



*Veteriner Hekimliđi Eđitim Kurumları ve Programları
Deđerlendirme ve Akreditasyon Derneđi*

**FOR ANKARA UNIVERSITY FACULTY OF
VETERINARY
EVALUATION VISIT REPORT
(ANADZR REPORT -C)**







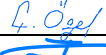

**ASSOCIATION OF EVALUATION AND ACCREDITATION OF VETERINARY EDUCATIONAL
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Program Main Evaluation Visit Report (ANADZR REPORT -C)

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Program	Veterinary License (English Education)	
Evaluation Team Members	Title, Name and Surname	Signature
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After the application made by Ankara University Faculty of Veterinary Medicine (AÜVF) to the Association for Evaluation and Accreditation of Veterinary Education Institutions and Programs (VEDEK), an evaluation team of 8 people was formed and an evaluation visit was carried out between **12-16 December 2022** as a result of the agreement reached with the faculty management.

During the evaluation visit made between the said dates, the organizational structure, financial situation, physical facilities, facilities and equipment of the faculty, animal hospital, academic and administrative staff and students were examined on site, and evidence-based observations and evaluations were made on education-research and administrative issues.

As a result, the issues determined during the evaluation visit, institutional strengths and developmental aspects, competencies and inadequacies regarding the standards in VEDEK-TVHEDS SDS Version 3 were prepared in line with the findings, comments and suggestions, and shared with the Ankara University Faculty of Veterinary Dean's Office and the recommendations of the relevant institution management. Report C, which was prepared with the final opinions of the VEDEK team, taking into account the changes and requests for changes, is presented below for the VAK to make the necessary evaluations.

STANDARD 1: OBJECTIVES, ORGANIZATION AND QUALITY ASSURANCE POLICY

1.1 In accordance with the recommendations of TYYÇ, VUCEP, WOAHO/OIE and YÖKAK and ESG, sufficient, ethical, research-based, evidence-based evidence provided to new graduates to be aware of the importance of lifelong learning and to work as a veterinarian who can enter all generally accepted branches of the Veterinary Medicine profession. Providing veterinary education based on veterinary medicine should be the main goal of the institution. The institution should develop and monitor the mission statement, which should adopt all TVHEDS standards.

- Ankara University Faculty of Veterinary Medicine's core curriculum (curriculum) is designed in accordance with national and international standards and is periodically reviewed.

- The core curriculum is the Directive 2005/36/EC of the European Parliament and of the Council, where the minimum requirements for veterinary education are determined, (as amended by 2013/55/EC) and the "Doctorate, It has been designed in full compliance with the Regulation on the Determination of the Minimum Education Conditions for Nursing, Midwifery, Dentistry, Veterinary, Pharmacy and Architecture Education Programs and the First Day Competencies of the World Animal Health Organization (DHSÖ, WOAHO).

- AÜVF curriculum includes a 5-year veterinary education theoretically and practically in 20 departments under 5 main departments: Department of Veterinary Medicine, Department of Preclinical Sciences, Department of Clinical Sciences, Department of Food Hygiene and Technology, Department of Animal Science and Animal Nutrition.

- The AÜVF curriculum aims to provide graduates who can enter all widely accepted branches of the veterinary profession and are aware of the importance of lifelong learning, with the most up-to-date ESEVT (The European System of Evaluation of Veterinary Training) and VEDEK-TVHEDS. are monitored and updated in terms of compliance with the standards.

1.1.2. Comments

Students are provided with opportunities to develop clinical and non-clinical professional knowledge/skills.

1.1.3. Improvement suggestion(s)

1.1.3". Issues that need to be clarified on the spot

1.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.2 The institution must be part of a university or higher education institution that is considered equivalent and provides education that is officially recognized as in the country concerned. The person in charge of the veterinary curriculum and the person(s) responsible for the professional, ethical and academic affairs of the Veterinary Training-Practice Hospital (VEUH) must have a veterinary degree.

-AÜVF senior management consists of the Dean and Deputy Deans, the Faculty Board and the Executive Board. The Higher Education Law No. 2547 is based on the management of AÜVF.

- AÜVF is managed by 1 dean, 2 vice deans, a 13-member Faculty Board and 7-member Executive Board.

-The dean, who is the representative of AÜVF, is elected by the Council of Higher Education for a period of three years from among three professors from within or outside the university to be proposed by the rector and is appointed with the normal procedure. The dean whose term has expired may be reappointed. The dean chooses at most two people from among the faculty members of the AÜVF as vice dean to assist him in his studies. Assistant deans are appointed by the dean for a maximum of three years. When the Dean is not on duty, one of his deputies deputizes. If the mandate lasts for more than six months, a new dean is appointed. AÜVF has two vice deans, namely the vice dean in charge of education and the vice dean in charge of administrative affairs. AÜVF Strategic Target-Oriented Internal Quality Assurance Organizational Structure on page 9-12, figure 1.2.1., figure 1.2.2. and given in detail in Figure 1.2.3.

-Dean of Ankara University Veterinary Faculty Prof. Dr. Ender Yarsan, Deputy Dean of Curriculum Prof. Dr. Hakan Öztürk, Administrative Affairs Officer Prof. Dr. Alev Gürol Bayraktaroğlu and Animal Hospital Chief Physician Assoc. Dr. Oytun Okan Şenel are Veterinarians. It is stated in Table 1.2.1.

1.2.2. Comments

It is a part of AÜVF Higher Education Institution. Dean of Ankara University Veterinary Faculty Prof. Dr. Ender Yarsan, Deputy Dean of Curriculum Prof. Dr. Hakan Ozturk, Prof. Dr. Alev Gürol Bayraktaroğlu and Animal Hospital Chief Physician Assoc. Dr. Oytun Okan Şenel is a Veterinarian.

1.2.3. Improvement suggestion(s)

1.2.3". Issues that need to be clarified on the spot

1.2.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.3 Kurumun, bir hedef listesi ve uygulanması için zaman dilimi tablosu ve göstergelerini içeren bir çalışma planı ile mevcut faaliyetlerinin GZFT analizini içeren stratejik bir planı olmalıdır.

- Considering Ankara University's 2019-2023 Strategic Plan, the 2019-2023 Strategic Plan, which includes the target list, time zone table and indicators of AÜVF, has been prepared and published on the website (<http://www.veterinary.ankara.edu.tr/wp-content/uploads/sites/593/2020/02/Fak%C3%BCItemizin-2019-2023-Strateji-Plan%C4%B1.pdf>).

1.3.2. Comments

1.3.3. Improvement suggestion(s)

1.3.3". Issues that need to be clarified on the spot

1.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.4 The institution should have relevant written processes and a policy to ensure the standards and quality of awards and programs. They must also commit to the advancement of a culture in their institutions that recognizes the importance of quality and quality assurance. The institution should develop and implement a strategy for continuous improvement of quality. Other internal and external stakeholders and students should have a say in the development and implementation of this strategy, which has an official status and is open to the public. There should be a distance education policy that is in line with the general education policy developed in line with the mission and objectives of the institution, prepared with the participation of all relevant stakeholders, and systematically monitored in an integrated manner with the internal quality assurance system of the institution.

- AÜVF Unit Quality Commission was established in accordance with the "AU Unit Quality Commissions Directive", which entered into force with the AU Senate Decision dated 09.01.2018 and numbered 4081 and continues its activities. The aforementioned directive is shared with the title of "Authorities, Duties and Responsibilities of the Quality Commission" under the "Quality" tab on the AÜVF website.

- Following the establishment of the AÜVF Unit Quality Commission, the "AÜVF Quality Policy" was determined and shared with the public on the AÜVF website. AÜVF Unit Quality Commission members were updated in 2021 in order to ensure the representation of all units and increase stakeholder participation, the number of commission members was increased and shared on the website.

- In 2022, within the scope of structuring the AÜVF internal quality assurance system, the AÜVF Quality Policy was revised, the policies related to the basic functions of the AÜVF were formed by taking the opinions of the stakeholders and approved by the Faculty Board.

- In the AÜVF Service Guide, the powers, duties and responsibilities of the top management and all administrative personnel have been determined in detail and shared with the public. (<http://www.veterinary.ankara.edu.tr/wp-content/uploads/sites/267/2020/12/ANKARA-UNIVERSITESI-VETERINER-FAKULTESI-BIRIM-HIZMET-REHBERI.pdf>). In the aforementioned guide, "Workflow Processes" and "Workflow Charts" of all dean's administrative and support units are defined. In the annexes of the guide, AÜVF legislation follow-up form, signature and initial steps, job description forms, job description forms, AÜVF Financial Calendar and AÜVF Dean's Public Service Inventory Table are prepared in detail. The Strategic Target-Internal Quality Assurance Oriented Organization Structure created in 2021 allows periodic meetings with the coordinators to discuss planning, implementation and taking precautions.

- AÜVF Unit Self-Evaluation Guide has been prepared in order to guide the team members who will work in the Unit Self-Assessment program carried out by the AÜVF and the academic and administrative units to be evaluated regarding the process. Then, the Unit Self-Evaluation Report Preparation Guide and Template were prepared separately for the academic and administrative units and sent to the academic and administrative units. Evaluation of 8 academic and administrative units in total, with the preparation of Unit Self-Assessment Report and preliminary evaluation, unit visit, Unit Feedback Report (BGBR) by evaluation teams, each of which consists of 1 Unit Quality Commission member, 1 academic staff, 1 administrative staff and 1 undergraduate student. has been carried out.

1.4.2. Comments

1.4.3. Improvement suggestion(s)

1.4.3". Issues that need to be clarified on the spot

1.4.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.5 The institution should provide evidence that it is interacting with its stakeholders and wider society. Such public information must be clear, objective and easily accessible; This information should include up-to-date information on the study program as well as the current student number and profile.

- AÜVF social media accounts were reorganized in 2021. Announcements, promotions and information are shared on the AÜVF Instagram page on a daily basis, online events are organized on the Youtube page and records of face-to-face events are shared.
- In 2021, an independent website was created for the AÜVF Animal Hospital and made accessible through the AÜVF website. In addition to being an important source of information for external stakeholders, the Animal Hospital website also plays an active role in online appointment processes. Some units of the Animal Hospital, such as the Cardiology Unit, Wild Animals Unit, and Imaging Unit, which are important in terms of social contribution, also have social media accounts.
- Through the Animal Hospital Public Relations Unit, information, feedback and support services for stakeholders are maintained uninterrupted through numerous communication channels and mechanisms shared with the public.
- All real and legal person applications submitted to AÜVF within the scope of the Law on Access to Information and CIMER are answered in coordination with the relevant units and the applications are archived.
- Within the scope of quality assurance, in order to ensure the unity of the academic and administrative unit managers in line with the aims and objectives of the faculty; The opinions and suggestions of academic and administrative staff are taken. Problems and solutions are discussed by holding meetings with academic and administrative staff at certain times.
- There is no satisfaction survey conducted for the personnel working in the units providing administrative and support services, and the participation of the personnel in the satisfaction surveys conducted by AU is encouraged.
- Obtaining internal stakeholder opinions is usually carried out through focus group meetings and face-to-face meetings.
- Stakeholders' complaints, suggestions, satisfaction, etc. Mechanisms such as the "Requests and Suggestions" module on the website, e-mail, and official social media accounts are used to receive feedback.
- Student representation is carried out with the participation of student representatives in the relevant committees and commissions regarding issues that directly concern students. Student Representative Office is included in the organizational structure of AÜVF focused on strategic goal-internal quality assurance.
- An "External Advisory Board" consisting of the representatives of the most important public and private sector institutions, organizations and professional chambers of the veterinary profession was established and shared with the public in order to ensure a sustainable cooperation with the external stakeholders of the AÜVF, to develop relations and to share experiences. It is ensured

that the Foreign Advisory Board participates and contributes to the quality assurance system through the decisions to be taken at the regular meetings.

- In order to ensure the continuity of the internal quality assurance system and service quality at AÜVF, surveys are conducted for internal and external stakeholders.

- In order to conduct internal and external stakeholder surveys in a coordinated manner by the relevant units in accordance with defined processes, and to use the results in improvements, it was decided to establish an institutional survey management process at AÜVF, and studies were initiated to carry out the survey management process on the digital platform in a more effective way. For this purpose, an AÜVF user account has been created for the Limesurvey survey management software used in the infrastructure of AU Computer Center.

- Efforts continue to systematically and comprehensively collect employment information such as graduates' job placement, continuing education, income level, employer/alumni satisfaction. For this purpose, AU Alumni Office has been established and a link has been added to the AÜVF website, where graduates can register to the AU Alumni Information System and activate their accounts.

- Student admission and progress at AÜVF is monitored, evaluated and shared with the public through annual BÖDRs.

In addition, demographic analysis surveys of students enrolled in AÜVF and studies to identify students at risk in the first year and to take precautions were also initiated.

1.5.2. Comments

1.5.3. Improvement suggestion(s)

1.5.3". Issues that need to be clarified on the spot

1.5.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.6 The institution should periodically review and monitor its activities, both in terms of number and quality, in order to respond to the needs of students and society and to ensure that they achieve the goals set for them. The institution should disclose to the public how this information analysis is used in the development of its activities and provide evidence of the involvement of both students and staff in the provision, analysis and application of this information. Any action planned or performed as a result of this data analysis should be communicated to the relevant parties.

- AÜVF management carries out monitoring and improvement studies regarding organizational structuring practices.

- In accordance with the Public Financial Management and Control Law No. 5018, education and training, research and development, social contribution and management system processes have been defined and aligned with internal control standards.

- Defined processes are managed throughout the unit. AÜVF 2022 “Internal Control Management Stability Statement” was prepared and announced to all personnel.

1.6.2. Comments

1.6.3. Improvement suggestion(s)

1.6.3”. Issues that need to be clarified on the spot

1.6.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.7 The institution should undergo a cyclical external review through TVHEDS. Evidence of such external assessments should be provided, along with assurance that progress since the last TVHEDS assessment has been based on planned action linked to an ongoing quality assurance process.

- The AUVF undergoes cyclical external evaluation through TVHEDS. AÜVF, which was awarded the national program accreditation for 7 years in September 2015 after the external evaluation by VEDEK, submitted 2 interim reports in 2018 and 2019 (Annex-3 and Annex-4).

- Similarly, at the EAEVE General Assembly held in Hannover between 31 May-1 June 2018 as a result of the EAEVE visit and evaluations carried out between 26-28 March 2018, AÜVF, which was institutionally accredited for 7 years, submitted its interim report (Interim Report) in May 2022 prepared and submitted to EAEVE.

- It is also evaluated by AÜVF YÖKAK. AU Internal Evaluation Reports for the years 2015-2020 can be accessed on the YÖKAK website.

1.7.2. Comments

1.7.3. Improvement suggestion(s)

1.7.3”. Issues that need to be clarified on the spot

1.7.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

1.8 The institution should have a distance education and/or emergency distance education quality assurance system.

- After announcing that they can continue their education and training activities online as of March 23, 2020, AU has decided to switch to online education in all formal programs as of March 23, 2020. In this context, all formal associate, undergraduate and graduate courses have been started to be carried out through virtual/live classes over the ANKUZEF Learning Management System (ÖYS).

- With the reporting tools in the LMS and virtual/live classroom tools it has developed, AU can follow the processes such as the use of systems/tools by the instructors, student participation and content interaction. The results obtained with the help of these tools are compared with the face-to-face education processes of previous periods, and the deficiencies are determined and reflected in the system by interviewing the instructors in the parts that are thought to be different.

- Distance education policy development activities are carried out taking into account the development of the current education and training policy, and the policy is constantly reviewed and updated. Similarly, AÜVF carries out distance education activities by closely following all developments in information and communication technologies.

1.8.2. Comments

1.8.3. Improvement suggestion(s)

1.8.3". Issues that need to be clarified on the spot

1.8.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 2: FINANCIAL STATUS

2.1 The institution must have sufficient funding to achieve its objectives in education, research and services and to continue its requirements to fulfill its mission. Funding should include both

expenditures (dedicated to personnel costs, operating costs, maintenance costs and equipment) and revenues (devoted to public funding, tuition fees, services, research grants and other resources).

- In the report prepared for the academic and administrative strategic planning in the preparation of the AÜVF budget, the expenses are divided into sections in detail (equipment related to education; functional expenses such as electricity, water, gas, fuel oil; maintenance and repair of buildings, machinery equipment maintenance and repair and purchase, runners, service purchases, such as movable property and real estate rights purchases). The above diversified items in the financial budget are budgeted separately.

- AÜVF Education-Research and Application Farm has a separate budget. The use of budget items is evaluated at the end of the year, and the unused ones are transferred to the Strategy Department of the Rectorate, and the demands in those items can be met within the university.

- In the AÜVF budget, in addition to the general budget transferred by the AU Strategy Development Department, consultancy services to the AÜVF Revolving Fund, the private sector, egg, milk and animal sales revenues from the Education Research and Application Farm, clinical services and departments, Animal Hospital and Central Diagnostic Laboratory There are also revolving fund revenues transferred from its services.

- A part of the total monthly income of AÜVF Revolving Fund is transferred to the official authorities through current transfer under the heading of "Shares from Revenues and Profits". The share given to the general budget consists of 1% treasury shares. Shares given to special budget administrations are 5% AU Rectorate Central Share and 5% BAP share.

2.1.2. Comments

It is seen that the total income of the faculty covers the total expenses.

2.1.3. Improvement suggestion(s)

2.1.3". Issues that need to be clarified on the spot

2.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

2.2 A strong financial infrastructure should be established to ensure the sustainability of distance education infrastructure and services.

- AÜVF uses AU's distance education infrastructure and services. Distance education is provided administratively, financially and technically by ANKUZEF holistically and centrally.

- AU has a strong distance education infrastructure with internet and cloud-based, national and international qualified servers, storage units, learning management systems and virtual/live classroom software.

2.2.2 Comments

2.2.3. Improvement suggestion(s)

2.2.3". Issues that need to be clarified on the spot

2.2.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

2.3 Clinical and field services should function as educational resources. The use of these resources in education has priority over the revenues to be obtained from clinics. The institution should have sufficient autonomy to use its resources to implement its strategic plan and to meet the TVHEDS Standards.

- Functioning of clinical and field services as educational resources in AÜVF and the use of these resources in education are considered more priority than the revenues to be obtained from clinics.

- Clinic and field services are carried out in line with the Revolving Fund Fee Schedule. The Revolving Fund Fee Tariff is evaluated, updated and shared with the public on the AÜVF website by the relevant Revolving Fund Fees Determination Commission.

- There is no expenditure item directly allocated to education within the share allocated to AÜVF from the university budget. However, expenditures for educational purposes are made from different items (consumption-oriented materials, maintenance and repair, stationery, runner, etc.). For this, necessary planning is carried out by taking into account the needs of educational equipment, consumables and laboratory materials from the budget of AÜVF every semester.

2.3.2 Comments

2.3.3. Improvement suggestion(s)

2.3.3". Issues that need to be clarified on the spot

2.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

2.4 The allocation of resources should be reviewed regularly to ensure that available resources meet their needs.

- AÜVF Diskapi Campus and Education-Research and Application Farm requests are collected at the dean's office. The decision mechanism to be made through the revolving fund or financial affairs of the received requests is carried out by the unit chiefs and the relevant deputy dean.

- Financial data are presented to the stakeholders in the Academic General Assembly and AU Rectorate workshops held in June in accordance with the Academic Organization Regulation. In case the requirements cannot be met with the budget of the dean's office, purchases can be made in accordance with the procurement procedures and principles at the discretion of the Rectorate's Administrative Financial Affairs Department or Strategy Department. The distribution of financial resources in the unit is carried out in accordance with the principle of transparency and accountability.

- AÜVF budget implementation results, explanations on basic financial statements, financial audit results, etc. AÜVF and AÜVF Education, Research and Application Farm Activity Reports containing the data are submitted to the Rectorate's Strategy and Development Department annually and shared with the public on the AÜVF website. (<http://www.veterinary.ankara.edu.tr/birim-faaliyet-raporlari/>).

- Procurement transactions are carried out according to the principles set by the Public Financial Management Control Law No. 5018 and the Public Procurement Law No. 4734. In this framework, first of all, the appropriation of the need for the goods or services is examined, specifications and contract drafts are prepared according to the quantity and quality within the appropriation, and the necessary procurement transactions are carried out within the framework of the procedures in the procurement law (direct procurement, bargaining, open tender) according to the monetary value and approximate cost.

- In accordance with the provisions of the relevant Legislation; The suitability, quality and continuity of services received from outside the unit are ensured. The process is completed by the AÜVF inspection acceptance commission. In this process, the list of services, goods and suppliers supplied is recorded.

2.4.2 Comments

2.4.3. Improvement suggestion(s)

2.4.3". Issues that need to be clarified on the spot

2.4.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 3: CURRICULUM

3.1. The curriculum is fully compliant with VUCEP and the “Regulation on Determining the Minimum Education Conditions for Doctors, Nursing, Midwifery, Dentistry, Veterinary, Pharmacy and Architecture Education Programs” (See Appendix 1) published in the Official Gazette dated February 2, 2008 and numbered 26775. It must be designed, sourced, and managed to ensure that it achieves the license specifications expected. The curriculum should include the courses (input) listed in the regulation appendix published in Appendix 1 and allow the acquisition of First Day qualifications (See Appendix 2). These basic issues are; It should concern all subject groups, such as clinical sciences in pet animals (including equine and exotic pets), clinical sciences in farm animals (including animal production and herd health management), food safety and quality, and professional knowledge.

3.1.1. Results

When the ODR of Ankara University Faculty of Veterinary Medicine (AÜVF) is examined; It has been stated that the undergraduate education curriculum given is designed in full compliance with the “Regulation on Determining the Minimum Education Conditions for Doctorate, Nursing, Midwifery, Dentistry, Veterinary, Pharmacy and Architecture Education Programs” published in TYYÇ, VUÇEP, YÖKAK and the Official Gazette. It has been determined that the AUVF curriculum complies with the mentioned criteria and is designed to help the first day competencies to be acquired.

3.1.2. Comments

However, the issues that were determined as a result of the evaluation and that need to be clarified are presented below in articles.

1. Table 3.1.1. The course hours taken by each student in each academic year are shown. Column B in this table is reserved as "**seminar**" hours, but the seminar hours each student receives in each academic year are not specified. In this regard, the course information package was also examined (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057), but no information on this subject could be obtained in the AUVF undergraduate education curriculum.
2. Table 3.1.1. The course hours taken by each student in each academic year are shown. In this table, column C is reserved as "**supervised personal learning**" hours, but it has been determined that the course hours taken by each student in each academic year are not included in the table.
3. Table 3.1.2. The course hours taken by each student in the subjects listed with VUCEP and the relevant regulation are shown. However, it has been determined that there

are inconsistencies in the writing of the hours of the relevant courses. These inconsistencies are presented below in articles.

- a. The line indicates the total course hours for clinical practical training in all common pet types. However, it would be appropriate to write the course hours in column D so that it can be understood that only the clinical sciences section of the course has practice hours.
 - b. In the line, it is stated that the preventive medicine course takes place in different disciplines (within the scope of the subject content of Infectious Diseases Sciences, Clinical Sciences, Animal Sciences and Animal Nutrition Sciences, Food Sciences). However, the theoretical and practical course hours allocated for this course should be evaluated separately from other courses. For this reason, it would be appropriate to write the required course hours for the relevant course and to re-enter the table by deducting the hours written for this course from the aforementioned courses.
 - c. Similarly, Veterinary legislation, veterinary forensics and certification, Treatment in all common pet species, Herd health management, Practical studies in slaughterhouses and food processing facilities, Food technology including analytical chemistry, Veterinary epicrisis report writing, Practice management and management, Information literacy Theoretical and practical course hours allocated for data management and data management courses should be evaluated separately from other courses. For this reason, it would be appropriate to write the required course hours for the relevant courses and to re-enter the table by deducting the hours written for these courses from the mentioned courses.
4. Table 3.1.4. Wild Animal Behaviors, Native Dog Breeds, Beekeeping, Viral Zoonoses courses mentioned in the elective courses offered to the students are in the main ODR but on the institution's website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) that is not in the elective course pool; It has been determined that there is no data such as learning outcomes, ECTS information, weekly content information, and the purpose of the course.
 5. It has been determined that Exotic Animal Behaviors and Animal Rights courses are not available in ODR, but Bologna information is available on the institution's website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057).

3.1.3. Improvement suggestions

1. **After reviewing the information in Table 3.1.1., it would be appropriate to add “seminar” and “supervised personal learning” hours to the table.**

2. In Table 3.1.2. Preventive medicine, Veterinary legislation, veterinary forensic medicine and certification, Treatment in all common pet species, Herd health management, Practical studies in slaughterhouses and food processing facilities, Food technology including analytical chemistry, Veterinary epicrisis report It would be appropriate to add the theoretical and practical course hours of writing, Application management and business, Information literacy and data management courses to the table separately from other courses, or to give the courses in which these topics are covered more clearly in the program.

3. It would be appropriate to remove the courses that are not in the ODR but have information in the course information package (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057).

4. It will be appropriate to upload the necessary information to the website for the courses that are in the ODR but do not have information in the course information package (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057)

3.1.3". Issues that need clarification on the spot

3.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

3.2. Programs should be competency-based and designed to meet the objectives set for that program, including the desired learning outcomes. Competence arising from a program should be clearly stated and explained and should refer to the TYYÇ, VUÇEP, OIE and YÖKAK and ESG 2015 level and ultimately to the Bologna Process. The institution should provide with evidence a system of quality assurance that promotes and monitors the existence of an academic environment highly conducive to learning, including self-learning. Details of student participation, as well as the type, conditions and updating of appropriate learning opportunities for students, should also be clearly defined. The institution should also explain how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Results

All course contents designed in accordance with the AUVF curriculum TYYÇ, VUÇEP, EAEVE, WOA, YÖKAK and ESG 2015 recommendations in the Institution's ODR, course evaluation, course learning output and program output matching, in which all course contents are designed

to complement and follow each other, are in Turkish in accordance with Bologna processes. and is written in English.

However, the issues that were determined as a result of the evaluation and that need to be clarified are presented below in articles.

1. It has been observed that the courses taught during the AÜVF undergraduate education have been updated in terms of national and international standards and the necessary preparations have been made within the scope of the Bologna process. However, when the Bologna content of the related courses is examined (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057), it has been determined that the course contents of the elective courses are not entered into the system.
2. Similarly, when examining the website where the Bologna contents of the related courses are shared (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) . It has been determined that learning activities for many vocational courses and elective courses are not written clearly.
3. When the website where the Bologna content of the courses is shared (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) is examined, the aim, content, teaching, course resources and application and evaluation of the course in vocational and elective courses It has been determined that when the methods of explaining the methods and the working principles and biosafety rules in the laboratory are explained, the system is not entered.
4. In addition, it has been determined that exam, seminar, homework/presentation and self-learning weeks are not entered into the system for each course.

3.2.2. Comments

1. **It will be appropriate to enter the contents of the courses in the system on the website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) where the Bologna contents of the elective courses taught during the AUVF undergraduate education are shared. If the content of the elective courses and the compulsory courses overlap, it will be appropriate to exclude the content of the elective courses from the main course content.**
2. **On the website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) where the Bologna contents of the elective courses taught during the AUVF undergraduate education are shared, it is appropriate to clearly write the learning activities for vocational courses and elective courses. will be.**
3. **On the website where the Bologna contents of the courses are shared (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) the purpose, content,**

teaching, course resources and application and evaluation methods of each course are explained. and when the working principles and biosafety rules are explained in the laboratory, it will be appropriate to enter the system.

4. It would be appropriate to enter the exam, seminar, homework/presentation and self-learning weeks into the system (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) for each course.

3.2.3 Suggestions for Improvement

3.2.3". Issues that need clarification on the spot

3.2.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

3.3 • Ensure that all content, teaching, learning and assessment activities of the undergraduate program overlap effectively to create an integrated framework

- **Must include a description of First Day Competencies**
- **It should form the basis for clear statements of self-study units' goals and learning outcomes.**
- **Must be in contact with staff and students**
- **They should be regularly reviewed, managed and updated to ensure they are reached in a relevant, adequate and effective manner.**

3.3.1. Results

The issues that were determined as a result of the evaluation and that need to be clarified are presented below in articles.

1. As stated before, it has been observed that the contents of the elective courses in the AUVF Course Information Package are not available on the website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) where the contents of Bologna are shared. In addition, teaching activities for vocational courses and elective courses are not clearly written, in vocational and elective courses, the purpose, content, teaching of the course, course resources, application and evaluation methods related to the course, explaining the working principles and biosafety rules in the laboratory, exam, seminar, homework. /presentation and self-learning weeks were not found in the system.

2. here are elective courses that are not in the curriculum in the ODR of the institution, but shared on the website of the institution, or there are courses that are not in the elective course pool on the website, but are included in the curriculum of the ODR.
3. At AUVF, students' opinions and evaluations about faculty conditions and educational activities are taken and analyzed through questionnaires presented on the AUVF website and OBS. The results of the surveys are shared publicly on the AÜVF website. (http://www.veterinary.ankara.edu.tr/anket_results/). **However, the year in which these evaluations belong is not available in the system.**

3.3.2. Comments

1. It will be appropriate to enter the contents of the courses in the system on the website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) where the Bologna contents of the elective courses taught during the AUVF undergraduate education are shared. If the content of the elective courses and the compulsory courses overlap, it will be appropriate to exclude the content of the elective courses from the main course content.
2. On the website (http://bbs.ankara.edu.tr/Ders_Plani.aspx?bno=4420&bot=2057) where the Bologna contents of the elective courses taught during the AUVF undergraduate education are shared, it will be appropriate to clearly write the learning activities for vocational courses and elective courses.
3. It would be appropriate to classify the results of the student satisfaction surveys (<http://www.veterinary.ankara.edu.tr/anket-sonuclari/>) shared on the AÜVF website and open to everyone.

3.3.3. Improvement Suggestions

3.3.3". Issues that need clarification on the spot

3.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

3.4. The institution should have a formally established committee structure (includes effective student representation) with a clear and authoritative reporting system to oversee and manage the curriculum and program achievement. Committee(s) that should be established;

3.4.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.4.2. Comments

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3.4.3. Improvement suggestion(s)

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3.4.3". Issues that need clarification on the spot

3.4.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.5. DPE is compulsory training events organized outside the institution and training; the student is under the direct supervision of a non-academic person (for example, an expert). Out-of-Faculty Practice Training cannot replace extra-curricular training under the close supervision of academic staff (e.g. ambulance services, mobile clinics, farm visits, hands-on training in abattoirs/industrial establishments in terms of food safety and quality). Since the veterinary degree is a profession that can be realized by providing the First Day Competencies, DPE should complement and strengthen the academic education by increasing the professional knowledge of the student.

3.5.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.5.2. Comments

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3.5.3. Improvement suggestion(s)

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3.5.3". Issues that need clarification on the spot

3.5.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.6. DPE providers should come to an agreement with the Institution and the student (specify their rights and duties, including insurance issues), a standardized assessment of the student's performance during the DPE should be made, and the student should be allowed to provide feedback to the institution on the DPE program. If any training is provided to DPE providers, it should have clearly defined content. There should be an academic staff responsible for the overall oversight of the DPE, including liaising with DPE providers.

3.6.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.6.2. Comments

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3.6.3. Improvement Suggestions

3.6.3". Issues that need clarification on the spot

3.6.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.7. During DPE, students must take responsibility for their own learning. As part of this responsibility, it should be a duty to prepare appropriately for each field of study, to keep an appropriate record of their experience in this training by using the logbook provided by the institution and evaluating the DPE. Students should be able to make a formal or anonymous complaint about problems that occur during DPI. The institution should have a quality assurance system to monitor implementation, progress and subsequent feedback within DPE activities.

3.7.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.7.2. Comments

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3.7.3. Improvement Suggestions

3.7.3". Issues that need clarification on the spot

3.7.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.8. Flexible education forms, independent of time and space, in which lessons are carried out synchronously or asynchronously through information and communication technologies, should be defined. It should have a learning management system (LMS), which is the basis of the distance education system.

3.8.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.8.2. Comments

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3.8.3. Improvement Suggestions

3.8.3". Issues that need clarification on the spot

3.8.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.9. The curriculum should be continually updated to accommodate the application of different models of education and assessment.

3.9.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.9.2. Comments

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3.9.3. Improvement Suggestions

3.9.3". Issues that need clarification on the spot

3.9.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

3.10 The institution should have the "Emergency Remote Teaching - Emergency Remote Teaching (AÖÖ - ERT)" system, which includes the use of distance education solutions in crisis (such as epidemic) or emergency processes (such as war, natural disaster, etc.) where education and training cannot continue face-to-face. Mechanisms should be in place to provide temporary access to education and training support that can be quickly established and used reliably during the crisis. Considering that distance education and emergency distance education are different from each other, it should ensure that all students have access to course materials, activities and assignments, and focus on the design of flexible, inclusive and student-centered learning environments. In such extraordinary situations, institutions should form support teams.

3.10.1. Results

It is thought that the AUVF does not have a deficiency for this standard.

3.10.2. Comments

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3.10.3. Improvement Suggestions

3.10.3". Issues that need clarification on the spot

3.10.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 4: FACILITY AND EQUIPMENT

4.1. All aspects of physical facilities should provide an environment conducive to learning, including internet access. The Veterinary Institution should have a clear strategy and program for maintaining and improving its buildings and equipment. Facilities must comply with all legislation related to health, safety, biosecurity and national animal welfare and care

standards (Ministry of Agriculture and Forestry related laws numbered 5199 and 5996 and all related regulations).

4.1.1. Results

- AÜVF is located at the outer gate campus in the city center, where it is easy to reach by public transportation vehicles such as metro, bus and minibus.
- Within the AÜVF, there are 12 lecture halls/classrooms and 67 laboratories (19 Education and 48 Research Laboratories) in total, as well as 4 lecture halls open for common use, within the Departments where the theoretical/practical education of students enrolled in Turkish and English undergraduate programs is carried out.
- Congress, conference, symposium etc. organized in AÜVF. There is a conference hall with a capacity of 400 people for scientific events and professional meetings.
- The classrooms, practice hall, workshops, building, facilities and rooms used in education and practices are periodically renewed and improved within the scope of the budget and AUVF opportunities allocated annually by the AU Strategy Development Department.
- The installation of the Wireless Network System, which has been commissioned piecemeal since 2007 under the name of EDUROAM, has been completed. The coverage areas of the Wireless Network, starting from Student Houses, Libraries, Learning Centers and open areas where students are collectively; It has been expanded to cover all campuses and units of the university. (Wireless living area/Total living area: 96%)
- There is a library that serves students and is also used as a reading room.
- In clinical field applications, mobile clinic and animal transports have sufficient number of vehicles and equipment. In addition to these vehicles; when necessary, vehicles are supplied by outsourcing services.
- Medication follow-up and supply are controlled by the pharmacy manager, pharmacist and technician. Drug conditions are constantly monitored with a datalogger.
- Medicines dispensed to the patients by the clinics during the day are prescribed by the relevant physician through the e-prescription system. The relevant prescription and the handwritten consumables prescription are taken to the pharmacy by the patient's owner, and the necessary drugs for treatment are provided.
- An operating directive, emergency department directive and mobile clinic directive are present for the hospital.

4.1.2. Comments

- Due to its location, AÜVF is located in an easily accessible location for both students and patient owners.

- The number of classrooms within the body of AÜVF was found to be quite sufficient for both private and common use.

- The existing conference hall is at a level that can meet the desired needs both in terms of capacity and today's competencies. Animal Hospital, which provides service within the Faculty of Veterinary Medicine, has some shortcomings despite all the functionality of its existing departments:

- Animal Hospital buildings consist of spaces that are located in different locations and are not physically connected to each other. Each independent unit has only one door that is actively used. However, some of these doors are out of use for security reasons. This is a factor that will increase the risk in terms of Biosecurity.
- The fact that the triage clinic, which should be the first application area outside the building, and which is necessary both to direct the patients admitted to the hospital to the right clinic and to prevent the spread of infectious diseases, was located inside the emergency clinic, ensured the accuracy of the routing, but increased the risk of cross-contamination. It is reported that the restoration of the buildings in our campus, which became operational in 1933 and has the status of a cultural site, can be done on a limited basis in line with the permission of the relevant committees, and it takes time to obtain the necessary permits for some required physical arrangements. With the triage point established in the Animal Hospital, an ongoing process of arranging the animals according to their medical priorities is carried out. In addition, it was found positive that the first reception point of the patients was separated from the main foyers of the Animal Hospital and that the studies were continuing to move to an independent area.

- Although it is stated in the ÖDR that all operations and processes performed in AUVF facilities and units are carried out in accordance with the occupational health and safety, biosecurity and animal welfare criteria within the framework of the provisions of the legislation, the following issues were determined during the visits:

- It has been determined that in some departments, there are no information letters for medical waste, household waste and sharps boxes. However, it was found important to initiate studies to establish a Biosafety Board in order to manage biosafety processes within the Faculty in a defined and correct manner.

- Although there is a hospitalization unit for the patients treated in the Animal Hospital, it is not actively used. This situation, especially since it eliminates the postoperative process management, reduces the success rate of the institution

and also causes negative results in terms of animal welfare. However, efforts are underway to rectify the situation.

4.1.3. Improvement suggestion(s)

- For the above-mentioned issues, the educational practices of academic, administrative staff and students on Biosafety measures should be reviewed and, if necessary, rearranged.
- With the renewal of the equipment in the food production unit of the faculty, the branding process can be completed and an additional item can be provided to the revolving fund.
- Planning in the drug supply process should be done according to the 6-month period as specified in the tender law. Direct supply is available for emergencies. However, the general planning should be aimed at meeting the 6-month need.

4.1.3". Issues that need clarification on the spot

4.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Disabilities). Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

4.2 Lecture halls, teaching laboratories, training rooms, clinical facilities and other training areas should be in number and size suitable for teaching purposes, equipped and well maintained. Facilities should be adapted to the number of students enrolled. Students should have easy access to adequate study, self-learning, recreation, undressing, sanitary and food services. Offices should be adequate for the needs of teaching, research laboratories, academic and support staff.

4.2.1. Results

- AÜVF is an institution that provides education in Turkish and English in a total of 9 lecture halls and 7 classrooms under 20 departments and also has a research and application farm.
- There is 1 reading room (also used as a library) for students with a capacity of 50 people. In order to meet the food needs of the students, service is provided in a restaurant with a capacity of 150 people, 2 canteens / cafeterias with a capacity of 200 people and a student / staff cafeteria with a capacity of 350 people.
- Within the body of AÜVF, there are 19 training and 48 research laboratories, enough offices for academic staff (175 units), as well as 40 administrative personnel offices.

4.2.2. Comments

- It is thought that the AUVF does not have a deficiency for this standard.

4.2.3. Improvement suggestion(s)

4.2.3". Issues that need clarification on the spot

4.2.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

4.3 Institution's livestock facilities, animal shelter, basic clinical teaching facilities and equipment:

- **Must be adapted to the number of students enrolled (training and venue facilities) to ensure hands-on training is provided to all students**
- **Must be of high standards, well-maintained and fit for purpose**
- **Promote good livestock, welfare and management practices**
- **Must Ensure Relevant Biosafety and Biosafety**
- **It should be designed to enhance learning.**

4.3.1. Results

- AÜVF Training, Research and Application Farm has cattle breeding (dairy barn, semi-open and closed fattening barns), sheep-goat breeding and chicken breeding (traditional and enriched caged egg farming, broiler coops) and beekeeping units. There are also small units for horse, pig and dog breeds.

- Providing training, practice and internship to students within the scope of training, research and practice activities related to veterinary medicine on the farm; Various opportunities are provided to researchers in terms of contributing to R&D activities and practices.

- The operations and processes carried out in the AÜVF farm by the Farm Manager, the Farm Commission and the Animal Welfare Commission are monitored, inspected and improvement studies are continued.

- All operations and processes carried out in AÜVF facilities and units are carried out in accordance with the occupational health and safety criteria within the framework of the provisions of the legislation, and the issues related to these are constantly monitored and improvement studies are carried out by the management staff/relevant coordinators/commissions.

- Within the body of AÜVF, there is the Management Systems Coordinatorship and the Biosafety Commission operating under the relevant vice dean. In relation to good clinical and laboratory practices, necessary information and training activities are carried out for students and staff on the principles of Biosafety procedures and practices in AÜVF units and facilities.

4.3.2. Comments

- Relevant Biosafety deficiencies are set forth in Standard 4.1.2.

- The fact that there are animal hospital hospitalization units and no hospitalization is performed is considered as a major deficiency in terms of welfare.

- An area outside the hospital building or with a different entrance should be created for triage, thus aiming to reduce the possibility of cross-contamination.

4.3.3. Improvement suggestion(s)

- Biosafety training and practices of academic, administrative staff and students should be reviewed and, if necessary, rearranged on the issues specified in 4.1.2.

4.3.3". Issues that need clarification on the spot

4.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

4.4 Basic clinical teaching facilities should be provided in a VEUH with at least 24/7 emergency services for pet animals, where the institution can clearly demonstrate that the education and clinical research standard complies with all TVHEDS standards, eg research-based and evidence-based clinical education. For livestock that are Horse and Food, ambulance service should be provided if there is no emergency room at VEUH. The institution must provide the latest standards of training clinics comparable to or exceeding the best in the private sector. Hospitals, practices and facilities (including DPE) related to VEUH and the curriculum must comply with the relevant National Practice Standards (Ministry of Agriculture and Forestry Law No. 5996 and related regulations issued accordingly).

4.4.1. Results

- AÜVF Animal Hospital has 1 emergency clinic, 10 operating rooms, 18 examination rooms, 1 central laboratory, unit laboratories and diagnostic imaging area.

- The clinical services of AÜVF Animal Hospital, with the participation of 4 clinical departments (Surgery, Obstetrics and Gynecology, Internal Diseases, Reproductive and Artificial Insemination) within the Clinical Sciences Department, and the contribution of the Physiology Department, which undertakes the Behavioral Clinic services, and analysis services are provided by the Center. It is carried out in a multi-stakeholder manner with the contribution of the Department of Genetics as well as the 6 departments (Biochemistry, Pathology, Parasitology, Physiology, Microbiology, Pharmacology and Toxicology) within the Basic Sciences and Preclinical Sciences, serving through the Diagnostic Laboratory structuring. It is understood that the 4 main departments (Surgery, Internal Diseases, Obstetrics and Gynecology, Artificial insemination) in which clinical services are provided have the necessary technological equipment.

- AÜVF has an emergency clinic that provides uninterrupted animal health services 24 hours a day, 365 days a year, and also directly contributes to intern practice training. In the emergency clinic, advanced medical services are offered, in which emergency guards come into play when needed.

- There is a Central Diagnostic Laboratory within the Animal Hospital.

- In clinical field applications, for mobile clinic and animal transports; 1 midibus for 14 persons, 1 mini caravan, 2 minibuses for 8 persons, 2 vans for freight transport, 2 commercial vehicles for 4 persons, 5 tractors used in agricultural and veterinary services and trailers used in animal transport, 1 as a construction machine equipped with a tractor. In addition to these vehicles; when necessary, vehicles are supplied by outsourcing services.

- Within the body of AÜVF, there is an internal directive that defines the procedures and principles of the Mobile Clinical Commission and the mobile clinical unit, and it is ensured that the students are taken to the farm animal enterprises by mobile clinic vehicle within a certain program in order to increase their practice in medicine and field experience. A logbook regarding these practices is kept and student study reports are collected.

- There are separate hospitalization and isolation units for cattle, cats and dogs, horses and wild animals in the AÜVF animal hospital and its affiliated clinical departments. Sufficient infrastructure, appropriate equipment and personnel are available in the said units.

4.4.2. Comments

There is no triage point in the hospital other than the emergency clinic. However, efforts are underway to correct the issue.

4.4.3. Improvement suggestion(s)

It will be possible to establish a triage point in an area other than the current hospital area, to identify the patients with suspected infection, at least by preliminary physical examination, and to direct such patients to the isolation unit, where they will be examined and treated, thus

preventing risks such as cross-contamination. Provision of at least one x-ray and hematology equipment for use in the out-of-hours emergency clinic will increase the effective functionality of the emergency clinic.

4.4.3". Issues that need clarification on the spot

4.4.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

4.5 Institution; It should ensure that students have access to a wide range of diagnostic and treatment facilities with, but not limited to, opportunities such as diagnostic imaging, anesthesia, clinical pathology, intensive/critical care, surgeries and treatment rooms, ambulance services, pharmacy and necropsy rooms.

4.5.1. Results

- AÜVF Animal Hospital clinics, affiliated and related departments and units have all the facilities, devices-equipment and units mentioned in this sub-title. The Institution owns the AÜVF Animal Hospital, which has gained a legal structure by obtaining a work permit in accordance with the provisions of the Animal Hospitals Regulation carried out under the supervision of the Ministry of Agriculture and Forestry. There are Emergency Clinic, 13 sub-branch clinics, 9 operating rooms, Central Diagnostic Laboratory, and Diagnostic Imaging Center within the Animal Hospital. At this point, facilities are available in all units under the coordination of the hospital for the purpose of diagnosis and treatment in the education of undergraduate students.

- Facilities such as diagnostic imaging unit, anesthesiology, pathology/necropsy rooms, operating rooms, intensive care units, pharmacy, laboratory, mobile clinic services operating within the hospital are used effectively in AÜVF on the basis of education of students and clinical practices.

- Within the body of AÜVF, there is an internal directive that defines the procedures and principles of the Mobile Clinical Commission and the mobile clinical unit, and it is ensured that the students are taken to the farm animal enterprises by mobile clinic vehicle within a certain program in order to increase their practice in medicine and field experience.

- A logbook regarding mobile clinic practices is kept and student study reports are collected. The Mobile Clinic Follow-up Form has been prepared to be filled by both physicians and students.

4.5.2. Comments

- Hospitalization units and isolation units for inpatients in AÜVF animal hospital and its affiliated clinical departments are always sufficient to be used. However, hospitalization facilities need to be improved.

4.5.3. Improvement suggestion(s)

- Hospitalization practice should be re-evaluated. Hospitalization practice can be put into effect, especially by assigning interns under the supervision of the responsible veterinarian.

- With the establishment of a digital system that can provide video lectures to the students during the surgery without deteriorating the sterilization conditions, more students will be able to participate in the practice classes more effectively.

4.5.3". Issues that need clarification on the spot

4.5.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is partially compliant with the standard.

4.6 Appropriate isolation facilities should be provided to meet the need for isolation and containment of animals with communicable diseases. Such isolation facilities should be properly constructed, ventilated, maintained and operated to provide animal care in accordance with updated methods for preventing the spread of infectious agents. VEUH should have sections on all commonly used animal species.

4.6.1. Results

- Within the AÜVF Animal Hospital, there are isolation units with an independent ventilation plant and physically located separately from other units in accordance with animal species with infectious diseases.

-The cleaning, maintenance, ventilation, equipment and facilities of these units are routinely monitored and constantly improved.

4.6.2. Comments

-The capacity of the isolation facilities will be insufficient as they will be used actively with the triage application. For this reason, it was considered as improvable.

4.6.3. improvement suggestion

4.6.3". Issues that need clarification on the spot

4.6.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

4.7 The institution must have a practice farm with equidae-farmed animals or mobile clinic services for contracted equivalent facilities, so that students can have the opportunity to practice veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Results

- The institution has an Education Research and Application Farm with cattle breeding (dairy barn semi-open and closed fattening stables), sheep-goat breeding and chicken breeding (traditional and enriched caged egg farming, broiler coops), beekeeping units. It is also available in small units for horse, pig and dog breeds. Education, research and application activities related to veterinary medicine are carried out on the farm. In addition, farm production units, units and facilities are also used in some student practices within the scope of intern, vocational training and internship programs.

- It has been stated that there is a small-scale Horse unit within the AÜVF Education, Research and Application farm.

- There is a service protocol in the field of "Joint Treatment, Surgical Operation and Necropsy of Serving Horses" with the K.K. Equestrian Sports Training Center Command.

4.7.2. Comments

- The disadvantage of the Education Research and Application Farm being far from the faculty campus is tried to be eliminated through mobile clinical applications and agreements with external stakeholders.

4.7.3. Improvement suggestion(s)

- Students' access to mobile clinic applications can be improved.

4.7.3". Issues that need clarification on the spot

4.7.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

4.8 Transportation of students, live animals, cadavers, materials of animal origin and other teaching materials should be carried out in accordance with national (laws numbered 5996 and 5199 and related regulations) standards to ensure the safety of students and staff and to prevent the spread of infectious agents.

4.8.1. Results

- In order to prevent the spread of infectious disease factors and student and personnel safety, vehicles-equipment in accordance with biosecurity criteria are used and biosecurity measures are followed within the framework of the provisions of the relevant legislation for transportation of live animals, cadavers, etc. in AÜVF hospitals and units.

and transportation,

- For this purpose, Biosafety Guide preparations have been completed and put into effect.

- A General Awareness Training was organized with the participation of the relevant persons in order to raise awareness and inform about the relevant issues in the institution.

4.8.2. Comments

- The institution complies with the standard.

4.8.3. Improvement suggestion(s)

4.8.3. Issues that need clarification on the spot

4.8.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

4.9 Practice policies and processes (including biosafety, good laboratory practice and good clinical practice) should be taught and published for students, staff and visitors. The agency should demonstrate a clear commitment to ensuring biosecurity and biosecurity with a specific commission structure. The institution should have a defined quality assurance system to monitor and provide clinical, laboratory and farm services, including regular monitoring of feedback from both students and owners.

4.9.1. Results

- Necessary information and training activities are carried out for students and staff about the principles of biosafety procedures and practices, especially good clinical and laboratory practices in AÜVF units and facilities.

- Within the body of AÜVF, there is the Management Systems Coordinatorship and the Biosafety Commission operating under the relevant vice dean.

- Animal Hospital Management carries out the "Animal Owner Satisfaction Survey" application with the "Request and Suggestion Module", which can be accessed through the website of the unit, in order to interact with internal and external stakeholders. In addition, the Animal Hospital Chief Physician interacts directly with the stakeholders around the clock, and on this platform, all positive or negative ratings and evaluations made by the stakeholders for the Animal Hospital are answered in a way that all stakeholders can access.

- In addition, a Public Relations Unit has been established in the unit, which is designed for stakeholder communication and additionally, stakeholder interaction is provided by telephone and e-mail. The visit data of the Animal Hospital website are monitored daily by the Chief Physician, and continuous improvement is ensured in line with the dynamics.

- Consent forms used for clinical applications were rearranged in line with stakeholder opinions, standardized and integrated into the hospital automation program. The data processed in the Hospital Automation System are automatically reported to the Dean, Deputy Deans and Chief Physician every week.

4.9.2. Comments

- In addition to all these studies, it has been stated that undergraduate and graduate students and personnel who will actively participate in laboratory practices are given biosafety training for 1 week before the application.

4.9.3. Improvement suggestion(s)

Due to the deficiencies stated in the first article (4.1.3), the existing trainings should be reviewed and their implementation should be committed.

4.9.3". Issues that need clarification on the spot

4.9.4. The Visiting Team's decision, ie whether the Institution complies with the relevant Standard, partially compliant (1 Primary and or a few Secondary Disabilities), or non-compliant (several Primary Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

4.10 The institution must have the technological infrastructure and the components that make up this infrastructure to provide an uninterrupted and trouble-free distance education service.

4.10.1. Results

AÜVF carries out its undergraduate, graduate and doctorate education within the scope of online-distance education through the University's e-campus learning management system, while it realizes its courses, seminars, conferences, etc. as informational studies, and exams in distance education processes through the systems and programs of ANKUZEF (Ankara University Distance Education Center) infrastructure

4.10.2. Comments

The ANKUZEF system was found to be sufficient and controllable.

4.10.3. Improvement suggestion(s)

4.10.3". Issues that need clarification on the spot

4.10.4. The Visiting Team's decision, ie whether the Institution complies with the relevant Standard, partially compliant (1 Primary and or a few Secondary Disabilities), or non-compliant (several Primary Disabilities). Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 5: ANIMAL RESOURCES AND ANIMAL ORIGIN TEACHING MATERIAL

5.1. The number and diversity of healthy and diseased animals, cadavers and animal origin materials should be sufficient to provide hands-on training (in the fields of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and tailored to the number of enrolled students. Evidence must be provided that this data is recorded regularly and processes are in place to address deficiencies.

5.1.1. Findings

- In AÜVF, the number of cases examined, treated and examined both in and out of the institution is particularly sufficient in terms of cat-dog numbers.

- Students benefit from the AÜVF Education-Research and Implementation Farm infrastructure as well as Mobile Clinic visits under institutional protocols or with short-term planning, with the goal of completing the livestock case numbers. In addition, the AUVF Wild Animals Unit has been established to ensure that applications for wild animal medicine can be carried out within planning.

- The number of facilities visited is sufficient in terms of inspection of material of animal origin.

- All living animal and animal-based material adopted by AUVF units is included in the processes after being recorded in the automation system. All units have authorized personnel to conduct

registration operations. Records to the system are automatically reported to AÜVF senior management on a weekly basis, following the process.

- Intern students are authorized to access the Animal Hospital automation system, enabling them to personally input anamnesia and basic examination data, allowing them to complete their case follow-up.

- Appointments are being made in all units of the AÜVF Animal Hospital except the Emergency Clinic, with the aim of sorting out the animals that are intended to be brought to the AÜVF Animal Hospital on a branch basis and in particular securing the use of animal material in the educational processes of the students.

- The AÜVF Education-Research and Practice Farm is an active unit where students' basic veterinary practice as well as production and processing processes of various animal products are practically taught and experienced one-on-one by students. All animals on the farm are used in educational activities provided that rules and ethical principles regarding animal welfare are taken into account.

- Planning on the welfare of animals admitted to the AUVF Animal Hospital and/or located in the AUVF Education-Research and Practice Farm inventory is being undertaken by the AUVF Animal Welfare Commission.

5.1.2. Comments

During the evaluation process, it was determined that the necropsy numbers of animals brought both in and out of the institution in the AÜVF were sufficient, especially in terms of cat-dog numbers. It has been determined that both livestock and uni-ungulate necropsies are performed within the framework of out-of-institution protocols for other species. The necropsy of a pig brought in from GATA was also monitored during the visit. Records of necropsies made are kept regularly and are determined to be in the system, especially in intern students.

5.1.3. Improvement recommendation/s

New protocols can be made specifically to increase uni-ungulate necropsy numbers.

5.1.3". Topics that need to be clarified on the spot

5.1.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

5.2 In addition to the training provided at the institution, (such as field training in the 2-4th semester) experience may also include out-of-institution hands-on training, provided it is arranged directly under academic supervision and meets the same standards as those applied in the Institution.

5.2.1. Findings

- An internal legislation has been established by the AÜVF for the activities of the Mobile Clinic, the Mobile Clinical Commission established under this legislation and the field team carrying out the visit planning and applications are carried out in line with the requirement.
- Participation in Mobile Clinic applications is mandatory for all intern students and the process is monitored by the commission. All visits to and from the Mobile Clinic are individually registered for each student.
- Under academic supervision, visits are made to broiler and egg hen farms and hatcheries, as well as pig farms. There are also visits to sheep and cattle ranches, equestrian sports facilities, the International Centre for Research and Education on Livestock.

5.2.2. Comments

- It has been established that educational practices conducted under out-of-institution academic supervision are adequate.

5.2.3. Improvement recommendation/s

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5.2.3". Topics that need to be clarified on the spot

5.2.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- **The organization is compliant with the standard.**

5.3. The VEUH should ensure that training is undertaken to enhance animal care skills of patient caregivers through the training of support staff (technical-administrative). Under all circumstances, students should be active participants in studies related to patients, including problem-based physical diagnostic and diagnostic decisions.

5.3.1. Findings

- The task definitions of the AÜVF personnel were made, the workflow processes were set, both basic documents containing all this data were shared transparently through the website. Orientation program is organised to improve the knowledge, skills and competencies of technical

and assistant staff, ensuring their participation in in-service training organised by the AU and the AÜVF during their duties.

- Furthermore, the participation of the designated individuals, especially among the employees in one-on-one communication with external stakeholders, in the online training arranged through the Presidential Gate of Remote Education, is ensured and monitored.
- AÜVF students are taught Vocational Practice and Clinical Skills as compulsory courses in the fourth semester and students are provided with applied clinical and laboratory preliminary training using artificial models and medical hardware by having students visit one of 12 modules rotationally each week at the established Clinical Skills Laboratory.
- Students who successfully complete all their theoretical and applied courses and meet their loan obligation during formal teaching are included in an educational meeting before being sent to units with intern student status. Consent forms created to secure students who will be involved in clinical and laboratory applications to learn the procedures and merits of the relevant units have been prepared.
- Students stationed in subunits and clinics maintain all the practices they are involved in the surveillance and coordination of academic staff stationed in relevant units.
- In order to ensure the basic gains and qualifications of each student on the first day, it is based on the limited number of students in all areas where one-to-one implementation has been undertaken. Within this scope, the number of students per group was grouped to be up to 4 people in Clinical Skills Laboratory modules, up to 5 people in mobile clinical applications, up to 6 people in clinics and laboratories within the intern application.
- An Intern Module integrated into the Animal Hospital automation system has been created to ensure and monitor students' participation in clinical examination, diagnostic tests, blood sampling, treatment, care-protection and critical care, anesthesia, routine surgery, euthanasia, necropsy, report writing, communication, biosecurity processes.

5.3.2. Comments

- During the evaluation process, it was determined that job definitions of technical and administrative staff were made and various training was provided periodically. It was determined that intern students were personally involved in both diagnosis and treatment processes, especially during their time in the hospital, as well as being integrated into the patient registration system and being active participants.

5.3.3. Topics that need to be clarified on the spot

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5.3.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

5.4. Medical records must be comprehensive and the data obtained must be retained in such a way (preferably an electronic patient record system) that the Authority has in an effective feedback system to effectively support teaching, research and service programs.

5.4.1. Findings

- All records of patients and samples using commercial software at AÜVF Animal Hospital and its affiliated units are recorded in the electronic automation system and referred to the units involved in this system mediation.

- A faculty member has been assigned as the custodian of this program used and regularly reports to the software firm the requests and recommendations needed in relation to this program. There are also continuous improvements and improvements in automation software in line with requirements.

- For effective and efficient use of automation software, registration, teller, veterinarian, student, laborant, pharmacist, administrator, etc., roles were created separately, training was provided to all stakeholders.

- With the Personal Data Protection Act and user roles created with limited scopes taking into account the powers, responsibilities and obligations of each stakeholder, staff and students have been secured access to the system.

- The institution's appointment system has been integrated into the automation system and external stakeholders seeking appointments have been made to make their personal data entries in person, ensuring complete entry of patient records.

5.4.2. Comments

- During the visit to the institution, it was determined that there is an effective patient enrollment system, it is used efficiently, it can be used especially by interns, and the roles of students are created.

5.4.3. Topics that need to be clarified on the spot

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5.4.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

5.5. The institution will virtually cover all applications in departments (Basic, Preclinical, Clinical Sciences and Food and Zootechnics-Animal Feeding), it must have educational materials available to the student.

5.5.1. Findings

- Visual training materials from animal materials previously used for relevant departments of education in this regard have been shared on the remote training platform created to support clinical skills laboratory training and in the ADM or Remote Education (AU E-Campus platform) areas of relevant courses.

- Veterinary Virtual Reality Laboratory within the AÜVF; Comprehensive "self-learning" modules have been created in the areas of beekeeping, Animal Feeding and Surgery (operation preparation).

5.5.2. Comments

- The Veterinary Virtual Reality Laboratory within the AÜVF is open to progress and a breakthrough in contribution to the profession.

5.5.3. Improvement recommendation/s

- Later materials in a different structure and module can be transferred to the relevant unit.

5.5.3". Topics that need to be clarified on the spot

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5.5.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

STANDARD 6: LEARNING RESOURCES

6.1. Latest technology learning resources should be adequate and accessible to support veterinary medicine training, research, service and ongoing education. Timely access to

learning resources through print, electronic environment or other means should be accessible to students and staff and, where appropriate, stakeholders. Latest technology applications for access to bibliographic search and databases and learning resources should be taught to undergraduates.

6.1.1. Findings

- The AU has an on-site "e-campus" application (<https://ekampus.ankara.edu.tr/>). E-content preparation and teaching design, taking into account the prompts of the relevant units, is planned and performed by ANKUZEK.
- During the Covid-19 pandemic process, AÜVF provided its students with access to remote education using the e-campus system, and all educational activities were undertaken through this system, including measurement and evaluation processes.
- The AU has ADM (<https://acikders.ankara.edu.tr/>), a platform that includes all kinds of courses that allow for open and free access and use of courses on the Internet. This platform enriched students' resources in relation to the course; faculty members were also able to compare, exploit and develop the contents of their courses with those who taught similar courses.
- All content contained under the site is licensed under the International License "Creative Commons Attribution - Share with Non-Commercial-Identical License 4.0."
- Furthermore, scientific work produced by members of the University is published in the AU open access system. As a university, the scientific journals, books and newsletters that are in royalty AU on the internet have also been made available in full text.

6.1.2. Comments

A.Ü. Veterinary faculty students are able to access technological learning resources through various applications (<https://ekampus.ankara.edu.tr/>, <https://acikders.ankara.edu.tr/>) established within the university, allowing them to support veterinary medicine training and research, service and continuous education.

6.1.3. Improvement recommendation/s

- The diversity of these content can be increased in processes moving forward in terms of subject matter and scope. Students should also be given periodic training on how to access these resources.

6.1.3". Topics that need to be clarified on the spot

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6.1.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

6.2. Staff and students should have full access to an Information Technology (IT) specialist, an e-learning platform and a qualified librarian led by the person involved, an academic library managed by an IT unit. Staff development and teaching materials should have the necessary physical resources to be used by students. Relevant electronic information, database and other intranet resources, both through wireless connectivity (Wi-Fi) and through a secure connection hosted from outside the Enterprise [for example; Virtual Private Network (VPN)] should be able to easily access data. Services provided to students, different forms of access and connectivity problems (device deficiencies, internet infrastructure deficiencies, time mismatches, etc.), alternate to disposal (post-publication of course records for students unable to attend simultaneous courses, identifying different media/methods for performing assignments, different time selections for students the creation of options, etc.)

6.2.1. Findings

- Within the AÜVF, there is a library and reading hall where 6 (4 (Library) + 2 (Reading hall Disabled) staff work, led by a library commission comprising at least three members of the AÜVF academic staff and one librarian.
- The library, which consists of a main hall (reading hall), book/magazine storage units, work stations and offices for library workers, was renovated in 2010.
- The current library, which also serves students, faculty and visiting researchers from outside the AÜVF, has 8 computers, four of which are available to students.
- As of 1 January 2012, access to bibliographical data (basic library entry data and chapter titles) of all external sources (including Turkish and foreign theses, encyclopedia, other faculty publications) was completed using the MILAS librarian program and was also made available online. It also provides online access for AÜVF students using Proxy services in and out of the library.
- AÜVF's library operates from 8:30 a.m. to 24:00 a.m. on business days, and the reading hall runs from 8:30 a.m. to 5:30 p.m.
- To ensure effective use of the library; at the beginning of each school year and as necessary, library users receive library usage training, and consultation services, lending services, see-hear services, electronic databases and electronic publications are made available for students to make the most of this service.

- Open shelf system is used in the sorting of books, indexes, and periodicals. Books are sorted by classification number in the reader's lounge, ensuring that books on the same topic coexist; the student is allowed to access these resources directly. The books are loaned to academic staff for one month (10 books) and to students for 15 days (5 books). Theses, periodicals and advisory sources are not loaned, but periodicals are provided with copies within the library.
- Usage statistics of databases are regularly taken, usage/cost analyses are carried out, and subscriptions of databases that show poor usage performance are terminated, ensuring efficient and effective use of the budget. All internal stakeholders have access to electronic resources owned by our university from outside the compound (Proxy service).
- The AÜVF is in addition to the Vidobu video training database, which includes educational videos from many different topics and is often preferred by users for the purpose of promoting foreign language learning; Subscription to the AYEUM database was also carried out in 2020 in line with user requests. In 2020, however, Cambridge E-Book, McGrawHill Access Medicine + McGrawHill Access Emergency Medicine, Statista, Taylor & Francis e-book, Complete Anatomy, Index Islamicus, MLA New membership is also provided to the Bibliography, Ideal Online, Brill magazines, AYEUM, Almanhal, Elsevier E-book, Clinical Key Student Text Book databases
- Papers, lecture notes, lecture notes and projects can be viewed within the open access system of the AU academic staff. The AU also contributes to the Open Access System and national and international archives, allowing everyone free access to the publications of their academic staff.

6.2.2. Comments

- During the evaluation process, it was determined that a very comprehensive library service was provided within the A.U. Veterinary College. Access to many sources is available, both in print and virtually. Students also benefit from the university's librarian resources, apart from their own libraries, and have access to the library automation program and all of the university's resources through the Internet. The AU has ADM (<https://acikders.ankara.edu.tr/>), a platform that includes all kinds of courses that allow for open and free access and use of courses on the Internet.

6.2.3. Improvement recommendation/s

- There is currently no copy service available to students in the library unit. When this service begins, students can benefit more effectively from some resources.

6.2.3". Topics that need to be clarified on the spot

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6.2.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

6.3. Kurum, öğrencilere bilimsel ve diğer ilgili literatürü, internet ve dahili çalışma kaynaklarını ve süreçlere ilişkin becerilerin geliştirilmesi için ekipman (ör. modeller) içeren öğrenme kaynaklarına engelsiz erişim sağlamalıdır. Bu kaynakların kullanımı, program içindeki pedagojik çevre ve öğrenme kazanımları ile uyumlu olmalı ve öğrenme kaynaklarındaki yeniliklerin öğretim değerini değerlendirmek için sistemlere sahip olmalıdır.

6.3.1. Findings

- Books purchased at the AÜVF Library, which come through donations, are transferred to the internet through the CIS library program. Through the AU Department of Library and Documentation (kutuphane.ankara.edu.tr), the overdrive/digital library system offers access to electronic books, open lecture materials and various databases.

- The Library and Documentation Center subscribes to numerous online magazine and e-book databases, all of which can be accessed by a search engine and a single intermediate face.

- Students, academic and administrative staff are able to make book requests quickly through libraries, units they are affiliated with, or through the Book Request Form included on the website.

- As a first within the AÜVF, virtual reality applications including beekeeping training, animal feeding and nutritional diseases and pre-surgical applications have been developed and AÜVF students have been provided with hands-on training.

- Prof. Dr. Ferruh Dinçer History of Veterinary Medicine Exhibition Hall, one of the 41 Veterinary Medicine Museums in the World, which has been in service at AÜVF since 1974, has historically qualified clinical and laboratory materials, photographs, books and individuals related to its veterinary medicine and embodies many documents of institutions

- The EAUC includes beef farming (dairy cattle barn, semi-open and indoor livestock barns), sheep-goat farming and chicken farming (traditional and enriched caged egg chicken coops, broiler coops) and beekeeping units. There are also small units available related to horse, pig and dog species. Training, practice and internship to students for this purpose (boarding); enabling researchers to assist in research applications.

- The Journal of AÜVF, screened as part of the Science Citation Index-Expanded (SCI-E), publishes research paper, short scientific study, case presentation and invitation-style compilation papers on topics involving all areas of study in veterinary medicine. Within this scope, veterinary faculty students have also been presented as an important resource that they can benefit from in the pursuit of current studies.

- The Bulletin of the Society of Veterinary Pharmacology and Toxicology created by the Faculty of the Department of Pharmacology and Toxicology of the AÜVF of the Editorial Board; It publishes studies in the type of compilation that will contribute directly to national-international literature related to Veterinary Medicine and Veterinary Pharmacology and Toxicology, and serves as an important resource for AÜVF students to benefit from following current compilations as the bulletin is open access and free.

6.3.2. Comments

- Students have remote access to electronic databases with AU email addresses (proxy change). Access to electronically available journals and databases is via the AU e-library. Within the open access system, papers, reports and reviews of the academic staff of A.Ü can be viewed with full texts of these studies, papers, lecture notes and projects. It has a clinical skills laboratory within the AÜVF, providing the necessary materials and providing training as of the 2017-2018 school year. This laboratory is fully identical to reality 1 consists of 1 different modules including the operating room, 1 examination hall and 12 X-ray unit, and serves in Turkish and English each week with a structure where students complete modules through the rotation system.

6.3.3. İyileştirme öneri/leri

- While the clinical skills laboratory in particular adds great support to students' preclinical training, increasing the number and diversity of modules in this unit will be much more beneficial.

6.3.3". Topics that need to be clarified on the spot

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6.3.4. The decision of the Visiting Team, i.e. whether the Institution is compliant, partially compliant (One primary and/or several Secondary Incompetences) or incompatible (several Primary Incompetences) with the relevant Standard. Inadequacies (if any) must be listed.

- The organization is compliant with the standard.

STANDARD 7: STUDENT ADMISSION, PROGRESS AND PROSPERITY

7.1. The institution must continuously implement pre-defined and published student admissions, progress and certification arrangements covering all stages of the student's "lifecycle"

7.1.1. Findings

- As part of the "Promotion Days" organized annually by the AU, the institution is being promoted. AÜVF is also represented at domestic and international education fairs. Furthermore, the AÜVF 's Prof. Dr. Ferruh Dinçer Veterinary Medicine History Museum and Anatomy Museum

are organizing informational visits and presentation programmes for students studying in pre-university ranks where they are introduced in every aspect of the veterinary medicine profession; contributing to the national and international promotion of the AÜVF through domestic and international visitors.

- The institution obliges newly enrolled students to participate in the compliance programme with the University and the AÜVF 10 days before the first term. The program provides students with information on many issues such as student enrolment, education, social facilities, biosecurity, job security. Students must complete this program in order to complete their undergraduate studies.

- Announcements are announced at ugadmissions@ankara.edu.tr for the admission of foreign (foreign) students and online applications are received free of charge. Application results are also published on the same address.

7.1.2. Comments

- During the evaluation process, it was determined that the audio-visual documents prepared for information purposes related to the units, facilities and student life of AUVF and the veterinary profession are available on the faculty's Youtube channel, on the faculty's website, and also in print, in the student affairs unit. In addition, from the announcements section of the AU Registrar's Office and the announcements section on the AUVF website, educational programs, learning achievements, application processes and conditions for national and foreign students, progress and certification, tuition fees, academic calendar, cooperation with other institutions. Information on the subject is announced in advance. Thanks to these notifications, students find a way to reach solutions about the problems they encounter.

7.1.3. Suggestion(s) for improvement

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7.1.3". Issues that need to be clarified on the spot

7.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

7.2 Program admission criteria should be consistent with the Institution's mission. The number of students admitted is expected to be consistent with the Institution's available resources for personnel, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Results

-The admission criteria to the program are based on the results of the LYS exam conducted by YÖK.

It is thought that the number of student quotas accepted to the institution is high as seen in the related tables, and this situation is determined by policies outside the institution.

7.2.2. Comments

-Student quotas in the institution are high in terms of effective learning. However, this is not the institution's problem, but the common problem of all Veterinary Faculties in our country.

7.2.3. Improvement suggestion(s)

- The organization is compliant with the standard.

7.3 Admission and progression criteria should be clearly defined, consistent and defensible, not discriminatory or biased, and should take into account that students are admitted for entry into the veterinary profession during the course. The institution should regularly review and reflect its admissions processes to ensure students are eligible to successfully complete the programme, including their potential to fulfill all types of TVHEDS First Day Qualifications (see Appendix 2).

7.3.1. Results

- Considering that students enter the veterinary profession with this exam according to their own preferences, there is no other application mechanism regarding the suitability of students (healthy, disabled and sick) to successfully complete the program, including their first day qualifications, due to the central exam system.

- Some documents are required only for the admission of foreign students to the institution (Original of diploma and certified copy of Turkish/English translation, Certified copy of Transcript and Turkish/English translation, Valid exam result and Passport).

7.3.2. Comments

- AUVF admits students with an undergraduate placement exam. Therefore, there is no discrimination or prejudice in the acceptance criteria.

7.3.3. Improvement suggestion(s)

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7.3.3". Issues that need to be clarified on the spot

7.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

7.3.1. Results

- Considering that students enter the veterinary profession with this exam according to their own preferences, there is no other application mechanism regarding the suitability of students (healthy, disabled and sick) to successfully complete the program, including their first day qualifications, due to the central exam system.

- Some documents are required only for the admission of foreign students to the institution (Original of diploma and certified copy of Turkish/English translation, Certified copy of Transcript and Turkish/English translation, Valid exam result and Passport).

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- AUVF admits students with an undergraduate placement exam. Therefore, there is no discrimination or prejudice in the acceptance criteria.

7.3.3. Improvement suggestion(s)

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7.3.3". Issues that need to be clarified on the spot

7.3.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

7.4 Applicants with a disability or illness should have clear policies and processes regarding program changes that are deemed appropriate when assessed, bearing in mind that they are required to be able to meet the TVHEDS First Day Qualifications upon graduation.

7.4.1. Results

- There are physical and educational accessibility services for students with any disability or illness in the institution, and various areas such as departments, classrooms, clinics, laboratories, animal hospital, faculty farm, canteen, cafeteria, cafeteria and library are available for disabled individuals with physical accessibility. There are adaptations (stairs, sidewalks, ramps, elevators, parking lot and toilet arrangements, etc.).

- In the name of educational accessibility, if an individual application is made to the "Accessible AU Unit" or "AUVF Accessible Campus Commission", an "Individual Adaptation Letter" is created in accordance with the student's disability or illness, and in this context, suitable solutions are produced for the student (eg, according to the needs). such as note-taking, computer support, voice recorder, alternatives to course materials, exam adaptations).

-Taking into account that each individual has a different learning activity and the level of being affected by the disability in each individual, individual adaptations are made.

7.4.2. Yorumlar

- Mevcut durumda kurumda engelli öğrenciler bulunmamaktadır. İlerleyen dönemlerde herhangi bir engeli olan öğrencinin kuruma kabul edilmesi durumunda gereken tüm kolaylaştırıcı faaliyetler hali hazırda önlem olarak alınmıştır.

7.4.3. İyileştirme öneri/leri

- Öğrencilerin ilk gün yeterliklerini yerine getirebilmeleri şartı olduğu unutulmadan, bu şartları yerine getirmesi mümkün olmayan derecede bir engelli olan öğrenciler hakkında uygun görülen program değişikliklerine ilişkin net politikalar ve süreçler tanımlanmalıdır.

7.4.3". Yerinde netleştirilmesi gereken konular

7.4.4. Ziyaret Takımının kararı, yani Kurumun ilgili Standart ile uyumlu, kısmen uyumlu (1 Birincil ve/veya birkaç İkincil Yetersizlik) veya uyumsuz (birkaç Birincil Yetersizlik) olup olmadığı. Yetersizlikler (varsa) listelenmelidir.

- The organization is compliant with the standard.

7.5 İlerleme kararlarının (akademik ilerleme ve uygulamaya uygun profesyonel uygunluk dahil) temelini açık ve öğrenciler için hazır olması gerekir. Kurum, uygun şekilde performans göstermeyen öğrenciler için iyileştirme ve uygun destek (sonlandırma dahil) belirleme ve sağlama sistemleri olduğunu kanıtlamalıdır. Kurum, yıpranmayı ve ilerlemeyi izlemek için uygun sistemlere sahip olmalı ve kabul kriterlerinin (ulusal ya da üniversite yasaları tarafından izin veriliyorsa) değiştirilebilmesi için öneri de bulunabilmelidir.

7.5.1. Bulgular

-AÜVF öğrencilerinin ilerleme kriterleri AÜVF Öğrenci Rehberi'nde belirtilmiş olup, derslerden geçmek adına almalı gereken vize ve final notlarının yüzde oranları, ilgili derslerden gereken devam yüzdeleri, ilk 8 yarıyılı zorunlu ve seçmeli derslerden tamamlamak zorunda oldukları AKTS oranı, intern olabilme kriterleri, öğrencinin mezun olabilmesi için tüm sınavları geçmesi gerektiği, ilk gün yeterliklerini edinmesi, tüm zorunlu derslerden başarılı olması ve mezuniyet tezini tamamlaması gerekmektedir.

-Öğrencinin herhangi bir dersten/derslerden başarısız olması bir sonraki eğitim-öğretim yılına kayıt yaptırmasına engel teşkil etmemektedir.

7.5.2. Yorumlar

Kurum bu konudaki politikalarını belirlemiş ve bu konudaki tanımlamalar sistemlerinde mevcuttur. Ayrıca herhangi bir nedenle desteğe ihtiyaç duyan öğrenciler için çeşitli destekler (Akademik Danışman Desteği) ve yönergeler (Akran Danışmanlığı Yönergesi) hazırlanmıştır.

7.5.3. İyileştirme öneri/leri

-Fakültenin tanıtım günleri kapsamında, veteriner fakültesinde okumanın kişisel gereksinimleri anlatılmalı ve bu beceriye ve kavrama yeteneğine sahip olmayanların önceden bilgilendirilmesi yapılarak yanlış tercih kurbanı olmamaları sağlanabilir.

7.5.3". Yerinde netleştirilmesi gereken konular

7.5.4 Ziyaret Takımının kararı, yani Kurumun ilgili Standart ile uyumlu, kısmen uyumlu (1 Birincil ve/veya birkaç İkincil Yetersizlik) veya uyumsuz (birkaç Birincil Yetersizlik) olup olmadığı. Yetersizlikler (varsa) listelenmelidir.

- The organization is compliant with the standard.

7.6 The systems for exclusion of students from the program for any reason should be clear. Policies for managing appeals against admissions, academic and advancement decisions, and decisions, including expulsion from the program, should be transparent and public.

7.6.1. Results

-Students are obliged to complete their undergraduate education within a maximum of eight years, and the student who cannot complete their education and fulfill their obligations within this period is dismissed by the decision of the Board of Directors.

-The disciplinary work and transactions of the students are carried out in accordance with the provisions of the Law No. 2547 and the Higher Education Institutions Student Disciplinary Regulation.

7.6.2. Comments

-The criteria for expulsion of students from the program have been determined within the framework of different regulations, and actions are taken in line with these provisions.

7.6.3. Improvement suggestion(s)

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7.6.3". Issues that need to be clarified on the spot

7.6.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

7.7 Provisions should be made by the Institution to support students' physical, emotional and social needs. This includes, but is not limited to, tuition support and counseling services, career advice, and fair and transparent systems for dealing with student illness, discomfort and disability in the program. This should include making reasonable accommodations for students with disabilities, in accordance with all relevant equality and/or human rights legislation. There should be effective systems for resolving student complaints (eg interpersonal conflict or harassment).

7.7.1. Results

Many units established in the institution to support the physical, emotional and social needs of students (AU Department of Health, Culture and Sports and Clothes Bank (<http://sks.ankara.edu.tr/>); AU Unit Without Barriers (<http://engelsiz.ankara.edu.tr/>); AU Support Unit Against Sexual Harassment and Sexual Assault (CTS) (<http://cts.ankara.edu.tr/>); AU Support Unit Against Mobbing; AU Women's Platform Coordinatorship (<http://kadinplatformu.ankara.edu.tr/>); AU Career Planning and Human Resources Application and Research Center (<http://karmar.ankara.edu.tr/>); AU Ethics Committee (<http://etikkrul.ankara.edu.tr/>); Faculty of Veterinary Medicine Professional Information Evaluation and Guidance Commission; Faculty of Veterinary Medicine Support Commission for the Disabled; Faculty of Veterinary Ethics Committee (See. Faculty website) and Faculty of Veterinary Student Support Commission).

- There are academic advisors assigned to the students who guide the students in the subjects they need in the institution.

- Social, cultural and sports activities in the institution are carried out by the Department of Health, Culture and Sports, and many clubs and societies within the body of AUVF (Ataturkist Thought Student Club, Archery Student Club, Theater Student Club, Horse Sports Student Club, IVSA Student Club, Chess Student Society, History and Culture Student Society, Vetanka Student Society, Museology Education Student Society, Music Student Society, Beekeeping Research and Development Student Society, Sports Student Society, Clinical Skills Student Society and World Aquatic Veterinary Medical Association) are active.

- There is an AU Unit without Barriers that provides academic, physical and psychological support for our disadvantaged students studying at the university to overcome the difficulties they encounter in daily life.
- Under the umbrella of the "Social Contribution Coordinator" of the AUVF, the "Accessible Campus Commission" was established and tactile vision paths, ramps and toilets were put into service for the disabled. In addition, parking spaces in the car parks of the AUVF have been allocated in accordance with the legislation.
- Support services such as psychological guidance and health services are provided to AUVF students by the AU Department of Health, Culture and Sports.
- Students studying at AUVF can apply for student awards according to their success in the education process.

7.7.2. Comments

- A.U. In addition to many clubs in the Faculty of Veterinary Medicine, where students take an active role in the scientific and sports field, there are different units that provide services in meeting and solving social, professional, health, special problems and needs, increasing the students' quality of life on campus and their confidence in the institution.

7.7.3. Improvement suggestion/s

- In addition to academic advisors, the presence of guidance specialists in the unit and their periodic meetings with students may be more effective in revealing some special problems.

7.7.3". Issues that need to be clarified on the spot

7.7.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- **The organization is compliant with the standard.**

7.8 There should be systems where students can convey their needs and requests to the Institution. The Institution should provide a public system for students to submit suggestions, comments and complaints regarding the Institution's compliance with TVHEDS standards.

7.8.1. Results

- The institution has application mechanisms through petitions, e-mail applications or social media that allow students to report their suggestions, comments and complaints on various issues (with their identities kept confidential if they wish). In addition, there is a complaint box application for both students and stakeholders.

-The institution organizes meetings with student representatives and communities to collect and evaluate feedback from students.

-Student representatives in the faculty and quality committees formally report the opinions and suggestions of the students and participate in the decision-making processes.

-There are student representatives within the coordination offices, as well as petition/suggestion/complaint forms for different units (Health, Culture and Sports Department: <http://sks.ankara.edu.tr/diger-dilek-oneri-ve-sikayetler/>).

-Students can forward their complaints about education processes to the 24/7 call center and wish box. Feedback is given by taking into account the complaints, and the relevant unit chiefs from the Health, Culture and Sports Department and Social Services Units report the complaint issues in their fields to the Health, Culture and Sports Department once a month, and the services provided are evaluated according to student feedback.

-Students can also report their complaints through CIMER, apart from the specified mechanisms.

7.8.2. Comments

It is important that there is a student representative in the institution, that all requests and complaints can be conveyed to the relevant administrative boards by this representative, and that this representative has a say in the relevant decisions taken. In this way, it was determined in the evaluation process of the institution that some decisions were taken in favor of the student. Apart from student representation, students can convey their various requests and complaints to the institution and receive feedback in many ways. In this context, taking into account the feelings and thoughts of the students was found to be important in the trust and adaptation of the students to the institution.

7.8.3. Improvement suggestion(s)

- It is important to consult students' opinions in all decisions made about students (especially at the point of preparation of the exam calendar).

7.8.3". Issues that need to be clarified on the spot

7.8.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

7.9 A feedback mechanism should be established where students can evaluate the performance of distance education, learning management system and instructors.

7.9.1. Results

- In the institution, distance education is carried out via the website <https://ekampus.ankara.edu.tr/>.

- In meetings held face-to-face or online with students, feedbacks are received regarding distance education, learning management system and the evaluation of instructors' performances, and necessary arrangements are made.

7.9.2. Comments

- Students can convey their suggestions, comments and complaints regarding distance education to both the instructor of the relevant course and the competent authorities, either in person or through the system. In this way, the faculty member whose performance is evaluated can see the deficiencies that he cannot see or can fulfill the requests in line with the demands.

7.9.3. Improvement suggestion(s)

- As a result of the evaluation surveys made regarding the courses, commissions can be established to examine the appropriateness of the arrangements requested by the students regarding the relevant course and whether the necessary arrangements have been made.

7.9.3". Issues that need to be clarified on the spot

7.9.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Major Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 8. STUDENT ASSESSMENT

8.1. The Institution should have a clearly defined process within the Institution that demonstrates its responsibilities to establish the coherence of the overall assessment system and to ensure its development towards a program-wide qualification.

8.1.1. Results

The main principles and rules of the measurement and evaluation system at AU are defined in the 'AU Associate Degree and Undergraduate Education Regulations' and are available to students in the Student Affairs tab. Assessment and evaluation system information is provided during student orientation and within the course information packages. In the 'Course

Information' tab of AUVF, there is information on how to do the 'Assessment and Evaluation' of the course.

Exam administration and security mechanisms are available and used effectively, including the pandemic process. In the traditional assessment and evaluation system, besides increasing the number of activities during the semester, objective clinical exams; practical assessments such as observation and assessment in skills laboratories; information-oriented evaluation such as case analysis, decision making requiring synthesis; internship etc. The work of the institution, which is in the process of curriculum revision, which includes approaches to measure skills and competences in the form of assessment for individual and professional attitudes, is carried out in accordance with PY and VUCEP. Evaluations based on student and instructor feedback, where students can easily see and question the evaluated exams, are carried out in coordination with the education and quality coordinators. In addition, information trainings are provided within the institution on the methods of combating test anxiety and the support to be provided for students with physical disabilities and learning differences, in order to increase the personal learning skills of the students.

8.1.2. Comments

AÜVF meets the relevant article of the standard, and it has been observed that the student assessment and evaluation system is development-oriented, and the responsibilities are clearly indicated and defined.

8.1.3. Improvement suggestion(s)

8.1.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

8.2 Evaluation tasks and grading criteria for each unit of study in the program should be properly published, consistently performed, clearly defined and presented to students in a timely manner prior to evaluation. The requirements for passing the course should be clear. The institution should properly document assessment results and provide students with timely feedback on their assessment. Students' systems for objecting to assessment results should be open.

8.2.1. Results

The process of objecting to the exam grade within the AU 'Associate Degree and Undergraduate Education Regulations' and the thesis evaluation process in the AUVF 'Graduation Thesis Directive' are available on the AUVF website.

8.2.2. Comments

It has been determined that the institution clearly defines the evaluation and grading criteria, informs the students appropriately before and after, carries out the process of appealing the exam grade effectively and meets the relevant article of the standard.

8.2.3. Improvement suggestion(s)

8.2.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

8.3 The organization should have a defined process for reviewing assessment results and modifying assessment strategies and, where necessary, performing checks to ensure the accuracy of processes. Program learning outcomes, covering all professional knowledge, skills, competences and qualifications, should form the basis for assessment design and support decisions about progression.

8.3.1. Results

The regulations and exam application principles prepared by the commissions affiliated to the Education Programs Coordinatorship of AÜVF are announced to the faculty members and staff via the e-BEYAS system. 'Exams, Evaluation / Grading' information of the courses is shared over the AU Bologna Information System. In addition, the system is controlled and improved by ensuring that students complete the 'Instructional Evaluation Student Form' before accessing the exam grades via OBS.

8.3.2. Comments

- The organization is compliant with the standard.

8.4 Assessment strategies should ensure that the Institution is certified in achieving student learning objectives at program level and in individual study units. Organisation; They should ensure that programs are presented in a way that encourages students to take an active role in creating the learning process, and that student assessment is in line with this approach.

8.4.1. Results

In AUVF, interactive learning-oriented, student-centered, competency-based and case/practice-based education-teaching methods are used to help students achieve their learning goals. Particularly, with the modules carried out within the scope of clinical and clinical skills laboratories, individual participation of students in the applications is ensured in the Education Research and Application Farm, and participation in research processes is supported. With the establishment of the first virtual reality laboratory in AUVF, it is seen that especially by encouraging intern students' desire to learn, participation in applications increased, and students were also provided with the opportunity to become interns/scholars and part-time students in projects.

8.4.2. Comments

It has been determined that the institution meets the relevant article of the standard. It has also been observed that the 'Student Supports' on the AUVF website, although not available in the ÖDR, are provided adequately.

8.4.3. Improvement suggestion(s)

8.4.4. The Visiting Team's decision, ie whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Disabilities) or non-compliant (several Primary Disabilities) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

8.5 Assessment methods should be valid and reliable and include a range of approaches. Direct assessment of clinical skills and First Day Competencies (some of which may be on simulated patients) should form an important component of the overall assessment process. It should also include quality control of student logbooks to ensure that the practical training planned in the study program is fully completed by each student.

8.5.1. Findings

With a software system developed at AÜVF, students' achievements are tracked and evaluated in real time to ensure that they have effectively completed their first day competencies. Improvements in this system, which documents in detail the achievements of the interns' individual activities in the Department, are also provided by student feedback.

8.5.2. Comments

It has been observed that AÜVF meets the relevant item of the standard by ensuring the evaluation and control of students' clinical skills and first day competencies with the 'Logbook' system used.

8.5.3. Suggestion(s) for improvement

8.5.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

8.6. The institution should be able to carry out applications that can replace end-ofsemester exams in distance education, that serve the purpose of measurement (valid) and that allow for measurements that are as accurate as possible (high reliability). Arrangements should be made taking into account that students may not have constant access to internet connection.

8.6.1. Findings

AUVF uses a simultaneous e-campus platform that works in harmony and integration with other information management systems such as OIBS, OBS and ANKÜSEM within the emergency distance education (AÜÖ-ERT) system. In this way, the faculty is able to reliably conduct different types of exams in distance education, evaluate and analyze data within the framework of statistical criteria. In addition, the campus infrastructure is in place to ensure that students have continuous and free access to the Internet, and it is seen that there are physical conditions that provide sufficient computer access for students who do not have the opportunity.

8.6.2. Comments

It has been determined that the organization meets the relevant clause of the standard.

8.6.3. Suggestion(s) for improvement

Among the future plans, it is recommended that actions be taken to increase the number of computers in the Faculty and in the laboratory of the Department of Biostatistics, which may be insufficient due to the increasing number of student quotas every year.

8.6.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 9. ACADEMIC AND SUPPORT STAFF

9.1 The institution should ensure that all staff are qualified and prepared in accordance with national regulations (Laws 2547 and 657) and appropriate to their roles, and should implement fair and transparent processes for staff recruitment and development. There should be formal training (including good teaching and assessment practices, learning and e-learning resources, biosafety-biosecurity and QA processes) for all staff involved in teaching. Most academic staff involved in veterinary medicine education should be veterinarians. It is expected that more than 2/3 of the training students receive will be delivered by qualified veterinarians as determined by the student's course hours.

9.1.1. Findings

It is reported that fair and transparent processes are applied by the AU Rectorate Personnel Department in the recruitment of all personnel working at AUVF within the framework of the relevant laws and announced on the website of the relevant unit and in the Official Gazette. It is also seen that the criteria for appointment and promotion of academic staff are updated every year in a way to increase academic performance. It has been determined that the job descriptions of all personnel are determined, the Hospital Directive is updated and made available on the AÜVF website, professional and personal development trainings are organized for the personnel, and only 2 of the personnel working in education and training are not Veterinarians.

9.1.2. Comments

AÜVF meets the relevant item of the standard. In addition, it was found important that the institution provides trainings on biosafety-biosecurity processes and has a 'Biosafety Guide', which is not mentioned in the SBR although it is on the institution's website.

9.1.3. Suggestion(s) for improvement

9.1.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.2 The total number, qualifications and skills of all staff involved in the program, including training staff, "ancillary" staff, technical, administrative and support staff, should be sufficient and appropriate to deliver the training program and fulfil the mandate of the Agency. Staff, trainees, postgraduate students and DPE trainers involved in teaching must have received relevant training and qualifications and demonstrate competence and effective teaching skills in relevant aspects of the training curriculum.

9.2.1. Findings

In 2022, AÜVF continues its education and service activities with 146 academic, 159 support and administrative staff. It is seen that all academic staff and research assistants participate in the training of trainers program (on topics such as academic ethics, adult education and lifelong learning, psychology of learning, etc.), and it is ensured that their competencies are developed in accordance with student-centered education and/or active teaching. In addition, the academic staff of the institution participate in the in-service trainings prepared by the relevant unit coordinators of AU.

9.2.2. Comments

The deficiencies in the academic and support staff of the institution are important in order to ensure that education and training and community service activities are effective and sustainable. It is understood that studies are being carried out in this area.

9.2.3. Suggestion(s) for improvement

It is suggested that the Faculty, which offers both Turkish and English undergraduate programs, should receive support from the University's senior management to ensure that the academic (especially Research Assistants), technical and support staff demands are adequately met.

9.2.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

-The organization is partially compliant with the standard.

9.3 Staff involved in teaching should be given opportunities to develop and extend their knowledge of teaching and assessment and should be encouraged to develop their skills. Opportunities for instructional and pedagogical training and expertise should be available.

The institution should clearly define any reward system for teaching excellence in operation. Academic positions should provide the security and benefits necessary to maintain the stability, continuity and competence of academic staff. Academic staff should have a balanced workload of work, teaching, research and service depending on their role, and appropriate opportunities and resources to participate in scholarly activities. 9.3.1.

Findings

Within the scope of the UBED program established by AU, it is seen that the incentive and reward system is implemented by monitoring the performance of academic staff, and AUVF academic staff receive a high level of support from this program. The awarding criteria within the

scope of UBED and YUBED are applied transparently, and achievements such as awards, patents, etc. are shared on the website. With the public service standards table created for academic and administrative staff and shared with the staff, it is seen that workflows on how processes such as promotion and appointment procedures and leave procedures are carried out are determined.

9.3.2. Comments

It has been determined that AÜVF meets the relevant clause of the standard.

9.3.3. Suggestion(s) for improvement

9.3.4. The Visiting Team's decision, i.e. whether the Institution is compliant, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.4 The institution should provide evidence of a well-defined, comprehensive and publicly available program for the professional development of academic and support staff, including formal appraisal and informal mentoring. Staff should have the opportunity to contribute to the Institution's goals and decision-making processes. Promotion criteria for academic and administrative staff should be clear and unambiguous. Promotions of teaching staff should aim for excellence (where permitted by national or university law) and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

At AUVF, it is seen that on-site evaluations are made by teams of academic, administrative staff and students through 'Unit Self-Assessment Visits' every year, and with this practice, it is seen that students as well as staff are actively involved in the decision-making processes of the Faculty. Similarly, it has been determined that the presence of academic staff in the Faculty and Administrative Boards, as well as student representatives in matters related to education and training, guarantees a multidimensional contribution to decision-making processes. In-service trainings on current professional and personal development organized by the AU Personnel Department are announced and provided to the support staff at AUVF through BEYAS, and the documents of the relevant trainings are shared on the website.

9.4.2. Comments

AÜVF meets the relevant clause of the standard.

9.4.3. Suggestion(s) for improvement

9.4.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.5 The system of evaluation of teaching staff should be active and include student participation. The results should be accessible to external examiners and those commenting on the reports. The system used for the evaluation of teaching staff by students should be publicized.

9.5.1. Findings

It is seen that at AUVCF, student satisfaction surveys are conducted at the end of each semester and analyzed at the end of the year and shared on the website, and students can also use the OBS system to evaluate the academic staff and receive feedback on the relevant course. However, within the framework of the UBED incentive criteria determined by AU, it has been determined that academic staff evaluated by students in OBS can benefit from the incentive program only if their performance is above 60 points.

9.5.2. Comments

The active participation and accessibility of students in the evaluation system of the educational staff of AUVF enables the trainers to be evaluated objectively by the students and has been determined to meet the relevant item of the standard.

9.5.3. Suggestion(s) for improvement

9.5.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.6 The institution should periodically provide training on distance education systems to all academic staff. The institution should provide interactive motivation for up-to-date educational technology skills that will increase the information technology skills of the educational staff; enable them to actively contribute to the process of designing, developing,

implementing and evaluating tools, methods and techniques based on scientific knowledge with their researcher, practitioner and scientific aspects.

9.6.1. Findings

It is seen that there is an e-campus software system developed for all academic staff to use in distance education at AUVF, which includes different measurement and evaluation methods and is equipped to ensure active participation of students, and that trainings on the use of the system are provided by ANKUZEF experienced staff.

9.6.2. Comments

The relevant item of the standard is met in terms of the existence of distance education systems with up-to-date educational technologies at AÜVF and the fact that academic staff have received the relevant trainings.

9.6.3. Suggestion(s) for improvement

9.6.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.7 The institution should have the necessary administrative and technical staff to sustain distance education.

9.7.1. Findings

It is seen that AÜVF receives support from ANKUZEF in both training of trainers and technical issues, as well as 2 academic and 1 administrative staff within the institution.

9.7.2. Comments

It has been determined that the institution meets the relevant item of the standard in terms of having the necessary administrative and technical staff to sustain distance education.

9.7.3. Suggestions for improvement

9.7.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant

(several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

9.8 Learner-faculty interaction in the distance education process should be based on ethical considerations and information on the protection of personal data should be transparently available.

9.8.1. Findings

Within the scope of the protection of personal data, it is reported that data security is legally provided by AU, a 'Personal Data Protection Law Commission' has been established, and user data is kept on TÜBİTAK-ULAKBİM servers. In addition, the need to protect personal data within the Faculty and to carry out activities within the framework of ethical principles is also seen in the 'Quality Policy' prepared. Furthermore, it has been determined that the protection of data is guaranteed thanks to the 'ISO 27001 Information Security Management System' certificate obtained for BEYAS applications at AUVF, and information on this subject is available transparently on the internet.

9.8.2. Comments

The relevant item of the standard is met in terms of the fact that all activities carried out in the fields of education-training, research activities and community service, including the distance education process, are carried out within the framework of ethical principles and by protecting personal data.

9.8.3. Suggestion(s) for improvement

9.8.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

STANDARD 10. RESEARCH PROGRAMS, CONTINUING AND POSTGRADUATE EDUCATION

10.1 The institution should demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary medicine program through researchbased teaching. 10.1.1. Findings

The academic staff of AÜVF are employed in many Institutes (Institute of Biotechnology,

Institute of Food Safety, Institute of Forensic Medicine and Stem Cell Institute), especially in AÜ Institute of Health Sciences. It is reported that it provides postgraduate education within the PhD and Master's programs. It is stated that research activities (R&D, Undergraduate and Graduate) are supported nationally by BAP, TUBITAK, TAGEM and other public/private organizations, and internationally by other relevant organizations (COST, CNR, HORIZON, etc.), and incentive support is also provided by AU through the UBED system. It is seen that the academic studies conducted at AÜVF are in line with local/regional/national development goals, and the research performance of the institution is monitored annually through the Rectorate information management system and AÜVF 'R&D Performance Monitoring Forms'.

10.1.2. Comments

It has been determined that the Faculty, which has a significant research performance for regional and/or national development with the mission of being a research university and whose relevant data are monitored through the Rectorate Information Management System and AÜVF R&D Coordinatorship Performance Monitoring Forms, meets the relevant item of the standard.

10.1.3. Suggestion(s) for improvement

10.1.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

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

10.2.1. Findings

It is reported that in the first year of undergraduate education at AUVF, students are trained in Scientific Method and Research Techniques with Modern Research Methods, Scientific Bibliography Evaluation, Information Communication Technologies and Biostatistics courses. It is stated that students have the opportunity to strengthen and reinforce these skills with the related courses they take in the following semesters. It is seen that most of the Departments adopt interactive teaching methods, case/practice-based learning approaches are included in the 'Clinical Skills Laboratory' in intern education and there is a current 'Graduation Thesis Directive'.

10.2.2. Comments

AÜVF meets the relevant clause of the standard.

10.2.3. Suggestion(s) for improvement

10.2.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

10.3 The institution should provide advanced postgraduate programs; PhD, internship, and continuing education programs that complement and strengthen the veterinary medicine degree; and that are relevant to the needs of the profession and society.

10.3.1. Findings

It is stated that at AU, Master's and Doctorate programs with thesis and distance education Non-Thesis Master's programs are carried out under the Institute of Health Sciences, while at AÜVF, there are only PhD and Master's programs with thesis, 365 students in doctoral education and 100 students in master's education with thesis for 2021-2022. It is seen that the certificate programs offered by ANKUZEF provide undergraduate and graduate students with the opportunity to receive education in line with their fields of interest, and that the Certificate of Use of Experimental Animals courses are provided by AÜVF academic staff within the scope of Continuing Education Programs carried out through ANKUSEM.

10.3.2. Comments

In this regard, AÜVF meets the requirements of the relevant article of the standard.

10.3.3. Suggestion(s) for improvement

10.3.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

10.4 The institution should have a QA system in place to assess how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into veterinary medicine education programs. 10.4.1. Findings

It is stated that the quality commission under the AU Institute of Health Sciences ensures the continuity of the Quality Assurance System, and that the Institute's organizational chart and workflows are presented on the website. Within the scope of UBED, support is provided for academic staff incentives, within the scope of the relationship between research activities and student education, it has been determined that AÜVF undergraduate students benefit from TÜBİTAK-supported 2247 intern researcher scholarship program and 2209-A University students research projects support programs, and 26 undergraduate students received support as a result of the call for the 2nd Term of 2021.

10.4.2. Comments

In this regard, AÜVF meets the requirements of the relevant article of the standard.

10.4.3. Suggestion(s) for improvement

10.4.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

10.5 The institution should be able to actively use distance education learning management systems in graduate education programs. It should have a learning management platform that will allow course follow-up, course evaluation, thesis monitoring committees, and defense exams.

10.5.1. Findings

It is stated that among the programs affiliated to the Institute of Health Sciences at AU, only 2 Non-Thesis Master's Programs affiliated to the Faculty of Health Sciences use distance education, but since there is no Non-Thesis Master's Program under the Institute of Health Sciences in AÜVF Departments, graduate students do not participate in distance education.

10.5.2. Comments

AÜVF meets the requirements of the relevant clause of the standard in this regard.

10.5.3. Suggestion(s) for improvement

10.5.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant

(several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

10.6 The institution should have the infrastructure to design and implement continuing education programs through learning management systems. Within the scope of the continuing education program, a certification system should be implemented for trainings that can be provided by distance education.

10.6.1. Findings

Thanks to ANKÜSEM, which is a training center that designs and implements continuing education programs at AU, it is seen that all trainings given to the public/private sector, international organizations and individuals by distance education are certified, training programs can be recommended by using the 'suggest training' link on the center's website, training is provided to pharmacists within the scope of Experimental Animal Use Certificate courses, Artificial Intelligence and Digitalization Training in Veterinary Medicine, "Veterinary Pharmacy Training Program" organized by Lokman Hekim University Faculty of Pharmacy.

10.6.2. Comments

It has been determined that AÜVF meets the requirements of the relevant clause of the standard.

10.6.3. Suggestion(s) for improvement

10.6.4. The Visiting Team's decision, i.e. whether the Institution is in compliance, partially compliant (1 Primary and/or several Secondary Deficiencies) or non-compliant (several Primary Deficiencies) with the relevant Standard. Deficiencies (if any) should be listed.

- The organization is compliant with the standard.

11. TVHEDS INDICATORS

	<i>Raw data for the last 3 academic years</i>	2019	2020	2021
1	Total number of full-time academic staff in veterinary medicine teaching	147	144	47
2	Total number of undergraduate students	1423	1525	1607

3	Total number of full-time veterinarians on duty (involved) in teaching veterinary medicine	145	142	145
4	The annual number of graduate students	182	210	219
5	Total number of full-time support staff involved in veterinary medicine teaching	155	153	148
6	Practical training (non-clinical) time (as hour)	1218	1218	1218
7	Clinical training time (as hour)	1004	1004	1004
8	Hours of Food Safety and Quality (GG&K) and Veterinary Public Health (VHS) training	270	270	270
9	Out of faculty hours of Food Safety and Quality (GG&K) and Veterinary Public Health (VHS)	150	150	150
10	The total number of pet animals seen in the faculty	24582	16491	32735
11	The total number of farm animals seen in the faculty	616	343	362
12	The total number of equidae animals seen in and outside the faculty	94	20	74
13	The total number of rabbits, rodents, poultry (birds) and exotic animals seen in the faculty	3369	2189	4242
14	Total number of pet animals seen outside the faculty	8		24
15	Total number of farm animals seen outside the faculty	1087		109
16	Number of visits to farm animals	108		94
17	Number of visits to poultry and rabbit units	84		83
18	Total number of pet necropsies	529	218	192
19	Total number of livestock necropsies	63	26	19
20	Total number of equidae necropsies	4	10	2
21	Total number of rabbit, rodent, poultry (bird) and exotic animal necropsies	49	194	38
22	Number of students who have master's and doctorate degrees or are studying in veterinary medicine education	59	53	44

	<i>Ratios calculated from raw data</i>	Corporate Value	Determined Value¹	Conformity²
G1	Total number of full-time academic staff/number of undergraduate students in veterinary medicine teaching	0,096	0,08	0,02
G2	Total number of full-time veterinarians working in veterinary medicine education / Number of graduate students per year	0,707	0,55	0,16
G3	Total number of full-time support staff participating in veterinary medicine education / Number of graduate students per year	0,746	0,50	0,25
G4	Practical training (non-clinical) hour	1218	900	318,00
G5	Clinical training hour	1004	900	104,00
G6	Hours of Food Safety and Quality (GG&K) and Veterinary Public Health (VHS) training	270	250	20,00
G7	Out of Faculty Food Safety and Quality (GG&K) and Veterinary Public Health (VHS) practical training hour	150	50	100,00
G8	Total number of pet animals seen in the faculty/Number of graduate students per year	120,79 9	50	70,80
G9	Total number of farm animals seen in the faculty/Number of graduate students per year	2,162	2	0,16
G10	Total number of equidae animals seen in and outside the faculty/Number of graduate students per year	0,308	0,25	0,06
G11	Total number of rabbits, rodents, poultry (birds) and exotic animals seen in the faculty/Number of graduate students per year	16,039	3	13,04
G12	Total number of pet animals seen outside the faculty/Number of graduate students per year	0,079	1	-0,92
G13	Total number of ruminants and pigs outside the faculty/Number of graduate students per year	2,936	5	-2,06
G14	Number of visits to ruminant and pig herds/Number of graduate students per year	0,496	1	-0,50
G15	Number of visits to poultry and rabbit units/Number of graduate students per year	0,410	0,20	0,21
G16	Total number of pet animal necropsies/Number of graduate students per year	1,537	1,5	0,04
G17	Total number of farm animal necropsies/Number of graduate students per year	0,177	0,75	-0,57
G18	Total number of equidae necropsies/Number of graduate students per year	0,026	0,05	-0,02

G19	Total rabbit, rodent, poultry (bird) and exotic animal necropsies/Number of graduate students per year	0,460	0,75	-0,29
G20	Annual number of master & doctorate students / Annual number of graduate students	1,255	0,20	0,06

¹: These are the minimum values set by the VEDEK Commission.

²: A negative "conformity" value indicates that the relevant indicator is below the recommended minimum. The conformity value is shown in red if it is negative, and green if it is positive.

12. TVHEDS RUBRIC

MAIN EVALUATION VISIT REPORT

TVHEDS rubric (summary of Institution Visit Team's decision for each TVHEDS Standard, i.e. (total or significant) sufficient (S), partially sufficient (PA) (Secondary Disability) or insufficient (I) (Primary Disability)

Standard 1: Purposes, Organization and Quality Assurance Policy	S	PS	I
1.1 The institution should have the main purpose of providing adequate, ethical, research and evidence-based veterinary education that enables new graduates to work as competent veterinarians in all known branches of the veterinary profession, in accordance with TYYÇ, VUÇEP, YÖKAK and ESG recommendations. All branches of the veterinary profession and should be aware of the importance of lifelong learning. The institution should develop and monitor the mission statement, which should adopt all TVHEDS standards.	X		
1.2 The institution must be part of a teaching university or higher education institution recognized as equivalent and officially recognized in the relevant country. The person(s) in charge of the veterinary curriculum and the person(s) responsible for the professional, ethical and academic affairs of the Veterinary Training-Practice Hospital (VEUH) must have a veterinary degree.	X		
1.3 The organization should have a strategic plan that includes a GZFT analysis of its current activities, a list of goals and a work plan that includes timeframes and indicators for implementation.	X		
1.4 The institution should have a policy and relevant written processes for assuring the standards and quality of its programs (including distance learning) and reward systems. In addition, Institutions must be explicitly committed to the advancement of a culture that recognizes the importance of quality and quality assurance. To achieve this, the Institution must develop and implement a strategy for continuous improvement of quality. The development and implementation of the strategy should include a role for both internal and external stakeholders, the strategy should have a formal status and be publicly available. In accordance with the general education policy developed in line with the mission and objectives of the institution, prepared with the participation of all relevant stakeholders, integrated with the internal quality assurance system of the institution	X		
1.5 The organization must provide evidence that it is interacting with its stakeholders and society. Such public information should be clear, objective and easily accessible. The information should include up-to-date information on the program of study, the views and places of study of graduates, and the profile of the number of students available.	X		
1.6 The institution should periodically review and monitor its activities, both quantitatively and qualitatively, in order to respond to the needs of students and society and to ensure that they achieve the goals set for them. The institution should disclose to the public how this information analysis is used in the development of its activities and provide evidence of the involvement of both students and staff in the provision, analysis and application of this information. Any action planned or performed as a result of this data analysis should be communicated to the relevant parties.	X		
1.7 The institution should undergo external review on a cyclical basis through TVHEDS. Evidence of such external evaluations should be provided, with assurance that progress since the last TVHEDS assessment has been based on planned action linked to an ongoing quality assurance process.	X		
1.8 The institution should have a distance education and/or emergency distance education quality assurance system.	X		
Standard 2. Financing			

2.1 The institution must have sufficient funding to implement the requirements to fulfill its mission and achieve its educational, research and services objectives. The definition should include both expenditures (dedicated to personnel costs, operating costs, maintenance costs and equipment) and revenues (dedicated to public funding, tuition fees, services, research grants and other resources).	X		
2.2 A strong financial infrastructure should be established to ensure the sustainability of distance education infrastructure and services.	X		
2.3 Clinical and field services should function as educational resources. The use of these resources in education has priority over the revenues to be obtained from clinics. The institution should have sufficient autonomy to use its resources to implement its strategic plan and to meet the TVHEDS Standards.	X		
2.4. The allocation of resources should be reviewed regularly to ensure that available resources meet requirements.	X		
Standard 3. Curriculum			
3.1 The curriculum is fully compliant with VUCEP and the “Regulation on Determining the Minimum Education Conditions for Doctors, Nursing, Midwifery, Dentistry, Veterinary, Pharmacy and Architecture Education Programs” (See Appendix 1) published in the Official Gazette dated February 2, 2008 and numbered 26775. It must be designed, sourced, and managed to ensure that it achieves the license specifications expected. The curriculum should include the courses (input) listed in the regulation appendix published in Appendix 1 and allow the acquisition of First Day qualifications (See Appendix 2). These basic issues are; It should concern all subject groups, such as clinical sciences in pet animals (including equine and exotic pets), clinical sciences in farm animals (including animal production and herd health management), food safety and quality, and professional knowledge.		X	
3.2. Programs should be competency-based and designed to meet the objectives set for that program, including the desired learning outcomes. Competence arising from a program should be clearly stated and explained and should refer to the TYYÇ, VUÇEP, OIE and YÖKAK and ESG 2015 level and ultimately to the Bologna Process. The institution should provide with evidence a system of quality assurance that promotes and monitors the existence of an academic environment highly conducive to learning, including self-learning. Details of student participation, as well as the type, conditions and updating of appropriate learning opportunities for students, should also be clearly defined. The institution should also explain how it encourages and prepares students for self-learning and lifelong learning.		X	
3.3 Program learning outcomes; <ul style="list-style-type: none"> ➤ Ensure that all content, teaching, learning and assessment activities of the undergraduate program overlap effectively to create an integrated framework ➤ Must include a description of First Day Competencies ➤ It should form the basis for clear statements of self-study units' goals and learning outcomes. ➤ Must be in contact with staff and students ➤ They should be regularly reviewed, managed and updated to ensure they are reached in a relevant, adequate and effective manner. 		X	
3.4 The institution should have a formally established committee structure (includes effective student representation) with a clear and authoritative reporting system to oversee and manage the curriculum and program achievement. Committee(s) that should be established; <ul style="list-style-type: none"> ➤ determines the pedagogical basis, design, methods and assessment methods of the curriculum ➤ oversees the QA of the curriculum, in particular the collection, evaluation, modification and response to feedback from stakeholders, referees and external evaluators and exam/evaluation results. ➤ carries out a round-trip and periodic review of the curriculum at least once every seven years, involving staff, students and stakeholders. These reviews should lead to continued improvement. Any action taken or planned as a result of such a review should be shared with all concerned ➤ identifies and meets training needs for all types of staff, maintains and develops their competencies for continued curriculum development 	X		
3.5 DPE is compulsory training events organized outside the institution and training; the student is under the direct supervision of a non-academic person (for example, an expert). Out-of-Faculty Practice Training cannot replace extra-curricular training under the close supervision of academic staff (e.g. ambulance services, mobile clinics, farm visits, hands-on training in abattoirs/industrial establishments in terms of food safety and quality). Since the veterinary degree is a profession that can be realized by providing the First Day Competencies, DPE should complement and strengthen the academic education by increasing the professional knowledge of the student.	X		
3.6. DPE providers should come to an agreement with the Institution and the student (specify their rights and duties, including insurance issues), a standardized assessment of the student's performance during the DPE should be made, and the student should be allowed to provide feedback to the institution on the DPE program. If any training is provided to DPE providers, it should have clearly defined content. There should be an academic staff responsible for the overall oversight of the DPE, including liaising with DPE providers.	X		

3.7. During DPE, students must take responsibility for their own learning. As part of this responsibility, it should be a duty to prepare appropriately for each field of study, to keep an appropriate record of their experience in this training by using the logbook provided by the institution and evaluating the DPE. Students should be able to make a formal or anonymous complaint about problems that occur during DPI. The institution should have a quality assurance system to monitor implementation, progress and subsequent feedback within DPE activities.	X		
3.8. Flexible education forms, independent of time and space, in which lessons are carried out synchronously or asynchronously through information and communication technologies, should be defined. It should have a learning management system (LMS), which is the basis of the distance education system.	X		
3.9. The curriculum should be continually updated to accommodate the application of different models of education and assessment.	X		
3.10 The institution should have the "Emergency Remote Teaching - Emergency Remote Teaching (AÖÖ - ERT)" system, which includes the use of distance education solutions in crisis (such as epidemic) or emergency processes (such as war, natural disaster, etc.) where education and training cannot continue face-to-face. Mechanisms should be in place to provide temporary access to education and training support that can be quickly established and used reliably during the crisis. Considering that distance education and emergency distance education are different from each other, it should ensure that all students have access to course materials, activities and assignments, and focus on the design of flexible, inclusive and student-centered learning environments. In such extraordinary situations, institutions should form support teams.	X		
Standard 4. Facility and Equipment			
4.1. All aspects of physical facilities should provide an environment conducive to learning, including internet access. The Veterinary Institution should have a clear strategy and program for maintaining and improving its buildings and equipment. Facilities must comply with all legislation related to health, safety, biosecurity and national animal welfare and care standards (Ministry of Agriculture and Forestry related laws numbered 5199 and 5996 and all related regulations).		X	
4.2 Lecture halls, teaching laboratories, training rooms, clinical facilities and other training areas should be adequate in number and size for teaching purposes, equipped and well maintained. Facilities should be adapted to the number of students enrolled. Students should have ready access to adequate study, self-learning, recreation, locker, sanitary and catering facilities. Offices should be adequate for the needs of teaching, research laboratories, academic and support staff.	X		
4.3 Institution's livestock facilities, animal shelter, basic clinical teaching facilities and equipment; <ul style="list-style-type: none"> • Must be adapted to the number of students enrolled (training and venue facilities) to ensure hands-on training is provided to all students • Must be of high standards, well-maintained and fit for purpose • Promote good livestock, welfare and management practices • Must Ensure Relevant Biosafety and Biosafety • It should be designed to enhance learning. 		X	
4.4 Basic clinical teaching facilities should be provided in a VEUH with at least 24/7 emergency services for pet animals, where the institution can clearly demonstrate that the education and clinical research standard is in line with all TVHEDS standards, eg research-based and evidence-based clinical education. For livestock that are Horse and Food, ambulance service should be provided if there is no emergency room at VEUH. The institution should provide the latest standards of training clinics comparable to or exceeding the best in the private sector. Hospitals, practices and facilities (including DPE) related to VEUH and the curriculum must comply with the relevant national Practice Standards (Ministry of Agriculture and Forestry Law No. 5996 and related regulations).		X	
4.5 Institution; It should ensure that students have access to a wide range of diagnostic and treatment facilities with, but not limited to, opportunities such as diagnostic imaging, anesthesia, clinical pathology, intensive/critical care, surgeries and treatment rooms, ambulance services, pharmacy and necropsy rooms.		X	
4.6 Appropriate isolation facilities should be provided to meet the need for isolation and containment of animals with communicable diseases. Such isolation facilities should be properly constructed, ventilated, maintained and operated to provide animal care in accordance with updated methods for preventing the spread of infectious agents. VEUH should have sections on all commonly used animal species.	X		
4.7 The institution must have a practice farm with equidae-farmed animals or mobile clinic services for contracted equivalent facilities, so that students can have the opportunity to practice veterinary medicine and Herd Health Management under academic supervision.	X		
4.8 Transportation of students, live animals, cadavers, materials of animal origin and other teaching materials should be carried out in accordance with national (laws numbered 5996 and 5199 and related regulations) standards to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		

4.9 Practice policies and processes (including biosafety, good laboratory practice and good clinical practice) should be taught and published for students, staff and visitors. The agency should demonstrate a clear commitment to ensuring biosecurity and biosecurity with a specific commission structure. The institution should have a defined quality assurance system to monitor and provide clinical, laboratory and farm services, including regular monitoring of feedback from both students and owners.	X		
4.10 The institution must have the technological infrastructure and the components that make up this infrastructure to provide an uninterrupted and trouble-free distance education service.	X		
Standard 5. Animal Resources and Teaching Material of Animal Origin			
5.1 The number and diversity of healthy and diseased animals, cadavers and animal origin materials should be sufficient to provide hands-on training (in the fields of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and tailored to the number of enrolled students. Evidence must be provided that this data is recorded regularly and processes are in place to address deficiencies.	X		
5.2 In addition to training provided at the Institution, experience (such as field training in semesters 2-4) should be organized under direct academic supervision and include external practical training, provided it meets the same standards as those applied at the Institution.	X		
5.3 The VEUH should ensure that training is undertaken to enhance animal care skills of patient caregivers through the training of support staff (technical-administrative). Under all circumstances, students should be active participants in studies related to patients, including problem-based physical diagnostic and diagnostic decisions.	X		
5.3 Medical records must be comprehensive and the data obtained must be retained in such a way (preferably an electronic patient record system) that the Authority has in an effective feedback system to effectively support teaching, research and service programs.	X		
5.5 The institution will virtually cover all applications in departments (Basic, Preclinical, Clinical Sciences and Food and Zootecnics-Animal Feeding), it must have educational materials available to the student.	X		
Standart 6. Öğrenme Kaynakları			
6.1 Latest technology learning resources should be adequate and accessible to support veterinary medicine training, research, service and ongoing education. Timely access to learning resources through print, electronic environment or other means should be accessible to students and staff and, where appropriate, stakeholders. Latest technology applications for access to bibliographic search and databases and learning resources should be taught to undergraduates.	X		
6.2 Staff and students should have full access to an Information Technology (IT) specialist, an e-learning platform and a qualified librarian led by the person involved, an academic library managed by an IT unit. Staff development and teaching materials should have the necessary physical resources to be used by students. Relevant electronic information, database and other intranet resources, both through wireless connectivity (Wi-Fi) and through a secure connection hosted from outside the Enterprise [for example; Virtual Private Network (VPN)] should be able to easily access data. Services provided to students, different forms of access and connectivity problems (device deficiencies, internet infrastructure deficiencies, time mismatches, etc.), alternate to disposal (post-publication of course records for students unable to attend simultaneous courses, identifying different media/methods for performing assignments, different time selections for students the creation of options, etc.)	X		
6.3 The institution should provide students with open access to learning resources, including scientific and other relevant literature, the Internet and internal study resources, and equipment (eg models) for process-related skills development. The use of these resources should be compatible with the pedagogical environment and learning outcomes within the program and should have systems in place to evaluate the instructional value of innovations in learning resources.	X		
Standard 7. Admission, Advancement and Welfare			
7.1 The institution must consistently implement pre-defined and published student admission, progression and certification arrangements that cover all phases of the student's "life cycle".	X		
7.2 The number of students admitted to the program should be consistent with the resources available at the Institution for personnel, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.3 Acceptance and advancement criteria should be clearly defined, consistent and defensible; should not have discrimination or prejudice and take into account that students are admitted during the course taking into account their entry into the veterinary profession. The institution should regularly review and reflect its selection processes to ensure students are eligible to successfully complete the programme, including their potential to fulfill all TVHEDS First Day Qualifications of all common types (see Appendix 2).	X		
7.4 Applicants with a disability or illness should have clear policies and processes regarding program change as they are considered and considered appropriate, bearing in mind that they are required to meet the TVHEDS First Day Qualifications upon graduation.	X		
7.5 Progress decisions (including academic advancement and professional suitability for practice) need to have a clear basis and be readily available to students. The institution must demonstrate that it has systems for identifying and providing remediation and appropriate support (including termination) for students who are not performing appropriately. The institution should have appropriate systems in place for monitoring attrition and progress and should be able to suggest changes to admission criteria (if allowed by national or university law).	X		
7.6 The systems for exclusion of students from the program for any reason should be clear. Institutional policies should be transparent and publicly available for managing admissions, academic advancement decisions, and appeals against decisions, including suspension.	X		
7.7 A system should be established by the Institution to support students' physical, emotional and social needs. This system includes, learning support and counseling services, career advice, and fair and transparent systems for dealing with student illness and disability in the program but is not limited to this. This should include making reasonable accommodations for students with disabilities, in accordance with all relevant equality and/or human	X		

rights legislation. There should be effective systems for resolving student complaints (eg, interpersonal conflict or harassment).			
7.8 There should be systems where students can convey their needs and requests to the Institution. The Institution should provide a public system for students to raise suggestions, comments and complaints regarding the Institution's compliance with TVHEDS standards.	X		
7.9 A feedback mechanism should be established where students can evaluate the performance of distance education, learning management system and instructors.	X		
Standard 8. Student Assessment			
8.1 The Institution should have a clearly defined process within the Institution that demonstrates its responsibilities to ensure the consistency of the overall assessment system and its development towards a program-wide qualification.	X		
8.2 Evaluation tasks and grading criteria for each unit of study in the programme; should be well published, consistently applied, clearly defined and presented to students in a timely manner prior to assessment. The requirements for passing the course should be clear. The institution should properly document assessment results and provide students with timely feedback on their assessment. Systems for students to object to assessment results should also be open.	X		
8.3 The institution should have a defined system for reviewing assessment results and modifying assessment strategies and, where necessary, performing checks to ensure the accuracy of processes. Program learning outcomes, covering all professional knowledge, skills, competences and qualifications, should form the basis for assessment design and support decisions about progression.	X		
8.4 Assessment strategies should enable the Institution to certify student achievement of learning objectives at program level and in individual study units. The institution should ensure that the program is designed in a way that encourages students to take an active role in creating the learning process and that student assessment reflects this approach.	X		
8.5 Evaluation methods should be valid and reliable and include different approaches. Direct assessment of clinical skills and First Day Competencies (some may be on simulated patients) should form an important component of the overall assessment process. It should also include quality control of student logbooks to ensure that the practical training planned in the study program is fully completed by each student.	X		
8.6 The institution should be able to implement applications that can replace end-of-term exams in distance education (valid) and allow error-free measurements as much as possible (high reliability). Arrangements should be made taking into account that students may not have constant access to the internet connection.	X		
Standard 9. Academic and Support Staff			
9.1 The institution should ensure that all staff are qualified and prepared in accordance with national regulations (Laws 2547 and 657) and appropriate to their roles, and should implement fair and transparent processes for staff recruitment and development. There should be formal training (including good teaching and assessment practices, learning and e-learning resources, biosafety-biosecurity and QA processes) for all staff involved in teaching. Most academic staff involved in veterinary medicine education should be veterinarians. It is expected that more than 2/3 of the training students receive will be delivered by qualified veterinarians as determined by the student's course hours.	X		
9.2 The total number, qualifications and skills of all staff involved in the program, including training staff, "ancillary" staff, technical, administrative and support staff, should be sufficient and appropriate to deliver the training program and fulfil the mandate of the Agency. Staff, trainees, postgraduate students and DPE trainers involved in teaching must have received relevant training and qualifications and demonstrate competence and effective teaching skills in relevant aspects of the training curriculum.		X	
9.3 Staff involved in teaching should be given opportunities to develop and extend their knowledge of teaching and assessment and should be encouraged to develop their skills. Opportunities for instructional and pedagogical training and expertise should be available. The institution should clearly define any reward system for teaching excellence in operation. Academic positions should provide the security and benefits necessary to maintain the stability, continuity and competence of academic staff. Academic staff should have a balanced workload of work, teaching, research and service depending on their role, and appropriate opportunities and resources to participate in scholarly activities.	X		
9.4 The institution should provide evidence of a well-defined, comprehensive and publicly available program for the professional development of academic and support staff, including formal appraisal and informal mentoring. Staff should have the opportunity to contribute to the Institution's goals and decision-making processes. Promotion criteria for academic and administrative staff should be clear and unambiguous. Promotions of teaching staff should aim for excellence (where permitted by national or university law) and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
9.5 The system of evaluation of teaching staff should be active and include student participation. The results should be accessible to external examiners and those commenting on the reports. The system used for the evaluation of teaching staff by students should be publicized.	X		

9.6 The institution should periodically provide training on distance education systems to all academic staff. The institution should provide interactive motivation for up-to-date educational technology skills that will increase the information technology skills of the educational staff; enable them to actively contribute to the process of designing, developing, implementing and evaluating tools, methods and techniques based on scientific knowledge with their researcher, practitioner and scientific aspects.	X		
9.7 The institution should have the necessary administrative and technical personnel to sustain distance education.	X		
9.8 Learner-faculty interaction in the distance education process should be based on ethical considerations and information on the protection of personal data should be transparently available.	X		
Standard 10. Research Programs, Continuing and Postgraduate Education			
10.1 The institution should demonstrate substantial and broad research activities of staff that integrate and strengthen the veterinary program through research-based teaching.	X		
10.2 All students should be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and have opportunities to participate in research programs.	X		
10.3 The institution should provide advanced postgraduate programs; PhD, internship, and continuing education programs that complement and strengthen the veterinary medicine degree; and that are relevant to the needs of the profession and society.	X		
10.4 The institution should have a QA system in place to assess how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into veterinary medicine education programs.	X		
10.5 The institution should be able to actively use distance education learning management systems in graduate education programs. It should have a learning management platform that will allow course follow-up, course evaluation, thesis monitoring committees, and defense exams.	X		
10.6 The institution should have the infrastructure to design and implement continuing education programs through learning management systems. Within the scope of the continuing education program, a certification system should be implemented for trainings that can be provided by distance education.	X		
There are secondary inadequacies for an institution that is considered partially sufficient in a total of 10 sub-standard titles. <i>sufficient (S), partially sufficient (PS) (Secondary Disability) or insufficient (I) (Primary Disability)</i>			

ANKARA UNIVERSITY FACULTY OF VETERINARY
VEDEK NATIONAL ACCREDITATION ASSESSMENT TEAM
REPORT SUMMARY

After the application made by Ankara University Faculty of Veterinary Medicine (AÜVF) to the Association for Evaluation and Accreditation of Veterinary Education Institutions and Programs (VEDEK), an evaluation team of 8 people was formed and an evaluation visit was carried out between 12-16 December 2022 as a result of the agreement reached with the faculty management.

During the evaluation visit made between these dates, the organizational structure, financial situation, physical facilities, facilities and equipment of the faculty, animal hospital, academic and administrative staff evaluated and students were interviewed and the situation was examined on the spot, and evidence-based observations and evaluations were made on education-research and administrative issues.

In this context, the determinations made within the framework of the basic standards in VEDEK-TVHEDS version III will be presented in outline;

The data of the determinations based on education and training within the framework of VEDEK basic standards will be presented with an impartial eye. Ankara University Faculty of Veterinary Medicine is our country's oldest and most well-established faculty. For this reason, it has taken the notion of leading faculty in many subjects, especially national and international accreditations, and has provided and progress that will continuously improve itself. The Faculty was accredited in 2007, fulfilling the criteria of the European Association of Veterinary Educational Institutions (EAEVE), a member of the European Agency for Quality Assurance in Higher Education (ENQA). VEDEK accredited Ankara University Faculty of Veterinary Medicine in 2015.

The administrative and academic structure of the Faculty, which emphasizes scientific quality in all fields, is in accordance with VEDEK criteria, and the number of faculty members and areas of expertise were found to be sufficient. The institution includes two separate faculties with education programs conducted in English and Turkish. Faculty members work in quality assurance, education and training, international relations, social contribution, management system coordinators and many sub-committees affiliated with them and various boards and commissions. In addition, the availability of faculty members involved in national and international accreditation studies was considered among the institution's strengths. The mission and vision criteria of Ankara University Faculty of Veterinary Medicine have been defined, and the strategic plan covering the years 2019-2023 has been presented to us.

Being the first veterinary faculty in Turkey and leading the establishment of many veterinary faculties is considered an advantage for the faculty. One of the faculty's strengths in terms of student profile is that it accepts students from the highest quintile of Turkey. The appropriate physical infrastructure for education and research, the presence of a large external stakeholder pool, and the high rate of benefiting from international student/teaching staff exchange programs within the framework of widespread programs or bilateral agreements were also evaluated as important.

There are modern and well-equipped education, research and application laboratories and units in the departments, animal hospital and faculty farm. In addition to routine applications, the animal hospital can provide services for advanced medical techniques and different species. In addition, it is considered as an important advantage to have a Reference Laboratory accredited by the Ministry of Agriculture and Forestry, which can serve for samples brought from outside the faculty or to be used for research.

It was found valuable in terms of the quality of education that intern students receive practical clinical training in small groups and that other undergraduate students have a 'Clinical Skills Laboratory' that will contribute to their preclinical education. In addition, the strengths of the faculty are that it has 13 different special service areas, including the Behavior Clinic, Wild Animal Clinic, Electrophysiology Unit, and Physical Therapy and Rehabilitation Unit, which

require expertise, and the Emergency Clinic, which provides 24-hour uninterrupted service. It is seen that the imaging and physical therapy units are quite modern and sufficient. To increase the quality of the services offered by the hospital units, surveys are conducted with patient owners.

Undergraduate students attend all procedures performed at the hospital. Within the framework of basic standards, the diversity of animals examined in clinics and the participation of students in bedside practices are sufficient. Experts carry out clinical training practices with modern techniques and technological tools in environments suitable for diagnosis, diagnosis and treatment. In addition, it was found valuable to have a Training, Application and Research Farm to support the education of students on farm animals and to have protocols with various institutions and organizations in this context. In addition to the museums and exhibition halls within the faculty, the virtual reality (VR) laboratory currently provides active service with three modules, making additional contributions to education in terms of visuality.

The presence of an active student representative structure that conveys the problems of the students to the administration, the fact that feedback is provided for the identification and solution of problems as a result of student-oriented surveys, and the student representative's participation in the relevant committees give students a strong sense of belonging. It is important in terms of education and social activities that there is a comprehensive library and reading room within the Faculty with project writing training specially organized for students, many active student groups, and students participate in projects supported by BAP and TUBITAK. There is a student counselling system in the faculty, and students can easily reach their advisors, other faculty members.

It is understood that a 'logbook' was created to monitor the student's Day One Competences and was followed meticulously. It is planned to follow up the logbooks, which have been kept on the digital system since 2018, in print as of the spring term of the 2022-2023 academic year. The curriculum and course contents applied in the undergraduate program have been shaped following the 'Day One Competencies'. Having a large number and variety of elective courses allows students to develop themselves according to their interests. It is seen that undergraduate students benefit from international exchange programs such as ERASMUS at a sufficient level. The interviews with the students determined that the overall satisfaction rate for the educational activities given by the faculty was high.

Ankara University Faculty of Veterinary Medicine has adequate funding and central budget opportunities to sustain the current undergraduate program. When the income statement is examined, it has been determined that the incomes increase in parallel with the increasing number of patients. It is understood that all departments in the faculty benefit from material support to be used for education. It has been found important that the dean's units provide support within the possibilities in the supply of consumables used in student practice.

There are dining hall and canteen service areas for staff and students. In addition, there is a library, reading room and computer laboratory infrastructure where students can access comprehensive resources. Students can easily access their lecture notes from the open course pool. In addition to these, videos or visuals related to the lessons were also made available to the students. Electronic books, open course materials and various databases can be accessed through the overdrive/digital library system through the AU Library and Documentation Department.

It has been determined that there is an active website belonging to the faculty and that the website, which is especially specific to the animal hospital, has a user-friendly design. This website is also integrated into the hospital appointment system, and appointments are made through this system. This site is also used to inform the public about current issues. At the same time, detailed information about the faculty is provided in 5 different languages on the Wikipedia website and contributes to the international recognition of the Faculty.

The location of the Faculty, which is located in the capital, which can easily reach many institutions and organizations, has been considered a very important privilege. The fact that the faculty is located in the city centre is an advantage for students, staff and patient owners in terms of transportation to the faculty. However, the Faculty farm is located far from the faculty. This situation was seen as a disadvantage for both instructors and students.

The distribution of faculty members and staff to departments was found to be generally balanced, and consistent with research and education intensity and curriculum content. However, during the visits to the departments, it was determined that there were important deficiencies in terms of number of research assistants, technical and administrative personnel. In this direction, it has been determined that necessary initiatives should be taken in order to create new staff allocation and opportunities, and planning studies should be carried out, especially to increase the number of research assistants in all departments.

It has been determined that within the scope of UBED, the scientific activities of the faculty members are supported and "Scientific Incentive Awards" are given to the academic staff every year to encourage them. In addition, it has been determined that the institution and UBED unit fund all academic staff to participate in national and international scientific meetings. However, it has been observed that some malfunctions in the functioning reduce the motivation of the faculty members.

Although there is a unit reserved for hospitalization, it is not actively used. In addition, the central diagnostic laboratory and imaging systems do not provide service outside of working hours. The density of patients, high number of students and lack of personnel reduce the satisfaction rate and increase academic and administrative staff fatigue. This situation makes it difficult for research assistants, doctoral students and young academics to spare time for their

scientific activities and risks the sustainability of education, hospital and production activities. The low number of administrative, technical and support personnel makes it difficult to carry out the services without interruption. The absence of a triage area was considered an important deficiency.

Although the biosafety commission's establishment and the relevant commission's training and inspections were considered positive, it was determined that the practices included in the 'Biosafety Guide' prepared by the commission were not widespread throughout the faculty. It is anticipated that significant risks may arise due to the lack of adoption of biosafety rules. Maximum attention should be paid to training students and all personnel on occupational health and safety and biosecurity issues. It is thought that eye and body showers should be activated in all laboratories, device usage instructions should be posted in visible areas, and chemical and waste storage and marking should be given importance.

The report, which was prepared in line with the issues determined during the evaluation visit, institutional strengths and improvements, comments and suggestions, was submitted to the Agency and the Agency's information was included in the report. In the last stage, the report will be examined at the Veterinary Accreditation Board (VAK), the VEDEK upper commission. We believe that the findings made during this visit will contribute positively to the quality and accreditation processes of Ankara University Faculty of Veterinary Medicine.

As a result, after the primary evaluation visit we made as the evaluation team between 12-16 December 2022 and as a result of the writing of the report by the evaluation of the answers of the institution, the national accreditation of Ankara University Veterinary Faculty, which has achieved the standard in its current form in many criteria and has remediable secondary deficiencies in some criteria. We declare that we have a **POSITIVE** opinion.

Ankara University Faculty of Veterinary Medicine

VEDEK Evaluation Team