VISITATION REPORT

To the Faculty of Veterinary Medicine, University of Zagreb, Zagreb, Croatia

On 17-21 April 2023

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Contents of the Visitation Report

Introduction

The Faculty of Veterinary Medicine (which is called the Veterinary Education Establishment (VEE) in this report) was founded in 1919 as the School of Veterinary Medicine in Zagreb. In 1924, the school was included as a faculty and a permanent member of the University of Zagreb (UNIZG). The VEE is the sole provider of veterinary education at all levels of higher education in Croatia.

The VEE was evaluated by ESEVT in 2003 and 2013. The VEE acquired approval status after a revisit in 2015 and was fully accredited after a Stage 2 evaluation in 2021.

The main features of the VEE are:
- The VEE is organised into four divisions, in addition to the Veterinary Teaching Hospital, Research-Based Teaching Centres, and Administration
- The veterinary study programme is provided as an Integrated Undergraduate and Graduate University Study (IUGS) of 12 semesters
- Identical study programmes are offered in Croatian and English (from 2016/17)
- An average of 170 students are admitted to the veterinary programme each year, of which 35 students enrol in the English course
- National reference laboratories are accredited according to ISO 17025
- The facilities of the VEE consist of a mixture of older buildings, which are categorised as architectural heritage, and newer buildings.
- Several buildings were partially damaged by the 2020 earthquakes, resulting in significant needs for renovation

The main developments since the last Full Visitation are:

- Establishment of a Committee for Biosecurity and implementation of several biosecurity measures
- Establishment of an Office for Quality Assurance
- Launching of an IUGS in English
- Completion of the isolation unit
- Establishment of the Veterinary Teaching Hospital
- Modernization of the Ambulatory Clinic
- Establishment of a Clinical Skills Lab

The Visitation has followed the SOP 2019 (as amended in September 2021). Adjustments made in the learning and study processes due to the exceptional situation of COVID-19 in 2020 and 2021 were explained in an addendum to the Self-Evaluation Report (SER).

Area 1. Objectives, Organisation and QA Policy

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

1.1.1. Findings
The mission and vision of the VEE as the only veterinary scientific and educational institution in the country are to excel in five domains: veterinary education, scientific research, professional work, lifelong learning and international cooperation.
Veterinary medicine in Croatia is a regulated profession. The programme is subject to national and European regulations and complies with the Standards and Guidelines for Quality Assurance in the European Higher Education (ESG).
The study programme lasts 12 semesters and is offered in both Croatian and English. The English programme started in 2016 and can accommodate 35 students. 135 domestic students can enter the Croatian study programme yearly. Both language variants of the programme are completely identical in terms of curriculum, implementation and QA standards. The reason for offering both programmes is the internationalisation of the VEE, with an aim of intensifying cooperation with foreign VEEs and attracting students from the EU area.

1.1.2. Comments
None.

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The VEE is compliant with Standard 1.1.

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

1.2.1. Findings
The university was founded in 1669 and has 31 faculties and 3 academies with a total of 70,000 students.
The VEE is allowed to implement 20% of programme changes. Changes that exceed 20% must be presented to the university Senate. The university is supervised by the national Agency for Science and Higher Education. Final confirmation is given by the Ministry of Science and Education.
The university is led by four governing bodies: The rector is elected by the Senate for a period of four years; the Senate consists of the rector and the vice-rectors appointed by him/her, and the deans of all faculties and academies; the Rector's Collegium consists of the rector, the vice-rectors and seven heads of scientific areas; the University Council is a counselling body consisting of 12 members, six of whom are appointed by the university and six by public bodies such as parliament, the chamber of commerce and the municipality. The University Council meets every three months and discusses the activities of the university.
At faculty level, the dean and the vice-deans make out the Dean's Board. Together with the heads of divisions, a student representative (of the faculty) and a student-advisor of the dean are the Extended Dean's Board.
The VEE has four divisions: Basic & Pre-clinical Sciences Division, Animal Production & Biotechnology Division, the Veterinary Public Health & Food Safety Division and finally the Clinic Division. At the head of each division is a Division Head. Each division consists of a number of units headed by a Unit Head.
The Head of the VTH is elected by the VTH Collegium and confirmed by the Faculty Council for a period of three years (renewable once). The VTH Collegium consists of the heads of the units within the VTH. The VTH Collegium meets at least once a month.
The student representatives are in the Committee for the IUGS programme, the Student Disciplinary Committee, the Quality Management Committee and the Media Relations Committee. In the Faculty Council, students represent almost 15% of the total number of council members. Also, students have the possibility to impose a suspensive veto on the decisions of the Faculty Council in every issue related to study programme/students, and to direct the Faculty Council and the faculty management to review the decisions with which they are not satisfied. Every study has its own student representative that can convey issues to the student representatives from the respective committee.
The management of the VEE is carried out by the Faculty Council, which is the main decision-making body.
The VEE is managed through 21 committees and councils of which there are 11 Faculty Council committees, three Faculty Council councils and seven temporary committees established by a decision of the dean.
One of the 11 Faculty Council committees is the Quality Assurance Committee, which

exceptionally consists of nine instead of seven members as for all other committees. The dean proposes all the members as provided by the Quality Assurance Manual of the Faculty of Veterinary Medicine and the Regulations on the Quality Assurance System at the Faculty of Veterinary Medicine. A president is elected amongst the members during the constituent meeting. One student is member of this committee.

A Council for Specialist studies in Croatian and a Council for Specialist studies in English are appointed by the Faculty Council at the dean's proposal.

The Doctoral Study Council manages the Doctoral studies in Veterinary Science as permanent council of the Faculty Council.

Collaboration with other VEEs is demonstrated by the VEE's membership of VETNEST & CEEPUS. Furthermore, there are active bilateral contracts for exchange of students with EU VEEs (ERASMUS+) and VEEs around the world.

1.2.2. Comments
None.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

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

1.3.1. Findings
A strategic plan for the period 2023-2027 was adopted by the Faculty Council on 13 July 2022. An updated SWOT analysis has been created in accordance with the UNIZG regulations, newly elected Dean's programme, and based on the QA assessment.

The strategic plan is built around five important themes: Educational activity; Scientific activity, Financial operations, HR operations and Quality Assurance.

1.3.2. Comments
The strategic plan and the operating plan are in agreement with the ESEVT SOP requirements.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The VEE is compliant with Standard 1.3.

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

implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

A clear quality culture is present and developed for all domains of the faculty's working as described by the 'Regulations on Quality Assurance' and the 'Quality Assurance Manual – ISO 9001:2015'. The quality structure mainly consists of three main bodies: The development, implementation, execution and monitoring are the tasks of the Quality Management Committee (Quality Assurance Committee). This committee consists of minimum seven members (but nine at the time of the visit), including one student representative. The committee also works closely with the Quality Management Board of the UNIZG, the Quality Management Office of the University of Zagreb, the Agency for Science and Higher Education and internal and external stakeholders in the quality assurance system. It is directed and supervised and approved by the Faculty Council. The committee is assisted in its functioning by the Quality Assurance Office. At the request of the dean, the Faculty Council can appoint a working group to assist the Quality Management Committee in the preparation and implementation of QA related activities.

The Quality Assurance Committee was already founded in 2007, albeit under a different name and the vice-dean for Quality Control since 2008, then also under a different name. In 2018, a Quality Coordinator was appointed in each unit, as the person facilitating communication between the vice-dean for quality and all faculty staff.

The Quality Assurance Committee is obliged to draw up an annual plan and a long-term plan. The yearly report is submitted to the UNIZG and the Agency for Science and Higher Education after approval by the Faculty Council. According to ESG standards, every five years the Agency for Science and Higher Education conducts an evaluation of the study programme in the process of re-accreditation of higher education institutions and study programmes (last conducted in 2022), and it performs an external independent periodic assessment of the internal quality assurance system (audit last conducted in 2018). After re-accreditation, every two years the Quality Assurance Committee has to submit a report to the Agency for Science and Higher Education. Six months after reaccreditation a five-year activity plan has to be sent to the agency after approval of the Faculty Council. The Agency for Science and Higher Education was founded in 2005 in order to establish a Croatian System for QA in higher education and science, in line with the requirements of ESG.

The most important policy documents for both internal and external stakeholders to guide the for the improvement of quality and to keep the overview of all the measures taken at university and faculty level to guarantee quality are the Quality Policy and the Quality Assurance Manual (QA Manual) that are available at both university and faculty level. The QA Manual contains a list of standards, objectives, activities and examples of good practice for each area of QA.

The purpose of the QA system is to establish the principles, criteria and procedures for quality assurance, according to the provisions of the Act on Quality Assurance in Science and Higher Education, the Statute of UNIZG, the Regulations on the Quality Assurance System at the UNIZG, the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the current regulations of the Republic of Croatia and ISO norms and standards.

All internal and external stakeholders involved in education, in particular related to student participation, scientific work and administration participate in the development and implementation of the QA system of the VEE.

All aspects that are part of the VEE are subject to the QA culture: Design and approval of

programmes, student admission, progression, recognition and certification; student centred learning, teaching and assessment in order to achieve the learning outcomes and aims of the study programme; teaching staff; learning resources and student support; information management; public information; ongoing monitoring and periodic review of programmes; cyclical external quality assurance; scientific research and professional activities; mobility, international cooperation and internationalisation. The Quality Assurance Committee develops and monitors appropriate indicators for each of these elements. Continuous repetition of "plan-do-check-act" activities for each identified process creates the preconditions for achieving the ultimate goal, which is continuous improvement of overall system efficiency.

Communication related to the basic activities of the VEE to employees, students and other stakeholders is ensured by the monthly meetings of the Faculty Council and publication of its minutes on the website.

QA of teaching, study programmes and other activities is monitored through periodical internal and external supervision and evaluation, especially by the national Agency for Science and Higher Education, EAEVE, and Bureau Veritas as the international company that provides certification of management systems. At the VEE, the Croatian branch of the Bureau Veritas was selected as the external audit provider for the ISO 9001 system. Scientific research, international cooperation, administrative work, and organisational management are annually certified to standard ISO 9001:2015, accredited laboratories by standard ISO 17025.

1.4.2. Comments
Due to the multitude of QA documents and procedures, there is the significant possibility for external auditors to get lost in the complicated organisation. A robust simplification of the existing elaborate and fragmented QA procedures and systems will lead to the QA system being easier to manage and supported by all stakeholders.

The enthusiasm and will toward excellence of the members of the Quality Assurance Committee are commendable!

1.4.3. Suggestions for improvement
None.

1.4.4. Decision
The VEE is compliant with Standard 1.4.

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

1.5.1. Findings
The VEE's website is the most important form of communication with society. Social media and printed material complement this. All publicly available information is managed by the Media Relations Committee, established in 2016.

Clients can complete a 'Customer Satisfaction Form' if they want to. A complaint form is also

available.

The VEE annually collects data on the employability of its students and passes it on to the Agency for Science and Higher Education, which monitors employability at a national level.

Each year, data from the Croatian Veterinary Chamber and the Croatian Employment Service are analysed to determine the enrolment quotas (for the Croatian programme), which are subsequently determined by the Faculty Council.

The VEE also offers various forms of continuing education such as doctorate, specialisation courses and initiatives for lifelong learning. All relevant information can be found on the website. An Alumni association was founded in 2012. It assists with the employment of unemployed members and connects the members in order to cooperate on scientific-teaching and professional-teaching tasks. In the next five-year period, the VEE plans to pay more attention to the activities of the alumni association, with the aim of establishing more intensive cooperation with alumni around the world, as well as strengthening cooperation with VEE alumni who achieve significant professional results in Croatia.

ESEVT status and previous SER and VR are publicly available on the VEE's website.

1.5.2. Comments
Although the visitation team experienced a strong connection with the profession and stakeholders, this involvement could benefit from the elaboration of a formal stakeholder advisory committee in whose meetings recent developments in veterinary medicine, which could have an effect on veterinary education, can be discussed in a structured way.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The VEE is compliant with Standard 1.5.

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

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

1.6.1. Findings
The strategic plan 2023-2027 was submitted to the units, the students and the stakeholders for amendment before it was approved by the Faculty Council. QA has been and will be used as a strategic management tool. External evaluations have been carried out. The QA policy is the basis for the implemented QA system. It is published on the website so that all employees, stakeholders and the public can take note of it.

The QA system ensures that all processes are monitored on a regular basis and adjusted where necessary.

6.2. Comments
None.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The VEE is compliant with Standard 1.6.

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

1.7.1. Findings
The VEE was approved by the ESEVT in 2016 and accredited in 2021.
A whole series of measures with regard to the improvement of biosecurity/biosafety have been taken.
The Office for Students with Disabilities was set up at university level for disabled students. Student representatives were appointed with the task of expressing needs, proposing activities and evaluating what has been done for students with disabilities. At Faculty level, a student and a professor were appointed as coordinators for students with disabilities. Furthermore, a strategic plan is being prepared to make the main building accessible to students with a disability. An adapted and mobile vehicle (Liftkar) was made to allow access to all buildings of the VEE by people with a job disability.
In the clinic, responsible persons were appointed to better administer and monitor pharmaceuticals, reagents and other substances with a shelf life.

1.7.2. Comments
By defining clear indicators, the strategic plan 2023-2027 will be an important tool in achieving the predetermined goals and the implementation of planned activities, also with regard to QA.
Two recently adopted laws (Act on Scientific Activity and Higher Education and Act on Quality Assurance in Higher Education and Science), together with the renewed university statute (expected in April 2023), will result in the revision and adjustment of the current regulations on university and faculty level.
In 2020, the faculty buildings were severely damaged by two earthquakes. This presented the faculty with serious challenges regarding the provision of financial resources, renovation and planning to relocate activities.
The EU Solidarity Fund (EUSF) released € 11 million with which the VEE will carry out renovation and improvement in the next two years. The educational activities will not be interrupted in any way during the reconstruction period.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings
The VEE is essentially financed by the Ministry of Science and Education through the state budget, although other institutions also contribute to its funding, such as the Ministry of Agriculture and the Croatian Foundation for Science. There is autonomy and flexibility in the application of revenues generated by the VEE. The allocation of these revenues is decided by the dean, according to the proposals of the heads of department and the financial plan. The state only subsidises Croatian language study programmes. Sources of revenues for the VEE are the English study programmes that are completely funded by students, the same with postgraduate and doctoral studies in the veterinary sciences, in this case there may be the participation of veterinary organisations. In addition to these, the VEE expects to generate more revenue stemming from the provision of various services, the organisation of specialised courses and conferences and application for international and national projects. There is an annual positive balance between expenditures and revenues, except in 2019/2020.

2.1.2. Comments
None.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.
The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings
Most of the revenue generated by the VEE results from the activity of the VTH, and a portion is assigned to clinical and field services, to the purchase of equipment and to the reconstruction of buildings. The financial autonomy of the VEE depends on UNIZG's financial plan. The VEE's expenditure on its functioning, maintenance and salaries of teaching staff is higher than the funds allocated by the State Budget. Thus, the expenses for the maintenance of the facilities and equipment are covered by the college's own revenues.

2.2.2. Comments
None.

2.2.3. Suggestions for improvement
See 4.5.3: The addition of MRI to the range of imaging services would meet a clinical need and make the VEE a market leader in the evolving small animal clinical practice environment.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
The Accounting office releases information relating to the financial activity of the college, which is verified by the Dean and sent to the stakeholders. Annually the college funding plan must be submitted to the Faculty Council for approval, and sent to various external entities. The 3-year financial plan that focuses on invests in equipment and teaching resources is approved by the Faculty Council. The digitalisation of all activities, the renovation of facilities for patients, students and staff, and the replacement of equipment and vehicles depend on financial capacity. Due to the earthquake damage, for the next 3 years the investment will be in the renovation of buildings and energy efficiency.

2.3.2. Comments
None.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

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

3.1.1. General findings

3.1.1.1. Findings
The veterinary profession is a regulated profession in Croatia. The VEE has an Integrated Undergraduate and Graduate Study (IUGS) programme, it is not divided into a bachelor and master

phase. It is based on the principles defined in Directives 2005/36/EC, 2013/55/EU, ESG of the European Higher Education Area and the national law. The curriculum aims to reach the Day One Competences approved by the European Coordination Committee on Veterinary Training (ECCVT). The programme consists of 12 semesters, it is adapted to the ECTS credit system, and students can collect a total of 360 credits. Competence-based learning outcomes are defined in the syllabi of the different subjects. The teaching is subject oriented, however, the three study tracks from the 10th semester (Small Companion Animals; Farm Animals and Horses; Food Hygiene and Veterinary Public Health) give the opportunity to a certain level of species-oriented training. Integration of several external bodies into teaching makes the programme wider. The curriculum and teaching are student-centred, and an effective mentor programme helps the progression of the students. All subjects mentioned in the EU Directives and the SOP of ESEVT are included in the curriculum, some of them are integrated in other ones. The curriculum is under the control of the VEE; its Programme Committee revises the program once a year, and with the support of the Quality Assurance Committee, the Faculty Council and the University of Zagreb accept it. Minor amendments are initiated by course leaders or unit heads, and they have to be approved by the Faculty Council. Regular feedback from students, teachers and stakeholders helps with the cyclical evaluation of the curriculum. Completion of courses of basic sciences and clinical sciences prepares the students for clinical rotations. Several electives of three types are offered by the VEE; they are in close connection with the tracks. Type 1 electives can be chosen by any student; Type 2 electives are compulsory in the elected study track; and Type 3 electives are also related to tracks. Enrolment to Type 1 elective subjects is based on first come, first choice principle. Attending lectures and practicals with a limited absence is compulsory, this is regularly checked. Defending a diploma thesis is a prerequisite for graduation from the VEE. A study programme has also been offered in English since 2016, identical with the Croatian version.

3.1.1.2. Comments
None.

3.1.1.3. Suggestions for improvement
It is suggested to continue to enhance the traceability of Day One Competences by integrating them better into the program learning outcomes.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
All basic subjects and basic sciences mentioned in the SOP of ESEVT are in the curriculum of the VEE, some of them are included in other subjects. They are taught in the form of lectures, seminars, supervised self-learning and practicals; their amount is sufficient, and the proportion between the subjects is correct.

3.1.2.2. Comments
None.

3.1.2.3. Suggestions for improvement
None.

3.1.2.4. Decision
The VEE is compliant with Standard 3.1.2

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

3.1.3.1. Findings
The aspects of the clinical training in both programmes are delivered as an integrated combination of compulsory elements in years 1-4 and a mixture of compulsory and track elements in years 5 and 6. The Small Companion Animals track is one of three tracks available and is designed to deliver learning outcomes related to companion animals and exotic pets. Opportunities for focusing on equine matters are found in the Farm Animals and Horses track.
In the study tracks, intensive hands-on clinical training and problem-based learning in small groups are the focus of delivery, and real and complex problems from everyday professional life are analysed. Furthermore, students are involved in seminars, practical work and discussions about scientific issues, and they make research-based decisions about further procedures.
In years 1–4, the clinical sciences of companion animals are delivered as part of an integrated multispecies curriculum, with more visibility in the tracking years. In the overall curriculum, the time dedicated to these subjects (excluding horses) is 5465 hours.
The delivery across the programmes is through a range of teaching modalities, giving both a theoretical training and exposure and supervised involvement in clinical activity through the VTH and the AC. Exotic and zoo animals are accepted as patients into the VTH both as routine and through the emergency service.

3.1.3.2. 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 companion animals. The inclusion of exotic and zoo animals as routine clients of the VTH, including its Out of Hours service, means that student exposure to these species is notable.

3.1.3.3. Suggestions for improvement
None.

3.1.3.4 Decision
The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings
From the 1st to the 4th semester, students are in contact with production animals, either those available at the VEE facilities or during farm visits in the form extramural studies in the following subjects: Introduction to Veterinary Medicine, Zoology, Environment, Animal Behaviour and Welfare, Animal Breeds Characteristics, Basic Animal Nutrition, Domestic Animal Physiology, Animal Breeding and Production. In the 7th and 8th semesters, students are included in clinical

subjects through lectures and laboratory exercises in reproduction, neurology, orthopaedics, ophthalmology, anaesthesia, etc. Clinical rotations are undertaken in small groups of students per teacher (from four to six), also for night shifts and ambulatory clinical subjects. In the 9th, 10th, and 11th semesters, students are trained to apply knowledge, skills, and competences in: preventive medicine, epidemiology, analytical skills, maintaining prescribed documentation, and making appropriate treatment plans and treatment management in the interest of patients related to subjects Herd Health and Veterinary Epidemiology. Students perform ambulatory clinical work, including examination, diagnostics, therapy, and general patient care, under teacher supervision and are able to improve their practical and clinical skills and acquire their first clinical experience in the field. Students are required to describe all cases in the Ambulatory Clinic Logbook.

At the VTH, apart from companion animals, they receive horses, mainly from referral cases, and a few special cases of ruminants. Most of the farm animals are visited on the farms in the ambulatory clinic and herd health. Ambulatory clinic and herd health are included in the extramural clinical rotations during the 10th and 11th semesters. Sixty external practitioners and the VTH staff are engaged in ambulatory clinical activities. Six to eight students participate in each visit. In the Herd Health subject, students visit animal farms and undergo special training in herd health services such as herd visits, herd testing, necropsies, diagnostic/laboratory tests, and documentation. In clinical rotations, students are trained in herd health management and practical skills, e.g., transrectal palpation, pregnancy diagnostics by ultrasound, blood and milk sampling, and herd data analysis. The clinical training and the ambulatory clinical and herd health training are evaluated by student-teacher interaction, case presentations and discussions by students, signed logbook, and analysis of herd health with a presentation by students.

Those students that choose the track of Farm animals and horses have the subject called Diseases and treatment of farm animals II, where they spend 100 hours: 13 theoretical, 30 in seminars, 10 in supervised self-learning and 47 hours (4 weeks) in clinical animal work that is performed mainly in the Ambulatory clinic.

3.1.4.2. 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.

Preclinical training in food producing animals is carried out with the animals that the VEE has in the faculty and mainly in the farms that the University has an agreement with. Clinical classes are implemented in the 9th, 10th and 11th semesters in the clinical rotation. The students have the opportunity to visit a significant number of cattle and small ruminant farms in the clinical rotations. In addition, and despite the threat of African swine fever and avian influenza, they currently carry out clinical training in pig and poultry farms, where they acquire the basic notions for these species.

3.1.4.3. Suggestions for improvement
None.

3.1.4.4. Decision
The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings
To the subject Food Safety and Quality, Veterinary Public Health has added the principles of One Health Concept with compulsory and elective subjects. In the 9th to 11th semester of this area of the study programme students are taught veterinary legislation, including official controls and regulatory veterinary services; forensic medicine and certification; control of food, feed and animal by-products; zoonoses; food hygiene and food microbiology; and food technology. Each student takes 536 curriculum hours in Food Safety and Quality, Veterinary Public Health and One Health Concept; students that selected the VPH track must enrol plus 230 hours of Type 2 electives and 144 hours of Type 3 electives.

The 48 hours of practical extramural clinical rotations within the frame of VPH Take place in slaughterhouses (ruminants, pigs and broilers), meat processing facilities, dairies (cheese production), Zagreb market (fish and traditional food) and laying hen farms with egg packaging. In slaughterhouses, students in groups up to six under the supervision of official veterinarians and teachers attend *ante mortem* examinations and *post mortem* meat inspection. For that practical training the VEE has signed agreements of cooperation with nine slaughterhouses, food processing facilities and cheese making facilities.

During the 57 hours of intramural clinical rotations in food hygiene, students in groups of 10 per teacher have classes in the laboratories of the VEE where they have practical training on animal products from the local market (meat, dairy products, eggs, fish and shellfish) and exercise in the writing of protocols.

The discipline of wildlife and its integration into the curriculum as an elective discipline of the VPH track allows students to become aware of the zoonoses and diseases that affect wild animals which are transmitted to domestic animals. This is important in order to preserve Public Health.

3.1.5.2. Comments
Attention to wildlife and zoo animal medicine is a distinctive feature of the VEE giving students the possibility to probe more deeply into this subject beyond standard requirements.

3.1.5.3. Suggestions for improvement
None.

3.1.5.4. Decision
The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings
The VEE confirmed that subjects connected to Professional Knowledge are included in the curriculum within other subjects such as professional ethics and communication, animal health economics and practice management, clinical practical training in common animal species, Herd health management and veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification. Additional experience related to professional knowledge is gained during the EPT activities, during which the students are directly in contact with the practice environment and clients.

During discussion with students, it was confirmed that they have a clear understanding of the ethical and legal responsibilities of the veterinarian in relation to animals, the environment, clients, and society. Students are aware of the veterinary business landscape and of the different options

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for their future professional career pathways.

Based on discussion with the external stakeholders (i.e., veterinary chamber representatives and practitioners), it was confirmed that the new graduates are very much committed to lifelong learning and professional development and well aware of the need of recognising personal and professional limits and how to seek professional advice and support when necessary.

3.1.6.2. Comments
The description on how the learning objectives related to professional knowledge are included in the curriculum was not clearly explained in the SER. The effective connection with the veterinary profession was noted during the visitation.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

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

3.2.1. Findings
The veterinary study programme of the VEE specifies the qualification and refers to the National Qualification Framework.

The Croatian Veterinary Chamber, as a professional association of veterinary doctors and veterinary technicians, in charge of regulating the veterinary profession, approves the professional standard and qualification standard for the profession of veterinary doctor as offered by the VEE.

The 10 learning outcomes comply with the Day One Competences (D1Cs) required by EAEVE/ESEVT. They were drawn up by experts and practitioners and are assessed by means of formative and summative tests. The learning outcomes are subject to continuous review and improvement through constant feedback from internal and external stakeholders and assessment results.

To make the program as student-oriented as possible, the VEE works with problem-based education in small groups. Early clinical experience and research-based cases and presentations advance scientific discourse. Professionalisation of teachers and good mentoring of students ensure interaction and feedback. Students are encouraged to undertake self-directed learning through continuous monitoring of their activities through assessment elements. Involvement in routine work on individual cases together with planned time for self-directed learning ensures the

preparedness for a commitment to a future of self-directed learning.

Within the courses, tests, assignments and questions are provided via the Learning Management System.

A 3D atlas of horse legs and an anatomical model of a dog skull support the biomechanical principles, anatomy and organogenesis of domestic animals in the first two years of the study.

The VEE also has a museum collection of the Unit of Veterinary Pathology, the Unit of Forensic and Judicial Veterinary Medicine, the Unit of Animal Breeding and Livestock Production, Working Collection of Protected Animals, Unit for Biology and Pathology of Fishes and Bees, the Unit of Veterinary Biology and Unit of Game and Wildlife and virtual collection.

Activities in the Clinical Skills Lab, established as part of the VEE clinics, continue the process of improving the learning resources. In addition to theoretical and practical training, the use of animal models is facilitated by mentors, student tutors, and additional instructions for self-learning.

Within the veterinary programme, 10 ECTS can be obtained through extracurricular activities related to the study after approval by a committee. These extra-curricular activities are subject to fully detailed regulations and an application procedure that the student must submit. Earnings from extracurricular activities are also included in the diploma supplement.

Foreign students from within or outside Europe can study at the VEE for a short or longer period of time through the Erasmus exchange programme.

Life-long-learning is promoted throughout the programme.

Within the VEE, there is a Committee for lifelong learning that is actively involved in registering and providing courses for professional training and qualifications in coordination with Croatian Veterinary Chamber. Veterinarians undergo compulsory permanent training and need to gain sufficient points (30) every fifth year to prolong their licence for veterinary practice. The veterinarians that prolong their licence for 5th time must collect 15 points. Points can be collected by actively participating in workshops, lectures, and courses provided by Croatian Veterinary Chamber or the VEE in coordination with the chamber.

3.2.2. Comments
None.

3.2.3. Suggestions for improvement
None.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

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

3.3.1. Findings

The study programme complies with the national requirements, the European directives 2005/36 and 2013/55 (which was confirmed by the Ministry of Science and Education), the D1Cs of the EAEVE/ESEVT and the standards of the ESG.

During the last national accreditation by the Agency for Science and Higher Education in 2022, the compatibility of the learning outcomes of the IUGS programme at the level of individual subjects was analysed. This resulted in 10 learning outcomes of the study program. The learning outcomes correspond to the descriptions of the Croatian Qualification Framework level, in accordance with the provisions of the Act on the Croatian Qualification Framework. The framework recognises the same levels of qualification as the European Qualification Framework.

During the development of the curriculum, the 10 learning outcomes of the programme were the basis for establishing professional competences, which are acquired through courses. Course objectives are defined for every subject in the pre-clinical and clinical education. The D1Cs were fitted into the programme learning outcomes. Methods of teaching and assessment are aligned with the learning outcomes. Comprehensive subject evaluation with annual revision of the IUGS programmes ensures that the curriculum goals are met, enabling the goals of training and qualification profiles to be continually adjusted to changes in social demand, thereby increasing the employability of graduates.

Evaluation is performed at several levels:
- At the end of every semester, anonymous feedback is provided about teachers and subjects through student surveys on the Higher Education Institutions Information System online evaluation platform. Student assessment through surveys is a criterion for promotion of staff. For promotion, two positive evaluations in five years are necessary.
- During the academic year, surveys on clinical training are conducted.
- After graduation, a student survey takes place that concerns the entire study programme.
- EPT providers of extramural teaching evaluate the study programme through annual surveys.
- Individual student feedback, class representative feedback, student representative reporting to the Quality Assurance Committee, suggestions of the external stakeholders such as veterinary practitioners, evaluation of individual subjects based on learning outcomes, evaluation of the curriculum based on ability checks, exams and student monitoring.

Students are closely involved in curriculum changes. They can have meetings with teachers to discuss specific problems in their studies and are invited to give suggestions and opinions. They can take part through their representation on the IUGS Programme Committee, Quality Assurance Committee, Faculty Council and Faculty Senate.

Finally, the curriculum and study guides are included in the website and in the Information Package (complete course catalogue). Stakeholders also find information through the Higher Education Institutions Information System and MOZVAG (an information system to support the evaluation of study programmes and higher education institutions).

3.3.2. Comments

None.

3.3.3. Suggestions for improvement

The team observed a strong influence of Croatian legislation in the learning outcomes of the programme. A competence matrix was presented with cross-reference of learning objectives of the

courses and the 10 learning outcomes. The VEE has made a significant effort to incorporate the D1Cs into the learning outcomes of the program. Still, the committee recommends making the integration of the EAEVE/ESEVT D1C in the curriculum more visible and traceable.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:
- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings
UNIZG study programmes are subject to strict regulations, in particular Regulation on the IUGS programme, Regulations on the Study Program Assessment Procedure of University Undergraduate, Graduate, Integrated Undergraduate and Graduate, and Vocational Studies at the UNIZG and Regulations on Quality Assurance, for assessment regarding implementation and modification.

Yearly meetings are organised to detect problems with the study programme or to propose adjustments to the learning outcomes. The meetings are attended by mentors, student mentors, the Student Union, the vice-dean for IUGS, vice-dean for IUGS in English and lifelong learning and students, and an administrator from the Student Office.

Student surveys are the basic tools for noticing problems in the curriculum. At the end of every semester, anonymous feedback is provided about teachers and subjects through student surveys on the Higher Education Institutions Information System online evaluation platform. Even the EPT providers of extramural teaching evaluate the study programme through annual surveys.

The Quality Assurance Committee can propose changes to the course leader.

Drastic changes in the curriculum ($> 20\%$) must be approved by the Faculty Council and submitted to the UNIZG Working Group for Study Programmes.

Learning outcomes for every course are determined by the lecturers and the course leader.

Curriculum changes are communicated to stakeholders, staff and students through the respective committees. In addition, it is announced online and is also available via the Information Package (including the full Course Catalogue).

3.4.2. Comments
None.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings
The EPT programme foresees eight weeks (244 hours) of compulsory activities undertaken during the 6th year in one continuous period. It is conducted individually in selected veterinary clinics, at the Croatian Veterinary Institute in Zagreb and in the Ministry of Agriculture. Evidence of activities conducted during EPT is recorded in specific logbooks. Mentor supervision is confirmed by the evidence that each activity is checked with date and signature. Interviews with EPT mentors confirmed their strong commitment to supporting students to complement their academic education with additional teaching on what is needed to start their post-graduate career.

3.5.2. Comments
Even though the VEE did not report a clear description on how EPT complements (but not replaces) the academic clinical training, sufficient information to support the fulfilment of the requirement were collected during the interviews.

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The VEE is compliant with Standard 3.5.

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

3.6.1. Findings
Interviews with EPT mentors confirmed that to become a cooperating institution for EPT, the veterinary organisation must apply to the EPT liaison officer of the VEE. Practitioners need to be members of the Croatian Veterinary Chamber. Once approved, an individual Collaboration Agreement is signed between the organisation and the VEE. A concise guide of the process of

teaching, as well as duties and rights of students and mentors are reported in the student logbook and in a specific document available on the VEE web page (EPT mentor document). The list of the EPT volunteer instructors is published on the VEE's website. The EPT provider evaluates the student's knowledge, ethics, and teamwork skills at the end of the EPT period and records the assessment in the student logbook by answering specific questions. D1Cs are clearly stated in the logbook.

The EPT providers confirmed that the VEE organises meetings and surveys to collect feedback and suggestions and strengthen the connection between EPT volunteer instructors and the VEE. The member of the academic staff in charge of overall supervision of the EPT is clearly identified and the EPT mentor's interview confirmed that the relationship between the veterinary practice and the VEE is very close. This is also due to the VEE being the only VEE in Croatia and most of Croatian veterinarians have personal relationships with VEE teachers and staff.

3.6.2. Comments
None.

3.6.3. Suggestions for improvement
None

3.6.4. Decision
The VEE is compliant with Standard 3.6.

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

3.7.1. Findings
Student logbooks were checked during the EPT institution visit. The records were completed as required by the students. Case descriptions were accurate and included the identification of the patient, the anamnesis, diagnostic evaluation, therapy and follow up. Descriptions of activities performed at the Croatian Veterinary Institute in Zagreb and in the Ministry of Agriculture were checked as well. The VEE confirmed that foreign students may conduct EPT activities in their countries and record their activities in a student logbook having similar requirements to those used for EPT conducted in Croatia. Logbooks are reviewed by the VEE student supervisor and stored in the student file. students' interviews confirmed that they are well aware of the process and of their responsibilities to ensure clear and complete record keeping. Students are also aware of the safety measures to be followed during EPT. Students can provide feedback on the EPT in the final section of the logbook, including suggestions for improvement. It was confirmed that in case of issues with the EPT, they can contact the EPT supervisor or Student Office to submit a complaint.

3.7.2. Comments
It was confirmed that complaints and suggestions for improvement are discussed case by case, but it was noted that the process to integrate this information together with those of other stakeholders and use them for continuous improvement is not formalised.

3.7.3. Suggestions for improvement
None.

3.7.4. Decision
The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings
The entire VEE campus is located at Heinzelova Street 55 in the Zagreb city centre. The campus is easily accessible for students, staff, and clients, having a good connection to major roads and public transport networks. The campus consists of 12 buildings.
All clinical buildings are on the ground floor and accessible to persons with reduced mobility. For other buildings, there is a portable wheelchair (liftkar). It has a powerful motor which allows a safe transport of disabled persons up and down the stairways. For disabled persons dedicated parking places are provided and marked, located near the important organisational units.
A separate building housing an Isolation unit has been constructed for the hospitalisation of companion, production and equine patients with suspected infectious diseases. For companion animals three consulting rooms are available, as well as four rooms for hospitalisation. The production animal and equine section is equipped with one consulting room and four stalls.
All VEE facilities have high-speed wireless and wired internet access. Equipment is maintained by qualified internal staff. Regular checks and internal or external audits on facility maintenance, workplace safety, animal welfare standards, biosecurity and environmental safety are carried out by qualified auditors.
The maintenance service of the VEE conducts constant supervision of all facilities. For most of the costs of maintaining and upgrading of the campus, the VEE depends on its own revenues or special calls for investments through the state bodies (Governments or Ministry calls). A special renovation fund after the earthquake was established with the participation of the Government and EU project investment. The maintenance of the VEE infrastructure is carried out in accordance with the Annual Procurement Plan prepared by the Accounting Office, at the proposal of the head of the units, and approved by the FC. Much of the VEE campus is housed in buildings and on land categorised as architectural heritage.
Biosecurity standards are applied in all areas of the VEE's work, supervised by the Biosecurity Committee (BC), which reports directly to the Dean office. The VEE follows the strict biosafety and biosecurity procedures and regulations prescribed by the national legislation, EAEVE recommendations and the VEE's Biosafety manual. In all relevant areas, the safety measures follow the Croatian regulations and the Law on occupational safety. Instructions on the protection of workers and students from hazards due to exposure to biological and chemical agents at work were prepared. All students (from 1st to 6th year of study), before starting the practical part of their course, must be familiar with these instructions, and sign a statement confirming that they are informed about all biosafety issues related to all the hazards arising from working with animals, as well as with all the obligatory protective measures, protective clothing and footwear.

4.1.2. Comments
The architectural heritage-status of much of the VEE campus places significant restrictions on the VEE in planning and undertaking new projects and the responsibility comes with significant costs and delays related to building projects.

4.1.3. Suggestions for improvement
The budget should recognise the extra financial responsibilities associated with maintaining architectural heritage-buildings, so that this responsibility does not take funding that should be directed towards investing in the veterinary programme.

4.1.4. Decision
The VEE is compliant with Standard 4.1.

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

4.2.1. Findings
The VEE has eight lecture theatres, ranging in size between 76 and 209 seats. All but one of these lecture theatres are dedicated to a particular purpose. These range in size between 76 and 100 seats. There is one large general lecture theatre of 209 seats. In the first four years, the mean class size is 151, meaning that only one lecture theatre can seat an entire year cohort as one group. In years five and six, though the mean class size is reduced (mean approx. 98) it still exceeds the limits of all but two lecture halls (clinical lecture hall 100 seats and large lecture hall 209 seats).
There are 14 laboratories for group work, varying in capacity varying between five and 15 workstations. There are 27 laboratories for practical teaching, varying in capacity between two and 114 workstations. There are two dedicated computer lab spaces (Radiology Practicum with 10 computers and 20 workstations; Animal Husbandry Laboratory – Computer classroom with 25 computers and 45 workstations).
After the earthquake, the student restaurant and cafeteria on the VEE campus have a limited capacity. However, student restaurants organised by UNIZG are available at 16 locations on the public transport network. The VEE campus is covered by nine vending and coffee machines, useful for students, employees, and clients.

4.2.2. Comments
Careful timetabling ensures that classes are adequately accommodated. As class cohorts vary significantly by year, the range of lecture theatres means that all lectures can be accommodated as a single group. For preclinical subjects, 10 students are in one group, but for clinical subjects the group is four to six students in special clinical practical work. Double teaching is used for practical work with more than 10 students, and occasionally triple teaching is undertaken if the number of students is over 20. For special clinical practice, there is one teacher for every four students.

4.2.3. Suggestions for improvement
None.

4.2.4. Decision
The VEE is compliant with Standard 4.2.

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

4.3.1. Findings
All hospitalisation and housing units in VTH are equipped to deliver the required standard of practice and are maintained to be fit for purpose. The number and location of consulting rooms and surgical suites enable the involvement of students in all activities of diagnostic and treatment clinical services. The facilities and equipment of VTH are constructed in accordance with biosecurity and biosafety standards (related to patients, students, employees and teaching staff).
The necropsy room (Pathology unit), used for clinical teaching, is equipped with five tables and separate necropsy instrument sets. Ventilation and refrigerator rooms are constructed to meet biosafety requirements. Anatomy dissection rooms are used for preclinical student teaching and training. Except for dissection equipment in the anatomy room, the smartboard and video presentation projector are used. The layout of tables in necropsy and dissection rooms enables teaching in small groups of students (four to eight).
The necropsy room and laboratories in Hygiene, Technology and Food Safety are used for intramural practical teaching of FSQ and VPH. Separate parts of procedures listed in the curriculum (cattle, pigs, small ruminants and poultry slaughterhouses and meat processing plants, dairy and cheese production facility, laying hen farms and egg packaging facilities included) are practiced in the field.

4.3.2. Comments
The number of faculty owned normal large animals for practical teaching is low (three cows, two ponies, six sheep and six goats). The current facilities are in agreement with the minimum ESEVT SOP requirements although there is a margin for improvement.

4.3.3. Suggestions for improvement
The proposed development of a teaching farm would be a significant development in facilitating student access to a greater number of healthy large animals for teaching and improvement of the welfare for animals kept for teaching purposes.

4.3.4. Decision
The VEE is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.
The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings
Clinical services are integrated in the VTH. The clinics operate 24/7 year-round and provide emergency care facilities for all common animal species. Students and intern rotations are an integral part of emergency service. For VTH patients, intensive care is provided 24/7. Residents, interns and students are involved in the treatment and care of patients in the VTH under supervision of academic staff. Patients can be first opinion cases (during standard working hours) or referred by veterinary practitioners due to the complexity of cases, or if they require a specialist examination and/or consultation (cardiology, dermatology, orthopaedics, nutrition, neurology, diagnostic imaging, gastroenterology, ophthalmology, reproduction, bird medicine, etc.). For the VTH services, patient records are managed in a bespoke patient management system software package (VEF.Protocol), which is available through workstations in consulting rooms, etc. Patient records are linked to the VEF.Protocol. The system has a range of search functions making reporting very flexible. Student logins allow access with editing, apart from financial records. The system has an audit trail.
Teaching activities with students during emergency services are financially supported with funds from the Ministry of Science and Education and VEE own revenues.

The hands-on approach for the practice of all students is possible with the organisation of teaching in small groups (three to four students per case). This standard is the same for clinical practicing in the VHT and in field work. For ambulatory clinical practice, students in the small groups train practical skills under the supervision of the teacher.
The VEE has a statement that outlines all the activities in the Practice Standard of Veterinary Medicine drafted by the Ministry of Agriculture confirming compliance with the prescribed conditions in the veterinary practice (18th of April 2012). This act confirms the officially prescribed standard for veterinary clinics in Croatia and allows veterinary activities (diagnostic, prevention, treatment, etc.). All staff involved in clinical work, as well as teaching and lecturing staff, are required to hold a License to work (lasting five years). The regulatory body for licensing veterinary medicine professionals is the Croatian Veterinary Chamber.

4.4.2. Comments
None.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision
The VEE is compliant with Standard 4.4.

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

4.5.1. Findings
The VTH and laboratories of the VEE provide access to a wide range of diagnostic and therapeutic facilities servicing the management of a broad range of species to a high standard.

4.5.2. Comments
The range of equipment available is comprehensive, current and of high quality.

4.5.3. Suggestions for improvement
The addition of MRI to the range of imaging services would meet a clinical need and make the VEE a market leader in the evolving small animal clinical practice environment.

4.5.4. Decision
The VEE is compliant with Standard 4.5.

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

4.6.1. Findings
A dedicated facility for hospitalisation of animals requiring isolation was opened in 2016. The isolation unit, as well as the Infectious Diseases Unit, is enclosed and separated from other buildings on the campus. Internal organisation of rooms and facilities was constructed to have four separate rooms with 23 places for small animal isolation and/or hospitalisation, and seven separate places for equine and farm animal patients. In the Infectious Diseases Unit, special biosafety and biosecurity rules are prescribed for both students and employees.

4.6.2. Comments
This dedicated building is of high standard and an exemplar in its design and management.

4.6.3. Suggestions for improvement
None.

4.6.4. Decision
The VEE is compliant with Standard 4.6.

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

4.7.1. Findings
An Ambulatory Clinic as a part of the Large Animal VTH provides herd management services on a contractual and call basis. The services are provided for farms with herd health problems and farms that require a preventive herd health evaluation. Students are involved in this practical professional activity under academic supervision. A group of five to six students travels to the farms with academic staff. The main activities performed by students on the farms are pregnancy diagnoses by hand and by ultrasound, breeding soundness evaluations, analysis of cattle and small ruminants herd housing/keeping, feeding, disease diagnoses at the herd level. The focus of farm visits, however, is the analysis of farm data.

4.7.2. Comments
None.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The VEE is compliant with Standard 4.7.

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

4.8.1. Findings
The VEE uses nine different sized vehicles for study and clinical activities (122 seats in total, two buses with 28 seats each, one minibus with 18 seats, and six vans (eight seats each). The vehicles carry a laptop, ultrasound, instruments for treatment, medications, and medical equipment to provide professional veterinary care.
Animal carcasses intended for study from external clinics and farms and carcasses and organs from slaughterhouses are delivered to the VEE according to the current veterinary legislation in Croatia. The VEE manages the use of waste of animal origin (carcasses, organs, etc.). Anatomical material and carcasses are handled in compliance with biosafety requirements and disposed of by VEE Pathology.

4.8.2. Comments
None.

4.8.3. Suggestions for improvement
None.

4.8.4. Decision
The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

The Guidelines on the protection of workers and students exposed to biological and chemical agents at work and a Biosafety manual at the VEE are available in Croatian and English on the official website, and serve as basic literature before undertaking any activities in the laboratories, clinics, etc.

In terms of responsibility, the dean is responsible for implementing all measures, the vice-dean is accountable to the dean, and all other participants are responsible to the VEE management and Faculty Council. All students (from 1st to 6th year of study), before starting the practical part of their course, must be familiar with these instructions, and sign a statement confirming that they are informed about all biosafety issues related to all the hazards arising from working with animals, as well as with all the obligatory protective measures, protective clothing and footwear.

All these activities have been implemented by the Biosecurity Committee, established in 2013. Together with the nominated Biosafety Officer, the Quality Assurance Committee is also responsible for annual internal audits of biosecurity and biosafety.

4.9.2. Comments

In the VTH, isolation unit and the AC there was strict adherence to biosecurity policies.

The operation of a number of the basic science practical laboratories (Anatomy, Bacteriology and Parasitology) was observed not to be fully compliant with biosafety good practice. In particular, some students were observed to be in the laboratory without basic personal protective equipment in place whilst cadaver material was being worked with, dressing rooms were cramped with limited/no storage for personal items, and changing and hand washing facilities were inadequate for the class sizes.

4.9.3. Suggestions for improvement

Thorough implementation of existing biosecurity policies in Basic Science laboratories both through organisation of the physical space and compliant operation is required.

4.9.4. Decision

The VEE is partially compliant with Standard 4.9 because of sub-optimal implementation of biosecurity measures in training of Basic Sciences.

Area 5. Animal resources and teaching material of animal origin

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

in place for correcting any deficiencies.

5.1.1. Findings

In accordance with EU Directive 2010/63 and national regulations, the VEE commits to using animals only for teaching and research purposes with special animal welfare approval, in coordination with the relevant internal (VEE's Ethical Committee) and external (National Ethical Committee) regulatory authorities. The VEE organises pre-clinical and clinical training at VTH and facilities of scientific, educational range and obligatory EPT, where students visit all common animal species (ruminants, horse, pig, and poultry farms). Students also visit slaughterhouses, food processing plants, markets, etc.

The VTH provides daily medical care for first opinion and referral cases. Primary cases are also accepted in the emergency clinic during the 24-hour shift and also include wild animals. Large animal clinics offer field services during extramural teaching as part of core curriculum. The VEE uses external facilities for farm animals to keep this balance.

The cadavers and material of animal origin for training in anatomy, histology, and embryology are obtained from the VTH and slaughterhouses. Dogs, sheep, horses, hens and some exotic animal cadavers are used in the teaching process. Animal cadavers and organs are stored in refrigerators and/or freezers until use. Alternative study methods are also available for anatomy, histology, and embryology (veterinary simulation models, virtual programmes, 3D online atlas). The following animals on average have been used in the past three academic years: cattle (53 internal organs), pigs (two cadavers and 52 internal organs), small ruminants (two cadavers and some heads and limbs), companion animals (19 cadavers and 81 limbs and other organs), equine (two cadavers and some limbs), poultry (27 cadavers), 80 fishes and 33 laboratory animals.

Cadavers for pathological training are either obtained from patients regularly submitted to VTH or from animals submitted for non-hazardous disposal. Cadavers are also obtained from veterinary clinics and owners. Organs are procured from slaughterhouses. Cadavers are either fresh, cooled, or frozen. Furthermore, biopsy samples of organs and tissues are studied. During the last three academic years, the students have performed the following average necropsies per year: 11 cattle, 23 small ruminants, 10 pigs, 307 companion animals, 11 equines, 118 poultry and rabbits, 96 aquatic animals, 44 exotic pets, 22 wild animals and 70 laboratory animals.

The healthy live animals used for pre-clinical training are, on average: 156 cattle, 98 small ruminants, 216 pigs, six companion animals, 72 equines, 209 poultry and rabbits and 59 exotic pets. The number of ruminants has increased during the past two academic years thanks to the agreement with new farms.

Regarding the clinical training, the number of patients seen intramurally in the VTH are, on average: 14 cattle, 46 small ruminants, zero pigs, 8246 companion animals, 286 equines, 501 poultry and rabbits, 823 exotic pets and 15 wild animals. The number of patients seen extramurally in the ambulatory clinics, on average: 691 cattle, 1455 small ruminants, 484 pigs, 198 companion animals, 213 equines and 320 poultry and rabbits. Most of the cases seen by the students are first opinion cases, although in companion animals and horses, they have 40% of referred cases.

The students visit the following herd units for production animal training per year: 59 cattle, 46 small ruminants, 14 pigs, 17 poultry and rabbits, 9 aquatic farms, 22 equines, 11 apiaries and one of insects.

The number of visits in slaughterhouses and related premises for training in FSQ are, on average: three ruminant abattoirs, three pig abattoirs, one poultry abattoir and three premises for the production, processing, distribution, or consumption of food of animal origin.

Every researcher who plans to use the animal for scientific purposes must complete the course

"Training course for persons working with test animals and animals to produce biological preparations", organised by the VEE as required. Each animal used for educational and research activities is registered in the medical record system where all activities are noticed.

5.1.2. Comments

The number of animals used by the students is appropriate. Although they do not have a teaching farm, the number of ruminants has increased during the past two academic years thanks to different agreements with commercial farms. Ruminant and pig cases are seen mainly extramurally in the AC and most of the horse cases are seen intramurally. Most of the ruminant cases are treated on-site in barns or stables, and only some cases are referred to clinics. The lower number of ruminants and pigs seen intramurally is also directly related to the central city position of campus, national legislation, and the epizootiology situation. For biosecurity reasons (African swine fever), pigs are not referred to the VTH and access to large pig farms is limited.

The attention to wildlife and zoo animal medicine is especially commendable.

The number of companion animals studied at the *post mortem* is appropriate. However, the number of large animals (ruminants, pigs and horses) is reduced. Due to the strict biosecurity measures, it is forbidden to perform necropsies in the farms. The VEE could take advantage of the agreement that they have with the rendering plant to offer a pathological diagnostic service to the food-producing animal practitioners, increasing the number of necropsies in these species.

5.1.3. Suggestions for improvement

None.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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

5.2.1. Findings

The VEE has formal relations with certain off-campus institutions/organisations to offer teaching material (three dairy farms, one pig farm, one horse stud farm, one broiler farm, one laying hens farm, one hatchery, one fishery farm and some family farms). Students are always under academic staff supervision during practical training on external sites.

5.2.2. Comments

The VEE has several agreements with cattle, pigs, poultry farms, and horse studs where the students perform pre-clinical and clinical training.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing

procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

Students acquire nursing skills starting from the basic pre-clinical programme at the beginning of their studies in the first and second years up to the clinical programme. In the 2nd year, students are introduced to ways of caring for and keeping domestic animals. Furthermore, specific nursing skills are developed as students take core species-specific health management courses in the 4th year of the veterinary curriculum. Specific care for individual animal species is part of the clinical subjects within practical training at VTH.

The standard student group size is 10 students for pre-clinical training. In the 6th to 10th semesters, they are divided into subgroups of four to six students for studying clinical subjects. Six students participate as a group in the mobile ambulatory clinical activities (in one vehicle). In providing night veterinary services, every student takes part in a group of up to four.

5.3.2. Comments

Specific nursing skills are developed as students take core species-specific health management courses in the 4th year of the veterinary curriculum. Specific care for individual animal species is part of the clinical subjects within practical training at VTH.

The number of students per group in the practical training and ambulatory clinic is appropriate.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

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

5.4.1. Findings

The VEE has software called the VEF.Protocol (VEF.amb) for registering patients in clinics and used for writing prescriptions, discharge letters, recording findings in patient cards, scheduling examinations, and billing services, available to all staff and students. Each patient has its identification number on the medical record, containing all personal data of the owner/representative, identification of the specific animal, and case history. All clinical aspects of the medical history are recorded.

Students use the VEF.Protocol during clinical rotations and practical clinical exercises, during night shifts, and during clinical training related to the ambulatory clinic. Students receive their own access password for access to all data (same for all students), but financial mode of the program can be utilised only by supervision password.

5.4.2. Comments

The VEE has a unique and very comprehensive electronic patient record system for recording large and small animal cases at VTH and AC. The students have access to all data except financial

recordings.

5.4.3. Suggestions for improvement
None.

5.4.4. Decision
The VEE is compliant with Standard 5.4.

Area 6. Learning resources

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

6.1.1. Findings
Learning resources were checked during the visit of the intra-mural facilities (departments and units) and in a specific meeting with personnel in charge of the main faculty library. Most of the learning resources are made available in Croatian and in English. Foreign students are supported with a specific course aimed to reach basic knowledge of Croatian language. Learning material is accessible through the Learning Management System portal on VEE's website. Access requires authentication with user ID, which is granted to each student. PowerPoint presentations with the contents of each lesson are made available to students in advance. Additional resources are also available through the VEE's website. The VEE has a digital repository (DABAR) which allows for permanently storing in a digital format students' theses, dissertations, pre-print papers, peer-reviewed articles, conference papers, research data, books, teaching materials, images, video and audio files, and presentations. Book loans can be done through the VEE web page. Library services include literature procurement, photocopy, binding and printing and assistance to users to perform literature search and selection.
The selection of the textbooks for the study programme is made by the course leaders together with the head of the library. Learning resources need to be available to students before the beginning of the course. Students can also suggest the purchase of the books to the subject leader. The purchase of new books is approved by the dean. Decisions for new systems and technologies are made by the VEE based on the recommendations of project teams, teachers, individual units, and experts from the IT services. Information about the learning resources is available on the VEE's website and major updates are disseminated through different channels (e.g. direct email, VEE's website news, VEE library social media etc.).

6.1.2. Comments
None.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
VEE library staff confirmed that first-year students receive training on using the library resources in the library and on searching individual electronic sources such as catalogues, bibliographic databases, citation indexes, publisher portals and providers of electronic resources and full-text e-journal packages. The library staff is formed by three full-time qualified experts. The library is open every day from 8 am to 4 pm (from 8 am to 9 pm during the winter and summer exams). The library has room for 40 students and 12 PC workstations are available. A Wi-Fi network is also available. Additional space for individual study is available in the student room located under the library. VEE units have their small libraries, equipped with books, journals and other literature related to their specific area of interest. Students can also use the premises and services of the National and University Library in Zagreb which is connected with the VEE through public transport (15-20 min. distance) and has a dedicated section for Veterinary science. The National Library is open until late in the evening (9 pm to midnight). First-year students receive training on using the library resources in the library and on searching individual electronic sources such as catalogues, bibliographic databases, citation indexes, publisher portals and providers of electronic resources and full-text e-journal packages. Library personnel educate students on how to find relevant documents. Users are also advised how to access open access articles, journals and portals. Students are made aware of the issues surrounding plagiarism and practical ways to avoid it. Thesis are checked with an anti plagiarism application (Turnitin) during the review process.
The VEE library publishes scientific and professional journals, textbooks, handbooks, printed lecture notes and monographs. *Veterinarski arhiv* is published in English every two months, *Veterinar*, a journal for students of veterinary medicine, published twice a year contains scientific articles written by veterinary medicine students, in cooperation with their supervisors. *Hrvatski veterinarski vjesnik* is published four times a year together with the Croatian Veterinary Chamber, and it covers events in the veterinary profession. The Committee for Library and Publishing Work, receives requests for approval of manuscripts, proposes reviewers and undertakes other tasks related to the approval of manuscripts.
IT infrastructure in the campus allows students to access learning resources. Wi-Fi coverage is ensured also in the national library and in the student's dormitories through a contract managed by the Ministry of Education.

6.2.2. Comments
None.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

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

6.3.1. Findings
Students have access to a collection of over 40.000 books and other library materials. Access to databases such as Scopus, Web of Science, JSTOR, Medline, ScienceDirect is granted through a special agreement with the Ministry of Education, which provides for the subscription fees.
All procedures with live animals used for educational and research purposes and activities at the VEE are based on European legislation (Directive 2010/63/EU) and its national implementation. Alternative teaching methods are used during the teaching process. Skill labs are equipped with simulators to limit the use of live animals for educational purposes. Researchers who plan to use the animal for scientific purposes must complete the course "Training course for persons working with test animals and animals to produce biological preparations" organised by the VEE. Each animal used for educational and research activities is registered in the medical record system where all activities are noticed.

6.3.2. Comments
None.

6.3.3. Suggestions for improvement
None.

6.3.4. Decision
The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.
In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students.
Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings
All information relevant to the veterinary course is available online (university and faculty website

and the National Information Centre for applications to study programmes at higher education institutions "Become a student") supplemented with all kinds of printed material. Activities promoting study programmes include a University Festival, an Open Door Day and campaigns on social networks and public events.

A study guide with complete course descriptions is also available on the website.

Numerical data is yearly collected in 'the Yearbook' which includes information by staff, students, dean and vice-deans.

The number of students admitted yearly is publicly announced by the university at least six months prior to the start of the academic year. Together with the announcement, the conditions for enrolment, number of available places for enrolment, the procedure, information on documents to be submitted and application deadlines for the competition and enrolment are communicated.

7.1.2. Comments
None.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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

7.2.1. Findings
An average of 162 students is admitted to the programme each year of which 29 students enrol in the (full fee) English course. The programme has a total of 796 students spread over six years. An average of 105 students graduate each year. 24% of the students obtain their diploma in the planned six years, 58% need an extra year. Just under 18% of the students take more than one year longer to obtain the diploma.

The faculty has an average of four interns, seven residents and 17 PhD students.

Prospects for the next three years are that 135 standard students will be admitted in the Croatian course and 35 full fee students in the English course.

7.2.2. Comments
The VEE is aware that there is currently a bottleneck in the fourth year. Due to the heavy study load of this year, many students are experiencing delays.

For the loss of 1/3 of the students between years four and five, the VEE indicates that in the fourth year the students start with intensive clinical work, on top of which there are a number of intensive subjects such as Pathology, Internal Medicine (16 ECTS), Surgery, Orthopaedics and Ophthalmology I and II (12.5 ECTS), Obstetrics and Reproduction I (12.5 ECTS) which are extensive and challenging. During the last years, the pandemic and the earthquakes have disrupted the sense of security and well-being of the students. Research at the national level showed that earthquakes had a significant negative impact on the psychological condition of students generally.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.
The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings
Student admission is regulated by the Act on Scientific Activity and Higher Education and the Regulations on IUGS programme. Student quotas are proposed by the Faculty Council and approved by the Senate of the university. Applicants who have completed secondary school with at least two years of biology, chemistry and physics can apply for admission.
The ranking for admission to the study is made up of several elements: the score obtained during secondary education, the result of the Final State High School Examination organised by the National Centre for External Evaluation of Education, special merits and the results of the psychomotor test.
Application for the English course (full fee students) requires no separate procedure.
Appeal procedures against results of the psychomotor test and the Final State High School Examination are in place.
The number of students admitted per year is determined by various parameters. These are teacher workload, capacity of the facilities, number of unemployed graduates, analysis of trends and the expected interest for the study. The proposed number is submitted for comment to the Croatian Veterinary Chamber. The number is presented by the vice-dean to the Faculty Council, which approves the number. Final approval is given by the Senate.

7.3.2. Comments
None.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

A certificate from a school doctor, stating that the health requirements of the prospective student are met shall act as proof that at the time of enrolment the prospective student does not have any health impediments to working within the occupation/qualification for which the student is being educated.

Students can take their problems to either the Student Affairs Office or the Career Development, Academic and Psychological Counselling Office. The university also offers these services.

Facilities can be offered to students with a disability.

Social measures are available for vulnerable students. Students and teachers in cooperation with the Student Affairs Office and the vice-dean monitor and respond to the needs of this group of students.

7.4.2. Comments

None.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

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

7.5.1. Findings

Progression criteria and procedures for all students

Students are allowed to advance to a higher academic year (regular enrolment) if they have acquired at least 45 ECTS points. The remaining ECTS points (up to a total of 60) must be acquired no later than the end of the enrolment period in the winter semester of the next academic year. Students who have not met the requirements for full enrolment in the higher semester of study (minimum 45 ECTS) can only enrol (partial enrolment) in courses from the list of compulsory courses (for example, 30 ECTS points earned in the first year of study will allow students to enrol in courses with 30 ECTS in the second year).

The amount of tuition fee is determined every three years by the Decision of the Government of the Republic of Croatia and is linked to study progress. Students who obtained at least 55 ECTS credits in academic year A do not have to pay a tuition fee in academic year A+1. If less than 30 ECTS credits are obtained in academic year A, the full tuition fee must be paid in academic year A+1. Students who obtained between 30 and 54 ECTS credits in academic year A pay a tuition fee determined by the number of ECTS credits obtained and their grade point average.

Progression rules are revised yearly by the course leaders, forwarded to the committee of the Integrated Undergraduate & Graduate course and approved by the Faculty Council.

Analysis of data on student progress is conducted continuously, data are available to teachers and students, and data on progress and completion of studies are published in the Yearbook of the FVMUZ and are available in ISVU and MOZVAG (the information systems of the Agency for Science and Higher Education).

The information on student progress is regularly collected and analysed. Every year in April, course leaders discuss and revise the rules of progress over several years of study, which are then forwarded to the Committee for Integrated Studies and accepted at the Faculty Council session (then published on the website, in the Information Package and the Student Guide).

Over the past period, many minor changes have been made to increase progression. Through the Faculty Council, the VEE regularly approves measures to improve the efficiency of studying, i.e. measures to improve the passing rate of students (e.g. number of formal lectures is rationalised, adjustment of content and attractiveness of courses; with the aim to create more suitable conditions for studying).

Remediation and support for students who underperform

In one enrolment period, for each course unit a student has four examination opportunities. The fourth attempt is in front of an examination committee. A student can only register twice for the same course. If the student does not pass after eight examination opportunities, he/she may not continue the study.

Forms of support for students who do not achieve good results are provided in different ways. The faculty has its own counselling centre for students, the Office for Career Development, Academic and Psychological Counselling (OCDAPC) or provides support outside the VEE, or through mentoring (teaching staff and senior students). The OCDAPC is a place where students can get help and support during the study, as well as professional psychological help. The employed professor of pedagogy contributes to the effectiveness of the work of the office with his/her professional knowledge and advice. The office has an advisory role in all areas needed by students: help and support in learning, professional psychological help, organisation of supplementary and additional classes.

The following activities are also implemented: individual approaches to the student who asks for help (creating an exam plan, mentoring, assistance of demonstrators, financial assistance, etc.) and consultations with teachers on a particular subject.

Furthermore, the OCDAPC conducts personal and professional development workshops where students, among others, work on raising self-confidence, overcoming fears, organising time, strengthening presentation skills, shaping successful communication skills and teamwork abilities. The main goal is to empower students in finding their deepest motivation and the necessary skills to realise their greatest potential, both in their academic/ professional and personal life.

Advertisement to students and transparency of criteria/procedures

The Learning Management System informs students about the subjects and the criteria and methods of evaluating the learning outcomes and the transcript of grades. First year students learn about it during a comprehensive introductory programme. This information is also available in the course unit website and Higher Education Institutions Information System.

Description of the rate and main causes of attrition

Dropping out of studies happens mostly in the first year of studies, and in most cases problems are coming from individuals with unrealistic expectations and low self-confidence. The dropout rate in the academic year 2021/22 was 13%. The reasons for dropping out of studies are diverse, but in addition to the above, financial problems, family standard and the economic situation in the country are the most common.

7.5.2. Comments
None.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The VEE is compliant with Standard 7.5.

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

7.6.1. Findings
Besides not passing the eight attempts examination requirement for a subject (see 7.5), not acquiring 35 ECTS in two consecutive academic years leads to loss of right to study at the VEE.
Disciplinary measures are described in the Regulations on the Disciplinary Responsibility of Students of the VEE.
When a student voluntarily terminates his/her studies, he/she receives a certificate stating the duration of the study, the total number of ECTS credits obtained and the list of subjects and the degree obtained for them.
An appeal procedure for students against a grade decision is in place.

7.6.2. Comments
None.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The VEE is compliant with Standard 7.6.

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

7.7.1. Findings
For both English and Croatian students, the main support is ensured by the OCDAPC (see also 7.5) and the Student Affairs Office.
Both the Head of Year together with the mentor, academic staff, together with teachers and assistants can be consulted by students during the academic year.

Several initiatives enhance the cohesion and collaboration between students and staff.

Students are represented at the VEE and the university by the Student Council which has 17 members from the IUGS and eight members from the postgraduate studies, all elected by the student body.

Several other student associations for extracurricular, cultural and educational activities are established.

Student mobility can be performed from 3rd to 12th semester, where students can go abroad in the framework of Erasmus+, CEEPUS and L'Agence universitaire de la francophonie.

Interested students can participate in extra practical work at the faculty through volunteer contracts.

Students and student associations can use the study areas on campus from 8am to 9pm. Drink and snack vending machines are located throughout the campus. Student rooms are available for students with night shifts.

A student journal '*Veterinar*' has been published since 1938. It contains professional and scientific papers created by students in collaboration with their mentors on various fields of veterinary medicine.

Students have access to student dorms (students with a social background have priority), restaurants, coffee shops, pastry shops, recreational resources, a foreign language school, a medical and dental office and a post office.

The Student Service offers job opportunities.

Students have to undergo a compulsory medical examination in the 1st year. Rabies vaccination is available for students from the 3rd year. A student physician is available. Students can find the information on the university website under 'Student Health & Wellbeing'.

A student card, the X-card, identifies students as such and provides rights and facilities for students such as cheaper meals in the student restaurants and reduced rates on public transport. Students are informed about the X-card via the information package at the start of their studies and via the university's website.

Communication with students is facilitated via email, an FAQ webpage, consultation hours for students from professors and workshops and presentations for students.

With a student account, administered by the 'Croatian Academic & Research Network', students can access relevant information online such as access to the Learning Management System, Higher Education Institutions Information System, literature databases, the intranet, the Information Package, individual subject syllabi and study guide.

With complaints and grievances, students can contact both the faculty and the university. At faculty level, students can contact the Student Office or the Student Affairs Office by email or in person. At university level, a lawyer specialised in student affairs is available. At university level, students can be helped with problems related to faculty adjustment, learning problems, reproductive health (sexually transmitted diseases, pregnancy and family planning), chronic health problems, drug abuse and other forms of addictions.

7.7.2. Comments
None.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

The 'open door policy' to which students or their representatives can turn at both the VEE and the university is regarded as an important part of quality control. Thanks to the student representation in various committees, they can provide input on all relevant issues. Students can also contact a confidential adviser. A three-member Ethics committee gives advice regarding the implementation of the Code of Ethics and the development and application of ethical standards in a specific area.

7.8.2. Comments

The VEE itself indicates that it wants to pay more attention to rewarding excellence in the future, not only in the field of study, but also in the field of tutoring systems, international exchange, engagement of students in research, QA activities, student support services, etc.

The VEE also wants to increase the efforts to improve self-management skills, such as time management, organisation and learning skills for first-year students.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

Student assessment at the VEE is regulated by the IUGS programme and the university statutes targeting the learning outcome of each subject. The strategy of student assessment is defined by the IUGS Programme and the Quality Assurance Committee. Information on the programme, exams and criteria are made public on the first lecture of all courses and they are also available in the syllabi published on the homepage at the beginning of the courses. Different summative and formative methods (oral, written, online, continuous monitoring, seminar papers etc.) are applied in order to evaluate the professional progression of the students. Midterms (colloquia) include selected aspects of learning outcomes, while at the final exams comprehensive knowledge of the subject is evaluated. Oral and/or written exams are applied to evaluate theoretical knowledge, while pre-clinical practical skills are tested in a structured oral examination. Clinical practical skills are measured at a structured oral exam, ambulatory clinical work is recorded in the logbook. Questions for written exams are controlled in a QA process. The final results of the exams are based on a scoring system.

8.1.2. Comments
None.

8.1.3. Suggestions for improvement
See suggestion in 3.1.1.3: It is suggested to continue to enhance the traceability of Day One Competences by integrating them better into the programme learning outcomes.

8.1.4. Decision
The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings
Assessment tasks and grading criteria are published together with the syllabi on the homepage at the beginning of the courses and they are also emphasised on the first lectures. The grading criteria, components of the exams and requirements to pass are public. The five-scale grading system (1-5) that is comparable with the ECTS credit system (A-F) is used by the VEE. Registration of students to examinations is via an electronic system, the Higher Education Institutions Information System. The preliminary results of the examinations are made public, they can be reviewed and discussed with the teacher within five days, and the final results are uploaded in the Higher Education Institutions Information System. Appeal process against assessment outcomes is present.

8.2.2. Comments
None.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The VEE is compliant with Standard 8.2.

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

8.3.1. Findings
There is a cyclical review of the assessment outcome at the VEE. The vice-dean for IUGS, the IUGS Programme Committee and the Quality Management Committee are responsible for the regular monitoring of the examination regulations; there is a peer review of the examination

questions, analysis of the exam grades and the feedback of students and teachers. In case of significant deviation of the assessment results, the whole teaching process is analysed.

8.3.2. Comments
None.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings
The VEE continuously registers the activity of students (attendance and activity at lectures, seminars, practicals and midterms) by using a scoring system. This system increases students' activity in reaching the learning outcomes by continuous work. Modern teaching methods are applied to increase involvement of students in the learning process. Students can follow the collection of scores, they can also discuss their achievement with the teachers, which promotes student – teacher interaction.

8.4.2. Comments
None.

8.4.3. Suggestions for improvement
None.

8.4.4. Decision
The VEE is compliant with Standard 8.4.

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

8.5.1. Findings
Different formative and summative assessment methods are used at the VEE, they are harmonised with the learning outcomes of the different subjects, communicated on the homepage and in the

annual information material. Clinical work (intramural, extramural, EPT) undertaken by individual students is recorded in a logbook. A Clinical Skills Lab was formed in 2022 in order to train students before working on live animals. Integration of the Skills Lab into the curriculum is underway.

8.5.2. Comments
None.

8.5.3. Suggestions for improvement
None.

8.5.4. Decision
The VEE is compliant with Standard 8.5.

Area 9. Academic and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.
Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings
More than two-thirds of the academic staff participating in the delivery of the IUGS programme are trained veterinarians, while the remaining lecturers are experts in other areas according to their competences. Non-veterinarians participate in basic subjects and also in FSQ and VPH.

The selection and filling of positions among employees and academic staff are performed in accordance with the assessment of current resources of the VEE and the drafting of the annual recruitment staffing plan. The plan with a detailed job description is sent for approval to UNIZG and the Ministry of Science. Upon approval of the plan, UNIZG and the Ministry issue approvals for each individual position.

Staffing for an individual area is the responsibility of the head of the unit. If they identify the need for new staff, then that is discussed at the Allocation Committee, and a case is produced to be presented by the dean to the Faculty Council. Once a post has been agreed upon and put on the staffing plan, replacements for staff are approved at the Faculty Council. Public calls for applications for new candidates and job competitions are prescribed by the national, UNIZG and VEE regulations and published in the Official Gazette media, on the website and on the Euraxess portal.

The academic staff on the IUGS programme undergo teacher training. Every year, teachers have the opportunity to attend training courses organised by the VEE or the University Computing Centre. VEE teachers also attended Active Learning and Critical Thinking courses to raise their teaching competences. Special workshops are organised to enable teachers to upgrade their

teaching competences. English language courses are provided for academic and administrative staff.

The development of scientific, teaching and professional competences of assistants and postdoctoral students is performed systematically, in line with the procedure defined by the general act of the VEE, and the regulations on evaluating the work of assistants, and assistant supervisors. Unit heads familiarise employees with job descriptions and internal acts regulating workplace safety. The employee is acquainted with the general rules of workplace safety, fire protection, and biosecurity in effect at the VEE. Mandatory training in fire protection and biosecurity, etc. is conducted through the delivery of written materials and workshops for employees.

9.1.2. Comments
More than 2/3 of all academic staff involved in the veterinary programme are qualified veterinarians. The rest of the lecturers are specialists in other related fields. The scientific and practical experience of academic staff is evaluated through an assessment of teacher activities every five years.
Formal training in teaching is in place for all the staff involved in teaching at the VEE.

9.1.3. Suggestions for improvement
None

9.1.4. Decision
The VEE is compliant with Standard 9.1.

9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings
The VEE has 114 permanent academic staff, of which 95% are veterinarians, and they have 132 permanent support staff for the veterinary programme and 13 permanent research staff. In addition, they have four interns, six residents, 36 PhD students and four practitioners (not including those involved in EPT).

The teaching staff are recruited pursuant to the Labour Act (OG 93/14, 127/17, 98/19, 151/22) and the Collective Agreement for Science and Higher Education. Selection into a scientific title begins with the submission of the applicant's application to the Allocation Committee that appoints a Selection committee composed of three members from the same scientific branch as the applicant. One Selection committee member should not be an employee of the VEE. The Selection committee evaluates the application and submits its report to the Allocation Committee, which analyses the report. If all criteria are met, the application is forwarded to the Scientific Board of Veterinary Medicine of the Ministry of Science and Education for approval. If all criteria have not been met, the application is declined.

Support staff are selected by the organisational unit where they will work, which also defines the job description. After a vacancy is publicly advertised, the person responsible for the appointment invites applicants to an interview with a newly appointed committee that selects the best candidate based on their competences. A work plan is prepared for the new employee assistant, and it is evaluated every year.

The scientific and practical experience of academic staff is evaluated through an assessment of teacher activities every five years in line with the prescribed procedure. For monitoring the teaching and scientific competences of academic staff, the Allocation Committee tracks the professional development of teaching staff for ensuring the development of scientific and teaching competences. In the case when a candidate cannot meet the requirements, they may apply for re-selection into the same position. The criteria for re-selection are prescribed by the national legislation.

9.2.2. Comments
The total number, qualifications and skills of all staff involved with the programme look sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The VEE is compliant with Standard 9.2.

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

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

9.3.1. Findings
Analysis of the teaching load for each teacher is based on the database that is linked to the syllabus and personnel data. All teachers with a scientific teaching title should have at least the minimum teaching load in accordance with the standards required for the hourly schedule.

The VEE has a standardised method of recording all forms of teaching. Teachers are obliged to record the hours of teaching activities and the number of students participating. Records of teaching activities performed must be in accordance with the syllabus. The records are certified by the course leader, and each teacher signs them in paper form. These records are analysed annually by the vice-dean for IUGS and students.

9.3.2. Comments
Analysis of the teaching load for each teacher is based on the database that is linked to the syllabus and personnel data. The standardised method of teaching recording of the VEE is appropriate.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings
The VEE ensures the professional development of academic staff in accordance with national regulations. If the criteria are not met, the person goes to re-election and remains in the same position for the next five years.
Academic staff are encouraged to participate in various courses, congresses and workshops to acquire new knowledge. These activities are organised by the VEE or through possible participation in other institutions. On-going opportunities for administrative and support staff are also available to build additional competences. Mobility of teachers, associates and administrative staff is an integral part of the process of higher education and is carried out through participation in international projects and mobility programmes, as well as multilateral and bilateral agreements with national and foreign institutions. After the completion of international workshops or congresses, employees are required to submit a brief report on the activities carried out and register their stay abroad in the Records of International Cooperation. The public is informed about all these activities in the VEE Yearbook.

9.4.2. Comments
The VEE ensures the professional development of academic staff, being encouraged to participate in various courses, congresses and workshops to acquire new knowledge.
Staff have the opportunity to contribute to the VEE's direction and decision-making processes.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.

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

9.5.1. Findings
The student assessment is carried out by mandatory surveys available through the UNIZG. UNIZG processes these surveys and sends the results back to the VEE. The results are confidential and may

only be shown to the teacher who has been surveyed. Each teacher must have at least two positively evaluated surveys in a period of five years for his/her promotion to a higher scientific/teaching title. Several mandatory and permanent surveys are conducted on an annual basis. Permanent surveys regarding the employees are annual evaluations of doctoral students and their mentors, as well as assistants and their advisors. Students give feedback on clinical teaching in different means. Questions about clinical training and practical work are part of the survey on the evaluation of the study program. Also, special surveys on clinical training are conducted during the academic year, such as a survey on satisfaction with AC. The results of these surveys are presented to FC members during the sessions, which give students an insight into the results of the surveys.

9.5.2. Comments
A system for the assessment of teaching staff is in operation, and results are available for those undertaking external reviews.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings
The VEE academic staff is encouraged to do high-quality research. Collectively, they have published scientific and professional articles in international and national journals. Owing to this the visibility of the VEE has increased in the international academic world due above all to the increase in the number of articles published in international journals, but also due to the implementation of international research projects and to the improvement of its doctoral programmes. There is a great commitment of teachers to integrate research-based knowledge into their classes. In the period from 2016 to 2022 the VEE academic staff published 441 scientific articles in cooperation with national scientific organisations and with international institutions, of which 345 were published in journals listed in the Web of Science Core Collection. There were 23 major funded research programmes in the VEE, which were ongoing during the last full academic year prior to the Visitation, i.e., 2021/2022.

10.1.2. Comments
None.

10.1.3. Suggestions for improvement
None.

10.1.4. Decision
The VEE is compliant with Standard 10.1**.**

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

10.2.1. Findings
According to the study programme, students have the opportunity to familiarise themselves with scientific terminology, the importance of statistics and the effective representation of data. Students are trained to write reports and present scientific data concisely. In small groups of clinical rotation, in practical professional training activities and while writing their master's thesis students are encouraged to have evidence-based reasoning. During the correction of the master's thesis, it is very important that the student interacts with his/her mentor, to stimulate critical thinking, to improve writing and bibliographic research skills.

The Master's thesis research project is a compulsory part of the curriculum. Students must register the subject of their thesis before enrolling in the 12th semester. The aim of the rector's prize (Rector's Award) and the Dean's Award is to recognise the best student in the field of scientific research, to encourage scientific research and promote student scientific creativity. The 1st Student Science Day was organised in 2021. 'Veterinar' is a student journal where students can publish the results obtained in their research conducted in cooperation with the faculty, these results can also be presented in oral/poster presentations at the international congress "Veterinary Science and Profession" organised every two years by the VEE. *Digicyte*, one of the most important student projects at the VEE, was presented at a conference dedicated to artificial intelligence in Croatia. *Digicyte* is a new way of analysing tissues, cell and tissue fluid using a newly developed scanner called Marvin. The founders and leaders of this project are students of the IUGS programme.

The themes of a master's thesis can be a critical evaluation of literature or an original scientific article, written under the supervision of a mentor, in which the student has to demonstrate that he has knowledge about a particular scientific area. Teachers and senior assistants/post-doctors registered in the Register of Scientists of Croatia can be mentors.

A scientific paper rewarded with the Rector's Award or a paper published in an indexed journal may be recognized as equivalent to the student's scientific MT, outlining the student's contribution. Once the master thesis is completed it must be submitted one copy in electronic form and in one unbound final version, a certificate of authenticity, signed by the mentor and the student and the proposed members for the credential committee.

Instructions for writing a MT with forms, criteria, procedures, and deadlines are available on the web. The VEE Library maintains a Repository of PhD dissertations and MTs on the DABAR website.

10.2.2. Comments
None.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

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

10.3.1. Findings

The mean number of students registered in postgraduate clinical training (interns and residents) in the last three years was 11, in postgraduate university specialist studies in the same period was 15,3 and in postgraduate research training was 17,3. The total number of attendees in continuing education courses was 411.

In 2021 a postgraduate Master of Studies of Veterinary Medicine in English was implemented and certificates obtained for 15 new postgraduate study programmes. The programme "Pig Production and Health Management" was accepted by Veterinary Continuous Education in Europe, so it is expected that enrolment of students in the English version of the programme will happen in the 2023/24 academic year. The VEE expects the number of postgraduate students to remain the same as in the 2019-2022 period. Doctoral study is offered by the VEE to junior teaching staff free of charge.

The training of undergraduate and graduate students is guaranteed by the senior faculty. Whenever, it is necessary graduate students provide hands-on professional training to undergraduate students. VTH has enough patients so that there is no competition between the clinical training of the two types of students.

The continuing education programmes after approval are published on the web page of the VEE and other related organisations. The aim of this type of education is to contribute positively in society, throughout the veterinary profession. There are several courses offered under Continuing Education and ad hoc courses required by the veterinary profession. For each course there is a procedure for applications, it has to be completed with a final report and with the result of anonymous surveys to participants.

Specialised studies are presented and adapted to the needs of the profession and the DVM, enabling the student to choose part of a study programme and thus obtain a post-graduate certificate or PG diploma. In this way, these studies become a direct part of lifelong learning without the obligation to acquire the title of University Specialist. Teachers have an active participation in society when they are invited to lectures and seminars for practitioners, industry and other course organisers.

10.3.2. Comments
None.

10.3.3. Suggestions for improvement
None.

10.3.4. Decision
The VEE is compliant with Standard 10.3.

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

10.4.1. Findings

It is through seminars organised by the VEE, journal clubs, compulsory courses, symposia, summer school and workshops that scientific activity contributes to an education based on scientific research. Besides this the academic staff research experience is applied to the different areas of veterinary medicine.

The VEE research strategy is developed and approved by UNIZG and VEE structures, while the structural alignment of doctoral programmes is the responsibility of the vice Rector of the scientific area. The programme Doctoral Studies in the Veterinary Sciences whose curriculum is revised regularly is managed by the Council for Doctoral Study which is composed of seven professors selected according to their scientific skills and each of the four divisions of the VEE.

Mentors, when implementing an annual progression plan for the doctoral student, are evaluating his/her work; in turn, doctoral students respond to an annual survey on the progression of work and the degree of satisfaction with his/her mentor, among other evaluations. The analysis of these surveys are presented at the Faculty Council and sent to UNIZG. Information on the Doctoral Studies in the Veterinary Sciences-programme is communicated to all stakeholders and published on the VEE. In 2017 and for a period of five years this programme was assigned the designation of high quality.

The Postgraduate University Specialist Studies offered by VEE confer the title of *uni spec* after being completed. Those studies, in addition to improving professional skills, are an important part of lifelong learning. The Council for Specialist Studies is responsible for those studies, according to the valid regulations. Lifelong training courses are offered annually by VEE following a planned schedule; they are coordinated and managed by the Committee for Lifelong Learning. These courses are communicated via the VEE's website and by advertisements in the periodical of the Croatian Veterinary Chamber.

10.4.2. Comments

None.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

The indicators of the VEE are in the positive range, except I18 number of ruminant and pig necropsies/number of students graduating annually. The number of ruminants seen intramurally is also in low range, and no pigs were seen intramurally. This is compensated for by the high numbers of individual ruminant and pig patients seen extramurally, as well as the high number of companion animal necropsies.

	Raw data from the last 3 full academic years	2021/2022	2020/2021	2019/2020	Mean
1	n° of FTE academic staff involved in veterinary training	113	115	115	114,33
2	n° of undergraduate students	915	875	877	889,00
3	n° of FTE veterinarians involved in veterinary training	113	115	115	114,33
4	n° of students graduating annually	96	128	91	105
5	n° of FTE support staff involved in veterinary training	138	136	143	139
6	n° of hours of practical (non-clinical) training	1359	1374	1379	1370,66667
7	n° of hours of clinical training	927	913	883	907,666667
8	n° of hours of FSQ & VPH training	536	536	536	536
9	n° of hours of extra-mural practical training in FSQ & VPH	48	48	28	41,3333333
10	n° of companion animal patients seen intra-murally	8406	9101	7233	8246,66667
11	n° of ruminant and pig patients seen intra-murally	60	68	54	60,6666667
12	n° of equine patients seen intra-murally	360	244	255	286,333333
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1337	1440	1197	1324,7
14	n° of companion animal patients seen extra-murally	181	169	245	198,3
15	n° of individual ruminants and pig patients seen extra-murally	4901	1346	1646	2631,0
16	n° of equine patients seen extra-murally	297	129	215	213,7
17	n° of visits to ruminant and pig herds	159	102	98	119,7
18	n° of visits of poultry and farmed rabbit units	28	5	18	17,0
19	n° of companion animal necropsies	314	330	277	307,0
20	n° of ruminant and pig necropsies	67	58	8	44,3
21	n° of equine necropsies	5	20	10	11,7
22	n° of rabbit, rodent, bird and exotic pet necropsies	99	145	99	114,3
23	n° of FTE specialised veterinarians involved in veterinary trainin	7	6	7	6,7
24	n° of PhD graduating annually	18	10	9	12,3

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

		values	values[1]	values[2]	
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	114,000	119,00	0,13	113,874
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,089	0,87	0,59	0,499
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,324	0,94	0,57	0,757
I4	n° of hours of practical (non-clinical) training	1370,667	905,67	595,00	775,667
I5	n° of hours of clinical training	907,667	932,92	670,00	237,667
I6	n° of hours of FSQ & VPH training	536,000	287,00	174,40	361,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	41,333	68,00	28,80	12,533
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	78,540	70,48	42,01	36,530
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,578	2,69	0,46	0,114
I10	n° of equine patients seen intra-murally / n° of students graduating annually	2,727	5,05	1,30	1,429
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	12,616	3,35	1,55	11,071
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	1,889	6,80	0,22	1,666
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	25,057	15,95	6,29	18,762
I14	n° of equine patients seen extra-murally / n° of students graduating annually	2,035	2,11	0,60	1,440
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1,140	1,33	0,55	0,592
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,162	0,12	0,04	0,117
I17	n° of companion animal necropsies / n° of students graduating annually	2,924	2,07	1,40	1,524
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0,422	2,32	0,97	-0,548
I19	n° of equine necropsies / n° of students graduating annually	0,111	0,30	0,09	0,018
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,089	2,05	0,69	0,396
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annual	0,063	0,20	0,06	0,000
I22*	n° of PhD graduating annually / n° of students graduating annually	0,117	0,15	0,09	0,029
[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				

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

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

	x		
3.1.5. Food Safety and Quality	x		
3.1.6. Professional Knowledge	x		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.	x		
Standard 3.3: Programme learning outcomes must: ● ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework ● include a description of Day One Competences ● form the basis for explicit statements of the objectives and learning outcomes of individual units of study ● be communicated to staff and students ● be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	x		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: ● determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum ● oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes ● perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned ● identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.	x		
Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	x		
Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	x		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	x		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.	x		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	x		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: ● be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students ● be of a high standard, well maintained and fit for the purpose ● promote best husbandry, welfare and management practices ● ensure relevant biosecurity and bio-containment	x		

● be designed to enhance learning.			
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	x		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	x		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	x		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	x		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	x		
Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.		x	
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	x		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	x		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	x		
Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.	x		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	x		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	x		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.	x		

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Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.	x		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	x		
Area 9. Academic and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	x		
Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.	x		

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

Executive Summary

The Faculty of Veterinary Medicine (which is called the Veterinary Education Establishment (VEE) in this report) was founded in 1919 as the School of Veterinary Medicine in Zagreb. In 1924, the school was included as a faculty and a permanent member of the University of Zagreb (UNIZG). The VEE is the sole provider of veterinary education at all levels of higher education in Croatia.

The VEE was evaluated by ESEVT in 2003 and 2013. The VEE acquired approval status after a revisit in 2015, and it was fully accredited after a Stage 2 evaluation in 2021.

The SER was provided on time and written in agreement with the SOP 2019 as amended in September 2021. 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 affected the VEE and what actions were taken to alleviate the impact of the restrictions due to the pandemic.

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

Areas worthy of praise (i.e. Commendations), e.g.:
- The commitment and enthusiasm of staff and students
- Transparency and openness during the visitation
- Student focused education
- Positive interaction between students and staff
- Enthusiasm and commitment of the QA team
- High level of biosecurity in the isolation unit
- Effective connection with the veterinary profession
- Attention to wildlife and zoo animal medicine
- Comprehensive electronic patient record system
- Integration of Croatian and international students
- English language proficiency of students and staff

Additional commendations are described in the Visitation Report.

Areas of concern (i.e., Minor Deficiencies):
- Partial compliance with Substandard 4.9 because of suboptimal implementation of biosecurity measures in training in basic sciences.

Additional suggestions for improvement are described in the Visitation Report.

Items of non-compliance with the ESEVT Standards:
None.

Glossary

D1C: Day One Competences
EAEVE: European Association of Establishments 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
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
IUGS: Integrated Undergraduate and Graduate University Study
OCDAPC: Office for Career Development, Academic and Psychological Counselling
QA: Quality Assurance
SER: Self-Evaluation Report
SOP: Standard Operating Procedure
UNIZG: University of Zagreb
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Veterinary Education Establishment (VEE) of the University of Zagreb is therefore classified as holding the status of: **ACCREDITATION**.