BURDUR MEHMET AKIF ERSOY UNIVERSITY

FACULTY OF VETERINARY MEDICINE

RE-VISITATION

SELF-EVALUATION

REPORT

BURDUR-TURKEY

This RSER was prepared according to the instructions in the ESEVT SOP – Uppsala 2016

Contents

INTRODUCTION

The Veterinary Faculty of the Burdur Mehmet Akif Ersoy University (MAKU-VET) was subject to an ESEVT Full Visitation on 07 – 11 October, 2019. The final report was issued by the European Committee of Veterinary Education (ECOVE) on December the 11th, 2019. The European System of Evaluation of Veterinary Training (ESEVT) team indicated some areas worthy of praise and 16 major and 5 minor deficiencies, mainly focusing on bio-security, implementation of the Quality Assurance (QA) system, curriculum (e.g., revision, lack of inter-departmental collaboration, professional knowledge), lack of equine and exotic cases, structured and species-based practical teaching of clinical subjects, and support staff.

The areas worthy of praise, minor and major deficiencies - identified by the team are given below.

Areas worthy of praise (i.e. Commendations), e.g.:

- Log book online system to monitor and control preclinical and clinical skills
- The link between the faculty and the field practitioners and other external stakeholders
- The mobile clinic (variety of cases, well maintained for multitasks)
- Buildings and facilities for AI
- Husbandry Project
- Interpersonal relationships (especially teacher-student relationships)
- Although staff have heavy teaching loads, they are very dedicated to their teaching
- Sport and social facilities
- Library
- Enthusiastic support from the Rectorate
- Opportunities for the students to undertake research projects
- MAKU-VET has a reputation for its caseload practical teaching
- Commendable involvement of staff in the Master courses

Additional commendations are given in the Visitation Report

Areas of concern (i.e. Minor Deficiencies):

1. Partial compliance with Substandard 1.5 because of insufficiency in students' contribution for the development of the strategic plan;

2. Partial compliance with Substandard 1.6 because of insufficient and unambiguous clear indicators for the monitoring of strategic objectives;

3. Partial compliance with Substandard 4.3 because the increasing number of admitted students decreases the quality of practical teaching delivery and insufficiency of management and administration of medical equipment (including consumables such as blood sampling, bandaging, intravenous catheterization and other equipment). The isolation facilities, consultation rooms and wards for hospitalized companion animals are often not adequately equipped to fulfil their routine use. Adequacy of the isolation facilities is not achieved due to structural deficiencies and maintenance issues.

4. Partial compliance with Substandard 4.6 because of inadequacy of radioprotection policies and procedures and radio-safety measurements of the radiology room (e.g. inadequate door radio safety);

5. Partial compliance with Substandard 6.2 because of an insufficient e-learning platform.

Items of non- compliance with the ESEVT Standards (i.e. Major Deficiencies):

1. Non-compliance with Substandard 3.3 because there is no alignment, coherence or organisation of learning outcomes and there is no interdepartmental collaboration in regard to the learning outcomes for each subject.

2. Non-compliance with Substandard 3.4 because there are insufficient regular methods developed for the revision of the curriculum and no structured and compulsory plan for lifelong staff training implemented by the Establishment.

3. Non-compliance with Substandard 3.5 because of:

-An absence of realistic QA procedures for monitoring and overseeing the curriculum.

-An insufficiency in formal correlation analysis between Day One Competences and programme learning outcomes available in the submitted documentation that would prove that professional Day One Competences have been attained by each student within the core curriculum.

-Hands-on clinical skill performance by each individual student is not guaranteed as the logbook completion is based mostly on group observation of a clinical skill demonstration.

-Professional knowledge (i.e. communication skills) does not completely fulfil the Day One Competences.

-Structured and species-based practical teaching of clinical subjects like propaedeutics, clinical pathology, anaesthesiology and analgesia, and diagnostic imaging is not adequately delivered.

-Multiple overlapping within the curriculum. The link between basic sciences and food producing animal clinical sciences, is weak due mainly to the absence of an interdisciplinary approach.

4. Non-compliance with Substandard 4.7 because the biosecurity procedures are deficient in several departments such as in anatomy and because of insufficient biosafety/biosecurity within some areas of the VTH (biosecurity signals, publicly available SOPs, radioprotection, cleansing, management of chemical substances and control drug policies) and necropsy room (cleansing, formalin storage).

5. Non-compliance with Substandard 4.12 because of deficient biosecurity, radioprotection and drug regulation procedures in several departments and in the VTH.

6. Non-compliance with Substandard 4.13 because of inadequacy of the isolation facilities due to construction deficiencies, ventilation and maintenance issues (i.e. roof, floor) as well as inadequate medical equipment availability (i.e. disposable material, kennels).

7. Non-compliance with Substandard 5.1 because of an inadequate number and variety of healthy and diseased animals and cadavers, below the ESEVT Indicators.

8. Non-compliance with Substandard 5.2 because of an insufficient diversity in cases and also quantitatively in certain species (equine, exotic animal).

9. Non-compliance with Substandard 5.5 because students are not actively participating in the workup for patients (from history to clinical decision-making and clinical procedures).

10. Non-compliance with Substandard 5.6 because of the absence of an efficient and comprehensive system to retrieve patient recording resulting in insufficient statistical analysis to support teaching, research and the QA process.

11. Non-compliance with Substandard 8.5 because of insufficiency in the systematic monitoring and revision of students' assessment strategy.

12. Non-compliance with Substandard 8.9 because of insufficiency in a reliable assessment and quality control for the Day One Competences, particularly those related to hands on training.

13. Non-compliance with Substandard 9.2 because of insufficient numbers of support and technical staff in the majority of the Departments and particularly in the VTH.

14. Non-compliance with Substandard 11.1 because of insufficient implementation of QA policy through appropriate processes.

15. Non-compliance with Substandard 11.7 because of insufficiency in the systematic analysis and use of relevant information for the effective management of the programme and related activities.

16. Non-compliance with Substandard 11.9 because of insufficiency with an effective monitoring and consequently reviewing system of undergraduate MV program and related activities.

After the Visitation Report was issued, MAKU-VET fully dedicated itself to correct the major and minor deficiencies. The Dean's office evaluated the report carefully, and a plan was made to complete the corrections and apply for re-visitation. Unfortunately, in March 2020, all face-to-face education was ended due to the Covid-19 outbreak and on-line education started in Turkey. The studies of the commissions were also disrupted by the restrictions during the Covid-19 pandemic. Face-to-face education started from the beginning of the autumn semester in 2021.

MAKU-VET is a member of "The Association for the Evaluation and Accreditation of Veterinary Institutes and Programmes of Veterinary Medicine (VEDEK)", which is the national accreditation unit of veterinary education in Turkey, and was conditionally approved for two years on December the 28th, 2018. Re-visitation to the MAKU-VET took place by the VEDEK in October, 2020, and has been fully accredited up till December the 28th, 2025.
(https://veteriner.mehmetakif.edu.tr/icerik/1525/645/kalite-belgelerimiz)

WHAT HAS CHANGED IN MAKU-VET SINCE THE LAST VISITATION?

NO	CHANGES
1	MAKU-VET has been fully accredited by VEDEK until 2025.
2	A new curriculum was created by taking the opinions of Internal and External Stakeholders. The learning outcomes of each course were clearly linked to their Day One Competence. Distribution of teaching hours was balanced (Annex 1).
3	The Quality Commission (QC) and Education and Training Commission (ETC) have been appointed for monitoring and revision on the achievement of the accepted learning outcomes.
4	Lifelong learning was implemented in MAKU-VET, and the following activities were carried out to date, including professional, pedagogical and quality assurance systems. a) Bologna process training workshop b) Multi-disciplinary continuing education student seminars c) Digitalisation and artificial intelligence in veterinary medicine d) Measurement method preparation and application e) Training of trainees' certification programme f) Quality assurance system seminar
5	In accordance with the recommendation in the visit report, the members of the education and training commission were revised again.
6	External Practical Training (EPT) was split equally into companion animal practice, productive animal practice, and food hygiene and technology/public health.
7	Clinical skills laboratory has been established.
8	Communication skills course was given to the students. Communication skills, Herd health management, Clinical Pathology, Digitalisation in Veterinary Medicine, Data management courses were made compulsory in the new curriculum.
9	Isolation unit has been re-designed.
10	The bio-security deficiencies, stated in the visit report, in the establishment were corrected. Required procedures and protocols have been up-dated.
11	Genetics, Biostatistics and Public Health departments were established.
12	The variety and number of animals on the farm have been increased.

13	Meat and milk processing units have been established.
14	Genetic and Embryo Technologies Application and Research Centre was established
15	Number of support staff in both the technical and clinical areas has been increased.
16	New medical equipment and kennels were purchased for the Veterinary Teaching Hospital (VTH).
17	QA was integrated into all activities of MAKU-VET, and was efficiently put into implementation, especially for monitoring and periodical review of the programmes and assessment strategies.
18	The webpage has been enriched for QA procedures.
19	A manage was established

1.CORRECTION OF THE MAJOR DEFICIENCIES

1.1.Major Deficiency 1: Non-compliance with Substandard 3.3 because there is no alignment, coherence or organisation of learning outcomes and there is no interdepartmental collaboration in regard to the learning outcomes for each subject.

1.1.1. Factual Information

In order to correct this deficiency, our establishment took the following measures: Faculty has formed an Implementation and Development Directive to correct this deficiency. (https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-75325708-veteriner-fakultesi-ogretim-programi-olusturma-uygulama-gelistirme-yonergesi.pdf). The purpose of this directive is to ensure that the Faculty of Veterinary Medicine Curriculum is carried out at national and international levels, to the appropriate standards. The directive was created, according to the national level 'Veterinary Medicine Undergraduate Education Basic Field Qualifications in Turkey Higher Education Qualifications Framework (TYYÇ)', 'National Core Training Programme for Veterinary Education (VUÇEP)', and the 'Association for Evaluation and Accreditation of Veterinary Education Institutions and Programmes (VEDEK) Undergraduate Education Standard Evaluation Processes Handbook', and at international level, 'EU Directive on the recognition of Professional qualifications (Directive 2013/55/EU)', 'Veterinary Education Core Curriculum OIE Guidelines ', and 'OIE Recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of Quality'. In line with the mentioned directive, the subjects in the curriculum were re-arranged to provide inter-departmental collaboration. With the inter-departmental integration provided, the learning outcomes for each subject were aligned and organised to meet the programme qualifications (Annex 1, Annex 2).

1.2.Major Deficiency 2: Non-compliance with Substandard 3.4 because there are insufficient regular methods developed for the revision of the curriculum and no structured and compulsory plan for lifelong staff training implemented by the Establishment.

1.2.1. Factual Information

After the publication of the directive mentioned in Major Deficiency 1, new curriculum studies were started. The draft curriculum was created by the Education and Training Commission. The created draft was shared with internal (academic staff, undergraduate students) and external stakeholders (graduates and professional organisations) and their opinions were received. The curriculum was finalised in line with the feedback from internal and external stakeholders. Curriculum revision has been guaranteed by the Education and Training Quality Assurance System (Figure 1).

In the strategic plan prepared in 2017, lifelong learning has been set as a target for both faculty members and students, in order to increase the quality of education and training. The lifelong learning strategy is clearly stated in the newly prepared strategic plan. In addition, academic staff are required to obtain a trainer's training certificate for their academic progress (https://docs.google.com/forms/d/e/1FAIpQLSfAd_En7c5bsQjwDSjQ7Bcn9YIzH6N5GJouCdqkIfKg7G0wJw/viewform). An instruction has been issued by the university senate on this subject (https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-45973650-oegretim-ueyeligi-kadrolarina-basvuru-kosullari-ve-uygulama-ilkeleri-hakkinda-yoenerge.pdf).

In addition, the faculty performs courses, congresses, symposia, and workshops to realise lifelong learning goals stated in the strategic plan. After EAEVE's visitation in 2019, the following training sessions were given:

-Bologna process training workshop,

-Measurement and evaluation methods,

-Artificial intelligence in veterinary medicine,

-Occupational health and safety training

-Dangerous Goods Safety Training.

Staff working in an environment with bio-security issues (clinics, laboratories, autopsy facilities) have formal training, in order to properly take risks into account, and are supervised by such trained personnel, and have familiarised themselves with the risks and how to minimise them.

It is planned to organise an international veterinary medicine days' symposium (October, 2022) between MAKU-VET and the Faculty of Bio-Engineering and Veterinary Medicine at Don State Technical University, -Russia. A protocol was also signed for mutual exchange of academic staff and students.

Academic staff also participate in the Erasmus + programme depending on the quota.

The teaching staff are made aware of the importance of lifelong learning within the frame of internal and external training.

1.3. Major Deficiency 3. Non-compliance with Substandard 3.5 because of: An absence of realistic QA procedures for monitoring and overseeing the curriculum.

1.3.1. Factual Information

The curriculum of the MAKU-VET has to be approved by the Faculty Board and University Senate. The Faculty has defined mechanisms for the approval, monitoring and periodic evaluation of the curriculum (https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-75325708-veteriner-fakultesi-ogretim-programi-olusturma-uygulama-gelistirme-yonergesi.pdf). For veterinary education, programme qualifications determined at national and international level, are taken as the basis.

The Curriculum is supervised and executed by the Education-Training Commission.

Education-Training Commission;

a) Follows the Curriculum, determines the pedagogical basis, design, methods, and evaluation methods of the Curriculum.

b) It collects, evaluates, changes and responds to the data obtained from the examination/evaluation results, and especially the feedback from the stakeholders, internal and external evaluators, and supervises the General Quality Assurance in the Curriculum.

c) It ensures that the Curriculum is regularly and periodically reviewed, at least once every seven years, with the participation of staff, students, and stakeholders, and that these reviews are aimed at continuous improvement. If there is any action taken or planned, as a result of such an examination, it is communicated to the relevant parties. Minor amendments (changes in syllabus, which do not alter the expected Learning outcomes and competencies specified in the syllabus) to the curriculum are regularly proposed on the establishment level (all amendments are initiated by course teachers and boards of departments) and accepted by the Faculty Board.

1.3.2. An insufficiency in formal correlation analysis between Day One Competences and programme learning outcomes available in the submitted documentation that would prove that professional Day One Competences have been attained by each student within the core curriculum.

1.3.2. Factual Information

The Curriculum includes the subjects specified by the "Regulation on Determining the Minimum Education Conditions for Medicine, Nursery, Midwifery, Dentistry, Veterinary Medicine, Pharmacy and Architecture Education Programs", the 2005/36/EC directive of the European Union on the recognition of professional qualifications, VEDEK and EAEVE. The distribution of the list of topics in Veterinary Medicine Education by semester, is based on the OIE Veterinary Education Core Curriculum Formation Guide. In addition, programme qualifications were also created, by bringing together the professional qualifications in VUÇEP, published by the Turkish Council of Higher Education (YÖK) and the Day One competencies. Programme qualifications are defined in the European Credit Transfer System (ECTS) information package. Learning outcomes were created to meet programme qualifications. (https://obs.mehmetakif.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=24&curSunit=2401#)

1.3.3. Hands-on clinical skill performance by each individual student is not guaranteed as the logbook completion is based mostly on group observation of a clinical skill demonstration.

1.3.3. Factual Information

We think that we could not adequately explain this issue to the visiting team during the visitation. The practical clinical skill performance of each student is recorded and guaranteed by the on-line logbook (student applications monitoring system) system, unlike the group observation of a clinical skill demonstration. The Logbook system was explained in SER of MAKU-VET-2019 (3.1.9 – 5.1.7). Also, the Logbook on-line system to monitor and control pre-clinical and clinical skills, were stated in “Areas worthy of praise”. in the Visitation report prepared by the visitation team (page 42).

In this system, there are the types and numbers of practical applications that each student should do. Registered students are defined in the system. Students see these applications from the system. To ensure that each student on clinical rotation performs a minimum number of clinical procedures with regard to the semester, the logbook is

used, and signed off by the clinician on duty, and approved by the head of the department, once the student has performed the necessary procedures.

1.3.4. Professional knowledge (i.e. communication skills) does not completely fulfil the Day One Competences

1.3.4. Factual Information

The curriculum was updated to meet this deficiency. In addition, a communication skills committee was established by creating a directive on the subject (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-78137489-iletisim-becerileri-egitim-kurulunun-olusumu-ve-uygulama-esaslari.pdf).

The delivery of communication skills will be practised, assessed and improved throughout the new curriculum. Appropriate communication skills will be taught in relevant classes (e.g., medical record writing and client communication in clinical and diagnostic skills courses; critical reading and thinking in epidemiology, immunology and microbiology). Course content in communication has been planned to allow the veterinary student to become proficient in composition/writing, public speaking, critical reading, and critical thinking (seminars, case discussions, final project, forensic medicine, diagnostic pathology, etc.). The following topics will also be delivered to the students each year, under the course "Professional Skills and Communications" (Annex 3).

Table 2. Core Communication subjects throughout the curriculum

Year	Course Topics
1	**The Principles of Effective Communication** -Active Listening and Self Expression -Non-verbal Communication and Body Language -Metacognition and Communication Skills -Conflict and Resolution
2	**Communication Education** -Communication Skills Training for Veterinary Medicine Education -The Use of Cinematography in Communication Skills Education in Veterinary Medicine -Communication and Ethics
3	**Communication with the Patient Owner** -Interview with the Patient Owner -Communication from a Veterinarian's Perspective -Communication from a Patient Owner's Perspective -Dealing with the Patient Owner's Expectations
4	**Communication in Special Occasions** -Giving Bad News -Communication with the Patient Owner Regarding a Near-Death Patient

	-Coping and Communication with Difficult Personalities -Other Situations that may Create Communication Barriers
5	**Tips for Successful Communication in Professional Life** -Communication with Employees -Stress Sources and Ways to Cope -Time management -Communication via social media

1.3.5. Structured and species-based practical teaching of clinical subjects like propaedeutics, clinical pathology, anaesthesiology and analgesia, and diagnostic imaging is not adequately delivered.

1.3.5. Factual Information

To overcome this deficiency, species based practical teaching hours of anaesthesiology and analgesia (32 hours), and diagnostic imaging (32 hours) have been added to the new curriculum. Also, clinical skills lab for Propaedeutics has been implemented in the new curriculum (15 hours) (Annex 3). The clinical pathology course, which was an elective course in the old curriculum, has become compulsory in the new curriculum (Course name: Clinical Pathology).

1.3.6. Multiple overlapping within the curriculum. The link between basic sciences and food producing animal clinical sciences, is weak, due mainly to the absence of an interdisciplinary approach.

1.3.6. Factual Information

New Curriculum has been designed according to the recommendations of OIE course content and sequence in the veterinary education establishment (VEE) content for the competence of the day 1 graduate. In the new curriculum, each course has been then linked to one or more of the previously described day 1 Competencies addressed by that course.

1.4. Major Deficiency 4. Non-compliance with Substandard 4.7 because the biosecurity procedures are deficient in several departments such as in anatomy and because of insufficient biosafety/biosecurity within some areas of the VTH (biosecurity signals, publicly available SOPs, radioprotection, cleansing, management of chemical substances and control drug policies) and necropsy room (cleansing, formalin storage).

1.4. Factual Information

After the 2019 visit by the EAEVE team, great attention was paid to bio-safety / bio-security throughout the VTH and other laboratories. The Commission's tasks, were published on the Faculty's website (https://veteriner.mehmetakif.edu.tr/icerik/1522/643/biyoguevenlik-komisyonu). The bio-security commission worked on the possible biological hazards in the research laboratories, student laboratories, necropsy room, and VTH. The commission re-assessed the levels of possible risks. The deficiencies observed by the commission, were re-submitted to the dean's office in a report. Also, necessary bio-safety training sessions were given to all support staff, newly appointed academic staff, and students on a periodic basis. A bio-security SOP has been prepared and made publicly available to all stakeholders on the Faculty website (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-517-47730125-laboratuvarlarda-uyulmasi-gereken-kurallar.pdf). This SOP includes management of chemical substances, radio protection, and cleansing. Cleaning rules for VTH has also been published (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-656-51069396-makuehh14-hastane-temizlik-proseduerue-r1.pdf). A guide on the procedures and rules to be followed for the safe storage of chemicals, has been placed on the website (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-893-99348859-kimyasallarin-guevenli-depolanmasi-rehberi.pdf). The Bio-security Commission has organised a number of periodic random visits to VTH and all laboratories, and reported the inappropriate situations to be considered by clinic instructors and administrative staff.

Regarding the availability of information; many explanatory charts (including infectious flow chart, basic rules of bio-security) signals and labelling are exhibited all around VTH, and other facilities where appropriate.

Access to the pharmacy is restricted with pharmacy staff only. There were cabins to store anaesthetics, and other restricted drugs, in operating rooms and a pharmacy during visitations. These cabins are fitted with double locks. A high-capacity cabinet

has also been installed in the pharmacy. As far as the prescriptions are concerned, it is mandatory in Turkey to use the Electronic Prescription (E-Prescription) System for prescribing human medicines, to use in companion animals and the Drug Tracking System run by the Ministry of Agriculture, for the drugs for Veterinary use only.

Veterinarians at VTH have authorisations to use these systems. In addition, there are internal tracking records for multiple dose drugs, which is also mandatory, and subject to audits by the Ministry of Agriculture.

The Radiology room was checked for radiation safety, and necessary improvements were made (additional radio-protective equipment, additional lead plate to the opening under the entrance door, radio protection rules). (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-656-71380481-makuehh47-radyoloji-biriminde-uyulmasi-gereken-kurallar.pdf) The number of safe cabins and safe storage spaces appropriate for the storage of hazardous chemicals, were increased and re-organised in all departments.

1.5. Major Deficiency 5: Non-compliance with Substandard 4.12 because of deficient biosecurity, radioprotection and drug regulation procedures in several departments, and in the VTH.

1.5.1. Factual Information

This deficiency is closely related to the 4th deficiency that is under sub-standard 4.7. This deficiency was discussed in major deficiency.

1.6. Major Deficiency 6: Non-compliance with Substandard 4.13 because of inadequacy of the isolation facilities due to construction deficiencies, ventilation and maintenance issues (i.e. roof, floor) as well as inadequate medical equipment availability (i.e. disposable material, kennels).

1.6.1. Factual Information

Inadequacy of the isolation facilities due to construction deficiencies has been corrected. The floor was rebuilt with an easy-to-clean material suitable for bio-safety. The previously multi-piece roof was rebuilt in one piece. New ventilation unit, with Hepa filter has been implemented. Additional cages and intensive care cabins were placed in the isolation unit and intensive care unit. All necessary disposable materials were provided to the isolation unit and intensive care unit. Appropriate clothing and washing facilities were supplied in intensive care and isolation units for personnel or students.

Entrance to isolation units was provided by the use of personal protective equipment and disinfection solutions. Disposal of potentially infected clothing, equipment, and waste was also assured. SOPs have been prepared for isolation unit. Infectious case management protocols have been prepared and visualised (https://veteriner.mehmetakif.edu.tr/form/941/701/bulasici-hastalik-suepheli-hasta-proseduerue).

1.7. Major Deficiency 7: Non-compliance with Substandard 5.1 because of an inadequate number and variety of healthy and diseased animals and cadavers, below the ESEVT Indicators.

1.7.1. Factual Information

MAKU-VET has focused on the use of animals and materials of animal origin to ensure that animals and materials of animal origin are duly available for all students to achieve Day One Competences. In addition to 300 Honamlı breed goats, the university farm has had 90 cattle, 35 buffalo, 900 chickens and 50 beehives since the last EAEVE visitation. Students receive zootechnical, herd health, and animal nutrition training, and also learn for the following examinations on animals, during activities performed at the university's farm:

-Handling of ruminants
-Basic clinical examination
-Udder and pregnancy examinations
-Trans-rectal palpation and gynaecological examination
-Hoof examination
-Examination of the ruminant GI tract
-Examination of respiratory tract etc.

Students also learn a practical and case-based clinical approach during activities performed at external livestock farms. During their clinical training at VTH, students play an active role in clinical rotations and hospital shifts (Annex 4).

In order to reach the sufficient number of organs and cadavers in anatomy education, new storage materials were obtained. A sufficient number of organs for student education were obtained from the slaughterhouse. The bodies of animals that die in VTH, or are euthanised for non-curable diseases, are used for necropsy and anatomy activities.

A formal collaboration agreement with a municipality shelter and Antalya zoo, help to secure adequate patient numbers or materials of animal origin for the students. Castrations and spays of dogs and cats are performed on patients from shelters, gathered on specific days for planned surgical sessions at VTH.

1.8. Major Deficiency 8: Non-compliance with Substandard 5.2 because of an insufficient diversity in cases and also quantitatively in certain species (equine, exotic animal).

Because of insufficient numbers of horses in Burdur province, the number of horses accepted intra-murally, is less than small animals and ruminant species. Being aware of this situation, visits were planned to riding clubs (only 2 in the province) to increase the equine patient number and to improve the students' clinical skills on horses. Due to the Covid-19 pandemic, these plans were not realized. With the easing of pandemic restrictions in 2022, students were taken to horse farms in Burdur province and surrounding provinces, with a mobile clinic, and training was provided on reproductive system examination and the approach to colic (clinical examination and passing stomach tube in a sedatised horse).

Three horses were kept in VTH for practical training, to overcome the deficiencies of students regarding equine clinical education. The following examinations on these animals are taught:

-Handling of equides

-Basic clinical examination

-Lameness examination in horses

-Oral and dental examination of horses

1.9. Major Deficiency 9: Non-compliance with Substandard 5.5 because students are not actively participating in the workup for patients (from history to clinical decision-making and clinical procedures).

1.9.1. Factual Information

Students are now active participants in the work-up of patients, including physical diagnosis and diagnostic problem-oriented decision making. Patient follow-up forms were prepared for students in clinical practice training (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-345-38971715-oegrenci-hasta-takip-formu.pdf). Students actively participate in case studies, under the supervision of the responsible lecturer, by following the cases during their rotations (radiology, anaesthesia, clinical diagnosis laboratory, intensive care, surgery, internal medicine, obstetrics and gynaecology) and extra-mural education. With the student practices monitoring system, it was ensured that students actively participated in these cases from admission to discharge. During necropsy, students are engaged in the discussion with academic staff about the animal's history, the animal's death causes, and in writing a report. Students are followed up by creating a report card showing that they have done these practices

1.10. Major Deficiency 10: Non-compliance with Substandard 5.6 because of the absence of an efficient and comprehensive system to retrieve patient recording, resulting in insufficient statistical analysis to support teaching, research and the QA process.

1.10.1. Factual Information

An electronic patient recording system in the VTH is used as a patient database. Folders are opened, including clinical history, clinical examination, diagnostic procedures and, treatments performed. Because of the non-optimal performance of the centralised software used until recently, in the last academic year, all clinical services in VTH are implementing a new veterinary practice management software (E-VET), which will improve the VTH management, the access and use of medical records for staff and students, and for research purposes, that will provide sufficient statistical analysis to support teaching, research, and the QA process.

1.11. Major Deficiency 11: Non-compliance with Substandard 8.5 because of insufficiency in the systematic monitoring and revision of students' assessment strategy.

1.11.1 Factual Information

Student assessment is an integral aspect of the curriculum, and is done according to Faculty of Veterinary Education and Examination Regulations (https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24827&MevzuatTur=8&MevzuatTertip=5) for each course. The academic calendar of the faculty for the next academic year is determined by the Faculty Board and presented to the Senate in May at the latest. (https://www.mehmetakif.edu.tr/upload/makuv5/0-form-28-60521183-veteriner-fakultesi.pdf). The academic calendar also includes exam dates. The exam schedule, which includes exam dates and exam types, is announced for students, 15 days before the exams during the semester.

Students' acquisition of theoretical knowledge and practical/clinical skills are assessed within all courses of the programme through formative and/or summative assessments of various formats, depending on the course. All courses include a mid-term exam within the seventh-eighth week of the semester, and a final exam within two weeks, after completing the semester.

Students also have the right to an excuse exam, a compensation exam, a resit exam, and a single course exam, except for the mid-term and final exams.

The Excuse Exam: It is the exam held for students who cannot take the mid-term exam due to an excuse (illness, death of a loved one, etc.). The excuse exam grade replaces the mid-term exam grade.

The Compensation Exam: It is the exam given to students who cannot take the mid-term exams, or who want to increase their mid-term grades. The arithmetic average of the sum of the mid-term exam grade and the compensation exam grade replaces the mid-term grade as the final grade.

The Resit Exam: It is the exam given for students, who did not take the final exam, despite meeting the conditions for taking the final exam, or who failed (FF/FD) despite taking the final exam. In addition, students who get a DD or higher grade, can take the resit exam in order to raise their grades from the course or courses they have selected and had approved, through the Student Automation Information System (OBIS).

The Single Course Exam: It is the exam taken by students, who are at the graduation stage, and fail a single course. Exams are performed in theoretical and practical form, depending on the teaching course. Measurement and evaluation processes in the exams are carried out, according to theoretical and practical evaluation tools.

(https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-74786068-olcme-ve-degerlendirme-usul-ve-esaslari.pdf)

Theoretical measurement and evaluation tools are as follows: Multiple choice tests, true-false tests, filling in the blanks, and written exams. Practical measurement and evaluation tools are, as follows: Project assignments, performance assignments, portfolio, logbook, site visits, and scientific activities.

The questions asked for the above exam types, are based on the learning outcomes in the ECTS information package, prepared to meet the Day One competencies. The number of exam questions is determined, according to the course hours, and these questions are asked by the instructor as basic questions (60%), intermediate questions (30%), and distinctive questions (10%).

Evaluation rates are determined by the lecturers giving the course, and are recorded in the ECTS catalogue. Students can make a written objection to material errors, within five days from the announcement of their grades, regarding their exam results.

The 1 ECTS credit, spent by each student (10th semester), for preparing and discussing the final thesis under the supervision of a lecturer, also contributes to encourage the students to perform individual study and self-scheduling.

In the faculty, an absolute evaluation system is applied. For a student to be successful in a course, the sum of 40% of the mid-term grade and 60% of the final grade must be at least 50 (DD) points, with the condition of getting 60 points out of 100 points from the final exam. If the weighted grade point average of the graduate student, who has completed the required credits for graduation and received a passing grade in all courses, is at least 60 points, the DC and DD grades are considered successful, and if they are below 60 points, the DC and DD grades are considered unsuccessful. Senior students who cannot graduate because their weighted grade point average is below 60 points, are given unlimited exam rights for each of the DC and DD courses they wish in order to raise their weighted grade point average.

Students have to attend 70% of the theoretical courses, and 80% of the laboratory/practical courses. In theoretical-laboratory/practical courses, they have to attend 70% of the theoretical part, and 80% of the laboratory/practice part. Students who cannot attend the practices of the courses within this scope, are also considered absent from the theoretical part. The student who fails to attend the course, is not taken to the final exam of that course, and simply takes the course again.

To graduate from the faculty, a student must have taken and succeeded, with at least 300 ECTS credits, in the education programme, and should have completed EPT.

To ensure that the exams (oral or written exams and practical skills assessment) are administered to meet the expected learning outcomes, the following requirements are met:

-In the ECTS catalogue, the learning outcomes, purpose, and content of the courses and their contribution to the programme outcomes, are clearly listed. (https://obs.mehmetakif.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=24&curSunit=2401#)

-Course content and teaching methods should be consistent with the listed learning outcomes. Evaluation methods of the exams are arranged, according to the expected learning outcomes.

-The lecturer responsible for the educational activity defines, designs, and plans learning assessment methods, checking their compatibility with expected learning outcomes and teaching methods.

-In order to determine whether the course is carried out in the directions mentioned above, at the end of the course an evaluation questionnaire of the course and lecturer is applied to the students, and necessary revisions are made by the received feedback. (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-519-97458971-2021-2022-guez-yariyili-oegretim-elemani-ve-ders-degerlendirme-anketi-raporu.pdf)

The student assessment strategy is based on competencies. Determined competencies are monitored, both during and at the end of the training, and revisions are made if necessary.

1.12. Major Deficiency 12: Non-compliance with Substandard 8.9 because of insufficiency in a reliable assessment and quality control for the Day One Competences, particularly those related to hands on training.

1.12.1Factual Information

MAKU-VET maintains the training process in three stages, planning, implementation, and evaluation, respectively, to ensure that students can reach Day One Competences. The evaluation is the final, and the important step of the training, to determine whether the objectives of the training were achieved, and to see how the knowledge and skills, learned in the training, are put into practice.

In MAKU-VET, the clinical and pre-clinical skills, which students have to acquire in practices, are based on ESEVT Day One Competences, VEDEK and VUÇEP. In MAKU-VET, each student records his/her achievements in a 'Digital Student Applications Monitoring System (Logbook)', when he/she understands and performs these skills. Faculty academic staffs in charge evaluate whether, and how much, students acquire these skills after the practices. It is required for students to complete acquisition of all skills in the 'Logbook', to pass pre-clinical and clinical practices. Students are evaluated in both pre-clinical and clinical practical skills, on the criteria prepared according to Day One Competences. Faculty academic staffs in charge also check the clinical practice records, in each term of clinical rotation. The student will not be able to graduate before the skills in the 'Logbook' are completed, beginning from the spring semester of 2022

1.13. Major Deficiency 13: **Non-compliance with Substandard 9.2 because of insufficient numbers of support and technical staff in the majority of the Departments and particularly in the VTH.**

1.13.1. Factual Information

After the EAEVE visitation in 2019, the number of support personnel, in both the faculty and VTH, was increased significantly. The number of support personnel, 32 in 2018, reached 59 full-time support personnel by 2021.

Support staff are present in almost all the departments; the increase in supportive staff numbers is especially noticeable within the VTH.

1.14. Major Deficiency 14: Non-compliance with Substandard 11.1 because of insufficient implementation of QA policy through appropriate processes.

1.14.1. Factual Information

MAKU-VET has determined its quality policy, as follows:

MAKU-VET aims to make quality a culture, to reflect its institutional values within the framework of its mission and vision, to continue its education and training at national and international standards, and to ensure the participation of internal and external stakeholders in all processes. It has adopted a continuous improvement and development approach, based on regular review in all areas it serves (https://veteriner.mehmetakif.edu.tr/icerik/486/645/quality-policy).

The establishment continues its activities to develop a quality culture and improve quality.

The organisational structure of MAKU-VET explains what kind of a communication system exists between different units and structures within the institution, while they perform their management functions, and the decision-making, approval and monitoring processes. Joint meetings, board and committee studies are carried out to ensure co-operation and co-ordination.

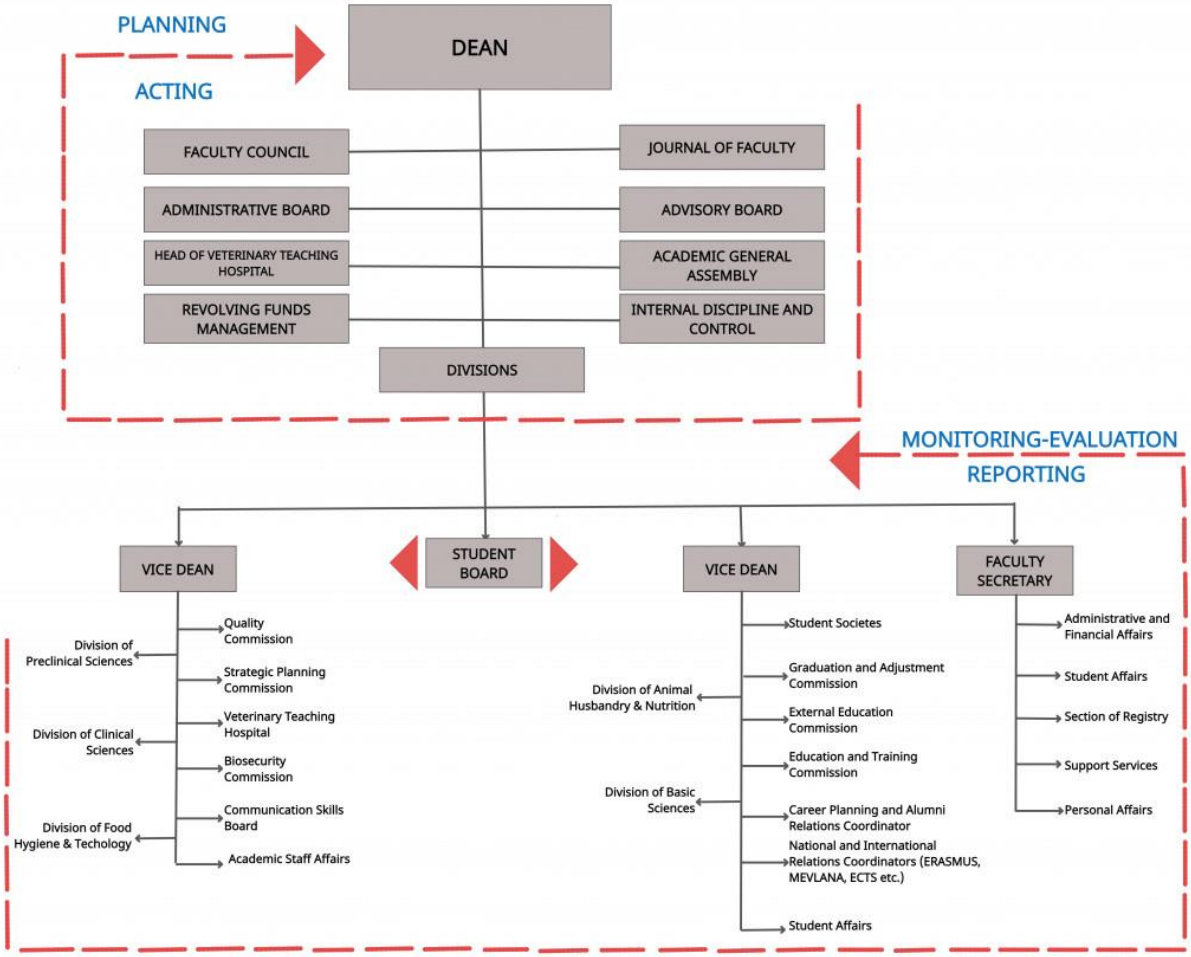

Figure 1. Quality Oriented Organization Chart of MAKU-VET

MAKU-VET's administration is in communication with the heads of the departments, in order to determine the facilities, infrastructure, equipment, staff, and resource requirements, necessary for the development, in line with the goals and objectives and quality improvement in the education, training, research, and service activities carried out in the establishment.

Work descriptions for the duties, authorities, and responsibilities of the staff are made and updated at regular intervals. Due to the nature of the work, necessary in-service trainings are provided when needed. Human resource planning is made to meet the activities determined, according to the strategic plan.

Resources and training materials are provided to staff responsible for teaching and research. Training sessions are provided, in the areas needed, for the academic staff to improve their educational skills (e.g. Training of Trainers Certificate Programme: https://burdurgelisim.mehmetakif.edu.tr/duyuru/4013/egiticilerin-egitimi-sertifika-

programi). Performance evaluation of the teachers is made, and the relevant teacher is informed of the results.

Collaboration with other institutions and stakeholders is planned and made when necessary, provided that it is in line with its mission, goals, and objectives, and corporate principles.

Basic processes related to education-training, research, and service activities are defined and managed in a way that do not allow arbitrary practices, and in order to ensure that they are carried out in a standard way, by each sector of staff, at all times, in each unit. General rules, principles, necessary registration procedures, and responsible staff, are defined.

The processes of forming, updating, approving, and executing the curriculum, are determined and managed with the participation of internal and external stakeholders. In the definition of processes, learning outcomes and needs, learning resources, methods of monitoring student achievement and development are taken into account.

The basis of MAKU-VET Quality Management practices is the Plan-Do-Check-Act (PDCA) approach. The PDCA cycle of MAKU-VET is shown in Major Deficiency 15.

Within the framework of the PDCA cycle;

1- All improvement activities are planned.

2- Recommendations for improvement are based on the results of the analyses to find the underlying problem.

3- After the effect of the planned improvement is observed, it is disseminated.

4- The effects of the application are evaluated and checked by comparing the initial data with the post-application data. The state of reaching the foreseen goal is evaluated. If this is not achieved, necessary measures are taken and updates are made.

5- When it is seen that the remedial application provides the expected benefit, the application is expanded and institutionalised.

6- By re-evaluating the data periodically, it is monitored whether the improvement achieved has a sustainable and lasting effect.

7- Data and evidence-based decision mechanisms are used for all process and system changes.

The establishment constantly monitors its performance in the main field of activity determined by its Quality Policy. Performance indicators are monitored in the following areas in the establishment:

- Student Development and Success
- Employment and Qualifications of Graduates
- Evaluation of the Curriculum
- Quality of Publications
- Quality of Services
- Effective Use of Capacity and Resources
- Student Satisfaction

- Staff Satisfaction.

The institution regularly publishes information about education, research and services. It ensures that the public has access to published information (https://veteriner.mehmetakif.edu.tr/form/513/645/plans-and-reports, https://veteriner.mehmetakif.edu.tr/form/519/645/satisfaction-survey-results).

1.15. Major Deficiency 15: Non-compliance with Substandard 11.7 because of insufficiency in the systematic analysis and use of relevant information for the effective management of the programme and related activities.

1.15.1 Factual Information

The activities of the QA System of the MAKU-VET are co-ordinated by QC, headed by the Vice-Dean responsible for Quality. The QC mainly carries out its work, in accordance with The European Association for Quality Assurance in Higher Education (ENQA) and Turkish Higher Education Quality Council (YÖKAK) directives.

The functions and composition of the QC are fully described on our website (https://veteriner.mehmetakif.edu.tr/icerik/1516/643/kalite-komisyonu).The PDCA cycle of MAKU-VET, which is compliant with the ESG, is shown below.

Figure 2. The PDCA cycle of MAKU-VET

The development of the programme at the MAKU-VET is handled by the ETC, which includes academic teachers, and a representative of the students. External stakeholders provide feedback on the development and revision of the curriculum. The ETC works closely with the QC. The PDCA cycle of the ETC is given below;

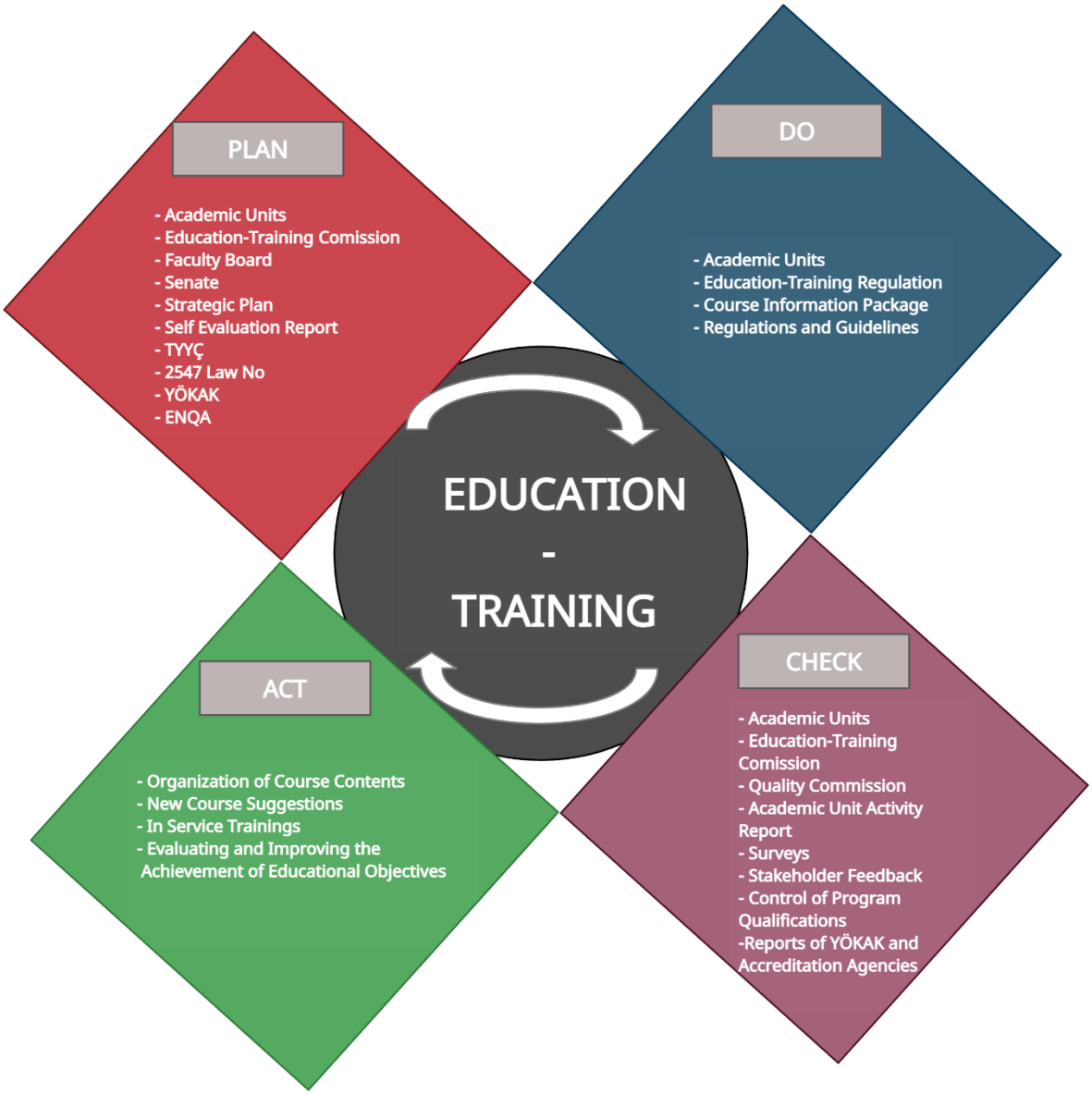

Figure 3. Education and Training PDCA Cycle of MAKU-VET

The Training and Education PDCA Cycle of the MAKU-VET, includes the following procedures:

1. Academic activities of the previous year are requested from academic units in January, each year. The faculty board approves the academic activity report and the approved report is published (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-513-84980236-akademik-faaliyet-raporu-2020-2021.pdf)

2. The approved academic activity report is submitted to the Education and Training

Commission, the Quality Commission, and the Strategic Planning Commission. In line with this report; Education and Training commission: It examines the report and makes suggestion according to the criteria determined by TYÇÇ, VUÇEP, and accreditation institutions.

Quality commission: The approved report is used in preparing the internal evaluation report of the institution (SER), taking into account the law no. 2547, YÖKAK and ENQA criteria.

Strategic Plan commission: It reports how far the educational and training objectives in the current Strategic Plan have been achieved, or sets goals for the new strategic plan to be prepared.

3. The Education and Training commission also ensures the preparation of the new curriculum by taking the opinions of internal and external stakeholders, and controls the harmonisation of the programme qualifications of the existing curriculum, with the learning outcomes of the courses. It takes the necessary measures for the students to reach their first day competences. It prepares the necessary regulations and guidelines for this.4. Faculty administration, the education and training commission, and the quality commission work together to control the processes. For this, satisfaction surveys conducted by the Quality Commission, which are completed by students, teachers, support staff, and external stakeholders, including MAKU-VET alumni, are used. Direct input from student representatives and the student council, is also taken into consideration, as they actively collaborate in both co-ordination and quality assessment.

5. The feedbacks (issues and recommendations) received from these evaluations are analysed by the QA System, to implement the corresponding improvement measures. As a result of the implementation of the QA in the education and training system, the MAKU-VET encourages all improvement plans and projects, including organisation of course contents, new course suggestions, in service training for educational goals.

1.16. Major Deficiency 16: Non-compliance with Substandard 11.9 because of insufficiency with an effective monitoring and consequently reviewing system of undergraduate MV program and related activities.

1.16.1. Factual Information

The faculty undergraduate programme and related activities is implemented at the Faculty, via a specifically-adapted process, according to EAEVE, ENQA, and YÖKAK recommendations. Those primarily responsible for setting instructional QA procedures are: The Dean, Vice Dean, the Education and Training Commission, and the Quality Commission. The individuals who co-operate on this issue are the head of divisions. The QA system of the MAKU-VET undergraduate programme is designed to cover academic staff, support staff, learning resources, student-centred education, and assessment and evaluation, and is reviewed, accordingly. QA strategy is in tune, especially with the strategic plan, educational strategies of the programme, the mission of the faculty, and the goals and objectives of the programme. Programme qualifications are determined by considering national and international criteria.

While designing the programme, the QA system guarantees that all internal (academic staff, support staff, and students), and external stakeholders, are represented and participate as active members, in order to ensure a global and cyclical input/output from all the parties. The contribution of students and external stakeholders is of paramount importance, to guarantee a continuous improvement of the Veterinary Degree, to match the expectations of the students for high quality training, and the prospects of the veterinary profession.

The ETC works on the demands from the internal and, stakeholders, before presenting a draft curriculum to the Faculty Board. After the commission finalises the curricular draft, it is directed to the Faculty Board for approval. After approval by the Faculty board, it also has to be approved by the MAKU Senate. The programme is implemented after approval is granted by the Senate.

The learning outcomes of the courses in the programme, are determined by the responsible academic staff, to meet the programme qualifications/day one competences. Programme and course outcomes are monitored with evaluation questionnaires of teaching by students and new graduates, evaluation of student extra-mural practice and activities, logbooks, etc. The results are analysed and reported to the department boards. Required improvement plans for learning outcomes are implemented annually (one-year cycle). The

programme design is updated every 7 years. Improvements related to the education and training programme are shared on the faculty's website, to be announced to internal and external stakeholders.

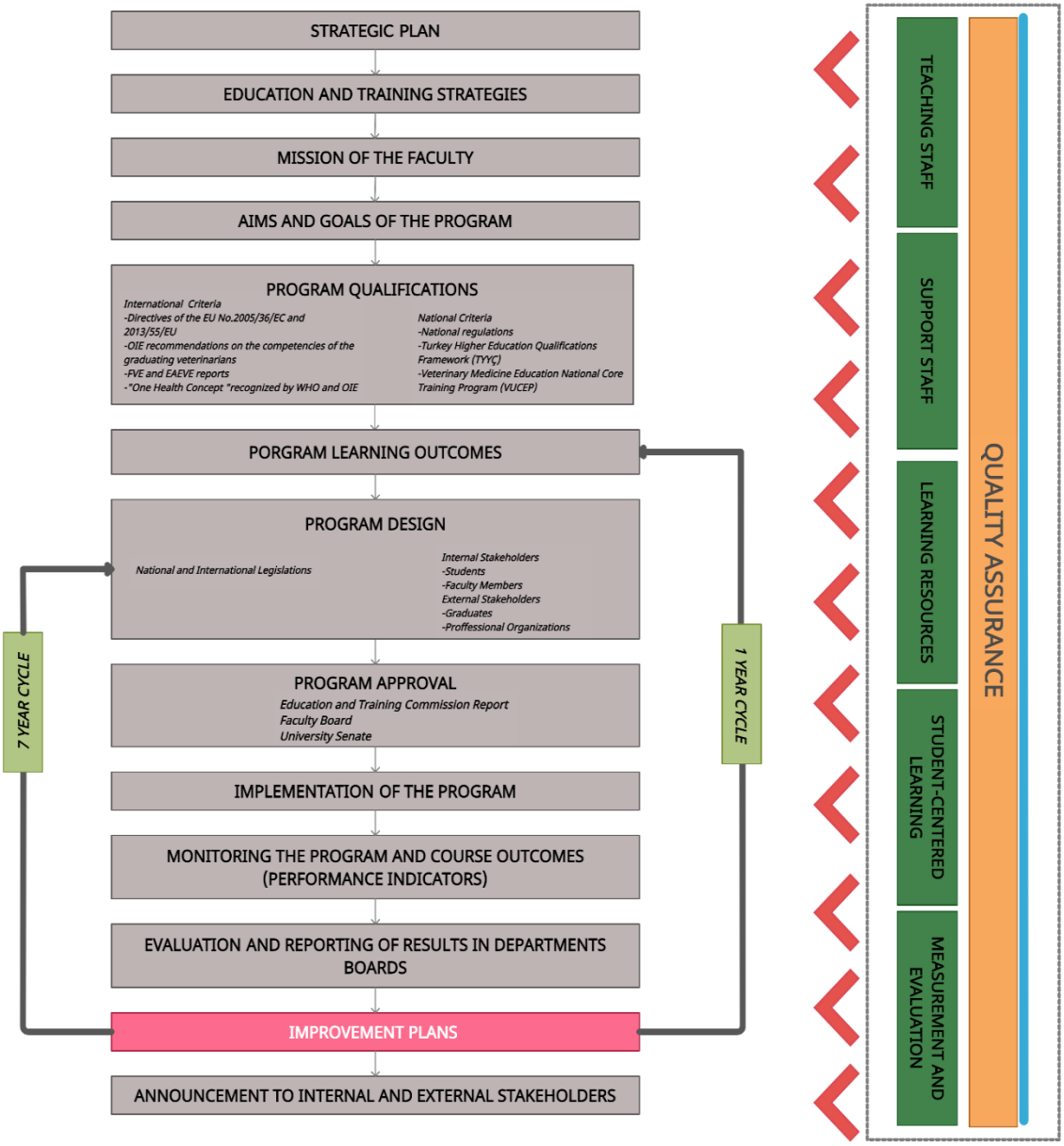

Figure 4. Education and Training Quality Assurance System of MAKU-VET.

2.CORRECTION OF THE MINOR DEFICIENCIES

2.1.Minor Deficiency 1: Partial compliance with Substandard 1.5 because of insufficiency in students' contribution for the development of the strategic plan;

2.1.1. Factual Information

The Dean's office select a student as a Strategic Planning Commission member for the preparation of the next 5-year strategic plan (2023-2027 Strategic Plan), in line with the proposals of the student board. The strategic plan commission will arrange a meeting with the student board for the strategic plan to be prepared Autumn Semester of the Academic Year, 2022-2023). In this way, students will be actively involved in the strategic planning process of the faculty. Until the end of 2022, the meetings regarding the new strategic plan will continue, in co-operation with the student council, and their opinions will be taken, together with other stakeholders. (https://veteriner.mehmetakif.edu.tr/icerik/1520/643/stratejik-plan-komisyonu)

2.2. Minor Deficiency 2: Partial compliance with Substandard 1.6 because of insufficient and unambiguous clear indicators for the monitoring of strategic objectives;

2.2.1. Factual Information

In the new strategic plan of MAKU-VET to be prepared, the suggestions of EAEVE in the visit report will be taken into consideration. To facilitate the monitoring process, MAKU-VET will include in its operating plan, clear quantitative mid-term and target indicators. Performance indicators created for strategic targets have been determined in a way that ensures the measurability of the targets. Purpose-target and performance indicators based on scientific-based data will be formed. In addition, risks, strategies and target cards will be created in our 2023-2027 Strategic Plan. In the 2023-2027 Strategic Plan, the objectives and targets will be followed with annual reports and the level of realisation of the targets will be monitored, regularly.

2.3. Minor Deficiency 3: Partial compliance with Substandard 4.3 because the increasing number of admitted students decreases the quality of practical teaching delivery and insufficiency of management and administration of medical equipment (including consumables such as blood sampling, bandaging, intravenous catheterization and other equipment). The isolation facilities, consultation rooms and wards for hospitalized companion animals are often not adequately equipped to fulfil their routine use. Adequacy of the isolation facilities is not achieved due to structural deficiencies and maintenance issues.

2.3.1. Factual Information

After the EAEVE visitation, the number of annual student quotas has not been increased until today. The number of students passing through the horizontal transfer from other faculties has decreased. The number of academic staff per student was maintained, and the number of support staff was increased, in order to continue the education of the students at the desired level. Insufficiency of medical equipment, including consumables, has been fixed. Sufficient consumable medical equipment is available in all necessary areas. The management of these materials is followed through the VTH automation system, and the sufficiency will be provided, as soon as possible.

The isolation unit for companion animals was re-designed. Structural deficiencies and maintenance problems have been fixed. Staff, student, and patient entrances were arranged, in accordance with bio-safety rules. Rules for entry, exit, and usage of isolation rooms, have been defined. The isolation facilities, consultation rooms and wards for hospitalised companion animals, have been adequately equipped to fulfil their routine use. Additional cages for wards in the hospitalisation unit and isolation, have been added. Medical equipment such as cages, intensive care cabinets, bedside monitors, infusion pumps, were purchased for the intensive care unit.

2.4. Minor Deficiency 4: Partial compliance with Substandard 4.6 because of inadequacy of radioprotection policies and procedures and radio-safety measurements of the radiology room (e.g. inadequate door radio safety);

2.4.1. Factual Information

The Turkish Nuclear Regulatory Authority is authorised in matters related to safety, security, and nuclear assurance, connected with nuclear energy and radiation in Turkey.

All radiography devices in VTH have been measured and licensed by the Turkish Nuclear Regulatory Authority. The number of personal protective equipment sets in the

radiology unit has been increased. The vulnerability detected at the door of the Radiology unit by the EAEVE visit team, was eliminated by providing lead plate mounting. A radiation level measurement device was placed in the radiology unit, and the radiation levels in the environment is constantly monitored. Records of film dosimetry results (routine 2 monthly measurements) of the staff in the radiology unit are kept. Radiation safety procedures have also been prepared. (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-656-71380481-makuehh47-radyoloji-biriminde-uyulmasi-gereken-kurallar.pdf) (https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-656-80004702-makuehh28-radyoloji-proseduerue.pdf)

2.5. Minor Deficiency 5: Partial compliance with Substandard 6.2 because of an insufficient e-learning platform.

2.5.1. Factual Information

The learning materials (pdf, ppt, and word) of each course were prepared by the departments, and transferred to the open course materials' pool. (https://uyg.mehmetakif.edu.tr/vetadh/) Students can access these learning materials easily, whenever they want, by logging into the open course materials' pool on the web. ETC has decided to prepare educational videos for including propaedeutics, clinic practices, lab practices, lab equipment, etc. This decision was communicated to all departments by the Dean's Office. Prepared videos have been uploaded to the faculty's YouTube channel. Prepared training videos are constantly being uploaded to the YouTube channel (https://www.youtube.com/channel/UC_mGAQM--bmRYKXD0Eun00g). In addition, students can access the records of the courses taught by the academic staff, through the adobe connect application (https://uzak.mehmetakif.edu.tr/login/auth.php).

3.ADDENDUM

Turkish Universities converted to on-line education in March, 2020, when the start of the Covid-19 pandemic affected the whole World, and all face-to face, in-class education was cancelled after the 16th of March, 2020, in our university. This unexpected situation raised concerns about veterinary education. In particular, achievement of Day One Competences of veterinary students, were a major concern. To overcome these concerns, VEEs contacted with VEDEK, and regular Zoom meetings were performed by VEDEK, with all the Deans of the VEEs in Türkiye. The Administration of the Turkish Veterinary Medical Association set out to compensate for the effects of COVID-19 on

Veterinary education. In the autumn semester of the 2020-2021 academic year, the Turkish Higher Education Council permitted Medicine, Dentistry, Nursery and Veterinary Medicine Faculties to apply hybrid education. MAKU-VET called the 3th, 4th and last year's students for face-to-face hands-on training. The groups were smaller in numbers, due to the all-encompassing national rules to prevent spread of Covid-19. Unfortunately, due to an increase in the number of cases in Türkiye, one month after the start of education, this situation created fear and anxiety amongst the students, so the university senate decided not to continue hands-on training. However, many students continued their hands-on training, especially at VTH. The MAKU-VET VTH was kept open during the whole period of the various Covid pandemics.

Numerous meetings and seminars were organised by MAKU-UZEM, about the use of the Adobe Connect programme, actively used in the on-line education process, since the beginning of the pandemic. Furthermore, apart from the University IT team, an IT team was formed by the Faculty Academic Staff (24/7 service), to respond quickly to the problems faced by all academic staff using MAKU-UZEM. All theoretical training programmes were simultaneously recorded and uploaded to the system for students' self-learning. Course documents were also delivered to students by post, who had problems with on-line connections. Communication between students and academic staff (questions and answers about courses) were also available on this platform. Students who could not attend on-line courses, or those who wanted to listen and watch the course, repeatedly, could access the course videos later. A computer-based examination system was used for assessment methods. The results and the exam statistics were automatically sent to those responsible for the related courses. During the pandemic, students who were unable to attend the exams, due to being tested positive for Covid-19, were given the right to attend make-up exams.

The COVID-19 outbreak affected the numbers of clinical caseloads and necropsy cases. However, keeping the VTH open during the pandemic's various spells, attracted many cases, especially in the autumn semester of 2020. Visiting shelters and private farms was prohibited by the Government, and led to a reduction in the numbers of extra-mural cases.

4. ESEVT INDICATORS

4.1. Raw Data

Name of the Establishment:	Faculty of Veterinary Medicine, Burdur Mehmet Akif Ersoy University, Burdur/Turkey
Name & mail of the Head:	Prof.Dr. Hakan ÖNER, hakanoner@mehmetakif.edu.tr
Date of the form filling:	30.06.2022

Raw data from the 2 full academic years preceding AY 2019-2020		2019	2021	Mean
1	n° of FTE academic staff involved in veterinary training	91	108	99.50
2	n° of undergraduate students	583	612	597.50
3	n° of FTE veterinarians involved in veterinary training	91	107	99.00
4	n° of students graduating annually	86	107	96.50
5	n° of FTE support staff involved in veterinary training	60	59	59.50
6	n° of hours of practical (non-clinical) training	1264	1264	1264
7	n° of hours of clinical training	928	928	928
8	n° of hours of FSQ & VPH training	337	337	337
9	n° of hours of extra-mural practical training in FSQ & VPH	80	80	80
10	n° of companion animal patients seen intra-murally	4041	4447	4244
11	n° of ruminant and pig patients seen intra-murally	1185	487	836
12	n° of equine patients seen intra-murally	63	54	58.50
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	192	99	145.50
14	n° of companion animal patients seen extra-murally	101	86	93.50
15	n° of individual ruminants and pig patients seen extra-murally	720	1278	999
16	n° of equine patients seen extra-murally	19	109	64
17	n° of visits to ruminant and pig herds	38	67	52.50
18	n° of visits of poultry and farmed rabbit units	5	5	5
19	n° of companion animal necropsies	165	129	147
20	n° of ruminant and pig necropsies	312	213	262.50
21	n° of equine necropsies	3	1	2

22	n° of rabbit, rodent, bird and exotic pet necropsies	310	207	258.50
23	n° of FTE specialised veterinarians involved in veterinary training	77	83	80
24	n° of PhD graduating annually	1	3	2

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

4.2. Calculated Indicators

Name of the Establishment:	**Faculty of Veterinary Medicine, Burdur Mehmet Akif Ersoy University, Burdur/Turkey**			
Date of the form filling:	**30.06.2022**			
Calculated Indicators from raw data	**Establishment values**	**Median values[1]**	**Minimal values[2]**	**Balance**
I1 n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.167	0.15	0.13	0.041
I2 n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.026	0.84	0.63	0.396
I3 n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.617	0.88	0.54	0.077
I4 n° of hours of practical (non-clinical) training	1264	953.50	700.59	563.410
I5 n° of hours of clinical training	928.000	941.58	704.80	223.200
I6 n° of hours of FSQ & VPH training	337.000	293.50	191.80	145.200
I7 n° of hours of extra-mural practical training in FSQ & VPH	80.000	75.00	31.80	48.200
I8 n° of companion animal patients seen intra-murally / n° of students graduating annually	43.979	62.31	43.58	0.399
I9 n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	8.663	2.49	0.89	7.773
I10 n° of equine patients seen intra-murally / n° of students graduating annually	0.606	4.16	1.53	-0.924
I11 n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1.508	3.11	1.16	0.348
I12 n° of companion animal patients seen extra-murally / n° of students graduating annually	0.969	5.06	0.43	0.539
I13 n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	10.352	16.26	8.85	1.502
I14 n° of equine patients seen extra-murally / n° of students graduating annually	0.663	1.80	0.62	0.043
I15 n° of visits to ruminant and pig herds / n° of students graduating annually	0.544	1.29	0.54	0.004

I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.052	0.11	0.04	0.007
I17	n° of companion animal necropsies / n° of students graduating annually	1.523	2.11	1.40	0.123
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2.720	1.36	0.90	1.820
I19	n° of equine necropsies / n° of students graduating annually	0.021	0.18	0.10	-0.079
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.679	2.65	0.88	1.799
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.829	0.27	0.06	0.769
I22*	n° of PhD graduating annually / n° of students graduating annually	0.021	0.15	0.07	-0.049

1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019
2	Recommended minimal values calculated as the 20th percentile of data from Establishments 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

4.3. Raw Data of 2018 and 2020

	Raw data of the 2018 and 2020	2018	2020
1	n° of FTE academic staff involved in veterinary training	93	101
2	n° of undergraduate students	717	677
3	n° of FTE veterinarians involved in veterinary training	93	101
4	n° of students graduating annually	153	128
5	n° of FTE support staff involved in veterinary training	32	54
6	n° of hours of practical (non-clinical) training	1264	1264
7	n° of hours of clinical training	928	928
8	n° of hours of FSQ & VPH training	337	337
9	n° of hours of extra-mural practical training in FSQ & VPH	80	80
10	n° of companion animal patients seen intra-murally	2552	2062
11	n° of ruminant and pig patients seen intra-murally	1058	341
12	n° of equine patients seen intra-murally	29	9
13	n° of rabbit, rodent, bird and exotic patients seen intra- murally	101	42
14	n° of companion animal patients seen extramurally	0	0
15	n° of individual ruminants and pig patients seen extra- murally	87	0
16	n° of equine patients seen extramurally	0	0

17	n° of visits to ruminant and pig herds	16	0
18	n° of visits of poultry and farmed rabbit units	1	0
19	n° of companion animal necropsies	120	119
20	n° of ruminant and pig necropsies	197	215
21	n° of equine necropsies	0	3
22	n° of rabbit, rodent, bird and exotic pet necropsies	255	16
23	n° of FTE specialized veterinarians involved in veterinary training	87	81
24	n° of PhD graduating annually	3	1

5.ANNEXES

Annex 1. Revised Curriculum of MAKU-VET

I.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22101	Anatomy I	C	2	2	5	**4**
22103	Medical Chemistry	C	1	0	1	**1**
22111	Medical Biology	C	1	0	1	**1**
22113	Medical Physics	C	1	0	1	**1**
22117	History of Veterinary Medicine	C	1	0	1	**1**
22123	Plant Biology and Toxic Plants [1]	C	1	0	1	**1**
22125	General Histology	C	2	2	4	**3**
22127	Physiology I	C	2	2	4	**4**
22129	Occupational Health and Safety I	C	1	0	1	**1**
22131	Basic Information Technologies	C	2	0	2	**2**
22133	Communication and Professional Skills I [2]	C	1	1	2	**2**
	Total		**15**	**8**	**23**	**21**
	COMMON COMPULSORY COURSES					
14160	Atatürk's Principles and History of Turkish Revolution I	C	2	0	2	**2**
14170	Turkish Language I	C	2	0	2	**2**
14180	Foreign Language I (English)	C	2	0	2	**2**
	Total		**6**	**0**	**6**	**6**
	ELECTIVE COURSES (3 ECTS)					
14601	Sports I	E	0	1	1	**1**
22611	Ecology	E	1	0	1	**1**
22619	Morphometry	E	1	1	2	**2**
22621	History of Civilization	E	1	0	1	**1**
22623	Medical English	E	1	0	1	**1**
	TOTAL		**23**	**9**	**32**	**30**

[1] : This course is given as a multi-disciplinary course.

[2] : This course is administered by the Communication Skills Board.

II.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22102	Anatomy II	C	2	3	5	**4**
22106	Genetics	C	2	0	2	**2**
22114	Biostatistics and Data Management	C	2	1	3	**3**
22124	Biochemistry I	C	2	2	4	**3**
22126	Physiology II	C	2	1	3	**3**
22128	Histology and Embryology I	C	2	1	3	**3**
22130	Occupational Health and Safety II	C	1	0	1	**1**
22132	Digitalization in Veterinary Medicine	C	2	0	2	**2**
	Total		**15**	**8**	**23**	**21**
	COMMON COMPULSORY COURSES					
14260	Atatürk's Principles and History of Turkish Revolution II	C	2	0	2	**2**
14270	Turkish Language II	C	2	0	2	**2**
14280	Foreign Language II (English)	C	2	0	2	**2**
	Total		**6**	**0**	**6**	**6**
	ELECTIVE COURSES (3 ECTS)					
14602	Sports II	E	0	1	1	**1**
22604	Stem Cell	E	1	0	1	**1**
22620	Agricultural Knowledge	E	1	0	1	**1**
22622	Gene Engineering	E	1	1	2	**2**
22624	Exercise Physiology	E	1	0	1	**1**
	TOTAL		**23**	**9**	**32**	**30**

III. SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22211	Microbiology I	C	2	2	4	**4**

22223	Anatomy III	C	2	3	5	**4**
22225	Biochemistry II	C	2	2	4	**3**
22227	Histology and Embryology II	C	2	1	3	**3**
22229	Physiology III	C	2	1	3	**3**
22231	Immunology and Serology	C	1	2	3	**3**
22233	General Parasitology	C	1	1	2	**2**
22235	General Virology	C	1	2	3	**3**
22237	Ethology	C	1	0	1	**1**
22239	Communication and Professional Skills II [1]	C	1	1	2	**2**
	Total		**15**	**15**	**30**	**28**
	ELECTIVE COURSES (2 ECTS)					
22631	Exotic Animal Anatomy	E	1	0	1	**1**
22633	Microbiota and Nutrition	E	1	0	1	**1**
22635	Lactation Physiology	E	1	0	1	**1**
22637	Oxidative Stress in Animal Diseases	E	1	0	1	**1**
	TOTAL		**17**	**15**	**32**	**30**

[1] : This course is administered by the Communication Skills Board.

IV.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
14206	Pharmacology I	C	2	1	3	**3**
14216	Livestock Economics and Management	C	2	0	2	**2**
22218	Entomology	C	1	2	3	**2**
22220	Helminthology	C	2	2	4	**4**
22224	Special Virology	C	2	0	2	**2**
22226	Microbiology II	C	3	2	5	**4**
22228	Epidemiology	C	1	0	1	**1**
22230	General Pathology	C	1	2	3	**3**
22232	Oncology	C	1	1	2	**2**
22234	Animal Welfare	C	1	0	1	**1**
	Total		**16**	**10**	**26**	**21**

ELECTIVE COURSES (6 ECTS)						
22632	Vaccine Technologies	E	1	1	2	**2**
22634	Molecular Parasitology Techniques	E	1	1	2	**2**
22636	Biological Warfare Agents [1]	E	1	0	1	**1**
22638	Organizing in Livestock Sector and Cooperatives	E	1	0	1	**1**
22640	Cell Culture in Veterinary Medicine	E	1	1	2	**2**
22642	Fish Anatomy and Histology [1]	E	1	1	2	**2**
	TOTAL		**19**	**13**	**32**	**30**

[1] : This course is given as a multi-disciplinary course.

V.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
15303	Pharmacology II	C	2	2	4	**3**
22327	Special Pathology I	C	2	2	4	**4**
22329	Protozoology	C	2	2	4	**4**
22331	Beekeeping and Diseases [2]	C	1	1	2	**2**
15313	Introduction to Internal Medicine	C	2	0	2	**2**
22315	Introduction to Surgery	C	3	0	3	**3**
15317	Animal Science I	C	2	2	4	**3**
22333	Aquatic Animal Diseases [2]	C	1	1	2	**2**
22335	Introduction to Obstetrics and Gynecology	C	1	0	1	**1**
22337	Communication and Professional Skills III [1]	C	1	1	2	**2**
	Total		**17**	**11**	**28**	**26**
ELECTIVE COURSES (4 ECTS)						
22671	Dental Diseases	E	1	1	2	**2**
22673	Bacterial Diseases in Sea Mammals	E	1	0	1	**1**
22675	Bee Products and Apitherapy	E	1	0	1	**1**
22677	Experimental Pharmacology	E	1	1	2	**2**
22679	Laboratory Animal Breeding	E	1	0	1	**1**
	TOTAL		**19**	**13**	**32**	**30**

[1] : This course is administered by the Communication Skills Board.

[2] : This course is given as a multi-disciplinary course.

VI.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22326	Toxicology and Environmental Protection	C	1	1	2	**2**
22328	Special Pathology II	C	2	2	4	**4**
22330	Poultry Diseases [1]	C	2	2	4	**4**
22332	Small Animal Surgery	C	2	0	2	**2**
22334	Obstetrics and Gynecology I	C	2	0	2	**2**
22336	Anesthesiology	C	1	0	1	**1**
22314	Small Animal Internal Medicine	C	4	0	4	**4**
18318	Animal Science II	C	2	2	4	**3**
22320	Clinical Practices I[2]	C	0	4	4	**4**
18324	Food Hygiene and Control	C	2	2	4	**3**
	Total		**18**	**13**	**31**	**29**
	ELECTIVE COURSES (1 ECTS)					
22664	Wildlife	E	1	0	1	**1**
22666	Veterinary Neurosurgery	E	1	0	1	**1**
22668	Alternative Poultry Breeding	E	1	0	1	**1**
22670	Obstetrics and Gynecology in Exotic and Wild Animals	E	1	0	1	**1**
	TOTAL		**19**	**13**	**32**	**30**

[1] : This course is given as a multi-disciplinary course.

[2]:It is given multi-disciplinary by the Departments of Internal Medicine, Surgery, Obstetrics and Gynaecology.

VII.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22421	Special Pathology III	C	2	2	4	**4**

22423	Obstetrics and Gynecology II	C	2	0	2	**2**
14409	Large Animal Internal Medicine I	C	3	0	3	**3**
22425	Feed Information	C	2	1	3	**3**
22427	Animal Breeding [2]	C	2	0	2	**2**
14415	Meat Inspection and Technology	C	3	4	7	**5**
22417	Dairy Inspection and Technology	C	2	2	4	**4**
22419	Clinical Practices II[3]	C	2	4	4	**4**
22429	Communication and Professional Skills IV [1]	C	1	1	2	**2**
	Total		**17**	**14**	**31**	**29**
	ELECTIVE COURSES (1 ECTS)					
22683	Entrepreneurship	E	1	0	1	**1**
22685	Exotic Animal Diseases Pathology	E	1	0	1	**1**
22687	Waste Management	E	1	0	1	**1**
22689	Fish Food and Technology	E	1	0	1	**1**
22691	Official Writing Procedures	E	1	0	1	**1**
	TOTAL		**18**	**14**	**32**	**30**

[1] : This course is administered by the Communication Skills Board.

[2] : This course is given as a multi-disciplinary course.

[3]:It is given multi-disciplinary by the Departments of Internal Medicine, Surgery, Obstetrics and Gynecology.

VII.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22426	Veterinary Public Health	C	1	0	1	**1**
22428	Diagnostic Pathology	C	1	2	3	**3**
22430	Animal Nutrition and Nutritional Diseases	C	2	2	4	**4**
22432	Breast Health and Diseases	C	2	0	2	**2**
22434	Veterinary Medicine Legislation	C	1	0	1	**1**
14410	Large Animal Internal Medicine II	C	3	0	3	**3**
14414	Large Animal Surgery	C	2	0	2	**2**
22416	Fertilization and Artificial Insemination	C	2	2	4	**4**

22422	Clinical Practices III[1]	C	0	8	8	**6**
15424	Foot Diseases	C	2	0	2	**2**
	Total		**16**	**14**	**30**	**28**
	ELECTIVE COURSES (2 ECTS)					
22726	Ecological Animal Nutrition	E	1	0	1	**1**
22728	Horseshoe Techniques	E	1	0	1	**1**
22730	Bull and Semen Selection Criteria	E	1	0	1	**1**
22732	Shelter Medicine	E	1	0	1	**1**
22734	Rural Sociology	E	1	0	1	**1**
	TOTAL		**18**	**14**	**32**	**30**

[1]: It is given multi-disciplinary by the Departments of Internal Medicine, Surgery, Obstetrics, and Gynecology, Artificial Insemination and Andrology.

IX.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22527	Topographical Anatomy	C	1	1	2	**2**
14503	Veterinary Orthopedics and Traumatology	C	2	0	2	**2**
22507	Forensic Veterinary Medicine	C	1	0	1	**1**
22529	Herd Health and Management [1]	C	2	0	2	**2**
22531	Diagnostic Imaging Techniques	C	1	0	1	**1**
22511	Clinical Practices IV[2]	C	0	16	16	**14**
22533	Clinical Pathology	C	1	1	2	**2**
22517	Professional Ethics and Deontology	C	1	0	1	**1**
22535	Scientific Research Methods	C	1	0	1	**1**
	Total		**10**	**18**	**28**	**26**
	ELECTIVE COURSES (4 ECTS)					
22717	Exotic Animal Internal Medicine	E	1	0	1	**1**
22745	Embryo Transfer and IVF	E	1	1	2	**2**
22747	Use of Technology in Herd Management	E	1	0	1	**1**
22749	Physiotherapy in Animals	E	1	1	2	**2**

22751	Evaluation of Gamete Cells by Biotechnological Methods	E	1	1	2	**2**
22753	Behavior Problems in Small Animals	E	1	0	1	**1**
	TOTAL		**12**	**20**	**32**	**30**

[1] : This course is given as a multi-disciplinary course.

[2]:It is given multi-disciplinary by the Departments of Internal Medicine, Surgery, Obstetrics, and Gynecology, Artificial Insemination and Andrology.

X.SEMESTER

COURSE CODE	COURSE NAME	COMPULSORY (C)/ELECTIVE (E)	T	P	TOTAL	ECTS
22510	Graduation Project	C	0	1	1	**1**
22520	Seminar	C	0	1	1	**1**
22530*	External Practical Training	C	0	2	2	**5**
22540	Veterinary Medicine Internship Programme	C	0	32	32	**18**
	Total		**0**	**36**	**36**	**25**
	ELECTIVE COURSES (5 ECTS)					
22770	Veterinary Clinic Management	E	1	0	1	**1**
22772	Biotechnological Methods Used in Animal Nutrition	E	1	1	2	**2**
22774	Rural Development	E	1	0	1	**1**
22776	Career Planning	E	1	0	1	**1**
22778	Cinema	E	1	1	2	**2**
22780	Animal Hospital Management and Organization	E	1	0	1	**1**
	TOTAL		**3**	**38**	**41**	**30**

*:EPT are done within the semester break or summer period.

Annex 2. Curriculum Hours in EU-Listed Subjects Taken by Each Student (EAEVE 2019 SOP)

SUBJECTS	A	B	C	D	E	F	G	H
Basic Subjects	**75**			**15**				**90**
Medical physics	15							15
Chemistry (inorganic and organic sections)	15							15
Animal biology, zoology and cell biology	15							15
Feed plant biology and toxic plants	15							15
Biomedical statistics	15			15				30
Basic Sciences	**1129**			**744**	**182**			**2055**
Anatomy, histology, and embryology	195			60	150			405
Physiology	90			60				150
Biochemistry	60			60				150
General and molecular genetics	30				-			30
Pharmacology, pharmacy and pharmacotherapy	60			45				105
Pathology	133			148				281
Toxicology	15			15				30
Parasitology	99			130				229
Microbiology	149			151				300
Immunology	15			30				45
Epidemiology	15				-			15
Information literacy and data management	90							90
Professional ethics and communication	58				-			58
Animal health economics and practice management	30				16			46
Animal ethology	15							15
Animal welfare	15							15
Animal nutrition	60			45	16			121
Clinical Sciences	**495**			**45**		**894**		**1434**

Obstetrics, reproduction and reproductive disorders	90			30				120
Diagnostic pathology	15					62		77
Medicine	135			15				150
Surgery	90							90
Anesthesiology	15					32		47
Clinical practical training in common animal species						736		736
Preventive medicine	15							15
Diagnostic imaging	15					32		47
Therapy in common animal species	30					32		62
Propaedeutics of common animal species	90							90
Animal Production	**165**				**92**			**257**
Animal Production, including breeding, husbandry, and economics	90				60			150
Herd health management	75				32			107
Food Safety and Quality, Veterinary Public Health and One Health Concept	**150**			**75**	**109**			**334**
Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification	30							30
Control of food, feed and animal by-products	30				109			139
Zoonoses	15							15
Food hygiene and food microbiology	30			30				60
Food technology	45			45				90

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

Annex 3. Communication And Professional Skills Course Content

COMMUNICATION AND PROFESSIONAL SKILLS COURSE CONTENT	
No	**Communication Skills**
1.	**Fundamentals of effective communication** -Active listening and self-expression -Non-verbal communication and body language -Metacognition and communication skills -Conflict and its resolution
2.	**Communication training** -Communication skills training in veterinary medicine -Cinema -Communication and ethics
3.	**-Communication with the patient owner** -Meeting with the patient owner -Communication from a veterinarian's point of view -Communication from the patient owner's perspective -Dealing with the patient's expectations
4.	**Communication in special conditions** -Giving bad news -Communication with the owner of a near-death patient -Coping and Communication with Difficult Personalities -Other situations that may create communication barriers
5.	**Tips for successful communication in professional life** -Communication between professionals -sources of stress -Time management -Social media
Professional skills	
6.	**Laboratory Practices** -General Laboratory Rules -General Laboratory Safety -Laboratory Equipment -Chemical Safety -Biological Safety -Personal Protective Equipment
Clinical Skills Practices	

7.	-Clinical Skills Laboratory Rules -Hand Washing for Surgery -Surgical-Sterile Glove Opening - Opening a sterile instrument pouch -Wearing Surgical Sterile Gloves, Gowns - Closed-Open gloving -Draping a patient ready for surgery.
8.	-Introduction of Surgical Instruments -Installing a Scalpel Blade and Removal -Safe Use of Needles - Opening a Glass Vial
9.	- Safe Handling and Patient Welfare -Injection sites (Horse, Cattle, Sheep, Dog, Cat) (IM, SC, IV) -IV catheter Placement -Serum Set Preparation -Using 3-Way Cannula -Drug Dose Calculation -Taking Blood Sample (Horse, Cattle, Sheep, Dog, Cat)
10.	-Physical Examination -Otoscopic Examination -Ophthalmic Examination
11.	-Simple Cut-out Suture (Using a Cloth) - Simple Incision Suture (Using Silicone Skin Pad) - Surgical Knot techniques - Cross Stitching -Removing the Suture Material
12.	-Principles of Tube and Catheter Insertion and Care -Passing a Nasogastric (NG) Tube -Bandaging
13.	-Blood Smear Preparation -Urine Analysis: Dip-Stick -Urine Analysis: Specific Gravity -Preparing Urine Sediment -Diff-Quik Painting -Aseptic Sampling for Bacteriology -Taking Skin Scraping Samples
14.	-Pregnancy Examination -Rectal Examination -Difficult Delivery and Birth Assistance Applications -Using a Birthing Line -Using a Birthing Jack - Using Eye Hook
15.	-Exotic Animals Holding, Gender Determination, Injection Sites (SC, IP, IM)

16.	- The Anaesthetic Machine - Radiological practices
17.	-Udder examination - Obtaining a sterile milk sample - California Milk Test (CMT) sampling method

Annex 4. X. Semester Student Rotations (Internship)

Rotations	Groups	Practice Hours
Clinic	**Group A**	**320 hours**
Clinic Examination and Treatment	Group A1a: Internal Medicine Group A1b: Surgery Group A1c: Obstetrics and Gynecology	32 hours
Anesthesia	Group A2	32 hours
Radiology	Group A3	32 hours
Infectious examination	Group A4	32 hours
Intensive Care	Group A5	32 hours
Hospitalization	Group A6	16 hours
Triage	Group A7	16 hours
Operation Hall	Group A8a: Surgery Group A8b: Obstetrics and Gynecology	16 hours
Clinical Pathology	Group A9	8 hours
Diagnostic Pathology	Group A10	16 hours
Artificial Insemination	Group A11	16 hours
Food Safety and Quality	**Group B**	**32 hours**
Meat Inspection	Group B1	32 hours
Hygiene and Technology	Group B2	8 hours
Public Health	Group B3	64 hours
Food Microbiology	Group B4	16 hours
Animal Science	**Group C**	**16 hours**
Zootechnics	Group C1	16 hours
Animal Nutrition	Group C2	16 hours
Animal Health Economics and Practice Management	Group C3	64 hours
Preclinical Sciences	**Group D**	**32 hours**
Microbiology	Group D1	24 hours
Virology	Group D2	8 hours

Parasitology	Group D3	64 hours
Clinical Pharmacology	Group D4	16 hours

Each group consists of 4-6 students. Duration of 10th Semester is 18 weeks.

Annex 5. Web Links Regarding the Instructions and Regulations of MAKU-VET

Page 5:

https://veteriner.mehmetakif.edu.tr/icerik/1525/645/kalite-belgelerimiz

Page 8:

https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-75325708-veteriner-fakultesi-ogretim-programi-olusturma-uygulama-gelistirme-yonergesi.pdf

Page 9:

https://docs.google.com/forms/d/e/1FAIpQLSfAd_En7c5bsQjwDSjQ7Bcn9YIzH6N5GJouCdqkIfKg7G0wJw/viewform

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https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-45973650-oegretim-ueyeligi-kadrolarina-basvuru-kosullari-ve-uygulama-ilkeleri-hakkinda-yoenerge.pdf

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https://gs.mehmetakif.edu.tr/upload/gs/74-form-688-75325708-veteriner-fakultesi-ogretim-programi-olusturma-uygulama-gelistirme-yonergesi.pdf

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https://obs.mehmetakif.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=24&curSunit=2401#

Page 12:

https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-351-78137489-iletisim-becerileri-egitim-kurulunun-olusumu-ve-uygulama-esaslari.pdf

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https://veteriner.mehmetakif.edu.tr/upload/veteriner/10-form-656-51069396-makuehh14-hastane-temizlik-proseduerue-r1.pdf

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https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=24827&MevzuatTur=8&MevzuatTertip=5

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ABBREVIATIONS

AI: Artificial Insemination

ECOVE: European Committee of Veterinary Education

ECTS: European Credit Transfer System

ENQA: The European Association for Quality Assurance in Higher Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: The Standards and guidelines for quality assurance in the European Higher Education Area

ETC: Education and Training Commission

E-VET: Veterinary Practice Management Software

IT: Intelligence Technology

MAKU: Burdur Mehmet Akif Ersoy University

MAKU-UZEM: MAKU Remote Education Centre

MAKU-VET: The Veterinary Faculty of the Burdur Mehmet Akif Ersoy University

OBIS: Student Automation Information System

OIE: World Organisation for Animal Health

PDCA: Plan-Do-Check-Act

QA: Quality Assurance

QC: Quality Commission

SER: Self Evaluation Report

TYYÇ: Veterinary Medicine Undergraduate Education Basic Field Qualifications in Turkey Higher Education Qualifications Framework

VEDEK: Association for Evaluation and Accreditation of Veterinary Education Institutions and Programmes

VEE: Veterinary Education Establishment

VTH: Veterinary Teaching Hospital

VUÇEP: National Core Training Programme for Veterinary Education

YÖK: Turkish Higher Education Council

YÖKAK: Turkish Higher Education Quality Council