

**European Association  
of Establishments for Veterinary Education**



**VISITATION REPORT**

**To the Faculty of Veterinary Medicine, University of Life Sciences, Lublin, Poland**

**On 19 – 23 April 2021**

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## **Introduction**

The Veterinary Education Establishment (VEE) of Lublin was established in 1944 as part of the Maria Curie-Skłodowska University. In 1955, the VEE became part of the newly created Higher School of Agriculture, renamed in 1972 to the Agricultural University of Lublin, and in 2008 to the University of Life Sciences of Lublin. The formal name is now Faculty of Veterinary Medicine of the University of Life Sciences of Lublin (called the VEE in this report).

The main features of the VEE are:

- ) Modern and well-equipped Veterinary Teaching Hospital (VTH);
- ) Access to selected animal health facilities, breeding farms and slaughterhouses, processing plants for practical training;
- ) High throughput of doctoral students at doctoral studies and at the Doctoral School in the field of scientific research;
- ) Internal Education Quality Assurance System (IEQAS) and Quality Control System (QCS) closing the gap between learning objectives and learning outcomes.

The first ESEVT Visitation took place in 1999 and the second Visitation took place in 2011, resulting in Approval status in May 2016.

The main developments since the last Visitation are:

- ) Extended collaboration contracts with veterinary practices, farms and shelter around Lublin;
- ) Day One Competences (D1C) which are taught and assessed;
- ) Mandatory night duties for undergraduate students;
- ) Postgraduate programme accredited by VetCEE in Companion Animal Medicine;
- ) Amendment of the study programme;
- ) Evaluation of the VEE by a national Quality Assessment System.

The major problems currently identified by the VEE are:

- ) Insufficient financing by the Ministry of Science and Higher Education;
- ) Low awareness at the University level that the cost of veterinary education is high and that appropriate higher financial resources are necessary to fulfil requirements laid down by National and European regulation;
- ) An increasing shortage of young graduates entering a university career or applying for faculty positions;
- ) Insufficient participation of research staff in European research programmes;
- ) Insufficient activity in applying for international grants and research grants from private businesses;
- ) Low caseload in some species/disciplines being counteracted by increased EPT activities.

The ESEVT SOP 2016 is valid for this Visitation.

## **1. Objectives and Organisation**

### **1.1. Findings**

#### **1.1.1. Brief description of the Strategic Plan**

The strategic plan concerns the period 2019-2030 and includes a description of the mission and main objectives of the VEE, i.e.:

- ) Strengthening the scientific and research position of the VEE;
- ) Ensuring the highest quality of education;
- ) Developing cooperation with the scientific and socio-economic environment by integration with the economic system of the region and leading in innovation and transfer of knowledge;
- ) Ensuring an effective management.

A SWOT analysis is also included in the strategic plan.

#### **1.1.2. Brief description of the Operating Plan**

The strategic goals are achieved by:

- ) Development in the teaching area, which concerns shaping the student's attitude in consciousness of continuous deepening of knowledge, skills and competences;
- ) Development in the scientific and didactic area;
- ) Development in the economic sphere in close cooperation with other scientific units and industry;
- ) Development of infrastructure.

These activities are decided by the Faculty Board (FB) and supervised by the Dean, Vice-Dean, heads of departments and chairperson of the VEE's quality control group, which monitor their achievements.

#### **1.1.3. Brief description of the organisation of the VEE**

The VEE is one of the seven faculties of the University of Life Sciences, Lublin.

The VEE is managed by the FB. All groups of employees and students are represented in the FB. The FB expresses opinions on all types of items, e.g. appointments, financial matters, didactic matters.

The FB is chaired by the Dean and Vice-Dean who, after a consultation of the FB and the staff, are appointed for a renewable mandate of 4 years by the Rector of the University.

The VEE is organised with 10 departments and 13 sub-departments. After consultation of the staff, the heads of departments are nominated by the Rector for a 4-year period.

The VTH, which is composed of 4 departments (Internal Medicine, Surgery, Reproduction & Obstetrics, and Epizootiology and Clinic of Infectious Diseases), is supervised from administrative point of view by the Vice-Dean.

In addition to the FB, the VEE has several committees:

- ) Veterinary Discipline Board (VDB) (i.e. the research council);
- ) Committee for Animal Welfare (CAW);
- ) Committee for Biosafety (CB);
- ) Faculty Commission for the Quality of Education (FCQE);
- ) Curriculum Committee (CC);
- ) Faculty Group for the Quality Control (FGQC).

#### **1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the VEE**

All decisions concerning the activity on VEE level are made by the FB. These decisions are written in protocols and forwarded to the Rector. The minutes of the FB and of other committees are published on the VEE's website or sent to staff and students by their representatives.

The persons responsible for the implementation of decisions are the Dean, the heads of departments and the Chairperson of the VDB. All these activities are assessed and monitored by the FGQC.

Students are formally represented in the FB and in several other committees.

External stakeholders are formally represented in the CC, provide advice about the management of the VEE to the Dean and are closely involved with the implementation of the extramural training activities.

### **1.2. Comments**

The VEE fulfils the requirements of Standard 1. It has a main objective to provide research-based veterinary training, it has a clear mission statement, it is part of a University, it has veterinarians in charge of the curriculum and the VTH, and it has an organisation that allows students, staff and external stakeholders to give input to the VEE.

The VEE is guided by a simple strategic plan backed up by a clear SWOT analysis and with relevant indicators for successful implementation.

The VEE is to be commended for effective collaboration with local stakeholders, e.g. farms, practitioners, veterinary public health services, and for effective collaboration with several European VEEs.

The current subdivision of the VEE in many departments and sub-departments which are quite independent is questionable, since it may negatively affect the collaboration between disciplines, the cohesion of the study programme, the interdisciplinary approaches like the concepts of 'From Farm to Fork' and 'One Health' and the optimal use of facilities and equipment.

### **1.3. Suggestions for improvement**

It is strongly suggested to initiate a global reflection on the structure of the VEE and to amend the current subdivision in sub-departments in order to better ensure the cohesion of the study programme, the interdisciplinary collaborations and the optimal use of facilities and equipment.

#### **1.4. Decision**

The VEE is compliant with Standard 1, except for Substandard 1.5.

The VEE is partially compliant with Substandard 1.5 because of suboptimal organisational structure with numerous departments and sub-departments, which may negatively affect the cohesion of the study programme, the interdisciplinary collaborations and the optimal use of facilities and equipment.

## **2. Finances**

### **2.1. Findings**

#### **2.1.1. Brief description of the global financial process of the VEE and its autonomy on it**

The money from the central budget of the University is divided by the Rector among the faculties mainly according to a key, which takes into account the number of employees, students, doctoral students, internationalisation and cost-effectiveness ratios. In addition, the Rector provides the VEE with funds for building maintenance/renovation and the VEE's departments with funds for teaching activities.

The total revenues of the VEE are around 6,6 million euros per year, which includes mainly public funding (60%), tuition fees, research grants, services and continuing education. The funding from the Ministry is directly related to the number of enrolled students. The tuition fee is around 2,000 euros per year for the Polish courses and around 6,800 euros per year for the English courses.

The total expenditures of the VEE are around 7.2 million euros per year, which includes mainly salaries (50%), running costs, maintenance costs and purchase of equipment.

There is therefore a negative balance of around 0.6 million euros per year, which is covered by the University.

The costs of veterinary clinics are covered from the revenues obtained from the veterinary service activities. If the costs of the clinics functioning are higher than the revenues from the veterinary service, the Dean subsidizes the activity of veterinary clinics from the surplus of funds at his/her disposal.

The VEE manages its finances based on the financial plan. The Dean is responsible for drawing up the VEE's financial plan, which is approved by the Rector. The plan covers the payment of salaries for academic and support staff, costs of doctoral scholarships, implementation of doctoral dissertations, postdoctoral proceedings and procedures for awarding the title of professor, costs of domestic and foreign trips, external and internal services, reagents, materials, costs of maintaining premises and buildings of the VEE, and other expenses directly related to the didactic process conducted at the VEE and its departments.

#### **2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years**

The VEE expects a stable level of revenues and expenditures for the next three years. However, changes may result from grants, the number of foreign students as well as clinical income. The expenditures should not increase significantly.

#### **2.1.4. Brief description of the planned or on-going investments**

The new VTH was fully completed in 2018. Ongoing renovations of other buildings will be completed as expected. No other big investment is currently planned.

Additional funds will be raised for the acquisition of additional equipment in the skills lab and in the VTH.

#### **2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the VEE**

The Dean and heads of departments are responsible for managing the budget which has been allocated to them by the Rector after consulting the relevant people and committees (which include students and external stakeholders).

The resources allocation is reviewed twice a year by the VEE's management to ensure that available resources meet the requirements.

The revenues generated by clinical services are subdivided into 10% for the University, 40% for the department and 50% for the relevant clinician who may use it for purposes linked to services, education and research.

The revenues generated by research grants and contract research are managed by the principal author of the grant, although overheads (between 10% and 30% depending of the type of grant) are taken by the University.

Although the global budget for the VEE and for the department is decided by the Rector, the members of the VEE do not complain about insufficient autonomy.

#### **2.2. Comments**

Although revenues of the VEE come from different origins and the new VTH was mainly funded by the EU (80%), 60% of the income relies on Polish public funding, which does not sufficiently take into account the high cost of veterinary training when compared to the training in other professions.

The VEE has little autonomy in order to use the resources from the public funding since the main budget is decided by the Rector of the University. However, the VEE and the departments have sufficient autonomy for the use of the resources from services, research grants and contract research.

#### **2.3. Suggestions for improvement**

It is suggested to contribute to increasing the public funding of the VEE by convincing the Ministry and the University about the higher cost of veterinary training when compared to other professions.

#### **2.4. Decision**

The VEE is compliant with Standard 2, except for Substandard 2.1.

The VEE is partially compliant with Substandard 2.1 because of suboptimal public funding, which does not sufficiently take into account the higher cost of veterinary training when compared to other professions.

### **3. Curriculum**

#### **3.1. General curriculum**

##### **3.1.1. Findings**

###### **3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome**

In July 2018, a new Law on Higher Education and Science was introduced in Poland regarding the functioning of higher education. As a consequence, a National Decree on Education Standards for Veterinary – NDESVet was approved, to be implemented from 1<sup>st</sup> October 2019. According to the new Decree, the total ECTS number was increased from 330 to 360 and the contribution of clinical courses was enhanced with more practical training in clinical subjects.

Recently, the primary goal of the VEE was set out in the Resolution of the Faculty's Board (FB) of June 25, 2020, the mission being well established and in accordance with the ESEVT Standards.

Over its 76 years of existence, the VEE has established as main goals to improve the quality of education, expanding and enriching its procedures with the aim of maintaining a leading position in the veterinary education in Poland. Efforts have been made regarding:

- Modernisation of the laboratories and equipment
- Rewarding good teaching results
- Introducing English language teaching for foreign students
- Improving qualifications and competences of the teaching staff
- Assuring regular cooperation of the Faculty Commission for the Quality of Education with the Curriculum Committee (CC)

The Curriculum Committee is composed of five teachers, one student and one stakeholder. The members of the CC are appointed by the Rector, upon a proposal from the Faculty Board and the Dean. The term of service lasts as much as the Dean's does. A new Dean means a new nomination for the Curriculum Committee.

At present, the CC has three teachers from Basic Sciences (Anatomy, Physiology and Pathomorphology) and two from Clinical Sciences.

###### **3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)**

The VEE provides a comprehensive programme of veterinary medical education in accordance with the EU Directive 2005/36/EC as amended by directive 2013/55/EU.

No tracking system is present.

The veterinary programme was established by the Regulation of the Ministry of Science and Higher Education of September 29, 2011 on education standards for veterinary and architecture studies – NDESVetArcS (National Decree on Education Standards for Veterinary and Architecture Studies), which established curriculum with at least 330 ECTS, 5.100 hours, and studies that should last at least 11 semesters (5.5 years).

According to NDESVetArcS, the minimum number of hours in the field of basic sciences is 1,185 hours, in the field of major content – 1,785 hours, clinical rotations – 300 hours and external practical training (EPT) - 560 hours, in a total of 3,830 hours. The VEE decided to allocate them to basic subjects, compulsory subjects, electives, subjects in the field of humanities and social sciences, physical education, occupational health and safety, modern language.

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The VEE then allocates the remaining 1,270 hours by proposal of the Curriculum Committee, the final decision being of the Faculty Board. Part of these hours are meant for elective subjects, modern language, physical education, humanities and social sciences, occupational health and safety.

To increase the number of hours in the curriculum requires the acceptance of the Faculty Board and has to be approved by the University Senate.

External Practical Training represents 560 hours in the total curriculum of 4,920 hours, representing 11.4% of the compulsory hours taken by each student.

EPTs take place during the summer holiday after the second, fourth and fifth years. Students may choose the place where to complete the EPT from a list provided by the Dean's Office (DO). They may also choose other facilities, which have to be approved by the VEE. There are contractual agreements between the VEE and the EPT providers. EPT activity is covered by an insurance.

EPT's are divided in three subjects, i.e. Clinical Practice (two times four weeks – 320 hours, after 4<sup>th</sup> and 5<sup>th</sup> years) and Food Quality & Veterinary Public Health (two times two weeks – 160 hours, after 4<sup>th</sup> and 5<sup>th</sup> years). Each week accounts for 40 hours of practical training. Clinical Practice involves companion animals and production animals in private clinics and private practices.

A system to check the quality of EPT training is in place, which also includes an evaluation of the accommodation and food provided to the students by the facility. Before training each student has to hold a document named "Register of Practices", provided by the VEE.

The "Register of practices" is a document in which the student describes his activity during summer EPT, day by day. Each of these activities is verified and confirmed by a signature and stamp of the responsible person in the facilities (breeding practice) where EPT is being held or by the authorized veterinarian (clinical or FSQ practices). In case of practice in the Veterinary Inspection, an official veterinarian confirms the completion of the training in the individual student's "Register of practices" by using his/her signature and stamp. In case of summer FSQ after 10<sup>th</sup> semester, the confirmation can also be made (after official veterinarian approval) by a technologist or other employee responsible for HACCP system maintenance.

The tasks performed during EPTs also have to be registered in the "Day One Skills Diary (DOSD)". After completing each EPT period, and apart from filing in the mentioned documents, students are subject to an exam.

Two members of academic staff appointed by the Dean are responsible for the coordination, organization and supervision of EPTs, with the collaboration of the Department of Food Hygiene of Animal Origin and the clinical departments. Training in animal reproduction is coordinated centrally by the Practical Training and Competence Development Office (PTCDO).

Students are allowed to complain about issues occurring during EPT. In the case of problems occurring in the reproduction practice, students may report to the PTCDO. Should the complaint involve clinical practice or FQS practice, students may apply to the teacher responsible for the practice.



The VEE also provides an on-line system for students who wish to complain anonymously about any problems they may face during their studies, including EPT. Such complaints are analysed by the FCQE and measures taken accordingly.

Subsequently to reports on problems during EPT, the agreement between the VEE and the training providers is not renewed, and actions to prevent such events are established.

In addition to EPTs, students are encouraged to get involved in practical training in private clinics, human or animal food or feed processing plants, slaughterhouses and other veterinary inspection units and in farms, beyond the required obligatory curriculum hours. This extracurricular training is supposed to take place in the last semester that has been freed from any obligatory course work. The University has signed agreements with various institutions to allow students additional 75 hours of practical training in matters listed in the “Day One Skills Diary”.

**3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.**

The education system is constantly monitored by the Faculty Quality Control System (FQCS). Programme learning outcomes are communicated to the academic staff and students in the form of reports. The education programme can be subject to regular improvements.

Each of the courses, including the responsible teacher and the course content, is approved by the CC and FB as indicated by Faculty Education Quality Assurance System (FEQAS).

Part of the responsibilities of the Curriculum Committee is to analyse the description of individual subjects to achieve learning outcomes, eliminating repetitive content and correctly assigning ECTS credits. All conflicts and incidents are solved by the Dean.

**3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)**

The VEE offers 38 to 41 elective subjects covering Basic Sciences and Clinical Sciences and one in Professional Knowledge. No electives are present for Animal Production or Food Safety and Quality.

The electives are divided into 6 blocks (a - f) located respectively in 3<sup>rd</sup> (a), 4<sup>th</sup> (b), 5<sup>th</sup> (c), and 11<sup>th</sup> semesters (d, e, f). Students must choose two electives from each block. The registration process is available within the first two weeks of each semester. The list of attendance is closed when the last available place is booked. A minimum of 26-30 registered is required to run the elective. The maximum number of attendees is limited to 60 students (two auditoria).

Each elective corresponds to 15 teaching hours. In some electives within the Clinical Sciences there are only theoretical lectures (veterinary haematology, genetic modifications and gene therapy, game diseases, marketing and management, breeding and diseases of ratites, biomaterials, diagnosis of reptile diseases).

There are no differences in the list of proposed electives for Polish students and international students of the English Division. However, since the number of English-speaking students is

small, and not all teachers are proficient in English, they have a limited freedom of choice in electives.

Students can choose more than the obligatory number of elective hours. However, all extra hours have to be paid for.

### **3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum**

The Faculty Quality Control System and the stakeholders have the responsibility of monitoring the education system in accordance with the Faculty Education Quality Assurance System. Learning outcomes are communicated to the academic staff and students in the form of reports.

The education programme can be subject to regular improvements. Teachers as well as the Student Council can submit suggestions for changes in the programme to the Curriculum Committee (CC). The CC consists of representatives of academic staff involved in veterinary teaching, representative of external stakeholders and representatives of students. Every year the CC gives its opinion on the programme for the next academic year and presents it to the Dean. The Dean presents the programme proposals to the FB. After acceptance by the FB and Vice-Rector for Student Affairs and Didactics, the timetable is developed each year by the person authorized by the Dean.

### **3.1.2. Comments**

The VEE provides a comprehensive programme of veterinary medical education in accordance with the EU Directive 2005/36/EC as amended by directive 2013/55/EU.

The mechanisms of surveillance of the teaching quality is in place and it is based upon academic results.

A Curricular Committee with various functions is in place with one representative from students and one from stakeholders. Teachers as well as the Student Council and external stakeholders can submit suggestions for changes in this programme to the CC and minor adjustments may be made every year. Changes in the curriculum have to be approved by the Curriculum Committee and voted favourably by the Faculty Board.

The last major changes in the curriculum took place in the academic year 2019/20, following the implementation of the Law on Higher Education and Science – ACT of July 20, 2018. The major changes involved the implementation of more hours for clinical training including clinical rotations. As these changes did not involve major modifications of the teaching process, the simultaneous existence of an old and a new curriculum was not disturbing.

The VEE is planning to analyse in the near future the training needs for all types of staff, to maintain and enhance their competences for the ongoing curriculum development. Staff can use the Rector's training funds or the Ministry' of Education for that purpose.

### **3.1.3. Suggestions for improvement**

None.

## **3.2. Basic sciences**

### **3.2.1. Findings**

#### **3.2.1.1. Brief description of the theoretical and practical education in basic sciences**

The topics belonging to Basic subjects and Basic Sciences are taught within the framework of the core curriculum of the VEE and are according to the EU-listed subjects in Directive 2013/55/EU.

Basic subjects cover a total of 168 hours and Basic Sciences amount to a total of 1,525 hours, as mentioned in the SER (Table 3.1.2). The sum of the two accounts for 34% of the total number of teaching hours. In Basic Subjects and Sciences the ratio between theoretical hours and practical education including supervised self-learning is estimated in 1/1.

There are thirteen elective disciplines offered in various fields of Basic Sciences, with 15 teaching hours each.

Most Basic Sciences are taught in Collegium Veterinarium, 12 Akademicka Street, in the University Campus, 300 meters apart from the Veterinary Clinics building. Lecture halls and seminar rooms are fitted out with up-to-date media technology.

The first years of the course during which Basic Sciences are taught are considered difficult to complete, especially the second semester of the first year. Teachers are aware of these difficulties and many have taken the opportunity to, voluntarily, acquire training to improve teaching capabilities. A good example of this is the experience of Biochemistry that introduced new methodologies to get the students more aware of the interest of the subject (games, problem-based learning approach, models to be made by the students, etc.), which resulted in a higher success in approvals.

Teachers can apply for funding through the Rectorate or the Ministry of Education to accomplish training in pedagogic competences both in Poland and abroad, although these courses have to be done with no relief from their teaching hours.

Teachers have to write reports at the end of each semester concerning the way teaching evolved. Such reports have to be submitted to the Faculty Commission for the Quality of Education.

In the Collegium Veterinarium, students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year, have access to two lecture halls and six laboratories for practical classes with capacity for 30 to 36 students. Additionally, there are two dissection halls from Anatomy with capacity for 120 and for 80 students each.

With some rare exceptions, biosecurity measures are in place in the laboratories and dissecting and autopsy halls, with signposted safety information, including emergency exit signs in accordance with the national legislation and internal Faculty hygiene rules. In addition, rooms are equipped with hand washing and disinfection facilities, eye washers, emergency showering facilities, first aid kits and fire extinguishers if necessary.

For practical classes in Basic Sciences students are divided in groups of 30, and in each laboratory/room, they are assisted by two teachers – ratio student/teacher 15/1. This ratio is established by a Rector's Regulation for all the University (clinical rotation groups have eight students). Due to the large number of students, teachers have to repeat each practical seven times, excluding the hours devoted to the English-speaking course. Each module of practical teaching takes from 2.6 to 1.7 hours.

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Each teacher carries out, in general, 240 teaching hours per academic year, also excluding the hours devoted to the English-speaking course.

Anatomy and topographic anatomy are taught in two dissecting rooms holding 120 and 80 students each. Rooms are equipped with 10 dissecting tables. In dissecting room A there is a large dissecting table fixed to the floor, used to perform dissection of large animals, which is done, in general, two times per academic year.

In Anatomy practical teaching cadavers of euthanized dogs and cats are provided by the Faculty Veterinary Clinics or other Lublin veterinary clinics, upon owner's agreement. Farm animal and horses cadavers are donated by their owners. Teaching also uses parts of the carcasses purchased from slaughterhouses.

In dissection classes, cadavers of dogs are usually used. Each practical is organized for 30 students that are divided into two groups of 15, supervised by one teacher. Each group of 15 is divided in three smaller groups with five students working in the same table. During one semester each group of 15 students dissects various horse body parts and the cadaver of one dog. Students use their own dissection tools. The material for dissection including individual organs are preserved in sealed containers in a cooling chamber. No chemicals are used for preservation.

Osteology teaching is conducted with a collection of single bones and complete skeletons, which are stored in the Osteological Museum.

Pathology is taught in a three-semester course named Pathomorphology. During the first semester, practical teaching is based upon microscopic slides observation. In the second and third semesters students perform necropsies in small groups. Practical teaching is partly performed in the necropsy room located in a separate building closer to the Veterinary Clinics. The room holds six tables for post-mortem examination of small and large animals, a hoist for transporting of cadavers and two rooms for storage of cadavers, a cooling room (38.5 m<sup>2</sup>) and a freezer (33 m<sup>2</sup>). The disposal of remains from the dissection halls occurs according to the national law regulations. All cadavers and biological waste are stored in a cooling chamber and collected by a specialized company.

Necropsies are done by students, who take samples for complementary diagnostic exams and write post-mortem reports.

Each necropsy class is performed for a group of 30 students with two teachers and one technician. Each group is divided in small groups of five students. Two students perform a necropsy in case of small animals, with the three others assisting. Within these smaller groups, students rotate so that all have the same opportunities to perform a necropsy. In the case of adult cows and horses, four students perform the necropsy. Each student is bound to perform 4 to 6 necropsies, depending on the availability of the cadavers.

Pathomorphology offers the necropsy service to the whole region for all species of animals, having established a procedure to accept cadavers outside working hours, on weekends and holidays. These cadavers will be necropsied in the next working days. In spite of this, the number of large animals necropsied is low.

The usual sources of material for necropsy and anatomy practical teaching are:

- ) Naturally dead or euthanized animals from Faculty Veterinary Clinics, by private owners or veterinary clinics from the city of Lublin and the surrounding area, whose owners agreed to have them used for academic purposes.
- ) Cadavers delivered by the authorities for forensic necropsy
- ) Cadavers of animals which died in other units of the ULS (e.g. university farms, meat-processing plant) and also private owners.
- ) Cadavers from the poultry farms that cooperate with the VEE.

The disposal of remains from the dissection halls and from the necropsy room occurs according to the national law regulations. All cadavers and biological waste are stored in a cooling chamber and collected by a specialized company.

### **3.2.2. Comments**

Basic Sciences teaching is performed in the old premises of the Collegium Veterinarium. Moving into the new buildings near the VTH is unfeasible at present without the necessary adaptations to laboratory teaching, not contemplated in the short term.

The large number of students and the absolute need to divide them in smaller groups imposes large numbers of repetitions of the same subject by the same teacher.

Basic Sciences are considered a difficult part of the curriculum, but new methodologies have been implemented by some teachers to improve success. Acquisition of new learning capabilities are available, although adding to the already heavy teaching burden.

Necropsies of small animals are satisfactorily performed by students. The availability of cadavers from food producing animals is very low, even considering the data referring to the years before the pandemic COVID-19.

With some rare exceptions, biosecurity measures are in place in the laboratories and dissecting and autopsy halls, with signposted safety information, including emergency exit signs in accordance with the national legislation and internal Faculty hygiene rules.

### **3.2.3. Suggestions for improvement**

The possibility to increase the number of teachers in Basic Sciences should be considered.

Teachers that are willing to improve their teaching capabilities should be partially relieved of their academic burden.

More efforts should be done to improve the number of large animals' necropsies.

## **3.3. Clinical Sciences in companion animals (including equine and exotic pets)**

### **3.3.1. Findings**

#### **3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals**

Clinical science education is part of the following subjects: Obstetrics, reproduction and reproductive disorders, Diagnostic pathology, Medicine and surgery including anaesthesiology, Clinical practical training in all common domestic animal species, Preventive medicine,

Diagnostic imaging, State veterinary services and public health, Veterinary legislation, Forensic medicine and certification, Therapy in all common domestic animal species, Propaedeutics of all common domestic animal species. Each student covers 1,826 hours of clinical education distributed in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> years. Lectures and seminars consist of 654 and 98 hours, respectively, and clinical animal work consists of 817 hours. The curriculum is species-oriented and determines minimal number of hours for subjects: 225 hours of farm animal diseases, 165 hours of equine diseases, 210 hours of canine and feline diseases, 90 hours of avian diseases.

### **3.3.1.2. Description of the core clinical exercises/practical/seminars in companion animals prior to the start of the clinical rotations**

Basic clinical classes in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years of study include parasitology and invasive diseases, general surgery and anaesthesiology, diagnostic imaging, clinical and laboratory diagnostics, farm animal diseases, equine diseases, small animal diseases, avian diseases and veterinary practical training (EPT) after the 8<sup>th</sup> and 10<sup>th</sup> semesters. Classes are carried out with the use of phantoms, specialized computer programmes, movies, multimedia presentations, in-house animals and patients. Anaesthesiology is carried together with general surgery. Clinical rotations are held in the 10<sup>th</sup> and 11<sup>th</sup> semester.

### **3.3.1.3. Description of the core clinical rotations and emergency services (*both intramural VTH and ambulatory clinics*) in companion animals and the direct involvement of undergraduate students in it (*responsibilities, hands-on versus observation, report writing, ..*)**

All students of the 5<sup>th</sup> and 6<sup>th</sup> year are split into 8-person groups and rotate with 300 hours of activity through the clinics of animal surgery, internal medicine, reproduction, infectious diseases, avian diseases as well as diagnostic and radiological laboratories. Activity in diagnostic and radiological laboratories are included in clinical rotations within particular species. Clinical rotations are divided between intramural clinics and ambulatory clinic with total of 315 hours.

External Practical Training (EPT) is organised outside of the VEE and consists of hands-on practical and clinical training. Students keep records of clinical activities which provide feedback to the VEE.

### **3.3.2. Comments**

In Clinical Sciences, all relevant subjects are presented and regularly distributed. The curriculum includes the subjects listed in Annex V of EU Directive 2005/36/EC.

The clinical rotation is designed as maximum 234 hours of rotation intramurally and maximum 84 hours extramurally. Clinical animal work consists of 817 hours in total which is adequate base for One Day Competences target.

Clinical classes are implemented from 5<sup>th</sup> to 10<sup>th</sup> semesters and students participate in clinical classes in each semester for 15 weeks (duration of each semester).

EPT is well organized and cover all standards' requirements.

### **3.3.3. Suggestions for improvement**

Training in anaesthesiology can be separated from surgical training and later the acquired knowledge can be applied to all services where anaesthesiology service is needed.

### **3.4. Clinical Sciences in food-producing animals (including Animal Production)**

#### **3.4.1. Findings**

##### **3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals**

Preclinical subjects regarding food-producing animals are taught since the first year in the agronomy module (15 theoretical hours). In the second year, several modules regarding preclinical teaching in food-producing animals are taught: animal husbandry and breeding (15 theoretical hours, 20 practical and 10 in seminars), technologies in animal production (15 lectures, 10 practical and 5 in seminars), veterinary economics (15 theoretical hours) and animal nutrition and feeding (40 lectures and 20 practical), ethology, welfare and animal protection (15 lectures, 13 practical and 2 seminars) and husbandry practice (80 practical hours). Most practical sessions are carried out in a laboratory and desk-based work, except 80 practical hours of the Husbandry practice subject carried out by the students in dairy cattle and in sheep farms. There, students can learn the specifics of farm activities and get practical experience in carrying out various works related to the functioning of the farm. In the third year, no subject related to production animals is offered.

Clinical subjects regarding food-producing animals are taught from year 4 to year 6 of the degree. Fish diseases (15 lectures, 26 practical and 4 seminars), farm animal diseases module 1 (45 L, 52 P, 8 S) and module 2 (60 L, 91 P, 14 S), avian diseases module 1 (30 L, 26 P, 4 S) and 2 (15 L, 26 P, 4 S), andrology and insemination (15 L, 26 P, 4 S) and the rotations on farm animal diseases module 1 (30 practical sessions) and 2 (60 practical) and on avian diseases (30 P) are taught. The VEE is located in the urban area of Lublin, which makes it challenging to access farm animals. The intramural practical sessions with food-producing animals are carried out when the teachers are required to see a clinical case on a farm near Lublin, and in that case, the students are taken with them at that time. The extramural practices are carried out in the cattle and sheep farms with which they have agreements, and that are pretty far from the VEE. The teachers go with the students twice a year to develop specific reproductive practical training (rectal examination, milk analysis, study of the mammary gland, artificial insemination and ultrasound) with the farm animals. They go in groups of 60 students with 4-5 teachers and spend 3h on the farm.

Likewise, the students have the opportunity to choose between two elective modules on food-producing animals: clinical analytics of farm animals and horses diseases (13 P, 2 S) and metabolic diseases of farm animals (13 P, 2 S). The practical training of these modules is carried out in a laboratory and desk-based work.

In the SER (Units of Study in Appendices), the subjects of the core veterinary programme and their distribution are described.

##### **3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations**

The SER described that before clinical rotations in the 10<sup>th</sup> and 11<sup>th</sup> semester, students participate in pre-clinical and clinical classes. Basic clinical classes in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years of study include farm animal diseases (internal medicine, infectious diseases, reproduction, surgery) and avian diseases, as well as external practical training (EPT) after the 8<sup>th</sup> and 10<sup>th</sup> semesters. Classes are carried out with the use of laboratory determinations done by students, demonstrations of experiments, didactic animals, phantoms, specialized computer programmes, movies, multimedia presentations and patients. They have 6 healthy goats and 10 healthy horses

at the equine teaching farm to perform these practical sessions, although they used to have 30 teaching cows, and they are in the process of buying ten more cows now.

**3.4.1.3. Description of the core clinical rotations, emergency services and herd health visits in food-producing animals and the direct involvement of undergraduate students in it**

All students of the 5<sup>th</sup> and 6<sup>th</sup> year are split into 8-person groups and rotate through the clinics of animal surgery, internal medicine, reproduction, infectious diseases, avian diseases, as well as diagnostic and radiological laboratories (a total of 300 hours). Clinical rotations are carried out with farm animals service in special clinics and the ambulatory clinic. Farm animal diseases clinical rotation performed intramurally lasts 36.5 hours, and it is developed on 5<sup>th</sup> and 6<sup>th</sup> years. Avian diseases clinical rotation intramural lasts 22-25 hours in the 6<sup>th</sup> year. They have 53.5 hours of farm animals' diseases performed in the ambulatory clinics during 5<sup>th</sup> and 6<sup>th</sup> year and 5-8 hours on avian diseases developed on 6<sup>th</sup> year. The position of the VEE in the urban area and biosecurity risks prevent the VEE from having an efficient intramural clinical activity related to the food-producing animals. Then, the professor goes to the farms near the faculty with the students when required. However, there is an absence of formal medical records of the visits carried out, so it is impossible to know how many are usually made.

**3.4.1.4. Brief description of the theoretical and practical education in Animal Production**

The centre has a proper curriculum for food-producing animals. However, most of its activities are theoretical or carried out in laboratories and desk-based activities. In the SER is said that in the clinical rotations, the students dedicate 36.5 hours in 5<sup>th</sup> and 6<sup>th</sup> year to farm animal diseases and 22-25 h to avian diseases in intra-mural training. Further, they spend 53.5 h in farm animal diseases and 5-8 h in avian diseases in ambulatory clinics during 5<sup>th</sup> and 6<sup>th</sup> year. However, as it was said, these practical training could not be assessed because there is no formal clinical record of the activities performed.

Finally, the students only have two elective subjects on farm animals: clinical analytics of farm animals and horse diseases and metabolic diseases of farm animals and both are theoretical with 5 hours of laboratory and desk-based work in the first one.

**3.4.2. Comments**

Among the EU-listed subjects (Annex V.4.1 of EU Directive 2005/36/EC as amended by EU Directive 2013/55/EU) the curriculum provides all subjects related to Clinical Sciences in food-producing animals.

Referred to as clinical rotation, the VTH offers an ambulatory service on food-producing animals, however, if the clinical activities performed are not recorded, then it is difficult to know how many food-producing animal clinical cases are seen by the students. Talking to the students and the teachers involved in these activities, the clear impression was that the number of real clinical cases that the students see is low. Basic clinical activities, such as taking blood in a ruminant, have not been completed by all students.

None of the undergraduate students that we met had an interest in working with food-producing animals. Independently of the current pandemic situation, the number of clinical cases in ruminants seen by the students is low. Moreover, an insufficient integrated approach to herd health management, 'From Farm to Fork' and 'One Health' concepts was observed.

Currently students do not manipulate pigs in the entire degree due to the legal restrictions linked to African Swine Fever (ASF). However this could be compensated by including healthy pigs in the teaching farm or in the intramural facilities.

**3.4.3. Suggestions for improvement**

It is suggested to:



- ) teach the clinical sciences in food-producing animals in a way which embraces the global approach of herd health management, 'From Farm to Fork' and 'One Health' concepts;
- ) increase the number of clinical cases by enhancing the ambulatory clinic activities, the visit of farms and the collaboration with local practitioners;
- ) integrate healthy pigs in the teaching farm.

### **3.5. Food Safety and Quality (FSQ)**

#### **3.5.1. Findings**

##### **3.5.1.1. Brief description of the theoretical and practical education in FSQ**

A total of 330 hours are taken by each student and are distributed between:

- practical work in places for slaughtering and food processing plants: 9 hours;
- food technology including analytical chemistry: 54 hours;
- food hygiene and food microbiology: 193 hours;
- inspection and control of food and feed: 74 hours .

In Year 3 Semester 6, a module "feed hygiene" including Border Inspection Post inspection is provided by the Institute of Biological Bases of Animal Diseases Sub-department of Veterinary Prevention and Avian Diseases.

In Year 4 Semester 7, there are two modules, one on milk hygiene, the other named 'module hygiene of food animal and meat 1', and in Semester 8 one module named 'hygiene of food animal and meat 2' and one on practice in veterinary inspection (EPT).

In Year 5 Semester 9, the module 'food hygiene of animal origin 1' deals with principles and HACCP analysis and in Semester 10 'food hygiene of animal origin 2' with details about meat preparation and meat products, import-export, direct sale and restricted activity. During summer students have also to fulfil a module 'practice in veterinary inspection' (EPT).

In Year 6 Semester 11, there is module entitled "veterinary administration and legislation".

One part of EPT is targeted on veterinary inspection practice, with 2 weeks after Year 4 (80 hours in slaughterhouse) and 2 weeks after Year 5 (80 hours on meat processing, transportation, sale and production of other food types of animal origin).

Regarding Veterinary Public Health issues in other subjects than FSQ, Animal Welfare is taught with animal ethology (10 hours of lectures and 10 hours of laboratory and desk based work) in Year 2 Semester 4. For Epidemiology 21 hours of lectures and 26 hours of laboratory and desk based work are scheduled at the same semester.

For State veterinary services and public health, 19 hours of lectures and 26 hours of laboratory and desk based work are organized. The syllabus (VEE website) of Years 4 and 5 shows the following teaching units:

- Semester 7: Zoonosis;
- Semester 9: Law in veterinary medicine (forensic medicine);
- Semester 11: Administration and veterinary law.

There is also a specific module on Public healthcare in emergencies in 3<sup>rd</sup> year semester 5 targeted on the role and the tasks of the State in the implementation of public health protection, biological weapons, principles of radiation and radioactivity, and biological and chemical hazards for public health care.

##### **3.5.1.2. Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin**

Practical activities in food plants under supervision of department of food hygiene of animal origin reach the total of 6 visits/year. They are targeted on Hygiene of slaughter animals and meat in Year 4 with a cattle and pig EU-approved slaughterhouse for ante- and post-mortem examination in semester 7 (6 hours) and semester 8 (3 hours) on products' inspection.

The groups of 15 students are led by 2 teachers, 1 Official Vet and 1 auxiliary (3-4 students /teacher).

There is also a 3-hour visit in a poultry slaughterhouse and processing plant (including HACCP) for groups of 30 students.

The SER mentions the item "Food hygiene of animal origin" with a visit in beef and pork meat processing plant for 3 hours for groups of 30 students (7-8 students/teacher), "Cold storage and game animal storage" for 3 hours for groups of 30 students and Dairy plants for 2 hours on ripening cheese and whey.

### **3.5.2. Comments**

The majority of subjects and Day One Competences as approved by ECCVT are addressed. The majority of the teaching time is devoted to slaughtering conditions, meat processing and meat inspection, as the heart of the missions of vets in FSQ, in secondary rank to dairy products and a little time to other subjects. Practical activities address Trichinella, quality microbiological indicators and quality tests.

The issues related to analytical chemistry, considered as included in food technology, are not covered.

The pedagogical objectives of site visits in the dairy plant and in other food plants are not precisely formalized, and it is not realistic to think to go in depth in all topics (technology, GHP, HACCP, quality) in the time devoted (i.e. 2 hours for a dairy plant). The site visit is only the occasion for students to discover what, for example, a dairy plant looks like.

The subjects linked with Veterinary Public Health like animal welfare, public actions to prevent and limit consequences of OIE (World Organisation for Animal Health) listed diseases, etc. of major stakes with media and public sensitivity are not so much addressed. Some are executed with other modules.

Biosafety issues like procedures and implementation of measures in case of outbreak of zoonoses or infectious diseases from the OIE list are not formalized, except rabies.

The "From Farm to Fork" concept, taking into account all aspects of environment, conditions of breeding, animal health and their consequences on products of animal origin intended to be delivered to human consumers is not highlighted.

The "One Health" or "Global Health" concept and links between health of animals, health of ecosystems and human health are not promoted and are not well understood by the students. The different disciplines are taught in a "vertical" or isolated way of thinking and there is little collaboration between disciplines to let students work transversally on Veterinary Public Health subjects.

### **3.5.3. Suggestions for improvement**

It is suggested to:

- ) improve formalization, preparation, input and intended outputs of site visits;
- ) increase the part devoted to chemical hazards because those hazards could take an increasing

importance in the future;

-) develop virtual visits and e-learning tools to complete lectures, for example, on post mortem inspection (pictures and practical examples) or when field visit or practical exercises cannot be organized;

-) develop case-studies from the “real life” starting from examples of contamination of food, human cases of foodborne diseases and leading students to think about factors of risk along the food chain, hypothesis for identification of the source and/or condition of contamination, and proposals for solving the problem;

-) take into account the emergence in Poland of processing of milk in goats, sheep or dairy cows farms to diversify site visits, teach elements of flexibility and “From the Farm to the Fork” approach through collaboration with departments dealing with production animals;

-) deliver information about “One Health” or “Global Health”, concepts that have been developed recently to show to students how animal health, human health and ecosystems are linked.

### **3.6. Professional knowledge**

#### **3.6.1. Findings**

##### **3.6.1.1. Brief description of the theoretical and practical education in professional knowledge**

The section is not specifically addressed in the SER. So the information concerning education in professional knowledge has been collected from the examination of tables 3.1.2. and 3.1.3 and from other sections of the SER.

The total amount of lecture hours dedicated to the acquisition of professional knowledge is not stated with the exception of 15 hours which are reported to be devoted to: “Information literacy and data management” and executed as part of: “Intellectual property protection”.

In the Professional Knowledge section there are further topics which need to be individually addressed to: “Marketing and management”, “Veterinary legislation”; a reference to them can be found in the “Clinical Sciences” section.

The section about “Veterinary certification and report writing” is executed as part of two other courses: “Clinical practical training in all domestic animal species” and “Forensic veterinary medicine”.

Two other topics “Professional ethics & behaviour” and “Communication skills” are executed as part of several other courses, i.e. “History of veterinary and deontology”, “Avian diseases”, “Bee diseases”, “Fish diseases”, “General surgery and anaesthesiology”, “Internal and infectious diseases and Surgery of the Horse, Farm Animals, Dogs and Cat Diseases”.

Practical education in professional knowledge is partly accomplished during the clinical rotations and EPT. The students have supervised access to the clinical records of the examined patients and are, among others, instructed in order to become familiar with the clinical recording system of the VEE: “Klinika 3000”. Furthermore, during clinical rotations every student must perform clinical examinations, collect lab and imaging results in order to be able to write a final case report containing literary and objective data. The reports are evaluated by academic staff. During the eleventh semester, an additional training period of 75 hours has to be followed in selected entities to complete the clinical rotations.

##### **3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT**

EPT is coordinated by two academic staff members appointed by the Dean.

EPT is programmed by the corresponding didactic entities: Department of Food Hygiene of Animal Origin, competent Clinical Departments and Practical Training and Competence Office in the case of Breeding Training.

The VEE issues a list of the institutions available for EPT, from which the students choose. The choice can be extended to other institutions, not listed by the VEE, but in this case the proposed facility must be inspected and approved by the VEE so that the hosting standards can be verified.

The VEE has contractual agreements with the training providers. All students are covered by EPT insurance.

### **3.6.1.3. Description of the procedures used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student**

Achievements accomplished during clinical practice, breeding training, FSQ and VPH, are ascertained with the use of two procedures which entail the keeping of a recording system: the Day One Skill Diary (DOSD) and the Register of Practice.

The first one, the DOSD, is meant to keep track of the DIC (a strictly defined group of clinical skills and other skills related, for instance, to Food Safety and Quality) collected during clinical rotations and performed under the supervision of academic staff. The skills are verified and confirmed by the signature and stamp of the teacher or of an authorised veterinarian.

The second one, the Register of Practice, is obtained by the students before they start EPTs and is meant to keep detailed track of all the activities performed during EPT. The Register is filed with the description of all the EPTs activities that the students have performed. Each activity is verified and evaluated by the person responsible for training and is approved by the signature and stamp of the same person. At the completion of each EPT period the student has to pass an exam about the acquired knowledge.

Besides the above mentioned recording system, the students are requested to write “rotation reports” in which they must deliver a written description about the issues discussed during clinical rotations. The clinical rotation will be approved, completed and credited only after the report has been approved by the responsible teacher.

The completion of the clinical rotations of the 11<sup>th</sup> semester can be achieved only after having conducted an additional stage of 75 hours in selected entities, i.e. private clinics, meat processing companies, slaughterhouses, animal food processing companies, veterinary inspection units and stud farms.

### **3.6.2. Comments**

Globally, Professional Knowledge is taught via different courses and via EPT.

EPT sites are selected by the VEE but the criteria for being eligible are not formally described. It is however stated that “practical checks” on the quality of teaching are carried out on all types of EPTs.

Besides the proposed EPT sites, the students may suggest other facilities where to carry out their EPTs; in this case they are subjected to verification by the VEE to ascertain that they meet the standards required to host EPT activity.

To ascertain the fulfilment of the requirement, a certificate has to be issued by the EPT provider. This procedure is followed by an oral evaluation carried out by the VEE teachers.

Although students visit outstanding local dairy farms and are familiarised with animal production, little training is provided on an integrated approach including global herd health management, One Health concept, ‘Farm to Fork’ approach.

### **3.6.3. Suggestions for improvement**

It is suggested to define clear criteria for being eligible as EPT providers.

### **3.7. Decision**

The VEE is compliant with Standard 3 except for Substandard 3.5.

The VEE is partially compliant with Substandard 3.5 because of suboptimal training in some subjects, i.e. anaesthesiology and analytical chemistry in food technology.

The VEE is not compliant with Substandard 3.5 because of insufficient clinical training in food-producing animals and insufficient integrated approach of herd health management, 'Farm to Fork' and 'One Health' concepts.

## **4. Facilities and equipment**

### **4.1. Findings**

#### **4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum**

The VEE owns the Collegium Veterinarium (CV) building located at 12 Akademicka Street, Lublin. The lectures given in the building include basic and preclinical subjects. Students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year have access to 2 lecture halls and several (6) laboratories for practical classes and one seminar room. Clinical subject lectures are given in the Innovative Centre for Pathology and Therapy of Animals (ICPTA) located at 30 Gleboka Street. Students of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year have access to surgery theatres, rooms for patient examination, laboratories, facilities for animals and mini skills lab. The CV building is situated approximately 300m from the Veterinary Clinics and 150m from the Rector's Office of the ULS. The Dean's Office (DO) of the VEE is situated at 30 Gleboka Street in the ICPTA. Students have access to a sports centre, library, cafeterias and classrooms in other buildings of ULS and they are situated in walking distance from the VEE.

#### **4.1.2. Description of the adequacy for the veterinary training of the premises for:**

##### **-) lecturing, group work and practical work**

The VEE has 3 large and 2 small lecture halls. In CV, there are 2 large lecture rooms with a capacity of 180 and 135 places. In ICPTA there is one large lecture room with a capacity of 260 places and 2 smaller lecture rooms with a capacity of 48 and 60 places. Lecture halls and seminar rooms are equipped with media technology – computers, projectors and internet connection. Laboratories, dissecting and autopsy halls are signposted with safety information, escape route and emergency exit signs in accordance with the infection protection law, biomaterial ordinances, occupational safety law and internal Faculty hygiene rules. However, some rooms are missing fire extinguishers or signs where the fire extinguisher is placed. Most of the practical rooms or laboratories are equipped with hand washing and hand disinfection facilities, eye washing stations, emergency showering facilities, first aid kits and fire extinguishers. In the complex of ICPTA, there is building n° 10, with inadequate safety measures, some fire extinguishers are missing and one was locked, the floor is cracked, and there is inadequate drainage for cleaning and disinfection.

##### **-) housing healthy, hospitalised and isolated animals**

###### **a) healthy animals**

Facilities for housing healthy animals are located in ICPTA (building 6a, room 68 - 34.3 m<sup>2</sup>, building 6b No. 40 - 19.5 m<sup>2</sup>) as well as in the Department and Clinic of Animal Surgery (building 7), the Department and Clinic of Animal Reproduction (building 10), and Vivarium (building 8). All animals are registered by local legislation (the MSHE).

All animals intended for teaching purposes are kept on the basis of the consent of the Local Ethics Committee for Animal Experiments based at the ULS in Lublin.

**b) hospitalized animals**

The ICPTA building houses horses and farm animals. 18 horse boxes (12.3 m<sup>2</sup> each) used by the Department and Clinic of Animal Reproduction, the Department of Animal Surgery and the Department of Animal Internal Diseases. Place of 40.1 m<sup>2</sup> are designed for housing cattle (room 66: tethered animal housing system); 29.8 m<sup>2</sup> for calves, pigs, goats and sheep (room No. 67). Additional rooms for hospitalized farm animals are located in the buildings of the Department and Clinic of Animal Reproduction and the Department and Clinic of Animal Surgery.

Hospitalised dogs and cats - patients of the Department and Clinic of Animal Internal Diseases are kept in animal facilities No. 41 (18.89 m<sup>2</sup>) and 42 (30.75 m<sup>2</sup>). The rooms have animal boxes connected with paddocks and water intakes.

Patients of the Department and Clinic of Animal Surgery are kept, after surgery, in the Intensive Postoperative Care Room - SIOP (room 219) in building B. There are 2 animal rooms with 3 mobile animal cages. Small animal patients of the Department and Clinic of Animal Reproduction are kept in room No. 15/17, 1 m<sup>2</sup>, in which there are 3 large boxes with the possibility of dividing them into large and small animals. In addition, one room with an area of 8m<sup>2</sup> (with one box) is located in building B ICPTA (room No. 224). The clinic also has 2 mobile cages for dogs and cats.

**c) isolated animals**

In the ICPTA there is one isolated room (area 21,58 m<sup>2</sup>, No. 28) for horse or farm animals suspected of or suffering from infectious diseases. The isolation room is designed for a single animal, either for a horse or a cattle, with a separate entrance and connected with a sanitary lock for staff. It is equipped with UV lamp, automatic drinking troughs, forced ventilation.

Isolated dogs and cats - patients of the Department of Epizootiology and Clinic of Infectious Diseases are kept in animal facilities No. 44 (30 m<sup>2</sup>). The isolation unit has animal boxes connected with paddocks and water intakes. However, hospitalised small animals (dogs and cats) are located in the same corridor with isolated dogs and cats.

Additionally, the Department of Epizootiology and Clinic of Infectious Diseases has an isolation room located in the Vivarium building (room No. 12 (50 m<sup>2</sup>), intended for observing animals in the direction of rabies.

**-) clinical activities, diagnostic services and necropsy**

The VEE has various spaces to conduct clinical activities necessary for teaching purposes. That includes consulting rooms, ambulatory rooms, some laboratory rooms and diagnostic cabinets with special technical equipment, such as X-ray or CT. A broad range of diagnostic services as well as scientific equipment are offered by the VEE. Small pharmacy units are dispersed through the different units where some selected drugs can be purchased by clients. During on-site inspection it was noticed that some bottles of drugs for clinical use were with passed expiration date, and some bottles of drugs were not marked with the opening date.

**-) study and self-learning, catering, locker rooms, accommodation for on call students and**

## **leisure**

Main Library (ML) of ULS has 152 seats for students, including 39 seats with desktops with access to online resources. There are 38 additional places, in the “Informatorium” of ML, of which 28 are places with desktop computers, and 10 are in laptop mode. There are 15 computer workstations with access to online resources in Rental Office of ML. The CV building has a room (Ossarium, room 126) with 30 places with internet access. Internet with permanent cable connection is available in the campus buildings, at all workplaces and in the classrooms. In the Large Animal Surgery building there is an additional room for self-learning with an area of 88m<sup>2</sup> and mini skills lab.

Within the Campus there are three cafeterias available to students and Faculty staff, including two located in the buildings belonging to the Campus and one is located opposite the CV building. These cafeterias offer hot meals, snacks, cold drinks and fast meals. Two vending machines with cold drinks and pastries are available on the site.

Locker rooms for students are available in the CV with 643 clothes hangers. In addition, there are 149 wardrobes in front of the dissecting room of anatomy. Changing rooms are available for students in the ICPTA building which also holds a bathroom with showers for students while they are on-call or while on the night shift. There is also an apartment at the campus with 2 beds, a kitchenette and a bathroom for students at walking distance from ICPTA.

Students have access to sports centres for all kinds of activities – Sports and Recreation Centre – ULS and the Campus has an indoor arena, an indoor swimming pool, indoor and outdoor tennis courts, cultural organizations and a health care facility.

### **4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation**

The VEE has one passenger car for the transport of 4 students and one teacher and one bus for field trips with students for rotation exercises - Ford Transit (8-person). The VEE has contract with an external transport company for the needs of students' trips for teaching/field classes to farms and meat processing plants and dairies. However, the Visitors did not have a chance to inspect their buses.

The ambulatory clinic is completed with a truck, which may welcome 3 students.

Cadavers are transported by a private company, which is formally agreed in Poland.

### **4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services**

E-learning courses are provided on the Teams Platform. Study materials are available on the web pages of the departments. Department of Biochemistry provides with virtual cases which are available at digital CASUS platform. Classrooms for practical teaching are equipped with proper instruments such as microscopes, centrifuges, small laboratory equipment for biochemical analysis, some of them have spectrophotometers and other equipment necessary to perform practical training. Mini skills lab serves for training in simple clinical skills.

### **4.1.5. Description of the adequacy of the biosecurity rules in the VEE**

Evaluation of the occupational safety and health (OSH) conditions is conducted systematically by the University OSH and Fire Prevention Division. Monitoring of implementation of any

changes is done by the Dean and heads of departments. While assessment and revision are prepared within the FQCS. Regulations and instructions concerning OSH are available on the VEE's website. However, there were outdated inspections sticks on some wall extinguishers, some extinguishers were locked, and some animal housing stables missed a fire extinguisher (e.g. reproduction unit). Evacuation routes are well marked.

Each student undergoes compulsory fifteen-hour basic OHS training at the beginning of the first semester of study, and specific training at the beginning of each module. There is a Biosecurity Strategy Development at the VEE. The main duty of the team is to supervise the compliance with the OSH regulations. On the webpage of the VEE, there is a link with information about the biosecurity strategy.

#### **4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the VEE**

Changes in facilities, equipment and biosecurity are directed by the Dean and FB. They are communicated by publication on web pages and personally by heads to staff. The monitoring of the implementation of any changes is done by the Dean and heads of departments. While assessment and revision are prepared by FQCS.

The evaluation of the occupational safety and health (OSH) conditions is conducted systematically by the University OSH and Fire Prevention Division. There is a Biosecurity Strategy Development at the VEE. The main duty of the team is to supervise the compliance with the OSH regulation, in particular with regard to biomedical regulation. On the webpage of the VEE, there is a link to, "Biosecurity strategy"<sup>1</sup>, where all safety rules, hazard's types and the instruction on the hazards communication are presented in detail.

#### **4.2. Comments**

Students have access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities. The VEE has a clear strategy and programme for maintaining and upgrading its buildings and equipment.

In a few units of the VEE there are inadequate biosecurity measures, e.g., missing fire extinguisher or sign of the post for same, locked evacuation exits or missing eye-washer. Bottles of drugs for use for clinical patients are not marked systematically with date of opening and there is no systemic control for the expiration date for the medicines.

There is no information or written record of the use of animals for teaching purposes, e.g., rectal examination with one cow in reproduction unit.

The isolation unit for large animals is well equipped and designed for both species, horse and cattle. Small animal isolation unit needs to be separated from other hospitalised animals. It is the best to avoid sharing the same corridor between the two groups of patients.

The old building (number 10 in the SER), part of ICPTA, is inadequate for teaching and clinical activity due to inadequate biosecurity and safety measures. Because of the cracked floor and inadequate drainage for cleaning and disinfection, the building is not matching sanitary standards.

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<sup>1</sup> <https://up.lublin.pl/6770>



### **4.3 Suggestions for improvement**

The oldest buildings of the VEE require constant financial outlays to maintain their good technical condition.

Clinical activities and teaching animals located currently in building 10 should be relocated in the new VTH, which is an example of the high standard for education and clinical work.

Handling of pharmaceutical products, recording of the use of teaching animals and procedures in isolation facilities for companion animals should be improved.

### **4.4. Decision**

The VEE is compliant with Standard 4 except for Substandards 4.6, 4.7 and 4.13.

The VEE is partially compliant with Substandard 4.6 because of suboptimal handling of pharmaceutical products and because of suboptimal safety measures in a few rooms.

The VEE is partially compliant with Substandard 4.7 because of suboptimal recording of the use of teaching animals.

The VEE is partially compliant with Substandard 4.13 because of suboptimal isolation facilities for companion animals.

The VEE is not compliant with Substandard 4.7 because of inadequate facilities, equipment and biosecurity and safety measures in the building (n°10) currently used by the Department and Clinic of Animal Reproduction.

## **5. Animal resources and teaching material of animal origin**

### **5.1. Findings**

#### **5.1.1. Brief description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences**

The VEE has sufficient facilities and resources to conduct classes with live animals, and animal material, and clinical classes are focused on the acquisition of DIC practical skills by students. They obtain the animal resources from the clinic, private owners, animals from shelters, visited farms, and material sent to diagnostic laboratories, as well as the cadavers of animals left by owners and farmers. The use of animals for teaching purposes is under special approval in the field of animal welfare, and simulators are also implemented to learn practical skills.

#### **5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:**

##### **-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;**

ANATOMY: They use animals and/or organs from all species except small ruminants: Cattle (2), Pigs (8), Companion animals (28), Equine (9), Poultry (140), Exotic pets (9), bees (400).

NECROPSY: Cadavers are used from all species, although the number of food-producing animals is low: Cattle (10), Small ruminants (17), Pigs (12), Companion animals (432), Equine (13), Poultry (431), Rabbits (7), Exotic pets (30) and others (509).

FSQ: The students perform 3 visits to pig and ruminant slaughterhouses, 1 to poultry slaughterhouse, 1 to a meat factory and 1 to dairies.

##### **-) the number and diversity of healthy live animals used for pre-clinical training;**

They use animals from all species except pigs (ASF restrictions reason), poultry and rabbits. They use: 30 cattle, 31 small ruminants, 12 companion animals, 30 equines, 138 exotic pets and 14 bee colonies. The VEE has an efficient equine teaching farm for pre-clinical training in horses and ponies.

**-) the number of visits in herds/flocks/units of food-producing animals;**

Students visited 69 cattle farms, 6 small ruminant flocks, 2 companion animal units, 17 equine units, 8 for poultry and rabbits, 3 of exotic pets, 2 of bees and 1 of fish. No pig farm was visited due to ASF restrictions. VEE has an agreement with 10 cattle farms that they are visited with the students twice per year for reproduction clinical training.

**-) the number and diversity of patients examined/treated by each student;**

The number of animals seen intramurally is: 353 cattle, 21 small ruminants, 10 pigs, 11,462 companion animals, 171 equines, 686 poultry and rabbits, 839 exotic pets and almost 300 from other species. The number of animals seen extramurally is: 927 cattle, 557 small ruminants, 267 companion animals, 163 equines, 1,133 poultry and rabbits, 60 exotic pets and 280 from other species. No pigs are examined/treated extramurally. Cattle and small ruminant clinical cases are not formally recorded, and access to pigs is restricted due to ASF regulations.

**-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine**

Most of the cases examined/treated are of first opinion (close to 100% in all species). It is not possible to know the number of acute and chronic cases or the balance between consultations and hospitalization or to individual and population medicine because the computer programme used for companion animals does not offer this information, and no records are collected from food-producing animals. Ninety per cent of the equine cases are hospitalized intramurally. However, most of the ruminants (herds and individual cases) are treated extramurally. During the night shifts, the majority of companion animals is emergency/acute cases treated intramurally, which comprises about 20% of all clinical cases.

**5.1.3. Description of the organisation and management of the VTH and ambulatory clinics**

The FVM Clinics are open 24 hours a day, every day of the year. Consultations for companion animals and horses are held daily in the Department of Epizootiology and Clinic of Infectious Diseases, Department and Clinic of Animal Surgery, Department and Clinic of Animal Reproduction, Department and Clinic of Animal Internal Diseases and Ambulatory of Poultry Diseases from Monday to Friday 8 a.m. to 2 p.m. Patient registration for individual clinics is carried out through the Central Animal Registration Unit, although emergency cases are registered directly by surgeon on-duty.

In the companion animal services, there are three 8-hours shifts (morning, afternoon and night). In the night shift, there is one veterinarian on duty with two students. In case of an emergency, additional veterinarian or team of clinicians is called as required.

Specialist consultations are available from Monday to Friday from 8.00 a.m. to 2.00 p.m. They include: dermatology, dentistry, ophthalmology, cardiology, reproduction and obstetrics, soft tissue surgery, bone and joint surgery, endoscopy and gastroenterology, paediatrics, geriatrics, animal rehabilitation, physiotherapy and behaviour disorders, exotic pets, small mammals and avian diseases as well as consultation of healthy animals. Post-operative and intensive care are provided round the clock.

Students participate in the clinical work as part of Small Animal Diseases Panel (internal veterinary medicine, surgery, reproduction, infectious diseases) and Small Animal Clinical Rotations.

The Farm animal and horse service is also open 24h/7days a week, and they also have three shifts, although night shifts are carried out on-call. Most of the veterinary services for horses are in the morning shifts: orthopaedics and surgical services, diagnosis and treatment of the locomotor system, the respiratory system, skin and hooves, ophthalmology and gastrointestinal

tract disorders, pre-purchase veterinary exam, gynaecological and obstetric services, andrology and biotechnology services in animal reproduction and full range of diagnostics and treatment of internal diseases. Farm animals are mainly visited on the farms.

Students participate in regular work in the clinics during classes and clinical rotations in Equine Diseases and Farm Animal Diseases Panels. Furthermore, the VEE owns a specially-equipped mobile clinic, available for students, adapted to perform basic laboratory procedures. The vehicle has space for 4 students, a veterinary surgeon and a driver. The VEE also has a mini-bus for students transportation. Farm animals are attended with this ambulatory system and some of them are brought to the VTH for specific treatments.

Besides, in case of an emergency, the veterinary surgeon on-duty uses either his own vehicle or transportation arranged by the animal owner. Students may also participate in emergency cases. Students stay in telephone contact with the veterinary surgeon who informs them in case of an emergency.

#### **5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species**

Classes in clinical subjects are divided into two types: auditory and laboratory classes. Auditory classes are conducted in groups of 28-34 students, while laboratory classes are conducted in groups of 15 to 18 students. Clinical rotations are held in groups of up to 8 students. The number of student groups in ambulatory service varies depending on the availability of transport.

#### **5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment**

All data on diagnostic procedures and treatment in companion animals are available in the electronic patient record system Klinika 3000 (Clinic 3000). The system stores information regarding patient's ID, clinical symptoms, results of clinical, laboratory and imaging tests, as well as the treatment used. The system is also used for financial payments/operations and statistical analysis. Students have access to medical records under the supervision of a patient's physician/ surgeon on-duty to track patient history. There is an absence of a patient record system for food-producing animals.

#### **5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities**

Where animals are used for educational and scientific purposes, European and national law regulation regarding animal welfare is followed. With the exception of clinical patients, the use of animals for scientific and teaching purposes requires the approval of the Local Ethics Committee for Animal Experiments. Students are familiarized with the principles of animal handling during two subjects dedicated to this issue: 'The use of animals in scientific research' (since October 1, 2019) and 'Ethology, welfare and animals' protection. Both veterinarians and support staff performing activities related to the use of animals for scientific or educational purposes undergo regular certified training. Alternative teaching methods using multi-media tools or simulators are being introduced.

There is no formal recording of the frequency of use of teaching animals by students, e.g. for rectal palpation.

#### **5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment**

The Faculty Curriculum Committee plays a key role in organizing and approving the use of

animals in the educational process. The academic teachers are responsible for the selection of animals and material of animal origin used in pre-clinical and clinical education, in close work with the heads of the departments. The academic staff responsible for individual subjects has regular meetings to discuss the current state of the teaching process. The conclusions and recommendations from the meetings are implemented in routine practice, whereas issues that cannot be solved are forwarded to the Faculty CC. Student representatives are involved in these processes.

## **5.2. Comments**

The number of pig clinical cases and necropsies was very low during the analysed years in the SER, and no pig is seen nowadays by students throughout the degree, neither healthy nor sick, as a result of administrative regulations in connection with African Swine Fever in Poland (ASF). However, this could be compensated with healthy pigs kept at the VTH facilities that are prepared for this, in agreement with local legislation.

A formal clinical record of the food-producing animal cases has to be implemented so that all students can follow and analyse the clinical cases studied.

A small number of cattle, sheep and goats' necropsies are performed. However, it was argued by the VEE that this was due to the European and National Regulations (e.g. 999/2001, 73/2009, 1069/2009) because until 2018 the Department of pathomorphology could not receive the cadavers of livestock animals from outside the Faculty and only animals that died in the Veterinary Clinics could be necropsied in the VEE. However, due to the large number of ruminant clinical cases reported during these years (353 cows on average), the number of cattle necropsies is low.

The number of horse patients seen intramurally is low, which is compensated by a large number of horses seen extramurally and an appropriate use of these patients for the clinical training of undergraduate students.

## **5.3. Suggestions for improvement**

It is suggested to:

- ) increase the number of necropsies in food-producing animals, e.g. by finding an agreement with a governmental agency for the collection of cadavers to provide food-producing animal cadavers for the training of the students in post-mortem diagnostic.
- ) improve the clinical recording system for food-producing animals;
- ) include healthy pigs in the teaching farm.

## **5.4. Decision**

The VEE is compliant with Standard 5 except for Substandard 5.1 and 5.6.

The VEE is partially compliant with Substandard 5.1 because of suboptimal number of necropsies in food-producing animals and absence of healthy pigs in the teaching farm for pre-clinical training.

The VEE is partially compliant with Substandard 5.6 because of no formal clinical recording in food animals patients.

# **6. Learning resources**

## **6.1 Finding**

### **6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and**

**(e)periodicals, software for databases)**

The ULS has a Main Library (ML) for undergraduate and postgraduate students and members of Staff. The library is located five to ten minutes walking distance from the VEE. The Library staff includes 35 librarians and 2 other employees. All librarians have a master's degree in library science or life science and three have a PhD degree. The ML is open Monday to Friday from 8 a.m. to 7 p.m. and on Saturday between 10 a.m. to 2 p.m. During the pandemic COVID-19, library-opening hours were restricted to Monday to Friday.

Although ML access is available for a good number of hours, students use the resources less and less often, not just due to the pandemic COVID-19, but also because most information they need is available online.

The ML has its own financial resources established by the Rector based on a grant from the Ministry of Science and Higher Education, which depends on the number of users, including the students enrolled. Budget includes salaries, building maintenance costs (96,200 euros) and a separate amount (approximately 135,000 euros) for new books, journals, databases maintenance, permanent subscription, library IT system maintenance as well as equipment replacement.

The ML library has 4,181 m<sup>2</sup> floor area with 154 places for users (desks, tables and three places for disabled users are also included). There are also two group workrooms available and three individual workrooms are also available for students and other guests.

The ML provides 94 desktops with free access to the internet and library software. Wi-Fi is available in the entire building and there is an appropriate prepared space for using own equipment.

The total book collection of the ML is 383,372 volumes (241,832 books and 141,540 periodicals). Veterinary books include 1,549 titles (in different numbers of copies, from several to 32), veterinary periodicals comprise 51 titles (with 33 in current subscription).

E-books and e-periodicals are available from databases in the following fields: STM-Science, Technology and Medicine. ML provide access to 56,100 titles of e-books and 26,248 titles of e-periodicals. Additionally, the ML participates in numerous consortiums of scientific libraries, having access to full texts of several-thousand titles of books and periodicals.

Users can order selected items personally as well as via internet. Standard service of the library includes access to the lending department, which contains Polish and foreign literature connected to the scientific and didactic work carried out by the academic faculty. Students have access to Polish textbooks related to the courses conducted by the VEE or those recommended by their teachers.

The VEE has departmental literature resources (specialised books, scientific journals, monographs, PhD dissertations) that are available to faculty staff. Students have access to these resources upon a direct request to the responsible teachers. Students have access to a database of scientific papers published by the faculty staff.

### **6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum**

The IT Centre of the ULS supervises the IT systems used as part of online learning. Students and employees have access to the Office 365 suite. IT facilities include dedicated rooms located in the Regional Centre for Agricultural Science Information, which are equipped with modern computer stations with free access to the internet and necessary software such as journal browser, text editors, internet browser.

Online classes are conducted using the Microsoft Teams Platform, which is part of the Office 365. The availability of Microsoft Office 365 for students started in 2016, following a cooperation agreement between the University of Life Sciences and Microsoft. Students have their own accounts, which are verified via their ID number. Mid-term tests and final exams can also be performed using the e-learning system.

Since October 2020, a fully integrated educational platform “Edu-portal” has been introduced. The educational platform includes, among others, an e-learning module, a document and multimedia repository, a career office service. The project is developed by Asseco Data Systems S.A. Training for teaching staff and administration is carried out via webinars.

### **6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus**

Electronic versions of the didactic materials (i.e. lecture and practical classes notes, PowerPoint presentations, graphs, diagrams, instructional videos) intended for self-study purposes are available on the ULS website, through the use of a login and password. They are constantly updated by each didactic unit of the VEE. In addition, the Microsoft Teams e-learning platform allows the exchange of teaching materials.

Department of Biochemistry offers virtual cases for self-study. Cases are located on the CASUS platform and are available upon requirement.

The ML library is equipped with the integrated system named VIRTUA, which provides access to the library catalogues at any place in the world. The MLVPN (Setup BG UP) system provides an entry to all licensed library account holders. The ML also offers computer workstations where students and employees have access to the library website and all remaining electronic library resources. Scientific journals or books can be immediately viewed and downloaded in PDF format.

### **6.1.4. Description of how the procedures for access to and use of learning resources are taught to students**

Students receive an electronic ID (which also serves as a library ID) during the matriculation ceremony. At the beginning of the first semester students participate in the course “Methodology for searching scientific information”. In addition, students may attend other courses organized by the ML.

### **6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources**

The ML acquires new library items each year according to demand. All library users, both students and employees, have the opportunity to request new library items. The purchase decision depends on the CC after acceptance of the Dean.

## **6.2. Comments**

The VEE is very well provided with learning resources through the existence of books, periodicals and databases in the Main Library and through the online services provided to ID users. Students have free and unlimited access to scientific journals or books that can be immediately viewed and downloaded in PDF format.

Both these circumstances are worth a commendation.

## **6.3. Suggestions for improvement**

None.

## **6.4. Decision**

The VEE is compliant with Standard 6.

# **7. Student admission, progression and welfare**

## **7.1. Findings**

### **7.1.1. Brief description of the admission procedures for standard and for full-fee students**

Basic regulations regarding admission to academic institutions are issued by the Minister of Science and Higher Education. Applicants must have a Health Certificate confirming their eligibility for the chosen course. The details of the recruitment procedure are determined by the Senate of the University of Life Sciences in Lublin, while the actual number of standard and full-fee students (about 120 and 90 respectively) to be enrolled to the first year is determined annually by the VEE (FB of the FVM) and approved by the Rector. The prerequisites for entering veterinary studies is a secondary school leaving certificate in biology as obligatory, and chemistry and mathematics or physics and astronomy as optional subjects. The number of points for admission are calculated according to a predefined algorithm. In 2018/2019 it was 320 for standard, and 180 (56.2%) for full fee students, and in 2017/2018 262 for standard, and 184 (70.2%) for full fee students. There are 8 to 10 times as many students applying for the standard, and 4 to 5 times as many students applying for the full fee places as are enrolled. Efforts are made to accommodate students to the new requirements they have to cope with in their academic studies. Besides, full fee students may apply for becoming standard students after the 8<sup>th</sup> semester.

The recruitment procedure is carried out by the Faculty Recruitment Commission appointed by the Dean every year. Registration goes online through the Internet Registration of Candidates system, but it is also made possible on site. Since there are resignations, 10% more students are admitted than the limit of student numbers set. For English-speaking candidates the procedure is similar. However, if the candidate has less than 65% of the maximum grade in the required subjects, an online or personal entrance examination is required.

It is possible to appeal against the decision of the Faculty Recruitment Commission to the Rector within two weeks from the delivery of the decision.

### **7.1.2. Description of how the VEE adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements**

The number of admitted students is mostly based on previous experience and varies between 210 and 230. The number of students per group for practical (15–17), and clinical (min. 8) work is determined by the Rector's Regulation leaving little flexibility with the VEE. Teaching staff is responsible for biosecurity measures during classes. The Book of Educational Quality contains clear-cut duties from teachers up to the Dean and the Faculty Commission for the

Quality of Education with respect to the assessment of the available educational resources, the needs that arise, and provision for acquiring these. Efforts are also made to raise external funds to this end.

Student welfare is largely managed at the university level. See also 7.1.4.

**7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition**

The details of a course (study plan, forms of credit, organisation of the academic year) are determined, upon the request of the Curriculum Committee after submission by the responsible teachers, by the FB and approved by the Vice Rector for Student Affairs and Didactics. It is made public at least 14 days before the start of the term.

The Regulations of Studies provide detailed and accurate information on all study-related matters, including progression and remedial procedures. Teachers responsible for a class have to credit the class, and the Dean verifies the fulfilment of a semester, and approves enrolment to the next. It is possible to proceed to the next semester/academic year if all previous credits have been obtained. However, students who have no more than 2 non-credited classes (less than 8 credits) per semester (three per year) missing may ask for conditional promotion to the next semester from the Dean, if the missing class is not a prerequisite. Otherwise, the semester has to be repeated. Students may only proceed to the clinical study phase (semester 7) after the completion of all previous courses.

All information on the student lifecycle is documented and can be followed at the Virtual Dean's Office to which students have access any time.

Students may ask for help in study matters and learning difficulties from the tutor of the year, the teacher responsible for the given subject, the Centre of Didactics and Student Affairs, or the Dean's Office (Dean, two consultations per week for Polish; Vice Dean, one consultation per week for English speaking students). However, it is the Faculty Commission for the Quality of Education together with the responsible teacher who offer corrective actions to improve the student's achievement. Meetings with students and corrective actions are documented.

Students have the right to appeal to the Dean against the results of crediting the classes/exams within three days from the date of announcing the results of the first retake. The Dean can then order a commission examination.

In cases, specified in the Regulations of Studies (e. g. two retakes failed, failure to give reasons for being absent from studies), the Dean may decide to dismiss a student from the student list, which has to be communicated in writing, and can be appealed within 14 days from the date of delivery. Disrupted studies may be continued within 3 years.

In case of a student-teacher conflict, the students may turn to the Dean or Vice Rector for Student Affairs and Didactic.

The Dean's Office collects data regarding the causes of resignation by students from continuing their studies. Main reasons of attrition are – beside repetition of the semester – transfer to other universities, failure to achieve learning outcomes, failure to study, but there is a high number of students who do not give a reason. Student and graduate surveys suggest that too big groups and consequent insufficient hands-on training opportunities are the main concern of students. Attrition amounts to 70–84 students per annum (in the last three years).



#### **7.1.4. Brief description of the services available for students**

There is a wide range of services provided for students by the University which has departments specializing in different fields of provision for students such as the Department of Student Social Affairs, International Exchange Office, Department of Study Organization, etc. Services include:

- Different scholarships and social support for those who need it.
- Learning competency development and career advising is organized for interested students, as well as a 160-hour paid internship for 5<sup>th</sup> year vet students with EU support, and meetings with employers.
- Student dormitories and housing are offered also with priority according to social and financial situation.
- Health insurance for students.
- There is a nursery for students' and employees' children at the centre of the campus. Parent students may also ask for a tailored schedule of studies.
- There are a number of special support arrangements for disabled students (e. g. personal assistance, loan of technical aids) which have been enjoyed by 58 veterinary students during the past three years.
- Mental health support and a psychologist for consultation is available for students.
- There is a modern sports and recreation centre at the university, and scholarships are offered for those with outstanding sport performances.
- Students may also join art groups, like an ensemble or a choir.
- Access to internet is ensured at many places, though the Wi-Fi system should be broadened.
- The main library and deposit libraries also offer VPN access to electronic information sources for students and staff.
- Foreign language learning is promoted within and out of the curriculum.
- Exchange programmes with foreign veterinary schools and Erasmus programmes are available and much used.
- The student self-government provides for the representation of students at university and faculty committees and decision making bodies, and about 180 veterinary students are members of IVSA and many of other scientific societies.

#### **7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students**

The VEE is active in recruiting students by providing pertinent and accurate information regarding veterinary studies and their outcome, career opportunities, as well as the admission procedure, fees, etc. on the homepage of the University and that of the VEE. The information is available to all who are interested. They also hold open days, participate in external scientific programmes, and visit secondary schools to advertise the VEE.

Candidates may get personal help and information as well from the Faculty Recruitment Commission. Members of the Commission are familiarized with pertinent legal and institutional regulations before the process starts. It is the VEE who defines the number of students admitted to the first year, however, the admission process is centralised and does not give much freedom for the VEE. The process is analysed by the University Commission for Didactics and Education Quality Management, and discussed at meetings of the Dean of the Faculty and Vice-Rector for Student Affairs and Didactic just like other study related matters.

The majority of student services are also provided for by the University of Life Sciences in Lublin.

## **7.2. Comments**

The VEE's website includes not only transparent information about veterinary studies, outcome of the training and career opportunities, but also attractive films related to the topic. Hence there is a great number of students applying to the VEE.

The broad range of services, many with a social focus, are available for students, and the special care for students who are parents is worthy of praise.

Outstanding achievement of students are awarded by different grants and awards.

There is a high level of the availability of staff to undergraduate students, both in case of a problem, and if they wish to participate in research, etc.

Students are encouraged to participate in different scientific associations gaining an insight into research and evidence-based professional work.

There is a strong support of physical and welfare needs of students.

## **7.3. Suggestions for improvement**

There should be a minimum of points for full fee students to be admitted, since a considerable difference in the initial knowledge of students may pose problems, and lead to attrition later on.

Groups are too big for certain types of hands-on training. The University management should be convinced of reducing these numbers to the optimum suggested by the VEE, and increase staff as necessary for the new arrangement.

Though the EAEVE certificate is available on the Polish site of the VEE, the SER and the Visitation Report is not. It would be useful to put it on the English website as well.

## **7.4. Decision**

The VEE is compliant with Standard 7.

# **8. Student assessment**

## **8.1. Findings**

### **8.1.1. Brief description of the student's assessment strategy of the VEE**

The main objective is to assess students' knowledge and skills required for proceeding in their studies and finally for practising as veterinarians. The process of assessment is regulated by the Regulations of Studies of the University of Life Sciences in Lublin, and are supervised by the Vice-Rector of Student Affairs and Didactics and the Dean, and implemented by the Faculty Commission for the Quality of Education.

The organisation of the academic year is determined by the Vice-Rector for Student Affairs and Didactic, and published on the university website at least three months before the start of the year. A subject is absolved by course credits or an exam. There is a one- or two-week exam period at the end of each term followed by a resit period. The number of exams may not exceed

five per semester, and there may only be one on one day. A retake may follow the failed exam after at least one week. After the second failure, the exam may be repeated one year later. In order to be prepared for the examination period, students have a number of formative assessments during the term, thus they have to prepare from week to week. The winter examination period was extended upon request of students and the FB.

The course schedule, including the timing, method of assessment, and grading criteria, is compiled by the teacher responsible for the subject, and included in the course description (syllabus), and also announced at the first lessons. Students of veterinary medicine do not have to write a thesis or sit for the graduation examination. They have to finish all the courses and obtain all credits and examinations to get their diploma.

In the framework of an EU project, teaching staff is offered further training in languages, interpersonal communication between students and teachers, and modern methods of knowledge transfer.

### **8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences**

Formative assessment enhances the monitoring of the student's progress during the course, while summative assessment closes the courses. Assessments may be oral, written, practical or a combination of these.

Theoretical knowledge is usually assessed in oral or written examinations. Questions are prepared by the responsible teachers, and checked by another lecturer. If a computer is involved in the exam (for tests) the answers are also evaluated statistically to improve the assessment tool. Examples for grading must also be prepared by the teacher. Practical skills are basically assessed in combined oral-practical format. The practical part is adapted to the subject.

Clinical practical skills are evaluated during rotations, and in order to make it more objective, the VEE works on the introduction of objective structured clinical examination and mini clinical evaluation exercise. Students make a report of their EPTs using the "Register of practice", and the supervising veterinarian fills in the students' Day One Skills Diary (DOSD). EPTs are followed by exams as well. The DOSD is also used for following intramural practical clinical training, supplemented by other complex tasks, like the preparation of case studies.

### **8.1.3. Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement**

Oral and practical exams are assessed right away by the examiner, and the results are reported immediately to students, who may also ask for a short feedback report. Written examinations are evaluated within 5 days, and the results are communicated to students in adherence to data protection guidelines.

Students may appeal against examination results within 3 days and the Dean may order a commission examination. If 30% of the students fail, the lecturer responsible for the subject analyses the causes with the head of the unit, and introduces a recovery programme. The case is reported to the Faculty Commission for the Quality of Education.

Extensive support is provided for students through the teachers, which is monitored by the Centre for Didactics and Student Affairs. Consultation is possible with the year's tutor, the

subject teacher, and the Dean. They can offer remedial actions to the student. The University also runs courses in learning methods.

#### **8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy**

Teachers responsible for subjects elaborate the system of evaluation. An analysis was made in order to map Day One Competences to the curriculum, thus assessment may also be focused on the outcome expectations of the profession. The Regulations of Studies and the course syllabi ensure the transparency of the assessment system, grading criteria, and the appeal process. All relevant information is available on the website of the VEE/University, and is communicated by teachers at the beginning of courses.

The Faculty Commission for the Quality of Education compiles a quality report based on the key figures of academic progress every year, which is discussed with the corresponding commission of the university.

#### **8.2. Comments**

The 'recovery programme' for subjects where failure rate is over 30% is unique, and a proof of the dedication of the academic staff to the improvement of teaching quality.

This is a period of transition at the University from paper based student records to a fully electronic system, which may provide even more opportunity for the analysis of assessment results, and consequent improvements.

Clinical skills' development is monitored by the Day One Skills Diary, which serves as a logbook. Students have to perform each operation at least four times, which is verified by their instructors.

Social competencies are part of the evaluation criteria in many subjects.

#### **8.3. Suggestions for improvement**

None.

#### **8.4. Decision**

The VEE is compliant with Standard 8.

### **9. Academic and support staff**

#### **9.1. Findings**

##### **9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles**

The procedure for employing academic teachers at the University complies with the internal guidelines for employment and appointment of employees contained in the University Statute and the Law on Higher Education. The majority of the teaching staff are graduates from the VEE, which is included in the currently applicable education standard. Academic teachers are employed in the group research-teaching as: professor; university professor, assistant professor and assistant; and in the group of teaching staff in the positions of teaching professor, university

teaching professor, visiting professor, didactic assistant professor, lecturer, instructor. Employment of research-teaching staff takes place through a competition where one of the requirements is a medical diploma, DVM, or related.

**9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught**

The number of positions for research-teaching and teaching staff is related to the study curriculum and the number of students in each year. Procedure of employing academic teachers is related to the staff policy of the university authorities and results from the requirement to complete the teaching load. The number of working hours is specified in a separate document - Work Regulations for Employees of the ULS. The herd health management unit has a space for employing new teachers for this field. There is a limited number of veterinary technicians in clinical departments.

**9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff**

Promotion of employees is possible after meeting the criteria specified in the Rector's regulation. In the absence of internal candidates for the position of a professor, the Dean will announce an open competition for a position. Applicants were verified by the Departmental Personnel Committee, currently by the Academic Teacher Evaluation Committee (scientific achievements, reference letters). The committee prepares a report and a recommendation. The decision to hire a professor is voted by the University Senate. Initiative for hiring new employees comes from the heads of departments and clinics.

Later the Dean calls up a competition in accordance with the rules set out in the University Statute. For a new employee there is a probation period of up to 33 months.

Non-employee teaching academic staff (recruited from a group of specialists in their field) are employed under a civil law contract to carry out a certain number of teaching hours on application of the heads of departments (within the workload of hours held in the unit).

In the case of support staff, the initiative of employment comes from the heads of teaching units and clinics, within the scope of their vacancies.

**9.2. Comments**

The unit in charge for food-producing animals and herd health management could be empowered with new teachers who could advance the teaching process for the “From Farm to Fork” and “One health” concepts.

The number of veterinary technicians is not related with the number of clinicians.

**9.3. Suggestions for improvement**

It is suggested to:

- ) increase the staff in clinical sciences in food-producing animals, especially in the field of herd health management and One Health;
- ) hire more licensed veterinary technicians, especially in the VTH.

**9.4. Decision**

The VEE is compliant with Standard 9.

## **10. Research programmes, continuing and postgraduate education**

### **10.1. Findings**

#### **10.1.1. Brief description of how the research activities of the VEE and the implication of most academic staff in it contribute to research-based undergraduate veterinary education**

There is a vast range of researches carried out by academic staff, which covers a lot of aspects of veterinary sciences: biotechnology, proteomics in veterinary and human medicine, cancer immunology and therapy, modern alternative phage therapies in animal, pharmacokinetic research of new antibacterial and analgesic drugs in veterinary pharmacology, genomic variety of multi-resistant pathogens, general medicine and basic biomedical sciences.

Students are encouraged to use the database of staff publications to prepare reports, essays, presentations and case descriptions, and to participate in scientific circles under the supervision of academic staff (9 circles whose members take part in scientific conferences and seminars, festivals) or in scientific meetings of scientific societies open to students.

Scientific seminars targeted on clinical practice are organized by students involved in IVSA.

In the curriculum there is one obligatory course on laboratory animals and two electives on “Utility of molecular biology techniques in veterinary research and diagnostic” and “Genetic modifications techniques and gene therapy”.

There is an opportunity to apply for a position of research and didactic assistant and pursue a doctoral degree (4 years doctoral programme) at the University (12 PhD in 2018-2019 = PhD students and academic staff preparing thesis, objective 12/year in the next 3 years) but writing a scientific thesis is not mandatory nowadays.

The VEE does not participate in EBVS residency programmes.

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

No conflict is identified in relation to case management because enough patients are available. Postgraduate clinical trainees and doctoral students participate in the teaching of undergraduate students, some PhD applicants financed on private grants work on their own.

Continuing education is offered in several topics, e.g. “Veterinary radiology” (43 students in 2018-2019) and “Diseases of dogs and cats” (21 students in 2018-2019) but continuous education is optional for vets in Poland.

#### **10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the VEE**

All research, continuous and postgraduate programmes are approved by the FB and the Rector. Postgraduate studies are defined by the Commission of Postgraduate Studies of Veterinary Practitioners, Continuing Education and Specialization of the National Veterinary Council and European VETCEE standards, and are periodically assessed by UCDEQM (University Commission for Didactics and Quality Management).

Students and staff participate in these commissions.

## **10.2. Comments**

Globally the VEE fulfils the requirements of Standard 10.

Several research projects are going on in different departments, although there are quite few research activities and ongoing PhD programmes in FSQ and in Clinical Sciences.

The VEE does not manage the number of places offered on full-time doctoral studies, the decision being taken at the University level.

There is a general shortage of young veterinary scientists, which could be explained by the difference of salary with practitioners.

There is little participation of research staff in European research programmes and no participation in EBVS residency programmes.

## **10.3. Suggestions for improvement**

It is suggested to :

- ) boost the motivation of students for scientific research;
- ) increase the applications for public grants (with acceptable salary for researchers);
- ) increase the number of PhD grants allowed to the VEE;
- ) consider the opportunity to enter European Board Veterinary Specialization (EBVS) residency programmes;
- ) propose additional postgraduate training programmes.

## **10.4. Decision**

The VEE is compliant with Standard 10 except for Substandard 10.4.

The VEE is partially compliant with Substandard 10.4 because of very few formal postgraduate training programmes.

# **11. Outcome Assessment and Quality Assurance**

## **11.1. Findings**

### **11.1.1. Description of the global strategy of the VEE for outcome assessment and Quality Assurance (QA)**

The VEE has a so-called Book of Education Quality which contains the University's strategic goals, and translates them into the more specific goals and SWOT-based strategy of the VEE for the period 2019–2030 governing its operation and guiding its development. It also contains the educational quality policy, the areas of competence of decision making bodies, description of main processes, with instructions, procedures and the used forms, etc.

There are two levels (university, faculty) and directions (quality of education, quality of learning outcomes) of the Internal Education Quality Management System of the University of Life Sciences in Lublin. The University Commission for Didactics and Education Quality Management (UCDEQM) is appointed by the rector has two panels: the Education Quality Assurance Panel and Quality of Training (Learning Outcome) Assessment Panel. The responsible unit for the VEE's quality control is the Faculty Group for Quality Control (FGQC). It monitors three fields within the quality control system:

- work of the Faculty Commission for the Quality of Education (FCQE), which consists of the Vice-Dean as chairman, at least 5 academic teachers, a student representative, a doctoral student representative and one stakeholder. The tasks of the FCQE in the field of quality assessment, quality assurance of education and outcome assessment are detailed in the Book of Education Quality.

- work of the quality control team (also named Group for Quality Control) under the Discipline Board.
- clinical activity.

In the field of *education*, annual reports are compiled both on the university and the faculty level based on the assessment of outcomes of the educational process, and on surveys of student opinion of academic teachers and training, monitoring graduates' careers. These reports are available on the respective websites. An analysis of the findings and recommendations for remedial actions and improvement are submitted to the Dean, the Faculty Board and the University Commission of Didactics and Education Quality Management. There are Curriculum Committees for each field of study, which are entitled to modify the curriculum based on the analysis.

There are procedures and surveys which are conducted upon order 20/2020 of the Rector to gather feedback on the whole educational process at every level, also covering graduates after finishing their studies and later on, reflecting on the study programme and their careers. Besides, there is an ongoing analysis of documentation of modules, and periodic class inspections by the Dean and superior to assess teaching quality. Teachers' assessment by students is a survey in the Virtual Dean's Office system. Results are analysed and corrective measures taken by the Dean.

The *scientific activities* (including the quality of publications, the level of obtaining external financing and events – cooperation with industry and the environment) of the VEE are also monitored every four years. The level of funding from the Ministry of Science and Higher Education depends on the category achieved.

Scientific and educational activity of the staff is evaluated every 2/4 years. The absence of scientific achievement in two subsequent assessment periods may result in dismissal by the Rector. Results are sent to the Dean.

Quality of *clinical activities* is supervised primarily by the Clinic Supervisor, who is in contact with the FGQC. It covers the implementation of good clinical practice, patient satisfaction surveys and handling of complaints, monitoring patient records, finances, equipment, etc.

In accordance with the ESG standards, the VEE has policies and procedures in place controlling the whole educational process, and is subject of external audits also by the Polish Commission for Accreditation (PKA) which is a member of ENQA.

#### **11.1.2. Brief description of the specific QA processes for each ESEVT Standards**

**Objectives and organisation.** The VEE is embedded in the University, and has clearly defined strategic goals and short-term objectives, as well as an organisation with defined scope of authority and duties. The organisation for quality management is fairly complex. The tasks and competences in the field of education are well defined, and there are mechanisms for the regular management of the PDCA cycle in almost all fields of the VEE's functioning.

**Finances.** Financial planning is the Dean's responsibility. However, final decision about and management of financial resources belongs to the Rector/University. Efforts are made to gain external resources such as funds from the EU, the Ministry of Science and Higher Education, business partners which requires intensive work on all these relationships.



**Curriculum.** National and international standards (EAEVE, VetCEE) are followed, and the continuous development is provided for by the system of feedback, analysis and improvement. Flexibility in minor changes is also ensured. There are practical checks on the quality of teaching on all types of EPTs.

**Facilities and equipment.** Development is guided by the strategic plan. There is an annual survey of facilities and equipment, which is followed by gathering requests. Occupational health and safety and biosecurity issues are handled by the relevant unit of the University. Students and staff get regular and systematic training (also as part of the curriculum) in these fields. Regular checks are ensured. The VEE has a Biosecurity Strategy Development Team, and a Biosecurity strategy on the website with rules and hazards.

**Animal resources and teaching material of animal origin.** The Curriculum Committee is approving the use of animals in the educational process following regular consultation with the academic staff involved and students. Academic and support staff gets regular certified training in the use of animals for scientific and educational purposes and animal welfare. An Animal Carcass Disposal Unit was organised and registered to supervise disposal of animal cadavers.

**Learning resources.** The Curriculum Committee makes purchase suggestions for the Main Library, also regarding the number of available copies of an item. The graduate survey includes questions regarding library provision, which was so far considered satisfactory.

**Student admission, progression and welfare and Student assessment.** All procedures are clearly regulated and made public, and management of quality is ensured by the FCEQ.

**Academic and support staff.** Work regulations apply to all University employees. Information on a teacher's research, teaching activities, and publications can be found in the Teacher's Charter. There is a cyclic assessment of academic staff, both by their supervisors which includes inspection of classes, and by students. After the analysis of the results by the Dean and the FCQE, remedial programmes are proposed, if necessary. There is on-site training or external training for developing special competencies. Training in modern teaching methods is available for teachers. There are training opportunities for the support staff, and different awards to praise their achievements.

**Research Programmes, continuing and postgraduate education.** Students are involved in research within scientific circles, and are oriented towards evidence-based veterinary medicine (EBVM) in this framework. Excellent achievements are awarded also by the Ministry of Science and Higher Education in the form of scholarships. "Clinical Tuesday" seminars are organised by IVSA on proper clinical practice and the use of scientific research in veterinary practice. Postgraduate studies are supervised by state authorities, and are harmonised with the VetCEE standards. Researchers follow an ethical codex, and the use of animals is strictly regulated.

### **11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the VEE**

The Faculty Group for Quality Control plays an important role in the spread and deepening of quality culture by communications about the importance of QA, disseminating knowledge of the quality control system, popularizing participation in surveys, publishing documents and

information on the website of the VEE, etc. All documents are readily available on the VEE's website for the general public as well.

### **11.2. Comments**

The VEE has an integrated quality management system (QMS), covering all aspects of the activities. The management of the VEE is committed to QA, and is supported by a staff committed to the development of teaching activities and curriculum development, which is also manifested in the implementation of innovative methods of teaching, e.g. e-learning, and competition games in Biochemistry.

Since most of the staff and students are involved in some way or another in the quality management of the VEE, their awareness must be increasing. However, there must be a balance between the administrative burdens posed by the rather complex QMS, and the benefits experienced.

External stakeholders are members of the Curriculum Committee, thus have an influence upon the shaping of veterinary training. There is a manifold and effective collaboration with a wide network of local stakeholders, e.g. farms, practitioners, veterinary public health services.

### **11.3. Suggestions for improvement**

A formal operational plan or a shorter period of time specifying the objectives of the institution together with deadlines, responsible persons, resources would provide milestones for the VEE and offer orientation for the involved committees and the staff.

The owners of clients should have an easy way of making complaints.

### **11.4. Decision**

The VEE is compliant with Standard 11.

## 12. ESEVT Indicators



### ESEVT Indicators

Name of the Establishment:						
Date of the form filling:						
Calculated Indicators from raw data			Establishmen	Median	Minimal	Balance <sup>3</sup>
			values	values <sup>1</sup>	values <sup>2</sup>	
<b>I1</b>	n° of FTE academic staff involved in veterinary training / n° of undergraduate students		0,117	0,16	0,13	-0,009
<b>I2</b>	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		0,700	0,87	0,59	0,110
<b>I3</b>	n° of FTE support staff involved in veterinary training / n° of students graduating annually		0,271	0,94	0,57	-0,296
<b>I4</b>	n° of hours of practical (non-clinical) training		992,250	905,67	595,00	397,250
<b>I5</b>	n° of hours of clinical training		914,000	932,92	670,00	244,000
<b>I6</b>	n° of hours of FSQ & VPH training		330,000	287,00	174,40	155,600
<b>I7</b>	n° of hours of extra-mural practical training in FSQ & VPH		160,000	68,00	28,80	131,200
<b>I8</b>	n° of companion animal patients seen intra-murally / n° of students graduating annually		72,394	70,48	42,01	30,384
<b>I9</b>	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually		2,674	2,69	0,46	2,210
<b>I10</b>	n° of equine patients seen intra-murally / n° of students graduating annually		1,080	5,05	1,30	-0,218
<b>I11</b>	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually		11,204	3,35	1,55	9,659
<b>I12</b>	n° of companion animal patients seen extra-murally / n° of students graduating annually		1,684	6,80	0,22	1,461
<b>I13</b>	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually		9,385	15,95	6,29	3,090
<b>I14</b>	n° of equine patients seen extra-murally / n° of students graduating annually		1,032	2,11	0,60	0,437
<b>I15</b>	n° of visits to ruminant and pig herds / n° of students graduating annually		0,476	1,33	0,55	-0,071
<b>I16</b>	n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0,051	0,12	0,04	0,006
<b>I17</b>	n° of companion animal necropsies / n° of students graduating annually		2,731	2,07	1,40	1,331
<b>I18</b>	n° of ruminant and pig necropsies / n° of students graduating annually		0,244	2,32	0,97	-0,726
<b>I19</b>	n° of equine necropsies / n° of students graduating annually		0,082	0,30	0,09	-0,011
<b>I20</b>	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		3,333	2,05	0,69	2,640
<b>I21*</b>	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually		0,107	0,20	0,06	0,044
<b>I22*</b>	n° of PhD graduating annually / n° of students graduating annually		0,046	0,15	0,09	-0,042
1	Median values defined by data from Establishments with Approval status in April 2016					
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					

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

<b>Standard 1: Objectives and Organisation</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
1.1. The VEE must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, 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.	x		
1.2. The VEE must develop and follow its mission statement which must embrace all the ESEVT standards.	x		
1.3. 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.	x		
1.4. 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.	x		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.		x	
1.6. 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 timeframe and indicators for its implementation.	x		
<b>Standard 2: Finances</b>			
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.		x	
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	x		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
2.4. 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. Clinics must be run as efficiently as possible.	x		
2.5. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	x		
<b>Standard 3: Curriculum</b>			
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.	x		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	x		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	x		
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, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	x		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.		x	x
3.6. External Practical Training (EPT) are 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, herds visits, practical training in FSQ).	x		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	x		
3.8. The EPT providers must have an agreement with the VEE and the student (in order to fix 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.	x		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	x		
3.10. 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 or anonymously about issues occurring during EPT.	x		
<b>Standard 4: Facilities and equipment</b>			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	x		

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4.2. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	x		
4.3. 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.	x		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	x		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	x		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.		x	
4.7. The VEE's livestock facilities, animal housing, core clinical teaching facilities and equipment must: - ) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students - ) be of a high standard, well maintained and fit for purpose - ) promote best husbandry, welfare and management practices - ) ensure relevant biosecurity and bio-containment - ) be designed to enhance learning.		x	x
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the VEE can 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 and pigs, 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 the best available in the private sector.	x		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	x		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	x		
4.11. The VEE must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	x		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	x		
4.13. 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 in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.		x	
4.14. 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.	x		
4.15. 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.	x		
<b>Standard 5: Animal resources and teaching material of animal origin</b>			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.		x	
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	x		
5.3. 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 at the same standards as those applied in the VEE.	x		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	x		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	x		
5.6. 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.		x	
<b>Standard 6: Learning resources</b>			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. 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.	x		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	x		
6.3. The VEE must provide students with unimpeded access to learning resources which include scientific and other relevant literature, 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 innovations in learning resources.	x		
6.4. 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 via Virtual Private Network (VPN).	x		
<b>Standard 7: Student admission, progression and welfare</b>			

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7.1. The selection criteria for admission to the programme must be consistent with the mission of the VEE. 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		
7.2. In relation to enrolment, the VEE must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present VEE descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	x		
7.3. 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		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	x		
7.5. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	x		
7.6. 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		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be 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		
7.8. 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.	x		
7.9. 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		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	x		
7.11. VEE policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
7.12. 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, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	x		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the VEE.	x		
7.15. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with the ESEVT standards.	x		
<b>Standard 8: Student assessment</b>			
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		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	x		
8.3. Requirements to pass must be explicit.	x		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
8.5. The VEE must have a process in place to review assessment outcomes and to change assessment strategies when required.	x		
8.6. 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		
8.7. Students must receive timely feedback on their assessments.	x		
8.8. Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.	x		
8.9. 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 students 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		
<b>Standard 9: Academic and support staff</b>			
9.1. The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. 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 FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	x		
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.	x		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must 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.	x		

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9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	x		
9.5. 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.	x		
9.6. 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.	x		
<b>Standard 10: Research programmes, continuing and postgraduate education</b>			
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.	x		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	x		
10.3. All students must have opportunities to participate in research programmes.	x		
10.4. 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.		x	
<b>Standard 11: Outcome Assessment and Quality Assurance</b>			
11.1. The VEE must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	x		
11.2. The VEE must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.	x		
11.3. 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		
11.4. The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	x		
11.5. The VEE must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	x		
11.6. The VEE must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	x		
11.7. The VEE must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	x		
11.8. The VEE must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	x		
11.9. The VEE must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	x		
11.10. The VEE must undergo external quality assurance in line with the ESG on a cyclical basis.	x		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

## **Executive Summary**

The Veterinary Education Establishment (VEE) of Lublin was established in 1944 as part of the Maria Curie-Skłodowska University. In 1955, the VEE became part of the newly created Higher School of Agriculture, renamed in 1972 to the Agricultural University of Lublin, and in 2008 to the University of Life Sciences of Lublin. The formal name is now Faculty of Veterinary Medicine of the University of Life Sciences of Lublin (called the VEE in this report).

The first ESEVT Visitation took place in 1999 and the second Visitation took place in 2011 resulting in Approval status in May 2016.

The SER was provided on time and written in agreement with the SOP 2016. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. In agreement with the Exceptional Rules, an Addendum was also provided on time for explaining how the COVID-19 outbreak has affected the VEE and what actions have been taken to alleviate the impact of the lockdown.

Because of the restrictions to travel linked to the COVID-19 outbreak, the Visitation was postponed from October 2020 to April 2021 and four experts had to complete a remote Visitation, as agreed by ECOVE. Webinars were organised permanently between the onsite and remote members, who were allowed to see the intramural facilities via an excellent video and audio system and to discuss in depth with the relevant local colleagues.

Despite this difficult context, the Visitation was very well organised and was in agreement with the 'Exceptional Rules for ESEVT Visitations linked to the COVID-19 outbreak' and with the 'Minimum requirements concerning health and safety measures to protect ESEVT Experts' health and to prevent the spread of COVID-19', as adopted by ExCom in June 2020. The Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information, to organise the relevant meetings and e-meetings, and to ensure the health and safety of the Visitors.

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

- ) commitment of staff to teaching activities and curriculum development;
- ) high level of availability of staff to assist undergraduate students;
- ) strong support to the physical and welfare needs of the students;
- ) efficient recovery programme for subjects with more than 30% of failing in assessment;
- ) implementation of innovative methods of teaching, e.g. e-learning and competition games in Biochemistry;
- ) excellent new VTH with plenty of rooms for services, education and research;
- ) outstanding diagnostic equipment for companion animals, e.g. neurology, ophthalmology, diagnostic imaging, dermatology, cardiology, dentistry and endoscopy;
- ) efficient equine teaching farm for pre-clinical training in horses and ponies;
- ) efficient IT department, which has demonstrated its ability to use modern technologies for the purpose of this hybrid Visitation;
- ) effective collaboration with local stakeholders, e.g. farms, practitioners, veterinary public health services;
- ) effective collaboration with several European VEEs.

Additional commendations are described in the Visitation Report.



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

1. Partial compliance with Substandard 1.5 because of suboptimal organisational structure with numerous departments and sub-departments, which may negatively affect the cohesion of the study programme, the interdisciplinary collaborations and the optimal use of facilities and equipment;
2. Partial compliance with Substandard 2.1 because of suboptimal public funding, which doesn't sufficiently take into account the higher cost of veterinary training when compared to other professions;
3. Partial compliance with Substandard 3.5 because of suboptimal training in some subjects, i.e. anaesthesiology and analytical chemistry in food technology;
4. Partial compliance with Substandard 4.6 because of sub-optimal handling of pharmaceutical products and because of suboptimal safety measures in a few rooms;
5. Partial compliance with Substandard 4.7 because of sub-optimal recording of the use of teaching animals;
6. Partial compliance with Substandard 4.13 because of suboptimal isolation facilities for companion animals;
7. Partial compliance with Substandard 5.1 because of suboptimal number of necropsies in food-producing animals and absence of healthy pigs in the teaching farm for pre-clinical training;
8. Partial compliance with Substandard 5.6 because of no formal clinical recording in food animals patients;
9. Partial compliance with Substandard 10.4 because of very few formal postgraduate training programmes.

Additional suggestions for improvement are described in the Visitation Report.

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

1. Non-compliance with Substandard 3.5 because of insufficient clinical training in food-producing animals and insufficient integrated approach of herd health management, 'From Farm to Fork' and 'One Health' concept;
2. Non-compliance with Substandard 4.7 because of inadequate facilities, equipment and biosecurity and safety measures in the building (n°10) currently used by the Department and Clinic of Animal Reproduction.

**Glossary**

CC: Curriculum Committee

DO: Dean's Office

DOSD: Day One Skills Diary

EAEVE: European Association of VEEs for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee of Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

FB: Faculty Board

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FCQE: Faculty Commission for the Quality of Education

FGQC: Faculty Group for Quality Control

FQCS: Faculty Quality Control System

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

FVM: Faculty of Veterinary Medicine, University of Life Sciences in Lublin

ICPTA: Innovative Center for Pathology and Therapy of Animals

IT: Information Technology

ML: Main Library

MSHE: Minister of Science and Higher Education

NDESVetArcS: National Decree on Education Standards for Veterinary and Architecture Studies

NDESVet: National Decree on Education Standards for Veterinary

OIE: World Organisation for Animal Health

OSH: Occupational safety and health

PDCA: Plan Do Check Adjust

PKA: Polish Commission for Accreditation

PTCDO: Practical Training and Competence Development Office

QA: Quality Assurance

QMS: Quality Management System

SER: Self Evaluation Report

SOP: Standard Operating Procedure

UCDEQM: University Commission for Didactics and Quality Management

ULS: University of Life Sciences in Lublin

VDB: Veterinary Discipline Board

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

## **Decision of ECOVE**

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

1. Non-compliance with Substandard 3.5 because of insufficient clinical training in food-producing animals and insufficient integrated approach of herd health management, 'From Farm to Fork' and 'One Health' concept;
2. Non-compliance with Substandard 4.7 because of inadequate facilities, equipment and biosecurity and safety measures in the building (n°10) currently used by the Department and Clinic of Animal Reproduction.

The Veterinary Education Establishment (VEE) of the University of Life Sciences of Lublin is therefore classified as holding the status of: **NON-ACCREDITATION**.