



VISITATION REPORT

To the Faculty of Veterinary Medicine, University of Agronomic Sciences and Veterinary Medicine of Bucharest, Bucharest, Romania

On 7 – 11 March 2022

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Introduction

Brief history of the VEE

The Faculty of Veterinary Medicine of Bucharest (FVMB) (called the Veterinary Education Establishment (VEE) in this Report) was founded in 1856, as the first *School of Medicine and Pharmacy* in the Balkans, which also included teaching topics on animal diseases.

The field of Veterinary Medicine became independent, with its own curriculum, in 1861 and in 1921 became, as the Faculty of Veterinary Medicine, the first Veterinary Teaching VEE in Romania. Initially, the VEE was supported by the Faculty of Veterinary Medicine in Vienna and Budapest and then later by the Schools of Veterinary Medicine in Alfort and Lyon.

Between 1921 and 1948 the VEE was included in the University of Bucharest, and since 1948 became a part of the University of Agronomic Sciences and Veterinary Medicine of Bucharest (UASVMB). Currently, it is one of the 7 faculties within the UASVMB.

Due to activities under the old communist regime, the central VEE campus was disbanded between 1985 and 1990 and the education of the veterinarians transferred elsewhere. However, after the 1989 Romanian Revolution, the campus was recovered. The renovation of the historical buildings began in 1990, and currently, the campus is being upgraded, including the construction of a University Emergency Hospital / Veterinary Teaching Hospital (UEH / VTH), the only one of this type in Romania, with 24/7 services, and a University Centre of Experimental Medicine (UCEM), which started to operate since February 2020.

In Romania there are 5 Faculties of Veterinary Medicine, of which 4 are state-funded and public and one is private. FVMB is one of the 4 public faculties, along with those in Cluj-Napoca, Iasi and Timisoara.

Previous ESEVT visits

In June 1999, the VEE was the subject of an EAEVE Consultative Visitation, which, although finding some positive aspects, indicated a series of deficiencies. In 2000, the VEE underwent a Full Visitation, the outcome of which also indicated a number of deficiencies were still evident. The VEE was fully evaluated for the second time in 2011, and at that time 5 major deficiencies were identified:

- Insufficient case load of large animals (including horses)
- Insufficient necropsy case load of cattle, pigs and horses
- Severe deficiencies in the application of the principles and EU standards of animal welfare
- Inadequate activity and governance of mobile clinic
- Inadequate isolation facilities for large animals

In 2016, the VEE was re-visited to estimate the progress made in addressing the major deficiencies identified in 2011. As a result, ECOVE concluded that all the above major deficiencies identified in 2011 had been corrected resulting in a status of *Approved*.

Main features of the VEE and developments since the 2016 Visitation

Within the VEE there is a VTH, as well as lecture theatres, library, teaching and research laboratories and a diagnostic laboratory.

The VEE retains its own teaching farm, as well as other facilities called the Concessionary Sanitary Veterinary Circumscriptions (CSVs), located in villages surrounding Bucharest, with consultation/treatment rooms and isolation rooms, mainly for large animal clinical work.

After the 2016 Re-visitation, the VEE has continued efforts to maintain and improve in relation to the ESEVT Areas as defined within the current SOP used in this 2022 Visitation.

Curriculum

The most recent analysis of the curriculum and the mandatory minimum criteria for authorisation and accreditation for Veterinary Medicine university programmes, were implemented in 2016, in compliance with the Directive 2005/36/EC (as amended by Directive 2013/55/EU), transposed into national legislation by HG 469/2015, Appendix_ No 2, Ministry Doc. No. 351/2015 (see Area 3). The current curriculum, designed to fulfil the ESEVT Day One Competences and the learning outcomes, was started in the academic year 2016/2017.

As a further development, the Veterinary Medicine English programme was established in 2013, and the French programme in 2016.

Major problems currently encountered by the VEE

- Due to the heritage status of many of the buildings there are long-term bureaucratic procedures for any renovation
- The funding in Romania for university education is poor, especially for scientific research
- The unattractive salary for academic teaching and support staff can make recruitment

difficult.

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

The Self Evaluation Report (SER) follows the requirements as set out in ESEVT Standards for Accreditation, as approved at the Zagreb General Assembly in May 2019 and amended in September 2021.

Area 1. Objectives, Organisation and QA Policy

1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The VEE must develop and follow its mission statement which must embrace all the ESEVT standards.

1.1.1 Findings

The overall strategy of the VEE is subject to a University of Agronomic Sciences and Veterinary Medicine of Bucharest (UASVMB) Charter and laid down in the VEE Strategy document 2021-2024. It comprises the mission and the objectives of the VEE, strategies for teaching and student activities and for scientific research and human and economic resource management. This includes complying with Directives EU 2005/36 and EU 2013/55 and the EAEVE standards, as well as managing of the resources with respect to EAEVE-indicators. The VEE's general and specific missions and the objectives of the veterinary training program are also stated in all curricula, i.e. the curricula taught in Romanian, English and French languages, respectively.

The VEE has also developed a Strategy Operational Plan for 2021 regarding Education and QA, Research-Development-Innovation, Human resource development, Development of infrastructure, National and International Collaboration, Faculty communication and branding and Student Affairs.

1.1.2 Comments

- The VEE goals and strategy regarding their veterinary curricula comply with the EAEVE standards as well as the ESG standards though the latter are not specifically mentioned in the VEE strategy document, nor in the curricula. However, both the UASVMB and the VEE are accredited by the Romanian national accreditation agency for Higher Educations, ARACIS, which is a full member of ENQA.
- The stated VEE teaching missions do not directly mention the training of students in veterinary medicine, surgery and reproduction, but focus on production animal topics as animal health management, traceability and safety of food stuff and professional issues as integration of candidates into general “national and European veterinary health activities”.

1.1.3 Suggestions for improvement

- It is suggested that growing specialisation of the veterinary profession in Europe within

companion animals, including exotics and equine medicine, could be reflected more clearly in future mission statements of the VEE.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

1.2 The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.

1.2.1. Findings

The Faculty of Veterinary Medicine (VEE) is a part of the UASVMB as one of its 7 faculties. UASVMB is organised and operates under the Romanian Ministry of Education according to the national educational legislation and regulations (e.g. the National Qualifications Framework (NQF) and the National Qualifications Register for Higher Education (NQRHE), and the UASVMB charter). The charter is the fundamental document that regulates the following: the mission of the institution, the general principles of organisation and functioning, the organisational structures, including management structures and functions of the UASVMB. The Charter also regulates the conditions under which UASVMB may associate with other higher education institutions or with other organisations to fulfil its mission, the financing and patrimony and the modalities of collaborations between the management structures, including the constituted students organisations and the union of teaching and non-teaching staff.

The VEE is under governance of the Faculty Council chaired by the Dean. The Faculty Council (FC) has 31 members including academic staff (16), students (8), the Dean and Vice-Deans and Department Heads. The Vice-Rector for Evaluation and Quality Assurance and the respective Heads of the Secretariat, the Administration, the VTH, the English Veterinary Programme and the French Veterinary Programme are associated members of the FC.

The FC has set up 8 permanent commissions that advice on and manage different faculty responsibilities, i.e.: Commission for Education, Commission for Evaluation and Quality Assurance, Commission for Scientific Research, Commission for Student Affairs, Commission for Heritage Management and Development, Commission for Biosecurity, Commission for Study Programme Monitoring and ERASMUS Commission. The members of the commissions are approved by the FC.

The Dean, three Vice-Deans and the Administrative Heads of the VEE form the VEE's daily executive unit. The Dean is a veterinarian, and is appointed by the Rector for up to two 4 years periods. The Vice-Deans are appointed by the Dean.

The VEE consists of 3 departments, Preclinical Sciences (DPS), Clinical Sciences (DCS) and Animal Production and Public Health (DAPPH), the VTH, headed by a veterinarian, and the

University Centre of Experimental Medicine (UCEM). The departments are responsible for the implementation of the courses within their respective competence areas according to the VEE strategy and curricula. Hence, the DCS delivers the teaching at the VTH in collaboration with clinical veterinarians and support staff employed by the VTH, and at Teaching farm.

1.2.2. Comments

- The organisational structure including the responsibilities for veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) comply with the ESEVT standards, allowing implementation of strategic plans and cohesive study programmes according the VEE's mission and objectives.
- Students are represented in FC and in University board, as well as in the Central and the Faculty commissions of EQA an Education and Student affairs.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The VEE develops strategic plans in accordance with the Charter of UASVMB, the Management Plan of the Rector and the National Education Law No. 1/2011. The VEE's strategic plan 2021-2024 states the mission and the objectives of the VEE, it's strategies for teaching and student activities and for scientific research and human and economic resource management. The strategic plan is operationalized through yearly "Operational plans" specifying who is responsible for the respective development areas and includes result-indicators and timeframes.

The VEE has created a wide-ranging SWOT (presented in the SER, Chapter 1.3) in conjunction with the EAEVE Visitation planned for 2020. This SWOT includes, but also goes beyond the issues of the Strategic Plan 2016-2020.

The COVID-19 situation in 2020 prompted the VEE to transform on-site activities to online activities. In this context, the VEE has developed new aims for the teaching and research activities, which has been operationalised in 2021 through an "Operational plan 2021"

1.3.2. Comments

None.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

The UASVMB QA system, which has recently been developed, is managed by a central University Department of Quality Assurance (CQAD) and the Central Commission for Evaluation and Quality Assurance under the coordination of the Vice-Rector for EQA. The CEQA and the VEE EQA commissions, respectively, were established in 2007 and are renewed annually as needed. Since 2019, the CEQA has consisted of the vice-rector and 4 professors and 2 students. The CQAD supports the faculty EQA commission (FEQA), which since 2020 at VEE has comprised 7 persons, including the Vice-Deans for EQA, 5 faculty members and one student.

The UASVMB QA system have been established with the overall purpose of (i) maintaining the mechanism for continuous improvement of teaching-learning and research performance; (ii) improving a culture of quality management in the educational process with the participation of the UASVMB staff; (iii) encouraging excellence in the professional activity of teachers; (iv) the harmonisation of the internal system of standards and performance indicators related to curricula (Bachelor, MSc, PhD) with the system of standards and indicators used in the external evaluation of the quality of education by national and international specialised agencies.

The UASVMB QA-organisation, the general QA-procedures and the yearly Central EQA reports are published in Romanian language at the university website. This includes specific QA Regulation for the study programmes, including veterinary medicine, which are described in separate documents.

On the basis of yearly procedural QA monitoring, data collections and evaluations, which include online surveys among students and teachers, the FEQA reports back to the deans, departments and teachers about results of the course, teaching and peer evaluation. This feedback is used by individual teachers, teaching groups responsible for courses, department and administrative units to improve teaching, courses, services etc. The FEQA also writes an annual quality assurance report and a subsequent action plan, called "Measures plan" and Action plans are developed. The Measures plan is integrated into parts of the VEE's Annual Report of Academic Management. The FEQA reports and plans are incorporated into the Central EQA report.

The VEE "Measures plan" for 2020-2021 sets out educational activities, scientific research, services and administrative activities that the VEE aims to improve, i.e. procedures, services and activities within Education and Research (25 issues), Management (16 issues), Administration (11 issues) and clinical services (6 issues) to be improved.

In alignment with UASVMB's strategy on "improving a culture of quality management in the

educational process with the participation of the UASVMB staff”, the VEE has recently initiated several educational activities to support and improve the understanding and development of a QA-culture among students and staff, e.g. engagement in European educational projects which includes quality assurance objectives; production of communications, scientific papers, Bachelor's theses that address aspects of quality of veterinary medical education in the VEE and inclusion of two optional subjects (Quality Management of Teaching in Veterinary Medicine and Development of Professional Abilities and Career Orientation) in the Year 1 Veterinary Curriculum.

External stakeholders contribute formally to QA of the curriculum through responding to online questionnaires and participation in educational workshops, as well as participation in the periodically external assessments by ARACIS.

UASVMB and its QA system was accredited by the National accreditation organisation ARACIS in 2015 and 2020 (ARACIS is full member of ENQA).

1.4.2. Comments

- UAAVMB has an excellent and transparent QA system, which has continuously been improved since it was established. It covers all relevant teaching and curricular areas, including the specific study programmes as veterinary medicine, and all groups of teachers and students from all language tracks, and the feed-back QA feedback is used for relevant improvements of educational matters.
- QA-reports and procedural documents are generally published only in Romanian, and only Romanian students are directly represented in the FC and various commissions including the FEQA.

1.4.3. Suggestions for improvement

- Students from foreign language veterinary programmes should be represented in VEE boards and commissions similarly to the Romanian students.
- Translate QA-reports into English and French.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.

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

1.5.1. Findings

The VEE communicates to stakeholders through its website (<http://www.fmvb.ro/>), where all the information necessary for the general public and those interested is published. This includes the VEE history, mission and objectives, admission, curricula, and intended learning outcomes of graduates, employment opportunities etc. Links to the present EAEVE accreditation status, the

previous SER and ESEVT Visitation Report are also found here. Stakeholders not mastering Romanian language can obtain similar but selected information focusing on the need of a potential new foreign students on the parallel websites in English (<http://www.fmvb.ro/english/about-us>) and in French (<http://www.fmvb.ro/french/french-presentation>) languages, e.g. presentation of VEE, information about admission, curricula, library and student matters and contact persons within preclinical sciences. However, the QA-documents, including procedures and reports are generally not translated into foreign languages.

The VEE is also in dialogue with graduates through various professional associations in Romania, e.g. The General Association of Veterinarians in Romania (GARV), Romanian College of Veterinarians (RCV) and others.

1.5.2. Comments

- At the present moment, external stakeholders are not associated with VEE councils, commissions or advisory boards dealing with VEE educational and research strategy planning and QA, but the FC has the possibility to do this if needed.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.

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

1.6.1. Findings

The VEE monitors, analyses, evaluates and reports on its activities on a yearly basis in accordance with the UASVMB QA-system. These QA results are then incorporated into the year central UASVMB QA report on which basis measures for improvements are established aiming at further harmonisation of study programmes with the requirements of the labour market and similar educations in Europe, facilitating employment the UASVMB's graduates; ensuring feedback from students, graduates, stakeholders and other relevant organisations; proper support of scientific teams in order to attract funding for research and academic development etc.

UASVMB has developed an IT-platform, EVCAL platform <https://evcal.usamv.ro/> to facilitate and harmonise QA procedures and assessment of curricular and other activities at all faculties. This includes regular evaluation of teaching through a series of evaluation forms (teacher's self-assessment; students' teaching and administrative staff evaluation; Colleagues' assessment; assessment form by the academic management – head of department/Dean).

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The results of the assessment and QA-evaluations are published and made available for students and staff in the VEE Annual QA report at the VEE-webpage.

1.6.2. Comments

- See 1.4.

1.6.3 Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings

The VEE undergoes external review through ESEVT. The major deficiencies recognised by ESEVT at the last full Visitation in 2011 had been corrected prior to Re-visitation in 2015, hence the VEE evaluated as Approved by ECOVE in 2016.

1.7.2. Comments

None.

1.7.3 Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings

The VEE is part of the state education system. Therefore, the major part of the income is public. The annual budget for the state universities is variable and is determined by the financial capacities of the central administration. Government establishes the amounts of the academic year per student. This value has a correction coefficient according to the studies (foreign language, master, PhD).

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Currently, the VEE is supported with government funds that cover approximately 80% of costs necessary for the annual budget.

The major investments are financed with the budget of the Ministry of Education separately.

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

| <i>Area of expenditure</i> | A*[2019] | AY-1 [2018] | AY-2 [2017] | Mean |
|----------------------------|-----------------|--------------------|--------------------|-------------|
| <i>Personnel</i> | 3,634,076 | 2,889,803 | 2,461,664 | 2,995,181 |
| <i>Operating costs</i> | 438,920 | 425,155 | 355,207 | 406,427 |
| <i>Maintenance costs</i> | 80,063 | 550,364 | 478,108 | 369,511 |
| <i>Equipment</i> | 549,463 | 463,257 | 51,308 | 354,676 |
| <i>Total expenditure</i> | 4,702,522 | 4,328,579 | 3,346,287 | 4,125,795 |

* The last full academic year prior to the Visitation

The personnel expenditures have increased by 47% in two years. Personnel expenses account for 73,56% of the total in 2017 and increased to 77,29% in 2019.

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

| <i>Revenue's source</i> | 2019 | 2018 | 2017 | Mean |
|--|-------------|-------------|-------------|-------------|
| <i>Public authorities</i> | 4,171,046 | 3,517,299 | 2,684,338 | 3,457,561 |
| <i>Tuition fee (standard students)</i> | - | - | - | - |
| <i>Tuition fee (full fee students)</i> | 661,331 | 595,510 | 580,053 | 612,298 |
| <i>Clinical services</i> | 69,741 | 74,633 | 61,601 | 68,658 |
| <i>Diagnostic services</i> | - | - | - | - |
| <i>Other services</i> | - | - | - | - |
| <i>Research grants</i> | 116,569 | 144,822 | 173,216 | 144,869 |
| <i>Continuing Education</i> | 330,265 | | | 110,088 |
| <i>Donations</i> | - | - | - | - |
| <i>Other sources (rent)</i> | 107,172 | 61,231 | 58,172 | 75,525 |
| <i>Total revenues</i> | 5,456,124 | 4,393,495 | 3,557,380 | 4,468,999 |

Public revenues have increased 55% from 2017 to 2019.

Their own incomes are similar over the years, except for continuing education revenues, only in the balance of 2019.

Part of the VEE's revenues obtained are transferred to the University: 15% of tuition, etc. and 25% of research funds. The utilities are paid from the University budget (over 400.000€ per year).

2.1.2. Comments

- There is no evidence in the budget of the revenues transferred to the university.
- There is no information about the personnel assigned to the different areas or tasks of the VEE.

- There are comments regarding the unattractive and insufficiently motivating salaries for beginning teachers.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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

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

2.2.1 Findings

The financial activity of VTH is coordinated from 8 am to 4 pm, it also has an on-call service from 4 pm to 8 am. Also has a service for weekends and public holidays.

The patient owners are informed that teaching activity has priority in VTH and students are involved 24/7 in the management of all the cases.

The resources are prioritised to the students' training.

The income covers almost all expenditures of the VTH.

2.2.2. Comments

- There's no evidence of the VTH expenditures in the general budgets.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

In recent years, there has been an increase in the amount of the budget allocations that has led to a steady increase in income. Consequently, the VEE has been able to undertake various investments in refurbish and improvement.

There's an expectation that new VTH and UCEM will increase the revenues by around 10% but there will also be an increase in investment and equipment maintenance.

Table 2.3.1. Prospected expenditures and revenues for the next 3 academic years

| Academic year | Expenditures | Revenues |
|----------------------|---------------------|-----------------|
| 2020/2021 | 8,861,683 € | 8,861,683 € |
| 2021/2022 | 9,747,851 € | 9,747,851 € |
| 2022/2023 | 10,722,636 € | 10,722,636 € |

2.3.2. Comments

- The expenditures and revenues forecast for the coming years are approximately the double those declared previous years.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

The curriculum, developed in accordance with EU Directives, is organised in a 6-years study program with two semesters of 14 weeks for each year (except the very last semester).

Core (4332 hours), elective (524 hours) and optional (1652 hours) subjects are proposed to students. Three programmes in three different languages (Romanian, English and French) are organised independently. Some of the elective courses are not available in at least one foreign language.

The organisation of this programme, the competences to be acquired and the time volumes (number of hours and corresponding ECTS) are specified in documents (disciplines written in the three languages).

Since the academic year 2016/2017, the curriculum has been revised to be embedded in a Day One Competences approach. A reference framework of competences has been defined and a matrix of competences is used in order to define in which teaching units each competence is addressed.

The VEE is subjected to a national body of evaluation of higher education in Romania (named ARACIS and ENQA accredited). ARACIS reported the VEE to meet the appropriate national standards in 2016.

Any changes in the curriculum are first analysed in the Faculty Council and then need the approval of the Administration Board and University Senate. These changes may be induced by demands from students, stakeholders and/or new graduates.

The curriculum is divided into disciplines, each of which being supported by a teaching department.

3.1.1.2. Comments

- Some elective and optional courses are not equally available for the three programmes (Romanian, English, French).
- The compartmentalised curriculum in disciplines tends to lead to a centralised approach in which there is suboptimal transversality between disciplines.

3.1.1.3. Suggestions for improvement

- Any action to break down the barriers between disciplines and between departments should be considered in order to promote the "competence approach".
- Efforts should be made to offer all optional courses to the different language programmes.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1 Findings

Basic subjects and Basic sciences are covered at the beginning of the curriculum (3 first years). Of the total programme, Basic subjects account for a total of 300 hours and Basic sciences for a total of 1752 hours, which represent about 7% and 40% of the total programme respectively.

The proportion of active methods (supervised self-learning, laboratory and desk based work, non-clinical animal work) vs. lectures is 44% for basic sciences and 56% for pre-clinical veterinary sciences.

Practical work (laboratory and desk based) is carried out in small groups of students (≤ 15), which allows for good teaching conditions. On the other hand, this organisation is very time-consuming for teachers.

3.1.2.2 Comments

- The proportion of active methods for teaching basic sciences is close to 60%, which can be highlighted as a satisfactory target.

3.1.2.3 Suggestions for improvement

None.

3.1.2.4 Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

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The educational plan was reviewed the last time in 2015, and starting from the academic year 2015/16 the curricula were aligned nationwide. In February 2020 a new VTH was built and is now covering a 24/7 service for companion animals, with an on-call emergency service for farm animals and horses.

Clinical animal work consists of 618 hours (SER Table 3.1.1), which represents 14.2% of the total core curriculum hours (4,332 hours), delivered in the last 3 years of the programme (both in companion and food animals), but mainly in the 4th and 5th year.

The VEE's curriculum includes a total of 1,323 hours of clinical sciences teaching (30.5% of the total 4,332 hours of the curriculum), of which 478 hours are delivered as clinical animal work, 610 as lectures, and the remaining as different teaching modalities. No supervised self-learning is offered (SER Table 3.1.2).

Clinical elective courses in clinical sciences can be chosen amongst 255 hours subdivided into 11 courses (SER Table 3.1.4). The subjects are focused on many specialised clinical topics, including emergencies in livestock (21.5 hs), and medicine of aquatic animals and aquaculture (28 hs). Each student must choose among elective subjects so that the total credits per year (added to the core subjects) is 60. The subjects are allocated to each student according to the amount of places available for each semester. Once the subject is chosen, it is considered mandatory.

Students can also choose amongst 11 optional clinical sciences courses, for a total of 616 hours (SER Table 3.1.5), mostly based on clinical animal work and lectures. Five of these were not active for the academic year 2020/21 (SER Appendix III.2).

The supervised clinical training starts in the 3rd year with rotations in practical activities (60 hours), both in companion and large animals, completed during the week of ambulatory clinic, and increases in the fourth and fifth year, with a progressive increase of the practical versus lecture activity. At the same time, the students to teaching staff ratio decreases to 10-12.

Twelve and a half weeks of intra-mural clinics, organised in practical rotations for small animals (reproduction, medicine, surgery, infectious diseases) are carried out during 2 days/week/subject (6 hs/day) during the 5th year. (SER Table 3.1.3).

Extramural practical training is delivered from the 1st year over 90 hours per year (60 of which are the supervised clinical training starting in the 3rd year), during which students perform different activities with increasing practical involvement, from the first to the last year. According to SER indicators, the number of companion and food animals seen by each student during this training is adequate.

Starting from the 4th year, the students are involved in managing the cases registering at the VTH, and in the 6th year they are responsible for the management of the clinical case, under the direct supervision of the teaching staff. The indicators for the companion animals seen by each student and presented in the SER were slightly below the minimum, but the actual case number has increased since then, and the indicator value was above the requirements at the time of the Visitation.

The rotations in practical activities also include elective courses, to be chosen amongst 4 clinical

subjects, planned during 2 days/week to be taken during the 6th year.

The intramural practical training for companion animals takes place in the VTH and in the farms belonging to the UASVMB (for farm animals and equines), over a 24/7 service throughout the year; students are present in groups of up to 6 persons. The emergency service for pets, farm animals, exotics and equines, is also active 24/7 (at the VTH for companion animals, based on an on-call service for the other species), and the team on duty includes 2 teaching staff and 6 students. It is not totally clear how often cases are seen by the emergency service for large animals and exotics, but certainly equine clinical cases are lacking.

Each case seen at the VTH is registered by the students in an electronic (Digitail) and written form. So do the equines and exotic cases arriving at the VTH. For equines visited during the intra- and extramural rotations, only a paper record is filled in by students and available, without any progressive access figure, with little evidence of detailed clinical exposure to equines.

During the 4th to 6th year, each student fills in a practical training logbook with the activities performed during their EPT, covering the Day One Competences. Although students fill in the practice logbook with the cases seen during the external practical training (EPT) under the supervision of a practitioner, these cases are not quantified by an academic within the VEE.

According to SER Annex V.1, during each academic year, from the 4th to the 6th, a minimum of 50 dogs or cats, 3 horses and 5 rabbits, rodents or exotics should be visited by each student. This goal is reached for dogs and cats and farm animals, but not for exotics, according to the cases registered in the Digitail system. During the final practical exam, the student should present the practice notebook with the minimum portfolio of compulsory cases examined. As regards necropsies, 2 cases/student/year are required for both companion and large animals (horses included), according to SER Annex V.1; these goals are not achieved for horses; anyway, the numbers are still above the limits according to ESEVT indicators.

The Clinical mentor/responsible of each clinical course is in charge of evaluating the student's work.

The SER reports that the quality of the academic environment is being improved, for what concerns the clinical part, by refurbishing and acquiring new facilities, such as CT and MRI.

3.1.3.2. Comments

- A foreign language and a volunteering activities course are present in the curriculum, as well as having an English and a French programme.
- The hours of overall clinical training are above the average.
- Practical activities start from the 3rd year, which is good.
- At least one of the foreign language curriculum does not offer the same range of elective and optional courses compared to the Romanian course.
- A full range of large animals and horses surgical cases is rarely seen by students.
- Students from the curricula in the different languages do not have the opportunity to perform the same amount of hands-on practical activity in the VTH.

3.1.3.3. Suggestions for improvement

- The VEE is strongly encouraged to look for equine hospitals working 24/7 in the neighbouring area to send students to perform the practical training not feasible on site.
- The students of the different curricula should be mixed at least in the last 2 years for the practical activities, so that the Romanian students could help the other students with any language problem, when they or the teacher are interacting with animal owners.
- The number of exotics seen by students should be increased.

3.1.3.4. Decision

The VEE is not compliant with Standard 3.1.3 because of an inadequate exposure of students to a variety of equine clinical cases (including surgery).

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

3.1.4.1. Findings

Animal production including plant biology necessary to understand feed production are included in the curriculum. Students also undertake internships in animal husbandry and food industry units and 60 hours of production animal preclinical EPT in years 1 and 2 and 60 hours of production animal clinical EPT in years 3-6. During the first three years of study students become familiar with examining healthy animals, and evaluating their welfare. In year 3, students work in groups of 12- 13 students/teaching staff and are trained to handle and examine animals. Starting in year 4, students are involved in the whole process of handling cases in VTH, and responsibility increases in years 5 and 6 under the direct supervision of staff. Production animals are seen in the ambulatory clinic and three concession veterinary practices and ambulatory clinic run by UASVMB staff and on farms owned or with agreements with UASVMB, including emergency cases. The SER states 56 hours of lectures and 112 practical hours of herd health management, plus 3.5 weeks of clinical rotation in the subject in 5th year. However, no evidence was presented of students producing an integrated whole farm health report from the copious individual animal or farm assessment sheets completed.

Indicator values suggest sufficient cases are seen in production animal species.

3.1.4.2. Comments

- Vivisection previously performed by students during the training has been replaced by video and simulation software. It is not clear if this is needed or meets the 3Rs principles. It is suggested that the video session replaces the vivisection permanently.
- The concession practices provide students with a realistic exposure to Romanian rural veterinary practice. Also visiting large farms provides a good number of animals to examine.
- There is an opportunity to use health and performance data from these farms for herd health management training. Further whole farm health and performance data for production animal farms in Romania appears to be available from farms that are willing to collaborate with the VEE.

3.1.4.3. Suggestions for improvement

- Ethology is covered in 28 lectures. It may be more engaging to include practical or self-directed learning or video sessions.
- Introduction of a farm visit to review health and production data from the whole farm, rather than assessment of individual animals, with students producing a report directed to the farm veterinary surgeon or owner under the guidance of teaching staff would consolidate the learning on Herd Health principles.

3.1.4.4. Decision

The VEE is not compliant with Standard 3.1.4 because the majority of students do not receive enough mandatory exposure on herd health management to allow acquisition of Day One Competences.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

Education plan was reviewed in 2015 in accordance with EU directives and the national requirements. The subjects of the curriculum are determined by the Ministry, in accordance with EU regulations, and are the same for all Romanian veterinary faculties.

The mission of the study program includes the main objectives regarding hygiene, food safety, traceability of animal origin products, also in the programs for continuous training.

The theoretical training includes subjects in accordance with the EU food safety regulations, the HACCP system and other international systems such as IFS, BRC or ISO.

Students are also trained in basic skills in food safety system audits (HACCP, facilities...).

It's included in the possible occupations (ANC) the auditor in the fields of quality and food safety. Food Hygiene and Quality studies are arranged in different areas with a total of 565 hours according to the following distribution:

- Lectures – 246
- Seminars – 28
- Supervised self-learning – 70
- Laboratory and desk-based work – 128
- Non clinical animal work – 65
- Clinical animal work – 28

Elective curriculum hours for each student scheduled in Food Safety and Quality are 63.5. Extramural practical activities are carried out in slaughterhouses, meat industries and dairy. It is commendable that the practical activities in the slaughterhouses are provided in close cooperation between teachers and the official veterinarians to let the students get basic knowledge in official control.

Optional (not compulsory) courses proposed to students in different areas with a total of 196 hours. There is also an optional module in the Master Degree in Foodstuff Quality and safety.

A student who had graduated the previous year was working in the slaughterhouse used for extramural practical activities. The management of the VEE positively values her training.

The documents that describe the contents of the practices in slaughterhouses (study subjects sheet

V676DOS07 6^o course 2nd semester) do not fit with the subjects that the students are receiving.

3.1.5.2. Comments

None.

3.1.5.3. Suggestions for improvement

- Review the documentation to adjust it to the reality of the content taught to students.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Subjects linked to Professional Knowledge are incorporated in 3.1.2 within the subcategories and include among other things professional ethics, animal health economics, practice management, herd health management and veterinary legislation. Clinical practical training in common animal species is detailed in 3.1.3 during practical rotations excluding EPT. Electives at 3.1.4 offer courses on professional abilities, information literacy and data management. Optional courses (but not compulsory) at 3.1.5 for professional communication are available.

3.1.6.2. Comments

- Skills, knowledge and competences require adequate communication skills to allow attitudes and attributes of professionals to be demonstrated.

3.1.6.3. Suggestions for improvement

- Communication training should be compulsory, not optional.

3.1.6.4. Decision

The VEE is partially compliant with Standard 3.1.6 because of suboptimal training in professional communication.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings

With reference to Government decision (HG 496/2015) and EU directive 2005/36/EC, intended learning outcomes (competences to be learned by students) were integrated into the curricula and course syllabi in 2017-2019, including the competence criteria for evaluation of students learning outcomes within courses.

The VEE promotes the academic environment through providing continuing education, seminars and courses for teachers, including language courses and improving clinical and scientific infrastructure. Furthermore, the QA system also aims to measure academic performance of teachers in order to monitor and maintain an adequate academic environment.

All students are introduced to the importance of life-long-learning within the first year of the study. All students must also produce various written assignments during basic science and clinical science courses and engage in Bachelor thesis work, which includes “selv-learning” within veterinary topics.

Furthermore, the VEE regularly organises workshops, symposiums, conferences dedicated to students (and teaching staff) encouraging and preparing students for lifelong learning. Students are also encouraged to engage in research projects and clinical activities outside the curriculum.

Finally, the VEE offers a series of optional courses, in which “soft skills” including lifelong learning are in focus, e.g. Scientific Information, Methods and Techniques of Documentation”, year 1, “Quality Management of Teaching in Veterinary Medicine”, year 1, “Development of Professional Abilities and Career Orientation”, year 1, “Volunteering Activities”, year 2-4,, “Communication and communication protocols with patient owners” 3rd year, “Entrepreneurship in veterinary medicine” 5th year, “Conventional and Digital Report Techniques for Integration at Workplace” 6th year, “Professional communication” 6th year, “Antibiotic resistance” 6th year.

The VEE collaborates with external partners regarding practical training (EPT, intra-mural and extra-mural clinical activities) and teachers and external stakeholders involved in this training continuously provide information and feedback to the VEE on activities within the respective field of practical training.

3.2.2. Comments

- Most courses focusing on professional “soft skills” are optional.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

3.3 Programme learning outcomes must:

- ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework
- include a description of Day One Competences
- form the basis for explicit statements of the objectives and learning outcomes of individual units of study
- be communicated to staff and students

- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

The overall learning outcomes of the veterinary programme at VEE are described in the Curriculum along with the VEE mission and objective and detailed semester plan for the 6-year veterinary education. The curriculum is constructed as a traditional disciplinary veterinary programme (cf. EU-directive 2005/36/EC) with academic progression in subjects from basic subjects and basic science subjects taught in the first 2 years, followed by a mix of basic science, clinical science, animal production and food safety and quality, veterinary public health subjects taught in Years 3-5. The final academic year focuses on practical clinical teaching and development competences clinical and non-clinical skills. The theoretical teaching is supported by practical exercises and non-clinical and clinical training with teaching animals and patients.

The overall intended learning outcomes of the curriculum falls into four categories ``General skills”, “Specific cognitive skills” (including EAEVE underpinning knowledge and understanding), “Professional skills” (including ESEVT Day 1 competences) and “Transversal skills” (including ESEVT professional skills). They are backed up by the detailed descriptions of objectives, learning outcomes and criteria for assessment of learning outcomes listed in the various course syllabi. The curriculum and course syllabi with intended learning outcomes and criteria for assessment, which are communicated to staff and students and published on VEE website and intranet, form a cohesive framework for competence-based teaching according to the EAEVE standard.

Students' learning outcomes are evaluated both during courses in relation to formative assessment of written and oral assignments and at the end of each course.

Furthermore, a final Bachelor Degree Graduation Exam assesses students' competences and of the abilities within all curricular subject areas through practical oral exam and a written exam and the defence of their Bachelor thesis work.

Yearly evaluation of courses and teaching by teachers and students and analyses of their responses is part of the VEE QA-system system (see also Standard 1.4). The VEE also analyses feedback from employers of its graduates and from collaborating organisations in order to evaluate curriculum outcomes.

3.3.2. Comments

None.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform on-going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The VEE Commission for Education oversees and manages the curriculum in collaboration with the FEQAC. The former commission is chaired by the Vice-Deans for Education and QA and consists of 4 faculty members and one student member. The commission suggests improvements of and amendments to the curriculum on the basis of QA-feedback and inputs from students, teachers and other stakeholders. Suggested changes to the curriculum are approved by the Faculty Council, which submits these to UASVMB Administrative Board and Senate for final validation and approval.

The VEE on-going quality procedures ensure continuous review of the curriculum and associated teaching.

The curriculum is reviewed as a whole at least every 5 years in connection with the cyclic national ARACIS accreditation process. This process also involves external stakeholders.

3.4.2. Comments

None.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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

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

3.5.1. Findings

External Practical Training (EPT) is compulsory with 90 hours per year for each student from first year detailed at 3.5.1. Practical training centres are established yearly by the VEE. In 2019 there

were 12 centres with 103 sub-centres. Each training centre organises the activity and accommodation of the students. Activities range from farms (cattle, goats, sheep, poultry and fish) food processing, slaughterhouses, production of combined fodder, CSVDs and their laboratories, sanitary- veterinary control activities, studs and kennels. These activities are carried out by concessionaires and free practice veterinarians. Some students visit wildlife reserves and zoos. Foreign language students carry out the same EPT in Romania for Year 1 and 2 but then may choose to do EPT in their country of origin or other locations in the EU. After the first pandemic outbreak, the access of the students to the EPT providers was facilitated by the pre-existing agreements as well as by direct relationship with the operators from the proximity of their domicile. There are feedback forms and e-mails regarding EPT, as well as the direct monitoring performed by the practice tutors, appointed by the VEE, through which the activity was continuously monitored.

3.5.2. Comments

- Students can choose their EPT with VEE or non-academic persons in every European country and in different veterinary fields.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

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

3.6.1. Findings

Collaboration agreements are signed annually by the VEE and associated CSVD'S. Each student has an EPT agreement and an EPT logbook with a specific tutor who is a non-academic practitioner. The EPT partner provides feedback to the VEE, through regular telephone conversations with the member of the academic staff involved and through the student evaluation, as part of the final grade.

3.6.2. Comments

- The EPT system has merit.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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

3.7.1. Findings

During the EPT the students complete a practice logbook on the activities and skills to be acquired, specific to that year of study. Students are encouraged to be active participants in the EPT process. The two major objectives of the EPT are the skills acquired and the well-being of the students. Student feedback about the EPT is done during the evaluation sessions. The final report allows for observations and improvements with the opportunity for students to provide personal opinions by complaint or any form of written expression, anonymously if desired. After analysing the data, the documents are registered and presented in the FC.

3.7.2. Comments

- The logbook is a useful way to track the activities related to the EPT.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

The VEE is centrally located in Bucharest, and easily accessible by students and staff by public transportation. A parking area for students is also present. Internet access is guaranteed in all the campus areas.

In 2020, a new VTH for small animals was inaugurated in the campus. The old veterinary hospital still hosts the diagnostic imaging service (radiology and MRI), but the new CT scan is in the new VTH building. Therefore, each animal needing radiographs should be moved to the other building, which is not active during nights and weekends. The old surgery theatre for horses has now been rebuilt; however, there are some safety issues due to the absence of monitoring either via a window of camera of horses recovering from anaesthesia. Moreover, there is not a hospitalisation area for unhealthy or surgical equine cases in the VTH.

The intra- and extramural practical training are held in different areas outside the city, where the sanitary part is conducted under the supervision of the internal and external (DVMs) teaching staff. The teaching and rearing farms and the slaughterhouses are in different places. Most of the former are within 30 to 60 minutes' drive from the campus, while most of the slaughterhouses are at least 2 hours' drive from the campus. Students can reach the places by the university bus, public transportation, or their own car.

Each year an acquisition plan is drawn to meet the requests of the staff and PhD students on equipment and maintenance and repair services.

Students with physical disabilities can benefit from logistical support to access the buildings.

A detailed biosecurity manual is available for staff and students, also via mobile devices. A Biosafety Commission gives the advice needed to draw the manual.

Necropsies for small animals are performed in a prefabricated building in which large animals (>100 Kg) cannot enter. For adult horses and cows, necropsies are performed in the facilities of the anatomy section, where there are some biosecurity issues due to the absence of an appropriate changing room, clothing (e.g. plastic boots) and disinfection modalities after a necropsy has been performed.

4.1.2. Comments

- The new companion animals VTH offers very good facilities for quality teaching. In particular, the teaching facilities in the surgical blocks (small lecture theatres behind glasses) are very well thought out. It is a pity that the X-ray equipment could not be moved into the hospital, as having to leave the hospital to take an X-ray is a problem in many situations.
- The necropsies of large animals in the Anatomy facilities are causing problems because the level of biosafety required for these two activities is not the same. The facilities in Anatomy are not specialised enough to allow adequate management of large animal necropsies. The prefabricated building used for small animal necropsies does not allow for large animals (>100 Kg) to enter.
- The equine surgery room awaiting refurbishment at the time of the visit does not offer any means of monitoring the animal during anaesthetic recovery (no windows or cameras). This could create safety problems for both the animal and personnel.
- The Biosecurity manual can be accessed by staff and students also by mobile devices at any time.
- It is not clear how the budget and proposals for the new early acquisition of equipment and maintenance is drawn.

4.1.3. Suggestions for improvement

- As suggested by the VEE itself, the reconstruction of a new building for necropsies including up-to-date facilities for small and large animals should be considered in the short-term.
- The new recovery room for equines should be modified according to the safety issues reported above, and a room for their hospitalisation should be foreseen, if it is in the aims of the VEE to have a 24/7 service for equines.

4.1.4. Decision

The VEE is not compliant with Standard 4.1 because of Inadequate biosecurity procedures (facilities and equipment) for necropsies of large animals (>100 Kg).

The VEE is not compliant with Standard 4.1 because of inadequate intensive care/hospitalisation for equine cases.

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

4.2.1. Findings

Nine rooms for lectures (50-315 seats), 8 seminar rooms (23-30 seats), 5 rooms for practical works (23-25 seats), and 41 skill labs (12-25 seats) are present in different buildings.

The seminar and lecture theatres can be used as study rooms by students, when available, and 3 rooms are present for this specific purpose.

A canteen and a store are available for students and staff in the campus, and dining facilities are available in the rest of the UASVMB.

Lockers (not specified how many) and toilets are present in each building where teaching activity is held.

Four beds and showers are available for on-call students in the VTH.

The pathology unit only allows the necropsy of animals weighing less than 100 kg.

Two recreation areas are present for students in the campus, and a gym and a football playground are located in the UASVMB.

The staff has offices with internet access, and there is a large area (1,218 sqm) dedicated to research laboratories, placed in different buildings and covering many research areas, from clinics to toxicology, bio-molecular biology, histopathology, and infectious diseases. How these spaces can be accessed and used is not reported.

An experimental centre building able to host many different small and large species of animals, including aquatic species is present, but it is not accessible to students.

4.2.2. Comments

- Although some dummies and mannequins are used by single teachers, a clinical skill lab is not available for all disciplines, although there would be a place to set it up.

4.2.3. Suggestions for improvement

- A clinical skill lab for the different disciplines should be set up.
- See section 4.1.3 for the necropsy unit.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings

Healthy cattle, geese, and ducks are housed in a teaching farm out of the campus (Moara Domneasca); companion, food and research healthy animals are housed in the research centre (UCEM), in the campus. The breed of cow is docile and allows students to gain confidence in examination and handling. Small numbers of healthy cattle, sheep or goats, horses and pigs can be housed on the campus and particularly cows are brought from Moara Domneasca when the curriculum requires it and returned once teaching sessions have finished. The horses (hosted in the ground floor of the UCEM) owned by the University tend to be old and donated by previous owners. As such they may have minor pathology for the students to determine.

A large number of research animals (including dogs, cats and horses) is hosted in the UCEM, which has a newly created research centre, but is not accessible to students.

The new VHT for dogs and cats has a completely equipped ICU, wards for hospitalised animals and different hospitalising rooms for infectious small animals, with a separated access.

An adequate number of consulting, hospitalisation, diagnostic imaging and operating rooms for dogs and cats is present in the VTH.

CT and ultrasound machines for small animals are present in the VTH. MRI and X-ray are in the building formerly used as the hospital, but they are not accessible during night and weekend shifts. An equipment for endoscopy is also available, and there is a hydrotherapy pool for small animals physiotherapy.

Clinical, molecular biology and genetics laboratories and the necropsy service are also present; students are not allowed to access the clinical pathology laboratory during weekdays; facilities for large animal necropsy are not ideal.

Since 2020, premises for FSQ & VPH preparation are available in the campus; the students see the slaughterhouses and meat product processing during extra-mural activity.

Biosecurity was suboptimal in ambulatory clinical vehicles with only a small amount of unlabelled disinfectant solution and staining of unprotected vehicle seats. Concession veterinary practice visited showed suboptimal cleanliness. Some protective clothing used on farms was not waterproof so did not provide protection from potentially infectious contaminated fluids.

4.3.2. Comments

- The VTH has a well separated circuit for infectious animals, which can be moved away from the rest of the hospital population soon after their arrival.
- The newly created research centre is quite large and can house many different animal species, and headed by a veterinarian who is also a member of the teaching staff. It is not accessible to students.
- For FSQ the presence of laboratories for processing meat and meat products is good for students.

- CT is new and may not be used to its full capability and capacity yet. The radiology equipment is in the old building together with the MRI. The positioning of this equipment in a different building than the VTH may reduce ease of use and moving them to the VTH should be considered.
- Biosecurity was suboptimal in the ambulatory clinical vehicles.

4.3.3. Suggestions for improvement

- The radiology unit should be accessible for students during all the 24/7 service.
- The necropsy room is quite far from the VTH. A better location of the necropsy building should be chosen.
- Waterproof protective clothing should be used on all farms and sufficient disinfectant taken in vehicles to adequately disinfect clothes and boots that become contaminated on visits. Waterproof seat covers should be used in all vehicles that students or staff use when they could be contaminated (including after taking off sub-optimal protective clothing). Other vehicles should be cleaned internally regularly.
- Cleaning and disinfection protocols should be monitored on all vehicles and clinics run by the VEE by senior staff.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3 due to suboptimal biosecurity in ambulatory clinic vehicles, concession veterinary practice and protective clothing used on farms.

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

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

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

4.4.1. Findings

There is a 24/7 service for companion animals working at the VTH from 2020. The VTH is well equipped for advanced imaging, visitation and surgery suites for pets.

Equines and large animal emergencies are dealt with in Ganeasca and Glina centres, where there are O.R.s for equines, which can be hosted in small numbers. The emergency service for small ruminants is active 24/7 via the mobile clinic, and visitation rooms are available in Ganeasca and Glina.

The VTH functions for small animals 24/7, and there is a separate circuit for infectious patients, soon after triage.

A large number of specialised consultations is covered, and there is an on-call home service through

a veterinary ambulance, run by dedicated medical staff and students.

The number of cases to be seen by each student in the extramural and necropsy activity is reported in their practice notebook, and their university supervisor signs it before the student's graduation. The Digitail electronic system allows to record the cases of any animal species visited at the VTH; all the data concerning diagnostic procedures done to the animals are also recorded and accessible from the patient's file; all the staff can easily access Digitail by the personal mobile device. This system appears to allow searches by key words such as disease, therefore it is should be possible to withdraw information useful for research purposes by the student or teaching staff, but this facility was not widely available.

Cases seen in the extramural training are not recorded.

Nothing is reported about the training of the teaching staff.

4.4.2. Comments

- The absence of well-equipped surgical facilities for horses does not allow teaching the state-of-art for this animal species.

4.4.3. Suggestions for improvement

- The Digitail system should be improved to allow search of cases by disease.
- The large animals and horses seen in the extramural training should be recorded in the Digitail or other electronic database.
- It is agreed that the equine population in the area may not be sufficient to satisfy the requirements to build a new hospital facility, but the VEE is strongly encouraged to look for any well-equipped equine hospitals in the area where students could have access to different medical and surgical cases.

4.4.4. Decision

The VEE is not compliant with Standard 4.4 because of absence of well-equipped surgical facilities for horses, which does not allow state-of-art teaching for this animal species.

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

4.5.1. Findings

Each new case arriving at the VTH is recorded in an integrated computer system (Digitail), which can be reached by students and staff from any mobile device in the campus, so that the file of each case can be integrated from other buildings as needed.

As it is written in the SER, the small animal patients are admitted to the clinic via the emergency service, where 2 DVMs and 6 students receive the cases, and directed to the specialised consultation after that. The referral cases may be an exception, but it is not clearly stated.

Eight surgical procedures can be carried on simultaneously in 4 surgery suites where students can participate directly or via the cable images.

Students from the 4th to 6th year participate in all the activities of the VTH, both during weekdays and night/weekends. They have their own practical training logbook where they note all the cases

and activities performed, but a portfolio where each activity performed by the student is recorded and checked by the teacher does not exist. During the practical training each student visits a case together with a member of the teaching staff.

Nothing is reported in the SER about the necropsy service, which is performed in the pathology unit for companion animals and large animals below 100 kg of weight. The necropsy facility is not wide enough to perform necropsies for larger animals.

4.5.2. Comments

- It is a good practice that the pet animals suspicious of infectious diseases are seen in a separated area from the very beginning of their visit.
- The availability of the Digital file of each small animal/exotic patient via any mobile device is very good for students, anyway, they cannot perform searches by disease.
- The absence of scheduled referral appointments readily accessible/visible by students make the planned activity of each specialised service difficult to foresee, thus it may happen that some students on duty on that special service are without cases in some days.
- The necropsy facility is not adequate for large animal necropsies.

4.5.3. Suggestions for improvement

- Scheduled appointments in different disciplines for pet animals and equines would allow a better exposure of the students to the different disciplines each day. They should be clearly shown in the VTH, so that students can easily access them.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

The isolation system to visit and hospitalise dogs and cats is well established and separated from the rest of the VTH.

For large animals, the isolation unit is present at the Glina CSV, but it is not clear how animals are conducted there, in case they are found infected at the campus unit, nor is the isolation unit in Glina described.

4.6.2. Comments

- The isolation unit and the workflow for visits of dogs and cats is clearly separated from the regular activity of the VTH.
- Nothing is said about the isolation of small ruminants, swine and birds, and how the isolation unit for equines is conducted and where.

4.6.3. Suggestions for improvement

- Clearly visible signs in Romanian, English and French, with all the procedures needed to

access the isolation unit for small animals should be exposed at the entrance of the unit.

4.6.4. Decision

The VEE is not compliant with Standard 4.6 because of absence of isolation facilities for food-producing animals and absence of evidence that the isolation unit for equines is present at the relevant campus.

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

4.7.1. Findings

The VEE owns 2 Dacia Logan vehicles (Dokker and MCV) with 5 seats each, to be used by the involved DVMs of the teaching staff in the extramural activity. These are used to undertake the veterinary activities based in the three concessionary veterinary centres and out of hours calls.

There is also a Dacia Logan MCV with 2 seats, equipped with the basic instrumentation for visits and sterilisation of animals in the field.

4.7.2. Comments

None.

4.7.3. Suggestions for improvement

See point 4.3.3.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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

4.8.1. Findings

Three coaches (27, 27 and 31 seats, respectively) and a minibus (8 seats) are available for the transportation of the students for the extramural activity. These vehicles are used alternatively for the transportation to food and farm products visitation, after disinfection, and each student can visit only 1 farm per week.

Public transportation is also available for students and teaching staff.

Large animals are moved in a trailer.

Cadavers and organs not intended for human consumption from the slaughterhouse are transported by a dedicated and authorised Dacia van.

4.8.2. Comments

None.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

A Faculty Biosecurity Commission has developed a Biosecurity Manual, available for all personnel (students and staff) present in the Campus, and amended by the Commission as needed. A copy of the manual is present in Appendix IV.17 of the SER, in which only the summary is written also in English, the full English and French versions can be found on line:

http://fmvb.ro/images/2022/Documente_Utile/1_Manual_Biosecuritate_rev_3_0_En.pdf

http://fmvb.ro/images/2022/Documente_Utile/1_Manual_Biosecuritate_rev_3_0_Fr.pdf

The health and safety training for teachers is carried out by a designated teaching staff member; for students, it is carried out at the beginning of each semester by the teaching staff involved in the semester, and once more for the practical activity.

Safety devices and regulation are available and stated for both personnel and students in the practical and clinical activities in the different rooms and laboratories.

Animal welfare issues are taught to the students at different levels for any animal species and condition (VTH, slaughterhouses, farms).

The evaluation and approval of research projects is undertaken by the Bioethics Commission of the Faculty, according to national and European legislation.

According to the SER, GLP and GCP are implemented, but it is not clear how.

The quality feedback from students and owners is regularly monitored by dedicated platforms (EVCAL) or forms.

4.9.2. Comments

- It is good to have written quality feedback from both students and owners.
- It is not clear if the Biosecurity manual is fully available for foreign language students other than online.

4.9.3. Suggestions for improvement

- Better consistency with posting signs in the rooms where a biohazard is present, written in Romanian, English and French.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

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

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

Healthy cattle, geese, and ducks are housed in a teaching farm out of the campus (Moara Domneasca); companion, food and research healthy animals are housed in the research centre (UCEM), in the campus. Within the teaching farm Moara Domneasca there are 60 cattle in total 23 of which are milking, 240 geese, and 870 ducks. The breed of cow is docile and allows students to gain confidence in examination and handling. Small numbers of healthy cattle, sheep or goats, horses and pigs can be housed on the campus and particularly cows are brought from Moara Domneasca when the curriculum requires it and returned once teaching sessions have finished. The horses owned by the University tend to be old and donated by previous owners. As such they may have minor pathology for the students to determine.

A large number of research animals (including dogs, cats and horses) are hosted in the UCEM, which has a newly created research centre.

Birds, rabbits, laboratory mice, laboratory rats, sheep, and horses are used in the training of students. Students historically undertook physiology experiments on live frogs as part of their training but this has been replaced by recorded and simulated sessions since COVID-19.

Horses and sheep cadavers are used for anatomical training due to potential biosecurity risk from rabies in carnivores.

An appropriate number of cadavers from most species are seen for necropsy in years before 2019. The horse necropsy numbers are very close to the minimal value. Only a small number of horse cadavers are seen for necropsy in this species, requiring many students from several years to witness them. Facilities for anatomy must be used for necropsy of animals over 100 Kg. These do not have a hoist and require moving anatomy tables to make space.

The VEE has agreements with a wide range of food processing units to visit and provide material. Students acquire clinical knowledge in the VTH, three concession veterinary practices run by VEE staff and in 22 private practices as training centres.

The indicator values suggest sufficient cases are seen per student other than in companion animals. Up to date figures on cases in the newly opened VTH (25,000) suggest cases in companion animals are also now sufficient.

5.1.2. Comments

- There are external areas for the horses to exercise but it is not clear if they are able to do this every day to assure their welfare.
- The handling facilities and breed of cow allow each student to examine an individual cow with staff easily moving between them.

5.1.3. Suggestions for improvement

- There is room for further animals at Moara Domneasca so consideration should be given to housing further animals for student learning if needed.

5.1.4. Decision

The VEE is compliant with standard 5.1.

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

5.2.1. Findings

The VEE has arrangements with 22 clinical training centres and 32 food producing organisations.

5.2.2. Comments

- From the SER it is not clear how the wide range of organisations contributes to the core teaching.
- The number provided in the SER and VEE regarding intramural and extramural cases seem confused between the definition regarding location of the animal versus the control of the staff involved. The total overall number of animals seen is adequate regardless of definition.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with standard 5.2.

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

5.3.1. Findings

Students are involved in working up cases from 4th – 6th years taking on more responsibility each year. They provide nursing care under the supervision of staff whilst in the clinic for practical teaching sessions or on the out of hours rota.

In some clinical situations, such as intubation of animals in VTH, there is no active participation by students in all circumstances. These were reported to vary between language track and member of teaching staff.

5.3.2. Comments

- Some peer-learning appears to be used with older years training and mentoring younger years. This can be a very effective way of learning for both groups and could be commended.
- As logbooks for basic clinical procedures are absent (see Standard 8.5), it is not possible to keep track of students' active participation in the basic clinical workup of patients.

5.3.3. Suggestions for improvement

- A clear policy on when it will not be appropriate for students to undertake procedures and when these may be taken over by staff or postgraduate students should be agreed and communicated to all staff and students to aid clarity.

5.3.4. Decision

The VEE is not compliant with Standard 5.3 due to insufficient active participation by students in the clinical workup of patients in a number of situations, not allowing the acquisition of Day One Competences.

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

5.4.1. Findings

Companion animals and equine cases seen in VTH are registered on the Digitail, a patient management software. Student and official clinic records sheets are also used and archived. Intra-mural and extra-mural production animal and equine cases are recorded on paper. Students are not involved in providing the official records.

5.4.2. Comments

- It appeared difficult to search the VTH record system by diagnosis, making the system very difficult to use for research or student projects/thesis.

5.4.3. Suggestions for improvement

- All records should be stored electronically with a free text or diagnosis search facility.

5.4.4. Decision

The VEE is partially compliant with Standard 5.4 due to a suboptimal retrieval system of VTH clinical records to efficiently support the teaching, research, and service programmes of the VEE.

Area 6. Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings

The University of Agronomic and Veterinary Medicine of Bucharest (UASVMB) regulates the organisation and functioning of the learning resources in accordance with the Romanian

Constitution, national legislation, University's Charter and its own regulations (SER Appendix VI.1). The strategic objectives of the library are to serve its users needs for information, study and research. Information resources are provided in Romanian, English and French. The process of selection is based on the curriculum. Free and equal access for all users, with regular promotion of contents and awareness of the user requirements, is an expectation of library resources.

Modern technologies facilitate and expand access to internal and external resources, with users gaining the skills to search, select, filter and use the necessary information. The library staff teach the practical elements of IT literacy within the subject of Scientific Information, Methods and Documentation Techniques. All students in first year undergo general training in the library organisation, accessing the library's online catalogue via the Liberty 5 system and specific training on the Anelis Plus platforms. Tutorials and consultations are provided, and services promoted on all notice boards in all reading rooms as well as the library website www.bibliotecafmvb.ro.

The process of acquisition each year is decided by the VEE's annual editorial plan for textbooks, course materials and practical works. The Dean, Heads of Departments and teachers collaborate with the library, publishers, other veterinary libraries aided by book and teaching conferences, in the selection of resources. The library constantly asks teachers and subject holders for recommendations in the acquisitions process.

Regarding the availability of online pedagogical documents for each course of the curriculum, an e-learning platform (Moodle) has been developed to cope with the COVID-19 situation. The platform has been widely used for on-line exams during lockdown. Due to technical problems, the platform was not available to students during the visit and it seems that this problem has been ongoing since the beginning of the academic year 2021-2022. The resolution was announced as imminent during the Visitation.

Students report difficulties in obtaining teaching materials (handouts and presentation materials) in a timely manner.

6.1.2. Comments

- The library is managed by a vibrant enthusiastic team and is a welcoming and supportive environment.
- Access to pedagogical and administrative documents for each course could be improved despite the existence of an e-learning platform which could solve many of the difficulties of distributing teaching materials.

6.1.3. Suggestions for improvement

- Reactivate and further develop the Moodle e-learning platform to provide an effective tool for sharing digital learning resources in a timely manner and increasing self-learning digital tools.

6.1.4 Decision

The VEE is compliant with Standard 6.1.

6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-

learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

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

6.2.1. Findings

The library is an old building (1886) with heritage status and the oldest of its kind in the country. The staff of 9 and 1 administrative person is coordinated by a head of library service. The head of library services has a postgraduate masters and a doctoral degree in the field of library and information science. The other 7, who are engineers, lawyers and veterinarians, and an IT specialist, have bachelor and master studies completed in library science and information science (SER Appendix VI.2)

The library operates an 8-hour working day, Mon-Fri, 8.30-4.30 and similarly during holidays, with extensions during exams (8.30-6.30).

The library prepares an annual acquisition plan for everything, building into this plan its own expenses. This plan is dealt with by the financial accounts department of the UASVMB. The annual budget approximates at 239,210 euro.

The library is located in the VEE building, erected in 1886 and has a total floor area of 800 sq metres; with 3 reading rooms that have 80 seats in 240 sq metres. There are 32 PC connections and 18 plug in points (SER Appendix VI.5 photo of Web Resources Study Room).

The library has an integrated Softlink Liberty 5 Library system hosting the online catalogue-OPAC, containing bibliographic records of scientific books from the year 1970-2021 (SER Appendix VI.6).

Moodle is the E-learning platform (SER Appendix VI.7) managed by the IT Department of the UASVMB. The teaching process within the platform benefits from a wide range of tools for online teaching, forum, information, information transmission and evaluation.

Accessibility to electronic resources is by intranet for the entire campus with mobile access by username and password, off campus. There is a WI-FI connection in all compartments of the library. A new Digital Repository developed by teachers between 2000-2020 will become available in 2021, with 284 titles, totalling 80,000 pages (SER Appendix VI.8)

6.2.2. Comments

- The library and staff are efficient, enthusiastic and helpful to learners.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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

6.3.1. Findings

Number of books and periodicals on paper – veterinary medicine

A total of 100,759 copies of books

A total of 833 copies of doctoral these

A total 3071 copies of undergraduate works

Total 36,607 periodic copies

Number of books and periodicals on paper - other areas

Total 57,033 copies of books

A total of 878 copies of undergraduate papers

A total of 34,063 periodic copies

Number of electronic books and periodicals

| Platform/ database name | Total ebooks and electronic journals |
|--|---|
| CAB International www.vetmedresource.org https://www.cabdirect.org | |
| Springerlink - Journals www.springerlink.com | Total 1034 ebooks → 496 titles – veterinary medicine field |
| Clarivate Analytics http://apps.webofknowledge.com | _____ Total 3137 electronic publications |
| SCOPUS https://www.scopus.com | → 512 titles – veterinary medicine field |
| EBSCO http://search.ebscohost.com | |

| | |
|--|--|
| Nature Research https://mathscinet.ams.org/mathscinet | |
| Science Direct - Journals www.sciencedirect.com | |

Details of the relevant collections (2000-2020) of the resources can be found in the appendices (SER Appendix VI.9-VI.19).

Some models, mannequins and simulators were available in a few disciplines.

6.3.2. Comments

- The presence of models and simulators at the various departments could be increased and located in a single area where students could access, with supervision, to practice basic skills with the added value of reducing the usage of live animals.

6.3.3. Suggestions for improvement

- Relocate models, simulators and mannequins to a common space and allow students access with supervision by a technician to practise basic skills at their convenience.

6.3.4 Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

All admission procedures and regulations regarding study progression, graduation and student welfare (e.g. appeals, expulsions, scholarships and other student regulation) comply with Law 1 / 2011 and HG 469 / 2015, the University Charter and the national Regulation regarding professional activity of the students (RPAS). Special admission regulations approved by the Faculty Council and the University Senate apply for the programmes taught in Romanian, English and French, respectively. Regulation documents including tuition fees are revised yearly and approved by the University Senate at least 6 months before they take effect.

All information, e.g. regulation documents and procedures is uploaded to the UASVMB / VEE websites, where applicants, students and other stakeholders have access to them.

Special web-pages for potential applicants and students with information about admission, curriculum and student life etc. are available on the VEE website in Romanian, English and French. This includes short video presentations in Romanian, French and English describing the veterinary

programmes, as well as a web-page describing the formal cooperations with other VEEs. The VEE organises a yearly “Open House Day” where external stakeholders including potential new students can meet staff and senior students, visit the campus and get information about the veterinary programme and student life.

7.1.2. Comments

- The public web-pages in English and French for potential foreign applicants and students are not identical to the equivalent pages in Romanian, which are more comprehensive.

7.1.3. Suggestions for improvement

- It is suggested that all published information regarding the veterinary education, admission, student welfare and progression etc. are identical for the 3 languages tracks, as the veterinary educations in Romanian, English and French according the VEE is completely identical, apart from the teaching language.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

Students are admitted into one of three curricular tracks taught in Romanian, English and French, respectively. Within all tracks, students are either admitted as “Standard student”, which are supported by government tuition grant or as “Full fee” students, which pay full tuition fee.

The admission into the Veterinary Bachelor education is regulated by Ministerial Order. On a yearly basis the Ministry decides the total number of places for each of the three curricular language tracks on the basis of a UASVMB proposal to ARACIS. The UASVMB make decisions on the number of student places on the basis of proposal from and discussion with the VEE. The number of “Standard” and “Full – fee places” are decided each year by University AB and Senate after proposal from the VEE.

At present, the total number of spaces are 300 in the Romanian track and 30 on each of the foreign language tracks.

The mean numbers of students admitted into the veterinary bachelor programmes taught in Romanian, English and French in 2017, 2018 and 2019 were 254, 29 and 31, respectively. The total number of students admitted into the Romanian track” has decreased from 292 in 2017 to 248 in 2019 due to substantial reduction in intake of full fee Romanian students. The intake of “Standard Romanian” students has actually increased in the same period (181 to 206).

An average of 295 students in total started as 1st Year students in 2017, 2018 and 2019. On the Romanian language track, the yearly drop-out rate varies between 2-14% within the first 4 years, highest within Year 1 and 2. On the English track, the yearly drop-out rates within the first 4 years range from 4-24% a year.

7.2.2. Comments

- Though the number of academic FTE staff per undergraduate student is relatively low compared to other EAEVE VEEs (slightly below the 20 pct percentile, cf Indicator I1), the VEE manages to teach all theoretical and practical exercises for groups of ≤ 15 students per teacher by involving many PhD students and other junior academic staff in this teaching.
- Students on all tracks and junior staff teaching these classes are very enthusiastic about this didactic method.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

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

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

7.3.1. Findings

The admission procedures for the three languages trackings are regulated by UASVMB through annual decisions on admission procedures (e.g. “METHODODOLOGY regarding the organisation and development of the admission contest”). They are organised by Admission Boards appointed for each of the three language-based programmes, respectively, after suggestion from the VEE Faculty Council. The Admission Boards are supported by the faculty secretariat.

Students are represented in the central UASVMB admission committee, but not at faculty Admission Boards. At VEE level, veterinary students participate in guidance of applicants at an Open Faculty Day, but do not take part in the evaluation of applicants.

Applicants for the veterinary programme must hold a Baccalaureate Diploma, High School Graduation diploma or equivalent upper secondary education recognised by the Romanian Ministry of Education. The applicants for the English and French tracks must also document English language skills at either B1-level or pass an on-line English test in order to qualify for admission, and deliver a written personal statement / letter of reference with information of their experiences within veterinary work fields.

Applicants for the “Romanian language Track” are ranked for admission according to the final grade point average of their upper secondary diploma (weighing 50%) and test score from a written online multiple choice admission test within Biology and Organic chemistry (weighing 50%).

Applicants for the “French and English language tracks” are ranked according to their final Baccalaureate or High School Grade Point Average (GPA; weighs 90%) and the assessment score of their personal statement / letter of reference, which should include information of relevant pre-

admission activities (weighs 10%). The personal statements / letters of reference are evaluated and scored by the respective Faculty Admission Committee.

A few, defined special admission procedures exist for Romanians living abroad, documented socially and economically challenged applicants, including Romani applicants, disabled persons and applicants graduating from rural High Schools.

All information about admission regulations and procedures is found on the VEE-webpage along with information on tuition fees for national and international students.

7.3.2. Comments

None.

7.3.3 Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

Special support for disabled candidates is present and is part of the UASVMB policy. This includes providing support for special needs in relation to the admission process and support and provision of necessary resources, so qualified disabled students can access and conduct the required learning activities.

7.4.2. Comments

- At present the VEE has enrolled 3 students with disabilities of which one requires use of ramps and elevators.
- Dyslexia is not a known disability among veterinary students.
- A very well-functioning Student Career and Guidance Centre is supporting the few students with disabilities

7.4.3 Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must

provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

The academic (and professional) requirements for students' progression through the veterinary programmes are published on the VEE website in all teaching languages, thus available for all students and staff. The requirements are revised annually by the VEE.

Students' progression is based on attendance to the theoretical and practical teaching activities and subsequent passing the course exams. In order to progress to next year, students must have obtained the following credits:

- From year 1 to year 2, a minimum of 40 ECTS;
- From year 2 to year 3, a minimum of 100 ECTS;
- From year 3 to year 4, a minimum of 160 ECTS;
- From year 4 to year 5, a minimum of 220 ECTS;
- From year 5 to year 6, a minimum of 280 ECTS

Students that fail the ordinary exams are offered two re-examinations within the current her/his current Year of study. If failing these, the student may have 4 more tries during the following year. For final year students failing their final ordinary exams, re-examinations are organised.

Students who are not performing adequately, e.g. failing exams, can ask for special tutoring and mentoring. This tutoring is performed by teachers, older students, PhD students and others. Students may also be offered extra time for exam preparation.

Student attrition and progression is monitored by the Vice-Deans of education and the data is reported as part of the annual Academic Management reports.

7.5.2. Comments

- Drop-out and attrition is seen not only in the first study years, but throughout the 6 years of education. The VEE has not examined the reasons for this attrition.

7.5.3. Suggestions for improvement

- It is suggested that the VEE examines the reasons for the prolonged attrition among students in order to be able to reduce the attrition rate, particularly in the later years of the study.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

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

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

7.6.1. Findings

The provisions on exclusions of students and s management of appeals against study related decisions (e.g. progression, exam results, exclusion) are contained in the UASVMB Regulation Regarding the Professional Activity of the Student, which are posted on the university website: (www.usamv.ro/index.php/ro/despre-usamv/documentele-universitatii).

Expulsions of students are handled and executed by the UASVMB (the Rector) on request from the VEE, e.g. due to disciplinary offences, failure to pay the tuition fee or unjustified absence.

The management of complaints regarding examination results and other personal student related decisions are regulated by Regulation Regarding the Professional Activity of the Student. Students are entitled to challenge their personal test results within 24 hours from the exam or on receipt of the grade. The FC responds to a complaint within three days on the basis of a hearing among the relevant teaching staff. Grades given at oral exams cannot be appealed, however the students may complain about the examination process.

For admission and final Bachelor Graduation exams, separate procedures for appeals exist. In these cases, an Appeal Commission is appointed by Rector.

7.6.2. Comments

None.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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

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

7.7.1. Findings

All students are assigned a tutor at the start of Year 1. Tutors are appointed among the teaching staff by the Dean. Furthermore, the heads of the foreign language programmes serve as tutors and mentors for their respective students.

An educational Secretariat at VEE manages students' registrations and provides services to students regarding grade books, students certificates, scholarships etc.

The Career Counselling and Guidance Centre (CCOC) at UASVMB provides career-related advice and guidance, including professional and psychological counselling. The Centre houses a medical facility, sports facilities and two student associations and provides educational activities for

students, e.g. seminars and courses on Entrepreneurship, “How to setup a CV”, job applications and job interviews.

The CCOC also administers contact between veterinary professionals and practices and students and newly graduates regarding external practice training and jobs after graduation with veterinary professionals.

7.7.2. Comments

- The CCOC staff were very enthusiastic and showed a high degree of professionalism to the benefit for the veterinary students at the VEE.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

The Vice-Deans for education and the Heads of the study programmes meet with student representatives on a weekly basis, if students wish to. Students are free to express their opinion and dissatisfaction with VEE representatives any time, orally or by mail.

Students may anonymously give suggestions and complaints via the ECVAL QA-platform on teaching and course issues, secretariat services, dormitories, canteen, library etc.

Student issues and complaints are handled confidentially by the Faculty Council Commission on Students Affairs, who submits their appraisals and proposals to the FC for approval.

7.8.2. Comments

- Students clearly expressed their satisfaction with the present system for conveying their needs and wants to the VEE.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

Procedures are in place at the university level to ensure the evaluation strategy. The university-wide framework is then applied at faculty level (VEE) with two examination sessions at the end of each semester and make-up sessions. The general modalities are explained in a study regulation document (Regulation regarding the professional activity of the students), approved by the University Senate. More specific assessment procedures (types of examinations) are detailed and explained to students in the course unit description sheets.

The Faculty Council is responsible for monitoring developments in the examination process.

A maximum of 20 ECTS not yet passed can be carried over to the next year.

Assessment methods vary according to the discipline and include the following: oral and written exams, tests in the laboratory, practical exams, portfolio.

8.1.2. Comments

- Written documents are formalised and decision-making bodies are mobilised to monitor the assessment strategy of the VEE.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

Assessment tasks are described in course units' description sheet (disciplines' description) posted on a noticeboard at the beginning of each semester.

The final grades are ranging from 1 to 10, with a passing threshold set at 5.

For written exams, students are allowed to see their exam paper and to request explanations.

Appeals must be sent by the students in writing to the Faculty Council (FC). Answer of the FC is also forwarded in written format.

The dates for each assessment are decided by the professors consulting the students through

representatives during each semester.

Some students however report difficulties related to an accumulation of exams (especially continuous assessment) at the end of the semester and to exam dates that are set too late or that change too close to the original schedule.

8.2.2. Comments

- The VEE has demonstrated that mechanisms and procedures are in place to inform students about exams' modalities and follow-up.
- Although the mechanisms are in place, it seems that small technical improvements can still be made to improve the process for students, so that they can more effectively organise their time in the exam period.

8.2.3. Suggestions for improvement

- Display of the “disciplines’ description sheets”, including assessment’s methods, should be systematically uploaded on the e-learning digital platform (Moodle) at the beginning of the semester (and not only posted on a noticeboard) for better availability to the students at any time.
- The date of the exams should be defined at the beginning of each semester and should not be changed at least two months before the exams.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

A chapter of the “Academic Management Report” of the VEE, written each year, is devoted to the examination level. This chapter is prepared by the head teachers from each department.

A quality report is also prepared by the QA committee of the VEE. This report contains elements relative to teaching and exams and can be followed by rectification of the exam’s modalities.

This report is based on the feedback received from the students via the survey on the quality of teaching and exams.

Learning outcomes and targeted D1C are listed in each “subject study sheet”. Connection and alignment between learning outcomes and evaluation is analysed by the Faculty Evaluation Quality Assurance Committee (FEQAC) and the Faculty council (FC).

8.3.2. Comments

None.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

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

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings

A portfolio system has been in place for 4 years, in which situations are recorded.

Students from first years are encouraged to take part in the activities of the last academic years, in a peer-learning process.

A reward system based on student performance is also in place.

8.4.2. Comments

- Portfolios are mainly used to record clinical cases and not active reflection by the student on their own learning process.
- The e-learning platform (Moodle) is not used to create interactive content available for students to self-assess. This should be encouraged for stimulating students to create their own learning process independently of summative assessments.

8.4.3. Suggestions for improvement

- The Moodle e-learning platform should be more widely used to create interactive content that allows students to self-assess.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

Targeted competences have been added into the “subjects’ study sheets” (syllabus) and this action was initiated by the Faculty Evaluation Assurance Quality Committee. It is the responsibility of the teaching staff to make sure that these targeted competences are taking into account in the assessment process.

During the final exam for graduation, D1Cs are tested by a written exam and the drawing at random of a practical question.

Students are required to maintain a cases’ log-book describing the clinical history of animals seen

in consultation.

However, there is no procedure to validate that each student has encountered and performed the essential clinical procedures deemed essential for D1Cs.

8.5.2. Comments

- There is no specific procedure to validate that each student has encountered and performed the essential clinical procedures deemed essential for D1Cs.

8.5.3. Suggestions for improvement

- A clinical logbook describing what procedures (clinical act) have been effectively performed by the student under the supervision (and validation) of the teaching staff should be set up.
- Some of these procedures (clinical acts) could also, or alternatively, be evaluated on mannequins and models in a clinical skills lab.

8.5.4. Decision

The VEE is partially compliant with Standard 8.5 because of suboptimal assessment of the acquisition of some Day One Competences.

Area 9. Academic and support staff

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

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

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

9.1.1. Findings

The VEE has a recruitment process set out in Romanian national law. Staff and PhD students undertaking teaching attend courses run by the Teaching Staff Training Department (TSTD, DPPD in Ro) module within the UASVMB. The proportion of staff who are veterinarians meets indicator values.

Academic and junior clinical staff undertake compulsory training in teaching methods.

Support staff, including veterinary qualified staff in VTH, may interact with students to support their learning but are not provided with training in teaching methods or communication skills.

Technical staff are employed due to possession of the appropriate qualifications but no training regarding VEE specific procedures and policies is offered.

9.1.2. Comments

- Staff felt supported and received good training during the conversion to online learning during COVID-19 pandemic.
- The system in the VEE appears to rigidly differentiate between grades of staff.

Consideration of the type of interaction with students should be given when determining training needs.

9.1.3. Suggestions for improvement

- Management training could be provided to prepare for future management roles to aid succession planning.
- Support staff who assist students in their learning should be provided with compulsory training in teaching methods.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

Indicator values for academic and support staff are low, just under the minimal 20th percentile value. Table 9.2.1 in the SER suggests a high proportion of temporary staff, however, it became clear that these temporary staff were permanent staff taking on extra teaching time for further payment and represent double counting. Several attempts were made to obtain accurate figures for the number of staff and actual FTE worked on all University activity rather than just legally defined teaching quota but conflicting figures were produced.

Teaching quality is audited by self-assessment, peer-assessment, students and academic management and a mean score produced and staff and students seem content with the system.

9.2.2. Comments

- A clear staffing list produced in accordance with the relative EAEVE SOP would have facilitated the Visitation team’s review. The final conclusions are not influenced by the lack of accurate figures.
- Due to the small teaching group size, teaching sessions are repeated multiple times. This is a large use of staff time but both students and staff are in agreement that the group size provides a student focussed teaching environment where students can participate and receive individualised support. However, this is also driven by the size of the rooms available.
- If the VEE wishes to increase research activity, they may need to invest in further staff and/or alterations to make bigger teaching rooms to allow more staff time to be allocated to seeking research funding.

9.2.3. Suggestions for improvement

- Keep a clear record of the staff engaged in the VEE as well as their FTE by national

regulation to allow comparison between VEE for EAEVE accreditation purposes.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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

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

9.3.1. Findings

SER Table 9.2.1. suggests a high proportion of temporary staff. This does not suggest job security is present but this is an artefact of double counting permanent staff as temporary if they take a short-term contract for extra teaching.

Excellence in teaching and research is rewarded by the merit award.

Funded training in English and French is available for staff teaching on those programmes and many have been trained and had their language skills externally assessed. However, places are limited and there is interest from support staff to attend language classes to better support students.

There are clear national quotas for teaching per week for different grades of staff. Staff teaching more than this amount can obtain extra contracts, for further payment. This does provide a financial inducement to teach more if research funding is not available. Successful application for research funding also attracts a salary supplement.

9.3.2. Comments

- The various additional financial inducements to undertake different activities produces a complex time management environment. The VEE should consider how this interacts with staff recruitment and succession planning.
- The SWOT analysis mentioned poor engagement of staff with European colleges of veterinary specialisation.

9.3.3. Suggestions for improvement

- The VEE could develop a strategy for staff clinically to become European diplomats and eventually for the VEE to become an accredited training centre for some European colleges.
- A senior member of staff could approach the European Board of Veterinary Specialisation to formulate a strategy to support staff obtaining supervision for alternative residency programmes. This could include salary supplement or promotion when the qualification is obtained or the first resident is supervised.
- Funded training in English and French should be increased and allocation planned to ensure both academic and support staff have the language skills to support student learning and

ensure similar educational opportunities are available for all language programmes (such as elective options).

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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

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

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

9.4.1. Findings

There is good staff representation on VEE committees allowing staff to participate in decision making. Promotion criteria are clear and the regulations for promotion are understood by staff. Posts at each grade are not limited in each area, but promotion is by competition and not automatic once criteria are met.

9.4.2. Comments

- No information was given regarding including formal appraisal and informal mentoring procedures.
- Many permanent staff apply to undertake teaching above their minimum statutory requirement in “temporary” posts. This increases their income but may also reduce the number of junior posts available to recruit and build staffing for the future. This possibility should be considered by the VEE.

9.4.3. Suggestions for improvement

- To encourage engagement with European Clinical diplomas by staff, consider if it is possible to provide automatic promotion for staff when they obtain these qualifications or when they supervise their first resident in a European college at the VEE.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

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

9.5.1. Findings

An online platform, (EVCAL) has been developed within the UASVMB to allow confidential biannual assessment of the teaching staff by the students. This then feeds into a Quality report

presented at VEE level including actions taken as a result. Both staff and students indicate that the system is functional and allows them to address concerns and facilitates teaching to improve where this is needed.

9.5.2. Comments

None.

9.5.3. Suggestions for improvement

- An annual assessment would be advised.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

The VEE members show evidence of the development of numerous scientific articles and publications on various topics in applied and fundamental research in Life Sciences and Education. Data on the scientific papers presented by the students is also provided.

The research activity is carried out as contracted research, own-financed projects and PhD-students' projects with national or international fundings. They carry out projects with national or international funding (some of the research grants won through national and international competitions) or with their own resources (specialised laboratories of Departments or Clinics and integrated research centres).

Table 10.1.1. List of the major funded research programmes in the Establishment which were on-going during the last full academic year prior the Visitation (AY*2019-2020)
(this table may be substituted by an Establishment list of ongoing research projects) /

| SCIENTIFIC TOPICS | Grant/year (€) | Duration (Yrs) |
|---|--------------------------|----------------------|
| I. Applied and Fundamental Scientific Research in Life Sciences | | |
| <i>Improving the quality of life by developing new technologies based on nanoparticles efficient in decontamination of water and soil</i> Project complex_Consortii_PN-III-P1-1.2-PCCDI-2017-0134. Contr. 23/2018. | 139,567 / year (Euro) | 2018-2021 (4 yrs) |
| <i>Disseminating Innovative Solutions for Antibiotic Resistance Management</i> Project Horizon_2020_DISARM – 817591. | 26,526 / year (Euro) | 2019-2021 (3 yrs) |
| <i>New nanocomposites for environmental remediation</i> Project UEFISCDI_PED_467/2020. | 24,333 / year (Euro) | 2020-2022 (3 yrs) |
| <i>Technology transfer for obtaining innovative natural therapies for the veterinary sector</i> Project UEFISCDI_PTE_nr.22/2020. | 20,650 / year (Euro) | 2020-2022 (2 yrs) |
| <i>High-sensitivity technology for diagnosing colorectal cancer patients at risk of post-resection peritoneal recurrence; guiding personalized therapy</i> Project UEFISCDI_PTE_nr.45/2020. | 40,910 / year (Euro) | 2020-2022 (2 yrs) |

| II. Education & Development of Human Resources | | |
|---|--------------------------|----------------------|
| <i>Education, Performance, Employability</i> Project _Proiecte Operationale Capital Uman_320/6/21-121103 | 341,343 / year (Euro) | 2018-2020 [2 yrs] |
| <i>Entrepreneur - competitiveness, excellence, opportunity</i> Project_POCU-124185/2020-CEO | 438,000 / year (Euro) | 2019-2021 [2 yrs] |
| <i>Biopractice - The Success of Your Future</i> Project_POCU_21340/2020 | 360,460 /year (Euro) | 2020-2022 [2 yrs] |
| <i>Development and implementation of innovative tools in order to improve the quality of teaching activity and compliance with deontology and ethics in UASVMB.</i> Project CNFIS-FDI-2020-0159 | 76,700 / year (Euro) | 2020 [1 yr] |

10.1.2. Comments

- Teachers are involved, directly or indirectly, in a significant number of research projects. Other parameters such as scientific articles are also relevant.

10.1.3. Suggestions for improvement

- The VEE should be encouraged to continue to structure its research activity around well-defined research poles in order to limit the dispersion of themes, strengthen international visibility and increase funding sources.
- The VEE should remain vigilant about staff working hours in teaching. In particular, extra-hours for teaching should not be overly favoured in order to retain the time needed for research activity.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

In the curricular courses, specific training sessions are scheduled with 6 ETC aimed at providing students with the basic tools of the methodology and techniques of scientific research, as well as the basic knowledge for writing a scientific article.

Students put this knowledge into practice in their final degree project. The degree thesis has the character of a research project with the methodology of the research activities under the coordination of the director. Therefore, students apply scientific information, critical review, and recognize the importance of evidence-based medicine and lifelong learning

They are also supported to carry out research activities by participating in various research projects, joining the research teams of ongoing projects within the VEE.

10.2.2. Comments

None.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2

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

10.3.1. Findings

The VEE refers to a stable number of 115 students in PhD programs (25 entries/exits per year). The number of PhD students depends on the national funds provided by the Ministry of Education. The number of residencies is low within the postgraduate degree programmes.

The VEE offers various options for continuing education, both internal (e.g., workshops, symposia, conferences) and external (international conferences, mobility / training courses), which are implemented in the teaching process for students.

The number of attendees of the continuing courses provided by the VEE are above 1500 per course.

In order to tailor continuing education programs to the needs of the profession and society, the VEE consults with veterinarians, professional bodies and veterinary authorities, and potential employers on the needs of the profession to develop continuing education courses.

In the country there is a National Register of Continuing Education who provides lectures on theoretical and practical training, the VEE has 27 teaching academic staff members registered.

10.3.2. Comments

None.

10.3.3. Suggestions for improvement

- As the VEE itself suggests, PhD students and/or junior staff involved in clinical teaching should be encouraged as much as possible to find residency programmes abroad.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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

10.4.1. Findings

The FEQAC (Faculty Evaluation Quality Assurance Commission) coordinates the application of the evaluation forms that are applied within the Veterinary Medicine program, in compliance with the institutional procedures and the decisions of the Faculty Council (FC).

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The FC approves relevant programs for research and continuing education. The decisions of the FC are supported by specific advisory committees.

All university study programs developed by the VEE and the University are evaluated by ARACIS, a body affiliated with the European Association for Quality Assurance in Higher Education (ENQA) and comply with all mandatory requirements and standards verified by indicators quality.

10.4.2. Comments

None.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators



ESEVT Indicators

| Name of the Establishment: | | Faculty of Veterinary Medicine of Bucharest, ROMANIA | | | | |
|-------------------------------------|--|---|---------------------|---------------------|----------------------|--|
| Date of the form filling: | | Professor Gabriel PREDOI, DVM, PhD; e-mail: decan@fmvb.ro | | | | |
| Calculated Indicators from raw data | | Establishment | Median | Minimal | Balance ³ | |
| | | values | values ¹ | values ² | | |
| I1 | n° of FTE academic staff involved in veterinary training / n° of undergraduate students | * 0,114 | 0,15 | 0,13 | -0,012 | |
| I2 | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually | 0,700 | 0,84 | 0,63 | 0,070 | |
| I3 | n° of FTE support staff involved in veterinary training / n° of students graduating annually | 0,538 | 0,88 | 0,54 | -0,002 | |
| I4 | n° of hours of practical (non-clinical) training | 1307,700 | 953,50 | 700,59 | 607,110 | |
| I5 | n° of hours of clinical training | 1104,800 | 941,58 | 704,80 | 400,000 | |
| I6 | n° of hours of FSQ & VPH training | 244,400 | 293,50 | 191,80 | 52,600 | |
| I7 | n° of hours of extra-mural practical training in FSQ & VPH | 79,400 | 75,00 | 31,80 | 47,600 | |
| I8 | n° of companion animal patients seen intra-murally / n° of students graduating annually | 43,288 | 62,31 | 43,58 | -0,292 | |
| I9 | n° of ruminant and pig patients seen intra-murally / n° of students graduating annually | 16,297 | 2,49 | 0,89 | 15,407 | |
| I10 | n° of equine patients seen intra-murally / n° of students graduating annually | 3,424 | 4,16 | 1,53 | 1,894 | |
| I11 | n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually | 19,859 | 3,11 | 1,16 | 18,699 | |
| I12 | n° of companion animal patients seen extra-murally / n° of students graduating annually | 13,297 | 5,06 | 0,43 | 12,867 | |
| I13 | n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually | 15,449 | 16,26 | 8,85 | 6,599 | |
| I14 | n° of equine patients seen extra-murally / n° of students graduating annually | 2,647 | 1,80 | 0,62 | 2,027 | |
| I15 | n° of visits to ruminant and pig herds / n° of students graduating annually | 0,862 | 1,29 | 0,54 | 0,322 | |
| I16 | n° of visits of poultry and farmed rabbit units / n° of students graduating annually | 0,105 | 0,11 | 0,04 | 0,060 | |
| I17 | n° of companion animal necropsies / n° of students graduating annually | 2,229 | 2,11 | 1,40 | 0,829 | |
| I18 | n° of ruminant and pig necropsies / n° of students graduating annually | 0,980 | 1,36 | 0,90 | 0,080 | |
| I19 | n° of equine necropsies / n° of students graduating annually | 0,105 | 0,18 | 0,10 | 0,005 | |
| I20 | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually | 2,331 | 2,65 | 0,88 | 1,451 | |
| I21* | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually | 0,333 | 0,27 | 0,06 | 0,273 | |
| I22* | n° of PhD graduating annually / n° of students graduating annually | 0,054 | 0,15 | 0,07 | -0,016 | |
| 1 | | Median values defined by data from Establishments with Accreditation/Approval status in May 2019 | | | | |
| 2 | | Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019 | | | | |
| 3 | | A negative balance indicates that the Indicator is below the recommended minimal value | | | | |
| * | | Indicators used only for statistical purpose | | | | |

Comments on the Indicators

- The number of teaching staff members is continuously increasing in accordance with the number of students.
- In the last two academic years there were 11 new positions for teaching staff, in correlation with existing vacancies.
- The increase in the number of teaching assistants will also be continued in the next future.

Suggestions for improvement on Indicators

None.

12. ESEVT Rubrics (summary of the decision on the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

| Area 1. Objectives, Organisation and QA Policy | C | PC | N C |
|---|---|----|--------|
| Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards. | X | | |
| Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards. | X | | |
| Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation. | X | | |
| Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and Standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available. | X | | |
| Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public. | X | | |
| Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned. | X | | |
| Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process. | X | | |
| Area 2. Finances | | | |
| Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources). | X | | |
| Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards. | X | | |
| Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements. | X | | |
| Area 3. Curriculum | | | |
| Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge. | | | X |
| 3.1.1. General findings | | | |
| 3.1.2. Basic sciences | X | | |
| 3.1.3. Clinical Sciences in companion animals (including equine and exotic pets) | | | X |

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| 3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) | | | X |
| 3.1.5. Food Safety and Quality | X | | |
| 3.1.6. Professional Knowledge | | X | |
| <p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p> | X | | |
| <p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. | X | | |
| <p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. | X | | |
| <p>Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p> | X | | |
| <p>Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p> | X | | |
| <p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p> | X | | |
| Area 4. Facilities and equipment | | | |
| <p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p> | | | X |
| <p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p> | X | | |
| <p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students | | X | |

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| <ul style="list-style-type: none"> • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning. | | | |
| <p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.</p> <p>The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.</p> | | | X |
| <p>Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.</p> | X | | |
| <p>Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.</p> | | | X |
| <p>Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.</p> | X | | |
| <p>Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.</p> | X | | |
| <p>Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.</p> | X | | |
| Area 5. Animal resources and teaching material of animal origin | | | |
| <p>Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p> | X | | |
| <p>Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.</p> | X | | |
| <p>Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.</p> | | | X |
| <p>Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.</p> | | X | |
| Area 6. Learning resources | | | |
| <p>Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.</p> | X | | |
| <p>Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p> | X | | |
| <p>Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p> | X | | |
| Area 7. Student admission, progression and welfare | | | |
| <p>Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.</p> | X | | |

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| In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised. | | | |
| Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin. | X | | |
| Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently. | X | | |
| Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate. | X | | |
| Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required. | X | | |
| Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available. | X | | |
| Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment). | X | | |
| Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards. | X | | |
| Area 8. Student assessment | | | |
| Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence. | X | | |
| Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit. | X | | |
| Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression. | X | | |
| Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. | X | | |
| Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. | | X | |
| Area 9. Academic and support staff | | | |
| Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians. | X | | |

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| <p>Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE’s mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.</p> | X | | |
| <p>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p> | X | | |
| <p>Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE’s direction and decision-making processes. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p> | X | | |
| <p>Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.</p> | X | | |
| Area 10. Research programmes, continuing and postgraduate education | | | |
| <p>Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.</p> | X | | |
| <p>Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p> | X | | |
| <p>Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.</p> | X | | |
| <p>Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.</p> | X | | |
| <p><i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i></p> | | | |

Executive Summary

Brief history of the VEE and its previous EAEVE Visitations

The Faculty of Veterinary Medicine of Bucharest (FVMB) (called the Veterinary Education Establishment (VEE) in this Report) was founded in 1856, as the first *School of Medicine and Pharmacy* in the Balkans. In 1921 it became the first VEE in Romania.

In 1948 the VEE became a part of the University of Agronomic Sciences and Veterinary Medicine of Bucharest (UASVMB), and is currently one of the 7 faculties within the UASVMB.

Currently, the campus is being upgraded, including the construction of a University Emergency Hospital / Veterinary Teaching Hospital with a 24/7 service, and since 2020 a University Centre of Experimental Medicine (UCEM).

Previous ESEVT visits

In June 1999, the VEE was the subject of an EAEVE Consultative Visitation, which, although finding some positive aspects, indicated a series of deficiencies. In 2000, the VEE underwent a Full Visitation, the outcome of which indicated a number of deficiencies were still evident. The VEE was fully evaluated for the second time in 2011, and at that time 5 major deficiencies were identified.

In 2016, the VEE was re-visited to estimate the progress made in addressing the major deficiencies identified in 2011. As a result, ECOVE concluded that all the above major deficiencies identified in 2011 had been corrected.

Brief comment on the SER

Although the SER was well written and comprehensive, the Visitation team identified several gaps in the data provided. Despite a large number of questions sent to the VEE prior to the Visitation, the requested data was provided before the visit. Additional information was provided on site. Although the Visitation was postponed, the ESEVT team utilised the original SER with some late updates from the VEE.

Brief comment on the Visitation

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was easily and efficiently available when requested, either in person or by email. The programme of the Visitation was easily adapted when requested by the Visitation Team who had full access to the information, facilities and individuals they asked for.

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

- It is obvious that the academic staff is implementing student-centred teaching with a strong commitment to continuous improvement for the benefit of students
- The VEE benefits from a very strong structuring of the quality approach at university level, which is then applied at the level of faculty and departments with perfectly interlinked and formalised procedures
- Enthusiastic students and staff (academic, post-graduates and support) who are proud of their VEE
- Strong leadership and participative management with student participation
- The VEE is commended for the active way in which undergraduates are involved in research through the final degree thesis

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- The support for students within the ERASMUS scheme
- The well organised Career Counselling and Guidance Centre is an excellent facility
- Subsidy for student accommodation.

Additional commendations are described in the Visitation Report.

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

- Partial compliance with Standard 3.1.6 because of suboptimal training in professional communication.
- Partial compliance with Standard 4.3 due to suboptimal biosecurity in ambulatory clinic vehicles, concession veterinary practice and protective clothing used on farms.
- Partial compliance with Standard 5.4 due to a suboptimal retrieval system of VTH clinical records to efficiently support the teaching, research, and service programmes of the VEE.
- Partial compliance with Standard 8.5 because of suboptimal assessment of the acquisition of some Day One Competences.

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

- Non-compliance with Standard 3.1.3 because of an inadequate exposure of students to a variety of equine clinical cases (including surgery).
- Non-compliance with Standard 3.1.4 because the majority of students do not receive enough mandatory exposure on herd health management to allow acquisition of Day One Competences.
- Non-compliance with Standard 4.1 because of inadequate biosecurity procedures (facilities and equipment) for necropsies of large animals (>100 Kg).
- Non-compliance with Standard 4.1 because of inadequate intensive care/hospitalisation for equine cases.
- Non-compliance with Standard 4.4 because of absence of well-equipped surgical facilities for horses, which does not allow state-of-art teaching for this animal species.
- Non-compliance with Standard 4.6 because of absence of isolation facilities for food-producing animals and absence of evidence that the isolation unit for equines is present at the relevant campus.
- Non-compliance with Standard 5.3 due to insufficient active participation by students in the clinical workup of patients in a number of situations, not allowing the acquisition of Day One Competences.

Additional suggestions for improvement are described in the Visitation Report

Glossary

| | |
|-----------------|---|
| AB | Administration Board |
| ARACIS | Romanian Agency for Quality Assurance in Higher Education |
| ANS, INS | National Statistical Databases |
| ASMV | Association of Students in Veterinary Medicine |
| CBC | Counting Blood Cells |
| CCOC | Career Counselling and Orientation Centre |
| CDSVM | Council of Doctoral School in Veterinary Medicine |
| CDUS | Council for Doctoral University Studies |
| CEDPC | Centre for Education and Continuing Professional Development |
| CNATDCU | National Council for Attestation of University Degrees Diplomas and Certificates |
| CQAC | Central Quality Assurance Commission |
| CSV | Concessionary Sanitary Veterinary Circumscriptions |
| CSVD | County Sanitary Veterinary Directions |
| CT | Computer Tomography |
| CUPED | Codes of University Professional Ethics and Deontology |
| DAPPH | Department of Animal Production and Public Health |
| DC | Department Council |
| DCS | Department of Clinical Sciences |
| DPS | Department of Preclinical Sciences |
| DS | Didactic Station |
| DSVM | Doctoral School in Veterinary Medicine |
| DVM | Doctor of Veterinary Medicine |
| EAEVE | European Association of Establishments for Veterinary Education |

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| EAU | Emergency Admission Unit |
| EBVS | European Board of Veterinary Specialization |
| EC | European Commission |
| ECTS | European Credit Transfer and Accumulation System |
| EEA | Emergency Admission Unit |
| EM | Extramural Practical Training |
| EPT | External Practical Training |
| EQA | Evaluation and Quality Assurance |
| ESCO | European Skills, Competences, Qualifications and Occupations |
| ESEVT | European System of Evaluation of Veterinary Training |
| ESG | Standards and Guidelines for Quality Assurance in the European Higher Education Area |
| EU | European Union |
| EVCAL | Own Dedicated Platform for EQA |
| FC | Faculty Council |
| FEQAC | Faculty Evaluation Quality Assurance Commission |
| FRQA | Faculty Responsible for Quality Assessment |
| FSQ | Food Safety and Quality |
| FTE | Full-Time Equivalent |
| FVM | Faculty of Veterinary Medicine |
| GARV | General Association of Romanian Veterinarians |
| GDPR | General Data Protection Regulation |
| HCOP | Human Capital Operational Programme |
| HG | Government Decision |
| ICU | Intensive Care Unit |
| IM | Intramural Practical Training |
| ISCO | International Standard Classification of Occupations |

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| ISO | International Organisation for Standardisation |
| IT | Information Technology |
| IVSA | International Veterinary Students' Association |
| LAW 1/2011 | National Law of Education |
| MRI | Magnetic Resonance Imaging |
| MSC | Master of Science |
| NPCPDV | National Programme of Continuing Professional Development of Veterinarians |
| NQF | National Qualifications Framework |
| NQRHE | National Qualification Register for Higher Education |
| NSVFSA | National Sanitary Veterinary and Food Safety Authority |
| OIDUS | Organising Institution of Doctoral University Studies |
| PCCDI | Complex Project Realised in Research-Development- Innovation Consortium |
| PDCA | Plan Do Check Adjust |
| POB | Operational Procedure |
| QA | Quality Assurance |
| QAD | Quality Assurance Department |
| RCV | Romanian College of Veterinarians |
| RFID | Radio-Frequency Identification |
| ROC | Romanian Occupations Classification |
| ROF | Regulation of Organization and Functioning |
| RPAS | Regulation Regarding the Professional Activity of the Student |
| SC | Swiss Confederation |
| SC...SRL | Private Limited Company |
| SCD | Research Didactic Station |
| SER | Self Evaluation Report |

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| SOP | Standard Operational Procedures |
| SOP HRD | Sectorial Operational Programme for Human Resources Development |
| STB | Bucharest Public Transportation Company |
| SWOT | Strengths, Weaknesses, Opportunities, and Threats |
| TSTD (DPPD) | Teaching Staff Training Department |
| TURNITIN | Anti-plagiarism platform of UASVMB |
| UASVMB | University of Agronomic and Veterinary Medicine of Bucharest |
| UCEM | University Centre of Experimental Medicine |
| VTH (UEH) | Veterinary Teaching Hospital (University Emergency Hospital) |
| UMS | University Management System |
| VM | Veterinary Medicine |
| VPH | Veterinary Public Health |

Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

1. Non-compliance with Standard 3.1.3 because of an inadequate exposure of students to a variety of equine clinical cases (including surgery).
2. Non-compliance with Standard 3.1.4 because the majority of students do not receive enough mandatory exposure on herd health management to allow acquisition of Day One Competences.
3. Non-compliance with Standard 4.1 because of inadequate biosecurity procedures (facilities and equipment) for necropsies of large animals (>100 Kg).
4. Non-compliance with Standard 4.1 because an inadequate intensive care/hospitalisation for equine cases.
5. Non-compliance with Standard 4.4. because of absence of well-equipped surgical facilities for horses, which does not allow state-of-art teaching for this animal species.
6. Non-compliance with Standard 4.6 because of absence of isolation facilities for food-producing animals and absence of evidence that the isolation unit for equine is present at the relevant campus.
7. Non-compliance with Standard 5.3 due to insufficient active participation by students in the clinical workup of patients in a number of situations, not allowing the acquisition of Day One Competences.

The Veterinary Education Establishment (VEE) of the University of Agronomic Sciences and Veterinary Medicine of Bucharest is therefore classified as holding the status of: **PENDING ACCREDITATION.**