Study Programme

The systematic QA approach in FVM-EU guarantees the research activities to contribute to the training of students and the development of academics. This approach emphasizes the interconnection of research activities with teaching. Several key practices are now in place in FVM-EU to make certain that research is of particular value to student training;

- **Research-Based Learning Opportunities:** Research projects are integrated into the curriculum for students; Both undergraduate and postgraduate levels, can actively be part of ongoing researches. Graduation thesis for undergraduate level students were put into implementation during the last revision process of the curriculum. Undergraduate and postgraduate students are also encouraged to participate in supervised research projects. The Scientific Projects Coordination Unit of ERU (ERU-BAP) supports under and postgraduate students by scholarships. FVM-EU has a scientific journal which is easily accessible.
- **EPT Opportunities:** The FVM-EU prioritizes EPT programmes and laboratory works as integral parts of core training. Collaboration with research laboratories within the FVM-EU and in campus such as Genome and Stem Cell Center (GENKOK), Experimental Research and Application Center (DEKAM), Technology Research and Application Center (TAUM) introduces students to progressive research methods and technologies, which help bridge the gap between theory and practice.
- **Mentorship (Consultancy) Programme:** The FVM-EU appoints a mentor for each student from the academic staff. In addition to ensuring students' course registration at the beginning of each semester, consultant academics also involve the process of guiding

students through the selection of a research topic and encouraging students to attend research activities in FVM-EU.

- **Curriculum Development:** "Scientific Research and Presentation Techniques" and "Science Technologies and Artificial Intelligence" courses are inserted to the latest version of curriculum. The QA system ensures that the curriculum is updated regularly in line with the latest research findings. The faculty members join hands in revising the curriculum content, actively participating in conducting research studies, thereby ensuring that the students are exposed to contemporary veterinary challenges and their solutions. Undergraduate and postgraduate course contents and learning outcomes are decided and prepared at the beginning of each semester by related academic staff of responsible departments. After being discussed and processed by the academic council of each department, they are approved by FC and ERU-IHS, respectively.
- **Cross-disciplinary collaboration in teaching and research:** There are several multi disciplinary research projects and initiatives in FVM-EU in molecular biology, epidemiology and FSQ.
- **Research seminars and workshops:** Regular seminars and workshops are organized by each departments and Dean's Office on emerging research topics, to which both students and staff can contribute. Events of this nature provide an avenue for the sharing of knowledge and ensure that the latest research findings are made known and discussed within the academic environment.

Promotion of Academic Staff

One of the essential components of the QA system is to ensure that research activities contribute to the professional development of the faculty members. The following mechanisms have been put in place in support of promotion through engaging staff in research.

- **Research Performance Indicators:** The output of the research work by faculty members, including publication, procurement of external funding, and collaborative research projects are evaluated according to the criteria determined by the university senate and approved by the YOK. The academic promotion criteria and standards are considered for tenure evaluation processes.
- **Research Leadership:** Leadership opportunities on research projects for senior academics, involving young researchers and students are encouraged in FVM-EU. ARDEK organizes periodical meetings and informative workshops for academic staff and students. This collaborative environment supports the research staff at various stages in their careers. Students as young researchers are supported through opportunities to become co-investigators, to develop leadership roles as they grow in experience. One of the vice deans of FVM-EU is responsible for student-based research programme [such as 2209A - University Students Research Projects Support Programme of The Scientific and Technological Research Council of Türkiye (TUBITAK)] application and coordination. This national-level programme aims to develop a research-based learning process for undergraduate students by submitting scientific project proposals under the consultation of an academic staff.

The FVM-EU constantly evaluates and refines its processes for integrating research to ensure that students and staff can benefit from an academically dynamic research environment. The FVM-EU has a Vice-Dean in charge of Postgraduate Studies, Research, and Innovation to manage the Committees regarding postgraduate education.

Proposals for postgraduate and continuing education programmes are prepared and sent to the Board of Directors for ERU-IHS, researchers or strategic planning groups within ERU. The

IHS is the responsible unit to manage postgraduate programmes. Thesis proposals provide an added impact on training and research, particularly in specialized fields such as veterinary clinical science and food safety and technology. Each doctoral and master studies are monitored by thesis consultancy team composed of at least three academic staff in the related area. The Advisor and postgraduate student draw up a development plan and it is submitted as a report to IHS periodically.

PhD and Master programmes in ERU have their own QA and Strategy Development Committees in IHS. These Committees perform the evaluation of research plans presented by PhD and master students, monitor postgraduate programme and conduct coordination of activities and admissions that provide the implementation of QA of Internal System. The PhD and Master Committees closely collaborate with the QA bodies at the FVM-EU and ERU to monitor the quality of the programmes. Research activities of the FVM-EU are periodically evaluated by different committees and mainly by ERU Research Deanary, that monitors and reports research performance of each academic staff for every faculty of ERU annually. These reports are sent to the related Dean's Offices to be discussed and evaluated for the corrective plans to be put in place. The FVM-EU extends its efforts toward the dissemination of its research and scientific activities through its website and social media platforms.

Comments on Area 10

The FVM-EU has a distinguished research infrastructure and academic profile, recognized as one of its core strengths. Students are actively encouraged to engage in various research programs and the studies of faculty members. The structured interdisciplinary interactions between academics, and students have created a dynamic research environment, inspiring many students to pursue and attend academic and scientific developments.

The FVM-EU hosts leading research groups conducting projects across almost all veterinary disciplines. The mandatory thesis projects for Master's, and PhD students play a crucial role in introducing them to scientific inquiry and methodology.

Suggestions for improvement in Area 10

It is needed to establish Residency Programs and to encourage the academic staff for EBVS Specialization in FVM-EU as these initiatives are essential for growth and excellence in veterinary education.

Expanding postgraduate training programs remains a priority to address the evolving needs of professional working environments. Partnerships with professional associations and stakeholders will be the key to maintain university-industry collaboration.

Encouraging the postgraduate research programs is crucial to enhance technical (hard) and transferable (soft) skills. However, attracting graduates to scientific careers remains challenging due to the high employability rate of veterinary graduates.

INDICATORS

	Name of the VEE:				
	Name & mail of the VEE's Head				
	Date of the form filling:				
	Raw data from the last 3 complete academic years	**Year -1**	**Year -2**	**Year -3**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	78	80	88	82,00
2	n° of undergraduate students	605	601	669	625,00
3	n° of FTE veterinarians involved in veterinary training	74	76	84	78,00
4	n° of students graduating annually	81	45	50	58,6666667
5	n° of FTE support staff involved in veterinary training	32	34	35	33,6666667
6	n° of hours of practical (non-clinical) training	1820	1820	1820	1820
7	n° of hours of Core Clinical Training (CCT)	1340	1340	1340	1340
8	n° of hours of VPH (including FSQ) training	234	288	288	270
9	n° of hours of extra-mural practical training in VPH (including FSQ)	62	107	107	92
10	n° of companion animal patients seen intra-murally	*19355*	*22495*	*17508*	19786
11	n° of individual ruminant and pig patients seen intra-murally	972	865	754	863,666667
12	n° of equine patients seen intra-murally	*30*	*97*	*40*	55,6666667
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	127	151	578	285,3
14	n° of companion animal patients seen extra-murally	*400*	*540*	*600*	513,3
15	n° of individual ruminants and pig patients seen extra-murally	263	311	297	290,3
16	n° of equine patients seen extra-murally	*52*	*86*	*74*	70,7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	30	56	50	45,3
18	n° of visits to ruminant and pig herds	74	79	73	75,3
19	n° of visits to poultry and farmed rabbit units	6	5	4	5,0
20	n° of companion animal necropsies	*78*	*80*	*90*	82,7
21	n° of ruminant and pig necropsies	48	45	65	52,7
22	n° of equine necropsies	5	5	7	5,7
23	n° of rabbit, rodent, bird and exotic pet necropsies	44	84	151	93,0
24	n° of FTE specialised veterinarians involved in veterinary training	74	76	78	76,0
25	n° of PhD graduating annually	15	23	22	20,0

The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)

Name of the VEE:					
Date of the form filling:					
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,131	0,15	0,13	0,005
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,330	0,84	0,63	0,700
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,574	0,88	0,54	0,034
I4	n° of hours of practical (non-clinical) training	1820,000	953,50	700,59	1119,410
I5	n° of hours of Core Clinical Training (CCT)	1340,000	941,58	704,80	635,200
I6	n° of hours of VPH (including FSQ) training	270,000	293,50	191,80	78,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	92,000	75,00	31,80	60,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating an	346,011	67,37	44,01	302,001
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students grac	19,670	18,75	9,74	9,930
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,153	5,96	2,15	0,003
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating	5,636	3,11	1,16	4,476
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1,284	1,29	0,54	0,744
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,085	0,11	0,04	0,041
I14	n° of companion animal necropsies / n° of students graduating annually	1,409	2,11	1,40	0,009
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0,898	1,36	0,90	-0,002
I16	n° of equine necropsies / n° of students graduating annually	0,097	0,18	0,10	-0,003
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,585	2,65	0,88	0,705
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annual	1,295	0,27	0,06	1,235
I19	n° of PhD graduating annually / n° of students graduating annually	0,341	0,15	0,07	0,271
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Glossary

AEC: Assessment and Evaluation Committee
AI: Artificial Insemination
ARDEK: Research Deanery of ERU
AVESIS: Academic Data Management System
AYT: The second step, Field Qualification Exam
ATM: Automated Teller Machine
BAP: Scientific Research Projects Coordination Unit
BC: Biosecurity Committee
BIDR: Internal Evaluation Report
ERU-BKYS: Erciyes University Integrated Quality Management System
CASA: Computer Analysed Sperm Analysis
DBP: Course Information Package
CCT: Core Clinical Training
CMT: California Mastitis Test
CIMER: Republic of Turkey Presidency Communication Center
CT: Computing Tomography
DEKAM: Experimental Research and Application Center
DOC: Day One Competences
D1C: Day One Competences
DEKAM: Experimental Animal Research Center
DVM: Doctor of Veterinary Medicine
EAEVE: European Association of Establishments for Veterinary Education
EBYS: Electronic Documentation System
EC: Examination Committee
ECTS: European Credit Transfer System
EDUROAM: Education Roaming
EEPT: Extracurricular Extramural Practices
EHEA: European Higher Education Area
ELISA: Enzyme-Linked Immunosorbent Assay
EPT: External Practical Training
ERAGEM: Vaccine Research and Development Application and Research Center
ERASMUS: European Region Action Scheme for the Mobility of University Students
ERNAM: Erciyes University Nanotechnology Research Center
ERREM: Psychological Counseling and Guidance Application Research Center of ERU
ERSEM: Erciyes University Continuing Education Center
ERU: Erciyes University
ERUDM: Ercıyes Universıty Course Materials Portal
ERUTAM: Erciyes University Agricultural Research and Application Centre
ERUVETO: Erciyes University Hospital Information Management System
ERUZEM: Erciyes University Distance Education Center
ERVEK: Vectors and Vector-borne Diseases Implementation and Research Center
ESEVT: European System of Evaluation of Veterinary Training
ESG: European Standards and Guidelines
EU: European Union
ERUBAP: Erciyes University Scientific Research Project Unit
ET: Embryo Transfer
ETC: Education and Training Committee

ETTO: Technology Transfer Office- ERU Teknopark
FC: Faculty Committe
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
FVE: Federation of Veterinarians of Europe
FVM: Faculty of Veterinary Medicine
FVMEU: Faculty of Veterinary Medicine of Erciyes University
GELHAPARK: GELENGI PARK
GENKOK: Genome and Stem Cell Research Center
GTh: Graduation Thesis
HACCP: Hazard Analysis and Critical Control Points
HADMEK: National Central Ethics Committee HADMEK
HADYEK: Local Ethics Committee for Animal Experiments
IDMAC: Institutional Data Management and Analytics Coordinatorship
IHS: Institute of Health Science
IQAS: Integrated Quality Assurance Procedures
IT: Information Technology
IVF: In vitro Fertilization
IVSA: International Veterinary Students' Association
JAKEM: Gendarmerie Horse and Dog Training Center
KASKI: Kayseri Water and Sewerage Administration
KAVHO: Kayseri Chamber of Veterinarians (KAVHO)
KHCL: Kadir Has Central Library
KPSS: National selection exams
KOSGEB: Republic of Turkey Small and Medium Enterprises Development and Support Administration
KVKK: Personal Data Protection Law
KYK: General Directorate of Credits and Dormitories
MRI: Magnetic Resonance Imaging
MSc: Master of Science
OBISIS: Student Information System
ORAN: Central Anatolia Development Agency
ORCID: Open Researcher ve Contributor ID
OSYM: Student Selection and Placement Centre
PACS: Image Archiving and Processing System (PACS)
PCR: Polymerase Chain Reaction
PDCA: Plan-Do-Chack-Act
PEYOSIS: Staff Information System
PhD: Doctor of Philosophy
QA: Quality Assurance
QC: Quality Assurance Committe
SAGENS: Erciyes University Graduate School Health Science
SER: Self Evaluation Report
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities, Threats
TAGEM: General Directorate of Agricultural Researches and Policies
TAUM: Technology Research and Application Center
TBMM: Turkish Parliament
TEV: Turkish Education Foundation
TEKNOPARK: Erciyes Technology Transfer Office
TL: Turkish Lira
TQD: Turkish Qualifications Database
TQF: Turkish Higher Education Qualifications Framework
TUBA: Turkish Academy of Sciences
TUBITAK: Scientific and Technological Research Council of Turkey

TURKAK: Turkish Accreditation Agency
TUSEB: Presidency of Turkish Health Institutes
TYYC: Turkish Higher Education Qualification Frame (TYYÇ)
TYT: Basic Qualification exam
UBYT: International Scientific Publication Programme of Turkey
ULAKBİM: Turkish Academic Network and Information Center
USIP: University-Industry Cooperation Foundation
VEE: Veterinary Education Establishment
VEDEK: Association for the Assessment and Accreditation of Veterinary Educational Institutions and Programs
VETEBA: The Student Council of Veterinary Education Science and Research
VETOPRATIC: Veterinary Teaching Hospital Database
VMRP: Veterinary Medicine Rotation Programs
VPH: Veterinary Public Health
VPN: Virtual Private Network
VTF: Veterinary Teaching Farm
VTH: Veterinary Teaching Hospital
VUCEP: Higher Education Council Veterinary National Core Education Program
VUS: Veterinary Specialization Exam
WD: Working Day
WOS: Web of Science
YETKIM: National Academic Network
YKS: Higher Education Institutions Examination
YOK: Council of Higher Education
YOKAK: Higher Education Quality Board