

European Association of Establishments for Veterinary Education
European System of Evaluation of Veterinary Training

**REPORT ON THE STAGE 1 VISITATION TO THE FACULTY OF
VETERINARY MEDICINE OF WARSAW, POLAND**

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INTRODUCTION

Veterinary Medicine teaching activities started in 1824 and evolved through several stages to the Faculty of Veterinary Medicine (FVMW), initially of Warsaw University in 1927 and since 1952 of the Warsaw University of Life Sciences (WULS) and is situated primarily at the Nowoursynowska Street Campus and at Wolica. It was initially visited by the EAEVE in 1999. Results and the subsequent changes have been described in the SER pages 3 to 4.

From 10-14 May 2010, an EAEVE/FVE Visiting Team undertook a full evaluation of the FVMW at the Nowoursynowska Street Campus, the Large Animal (Equine) Clinic at Wolica and the University Farm at Obory, near Warsaw. Prior to the visit, the FVMW supplied a thorough Self-Evaluation Report, which acted as the basis for the evaluation. The programme and accompanying arrangements were well organized.

1 OBJECTIVES & STRATEGY

Questions to be covered:

- 1) *Clear statement of objectives?* Yes
- 2) *Do the objectives cover the total education programme adequately?* Yes
- 3) *Is undergraduate education the primary reason for the existence and funding of the establishment?* Not in practice

1.1 Findings

The Faculty Mission Statement is outlined in four parts on p4 of the SER.

Objectives have been divided into Educational and Research-based aspects also outlined on p 4 of the SER as well as the provision of Veterinary Medical Services (p5 of the SER).

1.2 Comments

Throughout the visitation, it became apparent to the Visiting Team, that the Faculty's Research Objectives take priority over the Educational Objectives. This is probably due to the fact that the remuneration system applied to teaching staff is based almost exclusively upon research and publication productivity, as confirmed by the ranking list of the Ministry of Science and Higher Education.

All teaching staff salaries are paid by the funds allotted to the University by the Ministry of Science and Higher Education. Support staff are paid partially by funds from Ministry of Higher Education, partially from research funds and partially from revenues from the veterinary services

Even the activities of the two recently separated clinics in terms of offering a "wide range of veterinary medical services" do not seem to be primarily intended for teaching purposes, but seem to be finance-generation-based and the actual involvement of undergraduate students is a matter of chance rather than plan. The result is that many useful and interesting clinical cases are lost to the teaching process and the majority of undergraduate students, since the system does not in any way call for student's compulsory attendance.

1.3 Suggestions

- 1.3.1 The primary objective of any Veterinary Educational Establishment should be the teaching of veterinary undergraduate students irrespective of the source of income and salary review of the teaching staff.
- 1.3.2 The Ministry of Science and Higher Education should be convinced, that the Veterinary Training is one of the most expensive in terms of physical demands on the teaching function and should raise the coefficient for Veterinary Studies. It is irrational to classify Zootechnics on the same level as the Training in Veterinary Science.

2 ORGANISATION

Questions to be covered:

- 1) *Brief structure and organization summary* See p6-12 SER.
2) *Does Faculty have adequate influence on University policy?* Probably.
3) *Is it suitably "autonomous" i.e. does it have adequate flexibility?* Yes in part.
4) *Effective structure for decision making?* Rather pompous.
5) *Are Departments coordinated amongst themselves in terms of use of resources?* Not really.

2.1 Findings

The Organization is fully outlined with its various entities, councils and committees on pages 6 to 12 of the SER.

2.2 Comments

The Warsaw Veterinary Chamber has its offices within the FVMW and the President is an active Professor at the Faculty. In addition, the President of the National Polish Veterinary Chamber is also a Professor at the Warsaw Faculty, so in general relations with the external profession are good.

2.3 Suggestions

- 2.3.1 Set up "Open Days" to make the general public aware of the complexity of the training process of Veterinarians.
- 2.3.2 Make the public aware, that the Veterinarian has been assigned by the EU full responsibility for controlling the food chain from "Farm to Fork".

3 FINANCES

Questions to be covered:

- 1) *Short summary of financial and budgetary structure and who controls it?* See p 13-14 & 16-17 SER
2) *Any additional income generated?* Yes, significant. See p 14-15 SER
3) *Is level of funding adequate?* Never adequate, but fair and well managed
4) *Is there a good balance between capital expenditure and running costs?* Yes

- 5) *Is there a good balance between research and teaching funding?* Yes, but weighted towards research
6) *How much autonomy to allocate budget?* Total

3.1 Findings

Funds for the Faculty for both Teaching and Research purposes are derived from the Ministry of Science and Higher Education, which uses a complex formula based on student numbers to calculate the amount. Veterinary studies are graded 3 at the top of the range whereas Zootechnics studies are graded 2.5. Funds are paid to the Warsaw University of Life Sciences which then allots them to the Faculty. Distribution of funds within the Faculty is quite autonomous.

Details of the financial and budgetary structure can be found on pages 13-14 SER and 16-17 SER.

Significant additional income is generated from clinical and diagnostic work, research grants at national and European levels as well as from the Industry, tuition and registration fees and the English language course (p.17 SER).

3.2 Comments

- The FVMW is underfunded by the Ministry. As is the case with many Faculties across Europe, without the generation of additional income, it would be unable to function.
- The salaries of teaching staff are low, when compared to private practice.
- There is inadequate funding available to enable an acceptable level of Support Staff to be maintained. This means that junior research staff and PhD students are expected or even required to undertake support staff functions, e.g. laboratory technician work, which is a waste of expert time.

3.3 Suggestions

3.3.1 Veterinary Studies are considerably more cost intensive, especially in terms of the burden of teaching, than Zootechnics, so consideration should be given to raising the calculation factor used by the Ministry of Science and Higher Education from perhaps 3 to 5. (See also 1.3.2).

3.3.2 Resolution should be sought and found to resolve the problem of the shortage of Support Staff.

4 CURRICULUM

4.1 GENERAL ASPECTS

Questions to be covered:

- 1) *Seems as in SER or indicate variances? After corrections, it seems to correspond*
- 2) *Curriculum fixed by law or otherwise? Fixed by law with some flexibility in terms of hours added but not reduced*

- 3) *Important to verify if clinical training figures in SER corresponds to supervised intensive hands-on clinical training in small groups. Note: Extramural vacation work or large group demonstrations should not be included as clinical work. Hands-on within hours of clinical training questionable. An effort to describe the situation better than it is from the staff as well as students was apparent.*
- 4) *Curriculum balance and coverage OK? No, too much basic science teaching, few animal production, clinics also should be increased.*
- 5) *Comment on practical to theory ratio. Very few or no practicals in animal production, too many practicals in basic sciences as compared to clinics.*
- 6) *Ratio of clinical work to lectures and practical work must be checked with SOP*
- 7) *Ratio of theory to practical and clinical work must be checked with SOP*
- 8) *Comment on courses integration, electives & extramural work arrangements. Very little interactions between teachers and departments, basically no system of electives (see clinical part of the curriculum). Extramural arrangements were considered acceptable.*

4.1.1 Findings

The National Curriculum is approved by the Ministry of Science and Higher Education based on the Higher Education Act. It specifies that curriculum for the Faculty of Veterinary Medicine should count 5100 hours, 330 ECTS and studies should last at least 11 semesters. There is no final board examination in the curriculum. The Faculty has no influence on the total number of hours and minimal number of basic hours ascribed to individual subjects. These numbers can be increased, but the Faculty has to cover additional expenses associated with increased number of hours. All decisions on curriculum matters and course content have to be approved by the Faculty Council. The person responsible for the subject elaborates detailed content of the course which should meet National Curriculum requirements. Then this project is discussed by the Didactic Commission and subsequently recommended to the Faculty Council.

4.1.2 Comments

- The curriculum is not well balanced in terms of proportions between basic subjects, animal production and clinics. There is too many hours devoted to basic subjects, too few hours for animal production (in absolute terms) and relatively few hours for clinical subjects.
- The proportion between theoretical and practical training is not favourable at all in animal production, it is not optimum in clinical subjects and there is too many practicals in basic sciences. Numbers of hours and the theory-practical ratio in food hygiene and veterinary public health subjects are reasonable.
- The system of extramural training is supervised by the faculty and seems to be an alternative to intramural training in large animals, which is zero (except horses). The extramural training depends on two employees - one full-time and one retired, part-time employed academic. Here again, the range of interventions made by students is very narrow and their hands-on experience is insufficient.
- There is almost no effort for equilibration/integration of the curriculum as a whole. The approval of the contents by the Didactic committee seems to reflect contents of individual subjects rather than the consideration of a curriculum as a whole. Important general concepts typical for a modern veterinary curriculum, like herd health management, system of tracking and electives, horizontal and vertical integration within the curriculum are clearly neglected. Even within the frame of the national curriculum fixed by law, it is possible to accomplish, especially paying specific attention to the syllabi and their mutual interdependence.

- There is no true e-learning system.
- Need of a final board examination in the curriculum seems to be appropriate in terms of pushing students to integrate their so far fragmented knowledge of various subjects.
- As there is no diploma thesis necessary for graduating from the faculty, some research-oriented students and international students could lack this opportunity.

4.1.3 Suggestions

4.1.3.1 The Faculty should use this ER as a tool for negotiating changes of the national curriculum with the authorities. The proportions between groups of EU-listed subjects should be adjusted based on the comments above. Especially, more practical hours should be given to Animal Production and to the clinical subjects, a system of tracking and electives reflected also by a final board exam should be considered.

4.1.3.2 The Didactic Committee should be more active and proactive. Its major role should be horizontal and vertical integration of various subjects based on explicitly declared teaching concepts.

4.1.3.3 The curriculum and the corresponding syllabi should make sure that students have enough hands-on experience in clinics. The range of interventions should be substantially broader reflecting the list of day-one skills considered by EAEVE. Otherwise, the numbers of hours declared as practicals remain a paper statement. The system of extramural training should be expanded in terms of persons involved.

4.1.3.4 E-learning should be established as a system accessible to all students.

4.1.3.5 The Faculty should think of introducing the possibility for students to submit and defend their diploma thesis as an elective subject. In undergraduate students interested in a research and/or laboratory diagnostic career, this would promote their involvement in departmental research. International students often ask for this possibility with respect to the recognition of their diploma in their respective countries.

4.2 BASIC SUBJECTS & SCIENCES

Questions to be covered:

1) Do basic subjects form part of the internal curriculum or are they taught elsewhere? Mostly yes

2) How are carcasses handled for anatomy and pathology with relation to chilling/freezing, hoists, trolleys, changing facilities and disposal? See findings

3) Do incoming students have adequate basic knowledge? See findings

4) Are items taught in basic sciences brought into relation to later courses? Mostly

5) Adequacy of hours and course materials as well as balance between practical and theoretical work? Yes

6) Is there adequate hands-on participation by students in anatomy and pathology? Yes for Anatomy

7) Are the groups too large? Generally adequate

4.2.1 Findings

The curriculum hours in the basic subjects form part of the curriculum of veterinary students and are shown in the SER list on pages 18 and 19. Some basic subjects and basic sciences (BS&Sc) mentioned in the EU Directive and the SOP are taught as independent subjects or parts of other subjects as is the case of *Biomathematics* that is taught as *Biostatistics* jointly with *Documentation Methods*, and *Professional Ethics* whose contents are taught as *Deontology* together with *History of Veterinary Medicine* in a small group of subjects considered as “Professional Knowledge”. As for *Biology*, the part corresponding to Animal Biology is devoted to Developmental Anatomy (organogenesis), whilst Plant Biology is reduced to plants of veterinary interest.

Of the total amount of 5,100 hours of the curriculum, those dedicated to basic subjects and basic sciences amount to 1,325. The number of hours divided across the “EC” subjects is shown in Table 4.2, page 23 of the SER.

All waste materials of biological origin are stored in plastic bags and special containers in a cool room until collected by a contracted specialised company as a part of the waste management protocol (6.1.8. of the SER, p.48). Changing facilities are very basic. Hoists and hanging devices are used for large animal demonstrations in Comparative Anatomy.

Incoming students do not have any kind of examination to get into the Faculty. Nevertheless their qualifications in the final exams of High School must be amongst the best in the whole country because the Faculty is highly rated for access and requires high point scores. This assures adequate basic knowledge, at least the best students possible (together with 3 or 4 other faculties: Medicine, Law, Technology...)

The Basic Sciences staff members are quite concerned about the effort necessary to relate their subjects to later disciplines covering Veterinary Medicine fundamentals.

The content of the Basic Subjects and Sciences and the number of lectures is sufficient and generally the same as at other veterinary faculties. Also the proportion of theoretical and practical classes is generally well balanced.

Practice groups average 16 students assisted by 1 instructor. In general it seems a feasible number, but performance could be much improved with 10-12 students per group. All students have access to hands-on supervised work in the laboratories, desk work and in the dissection room.

Most teachers of the Basic Subjects and Sciences are veterinary surgeons. In the preclinical department there are more non-veterinary staff, though their degree is closely allied to the subjects they are involved in (Biologists, Biotechnologists, and Microbiologists).

In general, there is only partial information accessible about curriculum hours, syllabus, schedule for semesters on the website of the Faculty.

4.2.2 Comments

- Following the students` opinions, many hours of “Self Directed Learning” are required in making the necessary effort to tackle a specific subject. The resources for this type of study are in general not homogeneous, and no e-learning is used. For Animal Anatomy and Histology/Embryology, the proportion of SDL hours is extremely high.
- Concerning integration with subjects in the clinics, it is a necessity which has been agreed by most of the academic staff, but is seldom achieved except in some instances such as Mycology or Toxicology.

- The number of the support staff/technicians at the Departments teaching BS&Sc is generally low resulting in teachers having to carry out the work of technicians.

4.2.3 Suggestions

4.2.3.1 Compare the estimation of SDL hours needed as indicated by students with the opinion of teaching staff in order to get a more balanced proportion. If any subject seems to need a significant amount of SDL, it might be necessary as well to have the contents revised for a better fit of the programme to the supervised hours assigned.

4.2.3.2 Integration of programmes is a must and should be carried out under a standardized procedure/protocol rather than relying on the initiative of individuals or the hope of good personal relationships.

4.2.3.3 The number of the Teaching and Support Staff in the Departments teaching BS&Sc, especially anatomy, should be increased and be more specialized in order to free teaching staff of performing tasks that are completely out of their scope.

4.2.3.4 There should be a much clearer and informative web page for students, professionals and even for the lay public, to be accurately informed on the Faculty and the services it can provide. Moreover, Departments could supply more information about their work, availability of academic staff, etc. English version should refer to the whole content and not only to the information concerning the international (English) course.

4.3 ANIMAL PRODUCTION

Questions to be covered:

- 1) Is there a working farm where students can do practical work on animal production? Yes*
- 2) Is there any early exposure to handling of farm animals for city students? Questionable at the level of individual students*
- 3) Are there sufficient hours of teaching in animal production and is there a good balance between practical and theory? Clearly no, see text*
- 4) Is agronomy taught and where (silage production, pasture management and use of particular feeds/plants etc.)? Yes, mostly in animal nutrition*
- 5) Is animal production teaching well integrated with related subjects i.e. herd-health management and ailments caused by poor or in-balanced nutrition? No, see text*
- 6) Does the teaching of forensic and state veterinary medicine cover the principles of certification with regard to animal transportation? Yes*

4.3.1 Findings

The SER does not provide a complete description of the situation in the area of teaching Animal Production, which is rather specific for this faculty and university. Most of the Animal Production subjects are taught by other faculties (Animal Nutrition and Feeding, Animal

Breeding and Husbandry, Animal Hygiene and Veterinary Prevention by the Faculty of Animal Science, Agronomy and Environmental Protection by the Faculty of Agriculture). Only Small Animal Dietetics with elements of small animal nutrition, Pathology, and elements of Animal Reproduction are taught by the faculty. However, the programme of each course taught by another faculty has been proposed by the teachers and approved by the Faculty Board of the veterinary faculty. In each course, the programme taught to veterinary students differs from that for other students and it is always veterinary-oriented. Teachers are usually non-veterinarians (mostly animal scientists) but in the case of Veterinary Prevention, three staff members are veterinarians.

The numbers of hours devoted to these subjects are generally low, and the proportion between theoretical lectures and practicals is unfavourable. In Animal Nutrition, practicals are standard, but in Animal Breeding and Husbandry there is very few practical hours and in Veterinary prevention, there is no practical teaching. This does not allow the teachers to teach practical approaches used in animal breeding and hygiene and to use the University farm efficiently. The contents of teaching correspond to the names of the subjects.

There is apparently no coordination between different subjects and the concept of preventive veterinary medicine in its modern form is not presented to students.

4.3.2 Comments

- The Animal production courses are clearly veterinary-oriented contents and they are consulted with the faculty. The programmes are adequate; the teachers are experienced and dedicated.
- The level of coordination within the Animal Production group of subjects and between them and the clinics (reproduction and gynaecology) or other subjects (epidemiology etc) is very poor. It has been stated by the staff that it is a role for the Didactic committee. However, it meets only *ad hoc* and does not seem to play a proactive role in this aspect.
- Due to low numbers of practical hours, there is very little practical and hands-on experience in approaching and handling animals as well as in methods used in animal hygiene. Good practical training can be provided in animal nutrition.
- Integration and coordination in terms of herd health management is poor even within the Faculty and does not work across the other Faculties involved.

4.3.3 Suggestions

4.3.3.1 Increase the numbers of hours of practical teaching in Animal Production subjects and use them only for practical hands-on training, especially for teaching how to approach and handle all domestic animal species.

4.3.3.2 An integrated and coherent concept of herd health management should be taught as a general subject referring to specific areas covered by specific subjects. A better coordination between departments within and across Faculties involved should be established. Teaching programmes should be consulted and a common concept elaborated. An active role of the Didactic committee in this process is necessary.

4.4 CLINICAL SCIENCES

Questions to be covered:

1) Does the establishment operate an emergency veterinary service in which students participate and is the latter compulsory or voluntary?

Both the small and large animal hospitals have an emergency service operating with a limited number of academic staff; students only involved on voluntary base

2) Does the establishment operate a mobile clinic and how do students participate in the activities?

See comments

3) Are students covered by liability insurance during extramural work?

Yes

4) Are allocated hours adequate and in balance with the curriculum?

Large number of students per groups and relatively low patients flow: more clinical work is justified

5) Are disciplines integrated and well coordinated? Is there a satisfactory balance between species?

Not all disciplines are covered in both the clinics; coordination can be ameliorated.

Focus on small animals and horses: other food producing animals handled by external work on farms.

Especially the veterinary education on food producing animals is of concern (overall herd health is not fully developed)

6) Is each student getting adequate hands-on clinical teaching?

Large number of students per groups and relatively low patient flows are hindering the hands-on clinical education

7) Brief comment on adequacy of facilities, environment, organization, caseload, necropsy case load, staff and support staff?

See below

8) Are adequate opportunities offered for each student to handle parturitions, dystocias, displaced abomasums, traumatic reticulitis, milk fever, acetonaemia?

Because to the present system of farm visit (even for one week), not all students have the opportunity to see or handle the above mentioned veterinary intervention.

9) Would all students be able to perform an ovaro-hysterectomy on a cat alone?

See question 6 and 8

Remark: in the curriculum there is more time spend on the theoretical lectures on large animal surgery compared to the same surgical item for small animals

4.1 Findings

The definition of clinical work is defined under 4.1.1.2.2 (p 21) while the number of clinical work hours per student is presented in table 4.1 (p 22). Table 4.2 (p 23) includes the curriculum hours in EU-listed subjects taken by each student. The elective courses are presented in table 4.3 (p 25).

The amount of obligatory extramural work is stipulated in table 4.1.4 (p 29) whereby 2 periods of clinical work of 160 hours per student are mentioned.

An overview of the clinical activities in both small and large animal departments is given in section 7.1.5 including the emergency services and the patient flow.

The information on the ambulatory mobile clinic is incorporated into section 7.1.8 (p 54).

The Small Animal facilities (6.1.1, p 36) have been constructed 10 years ago and have the capabilities to cover all items needed for a modern hospital. This department is divided into

an infectious and non-infectious part. Available equipment is briefly mentioned on p 45. The number of necropsy and available staff are represented in item 7.1.9 (p 84) and Table 7.2 (p 51) respectively.

The Large Animal facilities (6.1.1 premises in general p 36) have been constructed 6 years ago and have the capabilities to cover all items needed for a modern veterinary teaching hospital. This focus of the department is placed on horses. Available equipment is briefly mentioned on p 45. The number of necropsies and available staff are presented in item 7.1.9 (p 84) and Table 7.2 (p 51) respectively.

4.4.2 Comments

- Clinical rotation (300 hours per student) involves the system whereby students have clinical activities in the different hospitals according to a fixed schedule (groups of 8 students). During clinical practice (320 hours per student) basic clinical exercises (examination techniques, surgical procedures on cadavers etc.) are taught to the different groups of students. An overall comment from the staff and the students was the large number of students in a group, making effective training sometimes difficult, especially when combined with a relatively low patient flow (see also p 58 comments students). The practical training within species-oriented teaching (420 hours per student) is relatively vague (see also p 28 comments of students). There is a wide variety of elective courses with clinical work (see further).
- The extramural work starts in the second year and is focused on breeding, husbandry and animal welfare (supervised and coordinated by one full-time employee and one retired, part-time employed academic teacher). During the summer holidays, students can visit breeders or farmer during 2 weeks. Another period of extramural work is repeated during the 4th and 5th year and is divided in clinical work (veterinary practice, clinics for 4 weeks) and assisting veterinary inspection (slaughterhouse, meat plants etc.). Using this extra mural training, the student can have some kind of personal tracking. The organisation is reviewed and controlled by different members in the Dean's office whereby the students have to fill in a standardised diary which is signed by the responsible person at the different places. At the end, a practical examination is organised to grade the student's extramural activities. The students are insured during the extramural activities.
- There is some minor information on the effective hands on-clinical teaching in both small and large animals. Large groups of students are present during the clinical training. Both the small and large animal hospitals have a flow of patients which is relatively low. There is little information about the kind of patients (first opinion, referrals, etc.). Both hospitals have a commercial computerized patient system but there is a no access to this system for the students (only possible under direct supervision of the academic staff).
- Ambulatory clinic: there is no 'Mobile Clinic' or outgoing emergency veterinary service for large animals, but the Faculty has set up week-long courses in the field including planned visits on different sized farms or other facilities dealing with production animals. These courses are mandatory and scheduled by the Department for Large Animals. During these week-long courses the presentation and hands-on training are balanced between the production animal, dairy, beef, swine, sheep, etc. The Visiting Team was assured by the responsible teacher that for these week-long courses the students are covered by insurance.
- The responsible teacher for these courses brings a car with supportive material, instruments, drugs, etc. for the farm visits. The pig herd at the Faculty Farm are used for hands-on training with castration, injections, etc. in pigs

- Emergency services are active in both the small and large animal hospitals. However, these services are assured by a limited number of staff whereby the students are occasionally involved on a voluntary basis. Some patients are treated or examined without students being around.
- Although the Small Animal facilities have all structural capacities to become a modern teaching hospital, the use of some parts is relatively low. The small animal building is divided into infectious and non infectious parts, but this separation is rather artificial since confusion exists about the pathway of the referred cases. Personal safety and bio-security are at a low level.
- Up until now, the small animal hospital has 4 major divisions (diagnostics, internal medicine, reproduction, infectious diseases). On a daily base, 3 groups of students attend the different divisions with live patients, while one group has clinical cases in a smaller lecture hall. Some parts of small animal medicine are underdeveloped (e.g. no ophthalmology).
- Apparently, communications between the divisions is not optimal so the overall efficacy of the hospital can be lost. There is no specialisation according to the EBVS system.
- There is a case load of small animals which only covers the basic needs of a teaching hospital when taking into account the high number of students.
- The amount of equipment including anaesthetic devices and supportive equipment in the RX, CT, and some of the surgical units is limited. The scavenging system of the anaesthetic equipment is rudimentary or non-existing. There are several anaesthetic recovery rooms which are sometimes used as intensive care units. There are no protocols for the isolation of small animals including the admission of suspected infected animals.
- The number of necropsies in small animals is acceptable although this number can be increased without extra costs using external patients and patients from the hospital.
- The amount of qualified academic staff (almost of them working full time) and especially the supportive staff (including nurses) is rather low to assure an optimal functioning of the small animal veterinary teaching hospital. Most academic staff members are responsible for several tasks to cover all disciplines.
- The Large Animal facilities have all structural capacities to become a modern teaching hospital; some areas of large animal medicine are under construction (start up clinic 6 years ago). The large animal building has different parts including examination rooms, surgical theatres and stables.
- Up to now, the large animal hospital has 3 major divisions (surgery, internal medicine and reproduction). On a daily base, different groups of students attend the different divisions with live patients. There is moderate communication between the divisions. One person of the academic staff is responsible for the clinical education of the English speaking students. There is start of specialisation following the EBVS system (one resident of ECBHM in training, one associated member of the ECAR).
- There is a case load of large animals (almost exclusively horses) is relatively low when taking into account the high number of students and the voluntary base clinical duties of the students at some moments. On paper, practical clinical teaching including the ratios corresponds to needs. However, the extent of hands-on experience is highly questionable. An effort to describe the situation better than it

actually is from the staff as well as from students was apparent. (*This was considered to be a Potential Category 1 Deficiency*).

- The amount of equipment including anaesthetic devices and supportive equipment in the RX, CT, and some of the surgical units is sufficient although extra equipment would offer improvement. There are recovery boxes which can be used as intensive care units. There are few protocols for the isolation of horses including the admission of suspected infected animals.
- The number of necropsies in large animals is low whereby no facilities are present for the handling of larger body weights.
- The number of qualified academic staff and especially the supportive staff (including nurses) is rather low to assure an optimal functioning of the large animal veterinary teaching hospital.

4.4.3 Suggestions

4.4.3.1 The large number of students per group is a problem for the hands-on clinical educations. A reduction of the number of students per group is justified.

4.4.3.2 In order to increase the input of the students during clinical work, a limited access to the databank of the patients is desirable and will be a stimulus for the personal motivation of the clinical education.

4.4.3.3 Patients are lost for the education of the students in the veterinary teaching hospital, so the presence of students in “quiet” moments (some periods in the afternoon) but also during the night and weekends, must become obligatory. A simple rotation system should be installed whereby students are involved in the care of hospitalised patients and help for emergency cases. Students must be involved in the management of clinical patients at all times.

4.4.3.4 An in depth rethinking of the personal safety and bio security has to be done and actively installed (changing room, specific dress code, hand hygiene etc.).

4.4.3.5 A strict protocol included all aspects of bio security must be installed for the isolation facilities in both large and small animal facilities. Radioprotection precautions must be respected at all times.

4.4.3.6 The veterinary specialisation according to the EBVS system should be implemented in the clinics whereby the system of interns and residents should be used to assure that the clinical work can be covered. The possible conflict between national and European veterinary specialists has to be sorted out on a higher level although the national specialist can be categorized as “acknowledged veterinarian”.

4.4.3.7 An increase in case load is essential to increase the hands-on clinical education of the students, which was considered by the Visiting Team to be seriously deficient. (*This is considered as a Potential Category 1 Deficiency*). Projects such as spaying of stray cats can be a possible alternative to achieve this increase.

4.4.3.8 Efforts have to be made to increase the essential equipment, especially in the small animal hospital where no anaesthetic devices are available, except for the surgical theatres. The anaesthetic scavenging system needs to be optimized at all places.

4.4.3.9 The number of necropsies in large animals has to be increased to assure a proper and efficient education of the students. The low caseload concerning cattle could be increased by using the common cases at the dairy unit at the Faculty Farm in cooperation with the local veterinary service responsible for the 24 hour service. At the moment the local veterinarian is responsible for diagnosing and treatment of all common cases at the farm.

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

Questions to be covered:

- 1) Briefly comment on structure of practical training i.e. practicals, slaughterhouse, processing plants etc.*
- 2) How is food hygiene course linked to animal production, pathology, pharmacology & toxicology incl. residues and withdrawal times and parasitology?*
- 3) Is training mostly internal on-site or external?*
- 4) How is inspection experience in milk, cheese, fish, meat, poultry offered?*
- 5) Do all students have training in the slaughterhouse?*

4.5.1 Findings

Food hygiene is taught in the Dept of Food Hygiene and Public Health according to SER at page 24 under the responsibility of 12 teachers assisted by 2 postgraduate students and 4 technicians. The teaching covers all the products of animal origin at all the stages of production apart from the primary one. It is a course on food hygiene where specific attention is focused on microbiology, chemistry, inspection and official control issues that are taught in direct lessons with little contributions from field veterinarians. Such contributions would be more profitably used in the practical sessions.

The “chain approach” to food safety is identifiable through the linked disciplines taught in different departments. The propaedeutic issues such as basic science and pathology, microbiology, epidemiology, pharmacology and toxicology, animal health legislation and animal diseases, are given separately. Animal nutrition and animal production are taught outside the Faculty.

Food safety legislation is taught in theory lectures accordingly to the specific theme (vertical or horizontal). Animal health legislation is taught in the Large (farm) Animal Department of Infectious Diseases. Veterinary Public Health legislation is taught in the Food Hygiene Dept.

The Faculty regularly uses two slaughterhouses for practical teaching located about 50 Km from the Faculty. A small scale one has a single line for pigs and another one operates two lines for beef and pork each. A semi-industrial poultry slaughterhouse is also available for students visit.

Students visit the slaughterhouse premises in small groups (not more than 10 students per group), supervised by tutors and the official veterinary inspectors, in order to attend to all the slaughtering and inspection procedures. This is a mandatory practice linked to the Food Hygiene subject. In the slaughterhouses the students follow the work of the official veterinarians in charge and have exercises on such duties as ante- and post-mortem inspections, book keeping, official sampling, labelling, stamping, traceability, documents checks, wastes management). The company staff are also available for showing the self-checking-programmes and HACCP on an “on demand” basis. Given the small scale no veterinarians as consultant are in charge of the self checks and employed by the FBOs. The students are taught about the principles of food industry consultancy anyway. Each student

has the obligation to pay at least two visits to the slaughtering plant during the course. Student groups have to use their own means to get to the premises and they have to provide themselves with personal safety and protection hygienic tools necessary for the attendance on the premises.

The slaughterhouses also provide materials (meat pieces, offal, parts of animals) for practical teaching of hygiene inspections at the Faculty premises. Normal and altered products are shown; normal and pathological organs inspection teaching is provided in Food Hygiene lectures.

The students can also visit several food industries and wholesale stores. During the visits, the students are taught about the technologies, machinery use, HACCP programmes, Good Hygiene Practices, quality standards, food handlers training and analytical methods applied.

There is a signed agreement with the County Veterinary district to ensure availability of premises and cooperation of Veterinary Inspection staff. The Food Business Operators are annually officially requested to allow the students in their establishments for training purposes.

On ad hoc basis personnel from the legislative unit of the Central Veterinary Authority is hired to cover some legislative aspects.

Fishery products and honey hygiene are taught in coordination with the specialised units external to the Food Hygiene Department.

Electively a game inspection course is offered.

Animal welfare is taught in the Food Hygiene Department and in coordination with the Animal Production Department (within the Faculty).

Food technology is taught within the subject of Food Hygiene. This comprises mostly practical information on the main production technologies of foodstuffs of animal origin, given in the context of the hygiene lectures and in visitations of food factories. It has been said to the Team that in case of need a food technology didactic plant is potentially available at the Faculty of Food Technology, but it does not appear that regular lectures are held there.

The Department also is responsible for teaching Public Health and Zoonoses of not food-borne origin, as well as emergency and contingency procedures in Animal Health diseases control procedures.

Milk hygiene is taught in a separate ad hoc course.

4.5.2 Comments

- Given the theory and the practice provided both in food hygiene and safety subjects by the Dept. of Food Hygiene and Public Health, it is possible to conclude that the students receive a sufficient teaching in food hygiene and inspection. The subjects taught cover a good range of products of animal origin.
- There is room to improve the linkage between different food safety issues, in particular between primary production and subsequent phases. The “farm to fork” approach to the safety of the food chain is only partially achieved, since many different subjects are taught quite separately by different departments with different emphases. For example, the link between milk hygiene and the management of dairy production is not evident or the morphological or histological signs of illegal drugs

treatments to be related to toxicology or pathological anatomy.

- The exposure to animal slaughtering is acceptable. However the examination for inspection purposes of pathological organs from slaughtered animals out of the slaughterhouse is given only under the opportunities given by the good relationship between teachers and inspection officers as well as by the casual occurrence of cases in the limited scale plants available; sufficient amount of supply of organs and animal materials seems still to be reached.
- Audiovisual teaching material is available to partially cover the lack of materials. The organs for morphological comparison are to be purchased by the Dept. The exposure to certain products of animal origin (e.g. fishery or sea-foods) looks like leaving some room for improvement.
- During the visits outside the Faculty the team has been given the opportunity to visit the premises and facilities of two out of the three slaughterhouses available at a reasonable distance. There has been also the possibility to interview official veterinarians in charge of inspections in slaughtering plant. All of them seemed to be aware of their duties in the educational and tutorial process. It was also possible to attend a student visit to the slaughterhouses and it was evident that the activity was satisfactory in terms of training provided at least on inspection procedures and normal findings. Students have to provide themselves of personal safety tools necessary for the attendance of the premises.
- The premises are not far but rather uncomfortable to be reached by students and tutors, since the city abattoir and other closer plants have been closed down some time ago.
- Teaching of Epidemiology looks to be well developed in the Dept. of Large Animals, within the Unit of Infectious Diseases; however the links necessary with the field of Public Health and Food Safety are not evident.
- HACCP and GMP principles are taught mainly on a theoretical basis. Links to the activities and practical implementation of visited companies seem to leave room for improvement.
- Although some agreements have been signed to grant student accession to slaughterhouses and other facilities for extramural work, the relationship between the Faculty and the production companies can be better defined.
- The Faculty needs to ensure that it fully respects safety procedures and equipment during practical teaching. This is both because the Faculty should scrupulously observe safety rules and procedures for training purposes, and because of issues of potential liability and difficulties in relation with hosting establishments should an accident occur. This applies in particular in slaughterhouses, which are workplaces with a range of known potential hazards. The Faculty should provide the necessary safety equipment and apparel for the work and the working environment, as well as regular maintenance of the equipment. The students are covered by their own insurance, although with a good support from the Faculty.

4.5.3 Suggestions

4.5.3.1 Improve the connection between teaching on food safety and quality and the related basic sciences as well as to the animal production and animal health disciplines in order to ensure that the students are ready to undertake their

duties in integrated food safety systems. The same improvement needs to be completed in the field of relevant legislation. The above would also make the exposure of student to pathological findings material relevant to food safety issues improved from both a quantitative and a qualitative point of view

4.5.3.2 The relationships with the external enterprises involved in food safety teaching both private and public ones, could be improved and put on a more formal basis; while the involvement of official veterinarians seems satisfactory, the presence of consultant practitioners and laboratory food hygiene experts from practice, in order to cover specific training, should be improved.

4.5.3.3 Occasional shortcomings in the premises visited should be highlighted and used as case studies. Such cases could be examined in the classroom in post-visit analysis. In general, the case study after practical work outside the Faculty should be emphasized as feedback. Reports from the students' activities should be encouraged. Similarly the eventual lack of essential SOPs (like proper changing rooms and facilities) in the premises can be used to stress the importance of bio-security measures. Any finding could be then shown in a positive approach.

4.5.3.4 Subjects such as HACCP and audit techniques look developed but taught in frontal lessons. It is advisable that they would be approached in an integrated way, linking primary productions to industry and retail sectors and following the "farm to fork" approach for a global food safety, integrated with GMP and Risk Analysis principles and Herd Surveillance-like Programs.

4.5.3.5 The above integration should encompass also Epidemiology applied to Food Safety and Animal Health bio-security measures; that would be easy taking into account that the Food Safety Dept is responsible for Veterinary Legislation and should cover contingency planning and Emergency management in outbreaks.

4.5.3.6 Attention could be paid to safety procedures in workplaces, with particular attention to the work done outside the Faculty, where any casualty could lead to conflict between the FVMW and the hosting structure.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

Questions to be covered:

List available electives

4.6.1 Findings

An overview of the electives is given in Table 4.3 (p 25).

Optional disciplines and other subjects are not incorporated in the SER.

4.6.2 Comments

- There is a wide variety of elective courses divided in basic subjects, basis sciences, clinical sciences, animal reproduction, food hygiene and professional knowledge. The areas covered by the subject show a large variation (e.g. small ruminant disease versus additional diagnostic test in small animal reproduction); the distribution of training time (practical, theoretical, etc.) shows also a wide variation. It is not clear how clinical work of some subject can be attained by the students choosing these courses. The concept of electives is imbalanced and is of little use for the

development of a tracking system. The students are relatively confused over these electives.

4.6.3 Suggestions

4.6.3.1 In order to start up a tracking system for the students, electives should be based on the existing tracking/specialisation system focusing on the several species and/or specific subject such as research. It is advisable to include the directions used in the EBVS system to allow the students to start a first tracking with eventual further post graduated specialisation.

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

Questions to be covered:

- 1) Brief summary of teaching methodology used see Findings*
- 2) Are specific learning objectives set for subject and courses? In general yes for BS&Sc*
- 3) Do students work from teachers`cripts or textbooks or other information technology form? See Findings*
- 4) Is problem-oriented teaching used? Not for BS&Sc*
- 5) How are courses and teaching evaluated? As indicated in the SER, 5.1.4., p.34*
- 6) Is teaching mostly theoretical or has practical application a higher rang of importance? 50/50 to 33/66 teo/pract in the BS&Sc*
- 7) How much real-life clinical exposure opportunity is offered i.e. hands-on work, 24-hour duty, acute cases, case responsibility, case follow-up, interaction with clients, practice management etc.? see Findings*

5.1.1 Findings

Lectures are carried out by means of PowerPoint presentations. Sometimes handouts are provided, but generally there are textbooks in Polish, written by the teachers to summarize the essentials of the course, which are recommended to the students as the main resource to follow lessons easy and accurately. Complementary texts in English are used mainly to prepare seminars or to emphasize certain aspects. Especially for Animal Anatomy there is a tutorial in osteology developed by the teachers of the Morphology Department, accessible to the students through the internet.

Practical training is mandatory for the different subjects. Failing attendance for more than two sessions means to be precluded from the examination and the course has to be repeated. Practicals usually begin with a short introduction by the teacher focusing on the procedures and fundamentals of the work that students have to perform.

The problem-based learning system is not currently utilized in the BS&Sc. Seminars are used instead, in the form of simplified Case-Based study that students prepare and discuss.

As a part of a National Accreditation Process of the quality of teaching, students are asked to get involved in the evaluation system by anonymously filling out a questionnaire expressing their opinion about quality of teaching, methods, programmes, etc. The Dean's Office collect and process these data to elaborate the information needed for such Accreditation.

In general there is a very low rate of real-live clinical hands-on work, 24-hour duty, acute cases, case responsibility, case follow-up, interaction with clients, practice management.

5.1.2 Comments

- Elaboration of didactic material seems not to be rewarded by the University, or at least not in an efficient way to encourage academic staff sufficiently.
- The participation of the students in the evaluation of the quality of teaching seems not to produce any feedback to the academic staff, since they do not get back the results.
- General management and procedures in the clinical framework have to be revised in order to have a proper management, students' access, case recording and follow-up.

5.1.3 Suggestions

5.1.3.1 It would be interesting to consider the possibility of implementing a system of promoting educative innovation initiatives amongst the academic staff, as well as to encourage the use of an e-learning platform as a supporting teaching technology.

5.1.3.2 Results of the students' evaluation of teaching questionnaires should be addressed to the Departments and properly analysed in the framework of a whole project of continuous assessment and improving of the didactic procedures. Participation of students in the evaluation of teaching quality should be obligatory. In several European Faculties, the assessment of the student questionnaires is made by the University rather than the Faculty in order to avoid subjectivity.

5.2 EXAMINATIONS

Queries to be covered:

1) How often are students examined and when?

There are 3 sessions: winter session the end of January/beginning of February, summer session in June and fall session in September. All exams should be passed before the beginning of the next semester

2) Are there external examiners? No

3) How many times can a student retake? Examinations can be repeated twice, plus one (with a commission).

4) Are examinations structured or piecemeal?

5) Is the examination system effective and does it require a student to have to sit and pass examinations in basic subjects and foundation subjects before continuing on to the later disciplines? Yes, there are pre-requisites.

5.2.1 Findings

The examination system is determined by the University rules and there may be some additional Departmental rules. There are 3 sessions: Winter session the end of January/beginning of February; summer session in June and autumn session in September. All examinations should be passed before the beginning of the next semester.

Examinations can be repeated twice, plus one (with a commission). In some cases students have to pass some examinations before they can start other courses.

There is no final board examination. Students only pass exams in the final semester and then end their studies without thesis. Most of examinations are written tests. Practical examinations are required in clinical and other subjects.

5.2.2 Comments

- The examination system is a standard system used in many universities. It is not possible for the students to enter for an examination date via interactive Internet website and often they have to negotiate the dates personally, which is time-consuming and often not very transparent.
- There is no final board examination, which does not allow to check students' integrated knowledge on veterinary medicine as a whole and/or on broader topics, especially within a system of electives/tracking.

5.2.3 Suggestions

5.2.3.1 A transparent equal opportunity system of subscription via Internet would be helpful for students as well as for the examiners.

5.2.3.2 A final board exam composed of the most important subjects (with possible electives) should be seriously considered.

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

Questions to be covered:

- 1) Brief description of facilities with observations on age, suitability etc. See Findings*
- 2) Adequacy of lecture rooms, laboratory and dissection/necropsy halls? See Findings*
- 3) Vehicle availability to transfer students from site to site or to external establishments? Vehicle exists*
- 4) Health and safety items i.e. biohazard warnings, fire extinguishers, eye washes, sluices, chemicals, medicines and dangerous drugs storage? See Findings*
- 5) Adequate facilities for training in food hygiene, carcass handling, access to slaughterhouse, the provision of laboratories for microbiology, toxicology, organoleptics and residue work? Adequate*
- 6) Comment on suitability of site in terms of size, area, local animal caseload, access, transport etc. and availability of suitable equipment for teaching and research? See Findings*

6.1.1 Findings

For the non-clinical facilities, in general, the buildings are relatively new (built in 1970ies, well maintained and equipped, corresponding to the current size of the groups: around 15 students/1 teacher. Some lecture halls smaller than the total number of students in a year. Lecture halls are equipped with data projectors.

Facilities are in general sufficient, except for the necropsy hall. Some spaces have been remodelled, especially the laboratories which are suitable for the purposes of practical sessions.

Lecture halls and laboratories can easily accommodate students. The necropsy hall is deficient in terms of storing and handling large animals. Changing facilities are clearly insufficient. There are no showers or sinks for washing, no closed cabinets. Wall hangers and wood benches have to suffice.

Faculty owns a vehicle to transport students, though the students complain about that they have to manage and finance transportation by themselves.

Biohazard safety measures are explained to students when entering laboratories or hands-on practicals on a general basis. Safety measures are displayed in laboratories and halls. There were no eye-washes except in the dissection room. Drug storage was somehow neglected in the necropsy room and store jars filled with formalin-fixed materials remain uncapped.

Premises can be considered satisfactory in terms of size, area, local animal caseload, access, transport and availability of suitable equipment for teaching and research.

6.1.2 Comments

- In anatomy, the dissection rooms are adequate, while in pathology they are only of a poor standard, with inadequate changing rooms and with a poor security standard. The waste management is adequate.
- Generally speaking premises are spacious and sufficiently equipped. Laboratories for preclinical teaching are of good standard. Research laboratories are very well equipped and students are welcome to them, though limitations are obvious on what they can do.
- The needs of transportation to the various establishments collaborating with the practical work outside the Faculty, clearly indicates the insufficiency of the vehicle dedicated for this purpose. It is a difficult issue to resolve because of the number of students and the variable distances to cover.

6.1.3 Suggestions

6.1.3.1 The necropsy hall needs to be generally remodelled. Changing facilities should permit students to have good hygienic circumstances after necropsies, including shower or at least sinks, and closed cabinets to keep their belongings safely.

6.1.3.2 Facilities used for teaching pathology should be improved in terms of their safety and students welfare standards.

6.2 CLINICAL FACILITIES & ORGANISATION

Questions to be covered:

- 1) Make brief overview of facilities indicating departmental responsibilities*
- 2) Are there diagnostic laboratory facilities and do they carry out external work?*
- 3) Comment on clinical facilities and organization of clinical services.*
- 4) Is there a 24h emergency care service, adequate hospitalization/treatment ?isolation facilities and/or mobile clinic?*

5) Are there possibilities for additional animal materials from stables, farms, kennels, game reserves etc?

6.2.1 Findings

6.2.2 Comments

- The Faculty operates a kind of 'Mobile clinic' organised as 5-day courses in the field. One Teacher with a group of 8 students go to planned visits on large farms dealing with dairy, horses, swine and poultry. The teacher and the students use at the moment their own cars or Faculty's Iveco 8 passenger truck. This truck is also used for transportation of students to the field practitioners and operates there as a kind of local 'Mobile clinic'. The students visit the same farms one or more times per year, but there is no prior information for these visits. Materials from slaughterhouses are used for basic training in reproduction work with cattle. The practicals concerning reproduction take place at the Horse Clinic.

6.2.3 Suggestions

6.2.3.2 The Faculty should invest in a fully equipped van for this 'Mobile Clinic' work. Such a van will cover two issues, being a base for the group during the week and used to demonstrate GVP on location in the field.

6.2.3.3 Contracts or agreements with slaughterhouse processing cattle could be made to give the students the chance to do a 'before and after' gynaecological examination. The training could run as a two day residential course.

6.2.3.4 To improve the teaching in Herd Health Programmes information and records from the farms planned to be visited could be given before the week-long courses to give the students a chance to make some preparations.

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

Questions to be covered:

1) What sources are available which provide access to animal material?

There is an acceptable patient flow in the clinics (needs to be increased) and a minor influx of cases for necropsies (large animals is too low)

2) Is there a working farm where students can do practical work in the animal production subjects?

There is a university farm but this is used more for basic education and hardly for practical veterinary work for the students

3) Ratios students graduating : clinical caseload pets / livestock / necropsies

Ratios not available up to now

4) Adequate fresh chilled or prepared material for anatomy?

Chilled material is used in the large animal section for educational purposes (in vitro rectal palpations)

5) Adequate necropsy material and is it balanced?

Effective shortage of large animal cases

6) Are adequate clinical materials available to enable staff to maintain or develop their skills and is there a reasonable balance between small animal and large animal cases?

The number of cases in both small and large animals needs to be increase in order to maintain the skill of the staff

7) Are the students given adequate exposure to slaughtering of various species as well as to materials for supporting food hygiene training?

7.1 Findings

The information of the animal and teaching material of animal origin for clinical purposes is presented in Table 7.1 (anatomical training), Table 7.2 (necropsies), 7.3 (animals for consultation and hospitalised in the Faculty) and 7.4b (outside teaching).

7.2 Comments

- Dissection: In general students have adequate training in dissecting small animals or parts of large animals. They also have demonstrations of topography in large animals. Specimens are preserved with the usual formalization procedure. After fixation for a suitable period of time they are stored in a saturated saline solution during the whole academic year to avoid exposure to formalin.
- Necropsies: the number of food producing animals (excluding poultry) is too low whilst the number of companion animals is relatively acceptable.
- Patient flow: Apparently, no food producing animals are presented for consultation at the Faculty; the number of horses and companion animal referred to the Faculty is acceptable but needs to be increased.
- The large animal hospital has animals for teaching whilst the small animal division does not.

7.3 Suggestions

7.3.1 It would be a good idea to introduce a system of “bone loan” from the department anatomical collection for the students, to complement the study of this part of the discipline together with the tutorial on-line.

7.3.2 There is certainly a need for a larger number of necropsies of large animals. Efforts have to be made to attract these cases from different sources.

7.3.3 Following the suggestions of the students (p 58), there is a need to increase the patient flow, especially the surgical cases, both in small and large animals to meet the requirement of the clinical education of the large student groups. As suggested by the students the number of animals owned by the Faculty and used for educational purposes needs to be increased.

7.3.4 Small animals owned by the hospital should be used for educational purposes.

8 LIBRARY & EDUCATIONAL RESOURCES

Questions to be covered:

- 1) *Brief overview of library facilities:* SER p 59
- 2) *Number of journals subscribed to and on-line services?* 180 + 72
- 3) *Exchanges with other university libraries?* Yes
- 4) *Central library indexing?* Yes
- 5) *Departmental libraries, accessible easily to students?* No, not necessary
- 6) *Are journals, periodicals, standard texts sufficient?* Yes
- 7) *Is the balance teaching to research acceptable?* Yes with reservations
- 8) *Are the opening hours student-friendly and are there adequate staff?* Yes in Main only
- 9) *Do students use the library well and are they trained to use it?* Yes

8.1 Findings

There are 2 libraries which are used by veterinary students, teachers and researchers. There are several small Departmental Libraries, but these are mainly used by teaching and research staff:

The Main Library of the Warsaw University of Life Sciences, which is used by and available to all students in the 13 Faculties, is a “state-of-the-art” library, and has a relatively small number of books related to Veterinary Science, since the bulk of book necessary are maintained at the Faculty Library. There is a large room dedicated uniquely to displaying the 180 hard copy journals available, set out in alphabetical form. A number of these are applicable to Veterinary Science. The building is very modern, light and airy and is a haven of peace for concerted reading. There are 600 reading places available. Normal books may be taken out overnight, whilst textbooks can be kept for up to 3 weeks. Since it is within walking distance of the main Veterinary Faculty buildings, it is used by veterinary students and staff as an “overflow” from the rather cramped facilities at the Faculty Library. The facilities for retrieval of books from the library and from databases via the internet are fully and excellently equipped. Training courses on the use of the computers for searching for books and also for utilizing databases are offered to first year students and to staff alike. Opening hours are very student-friendly.

The Main Library houses a newly collected Historical Museum on the University of Life Sciences, which is very nicely assembled and nurtures pride in teachers and students alike.

Details of the Main Library can be found on page 59 SER.

The Faculty Library is well equipped with veterinary textbooks, but these cannot be taken out. Photocopies, which are paid for but cheap, have to be made for use outside the premises. Hard copies of 72 specific veterinary journals are available, but there is access to the full range of electronic journals via the Main Library. The reading facilities are limited to 34 working places, which are barely adequate, but this problem is solved by the closeness of the Main Library. The Faculty Library does not have the same student-friendly opening hours of the Main Library.

Details of the Faculty Library can also be found on page 59 SER.

In terms of Information Technology, the University has started a Virtual Campus and uses Moodle software as the base for E-learning.

There is no Campus-wide Wireless (Wi-Fi) system for easy internet access either for staff or students alike.

8.2 Comments

- The combined resources of the Main Library and the Faculty Library are perfectly adequate for the veterinary students, teachers and researchers alike.
- The availability of textbooks and journals is well organized and seems to run efficiently.
- There does not appear to be much opportunity offered to library staff to experience facilities and systems operating in other European Faculties. Such experience could be of significant benefit for future improvements and updates to an already good system.
- Since it is the primary source of books for veterinary students, it seems unfortunate that the Faculty Library does not have similar opening hours to the Main Library and does not open at the weekend at all.
- The University IT facilities are virtually unused by the Veterinary Faculty. There are a few exceptions, where the teacher puts lecture notes and aids for use by students via the internet. The absence of a Campus-wide Wi-Fi system does not facilitate the further development of these aspects.

8.3 Suggestions

8.3.1 The Team believed that despite the “overflow system” offered by the Main Library, the number of reading places in the Faculty Library should be increased.

8.3.2 It is strongly suggested that improved accessibility to information sources should be achieved by applying the same opening hours at the Faculty Library as the Main Library.

8.3.3 Opportunities should be created for both Library and Museum Staff to visit or attend meetings of other European Library and Museum establishments.

8.3.4 It is absolutely essential that the University invest in the establishment of a Campus-wide Wireless (Wi-Fi) System.

8.3.5 The Faculty needs to take advantage of the developing facilities offered by the University in terms of a Virtual Campus.

8.3.6 The Faculty must develop as a matter of urgency an E-learning Programme using the existing Moodle Module in order to relieve the imbalance of theoretical to practical teaching in many subjects.

9 ADMISSION & ENROLMENT

Questions to be covered:

1) Is a selection procedure in operation and is it legal? Yes

- 2) *Is there a “numerous clauses” and what are the criteria used?* Yes, based on results of a standard national high school final exam.
- 3) *What is the link between budget and the number of students?* Direct
- 4) *Does the intake take account of the national need for veterinarians?* Apparently not
- 5) *Does the admission procedure result in students who have the aptitude, knowledge base and motivation for veterinary studies?* Yes with some reservation based on variation observed in the results of the first year
- 6) *Does the admission procedure take into account the limitations of the resources available?* Yes
- 7) *Is there a high drop-out rate and what are the reasons?* Yes, up to 35%, due to high demands in the first year and variable background
- 8) *Does the admission process result in access inequalities?* Potentially yes, as the second half of admitted students have to pay fees. It may happen that when within this range, they might be unable to pay and have to resign.

9.1 Findings

The admission process is based on the results of high school studies. Results in Biology and Chemistry serve as a basis for preparing a ranking order and first 105 candidates are accepted and they don't have to pay annual fees. The following 105 students are accepted but they have to pay fees.

The number of students admitted is determined based on the faculty's current resources. Over last years, the above numbers were not subject to big changes.

9.2 Comments

- There is a discrepancy between statements in the SER (part 9.2) saying that “the standard of the students starting the course is variable. In general, after introduction of new admission rules based on the High School Diploma, this standard is lower”, and the opinions expressed by the senior staff claiming that after introduction of a standardized national high school final exam the results are better and they are satisfied with the system.
- The drop-out rate is rather high making the admission procedure questionable and expensive for the faculty.
- Taken into account the resources (teaching material of animal origin, caseload), the need of hands-on experience and the size of groups, the number of students admitted seems to be high. In veterinary medical studies, direct link between the budget and the number of students has its limitations.
- The division of admitted students into payers and non-payers is potentially discriminating and brings into the group of admitted students additional variation in their aptitude to study, as recognized by the SER (9.2, first paragraph).

9.3 Suggestions

9.3.1 To re-discuss pros and cons of the current admission system and re-think the possibility of an admission exam organized by the faculty with the aim to reduce the drop-out rate and to reduce expenses.

9.3.2 The numbers of students are rather high. It would be beneficial for the quality of teaching to reduce it and instead, to impose fees to all students.

10 ACADEMIC & SUPPORT STAFF

Questions to be covered:

1) Ratio of teaching staff : students is?

The ratio's seems to be OK

2) Ratio of teaching staff to support staff is?

Too low

3) How and by whom are all staff appointments and staffing levels decided?

By national rules and regulations

4) Percentage of staff who are veterinarians?

Approximately 65 % of the academic staff includes veterinarians. There are veterinarians among the supportive staff (5 in small animals?) and they are mentioned in Table 10.1 as "non-teaching clinicians"

5) Comment on staff ratios in relation to the SOP.

OK except for the supportive staff

6) Comment on staff shortage or mis-proportion

Supportive staff needs to be increased

7) Can staff move within the establishment?

Most likely not

8) Are posts which fall vacant automatically filled or must they be fought for?

They must be fought for

9) Are certain staff able to be flexibly deployed i.e. for clinical services etc.?

No

10) Does the establishment encourage staff to acquire additional skills and training?

No

11) How free is the establishment to decide staffing levels and benefits?

There is little freedom in this matter except maybe in the large animal hospital

10.1 Findings

The information about the staff is incorporated into Table 10.1 and 10.2 together with the calculated ratios (Table 10.3).

Total FTE including veterinarians and non veterinarians are 150.5 units. Another 50 FTE are mentioned for the electives (to be given). The support staff includes 55.5 FTE.

10.2 Comments

- The number of academic staff is divided over the different departments. The distribution between the higher (professor) and lower (non professor) academic staff level is in imbalance (very low number of non professors). Even more, the hierarchical pyramid in one department is inversed (physiology). The number of FTE academic staff needed for electives is vague. Some of the research employees are engaged for practical and clinical work. There is no explanation why clinical academic staff members only work part time. The majority of academic staff is veterinarians
- There are a low number of support staff members but they all have a permanent position. Some positions of the support staff are filled in by qualified veterinarians. Little promotion can be offered to the support staff (technicians and senior technicians). Most of the support staff has little means to develop additional skills and training.
- Data on the movement of staff between departments are missing.
- Most likely, the appointment of staff is guided by the existing national official rules.

10.3 Suggestions

- 10.3.1 A more rational distribution between higher and lower academic staff is needed whereby the system of an inversed pyramid has to be avoided.**
- 10.3.2 Flexibility of movement and the development of extra skill among the academic staff members have to be encouraged.**
- 10.3.3 The number of support staff needs to be increased, not only in the non clinical but certainly in the clinical departments. Hiring veterinarians as support staff can induce problems on the long run (promotion, responsibilities etc.). In order to overcome the shortage of support staff, hiring on generated incomes must be possible.**
- 10.3.4 Supportive staff members need to have the possibility to develop professional skills such as IT, computer and English courses.**
- 10.3.5 Evaluation of the functioning of the support staff on a regular and structural basis are justified to motivate, evaluate the personnel and improve conditions if required.**

11 CONTINUING EDUCATION

Questions to be covered:

- 1) Is Continuing Professional Education (CPE) in the objectives?*
- 2) Is a CPE programme in place?*
- 3) Who is the CPE programme aimed at (practitioners, state veterinarians, specialists, production animal/herd health veterinarians, small animal veterinarians)?*
- 4) How is the CPE structured?*

11.1 Findings

The Faculty supports the education of “specialist” under the responsibility of the Polish Veterinary Chamber and run at the moment 3 different courses. These courses run for 2 to 3 years and after passing an examination the participants receive a title.

This education is not comparable with systems in other countries or the EBVS system.

There are no ad hoc courses for the veterinarians in private practice.

11.2 Comments

- The Faculty participating in the education of “specialist” does not compensate for the needs of short courses with actual subjects for veterinarian working in private practice or related professions. Seminars, workshops etc. can be offered from other channels, but there are some subjects which are not of interest to market from other sides and other subjects should be offered from a neutral provider.

11.3 Suggestions

- 11.3.1 The Faculty can benefit from designing and marketing short courses in current subjects. It will bring for an example small animal practitioners in closer**

relation to the small animal clinic and it will in the long term result in more referred patients to the clinics. The same approach can be used in the horse clinic. Designing and planning short ad hoc courses can bring new energy to a department and bring team spirit to the employees, technical staff as well as junior academics.

12 POSTGRADUATE EDUCATION

Questions to be covered:

- 1) Outline the types and structure of post graduate research training SER, 12.1.2., p.68*
- 2) How many interns and residents are enrolled? No internship or residency programs currently developed*
- 3) Does a Masters or PhD programme exist and what structured training is given? See Findings*
- 4) Are there minimum publication requirements for postgraduates? Yes: 4*

12.1 Findings

There are currently three doctoral studies running, one clinical that only admits D.V.M, and two more non clinical. The current total number of Ph.D. students amounts to 70.

Normally study duration is 4 years. Students are admitted in a particular Department and they are trained in the classical way: learn techniques, read bibliography, write the project, perform research, publish papers and discuss topics in seminars.

Normally the first year they do not receive any scholarship. Starting from the beginning of year 2, they may receive scholarship and/or money from the research group they are members of. They may also apply for “scientific scholarship” granted as a reward for outstanding research achievements and activity and they may, independently, receive “social” financial support”. Any other remuneration is strictly officially forbidden (i.e. no external work is permitted).

12.2 Comments

- It seems advisable to have doctoral studies structured in some way so that applicants can know exactly what the training will be like in terms of requirements to be admitted, engagement and obligations.

12.3 Suggestions

12.3.1 Consider the possibility of introducing some regulation of the doctoral studies.

13 RESEARCH

Questions to be covered:

- 1) Briefly outline the research commitment and concepts Research is an important factor for career development. Money from grant project represents important part of the faculty, department and team income.*

- 2) *Is there sufficient use of existing research to introduce undergraduates to the concepts? Since for undergraduate students, there is no Diploma thesis necessary, their involvement in research is on purely voluntary basis (activity in the Veterinary Medicine Students' Research Circle) and therefore limited. The Faculty's estimate is that 10 to 15% of all undergraduate students are involved.*
- 3) *Is the research effort cohesive or fragmented? The structure of research in terms of its topics and the proportion between basic, applied and industry research depends on the resources available at the given time.*
- 4) *Is there a clear research strategy within the establishment? There is no concept of research at the faculty level. The faculty has not explicitly declared a specific research strategy, but excellence in research is a priority.*

13.1 Findings

See above and:

Postgraduate students do not have any formal obligation to have their results published when submitting and defending their PhD theses, although they are strongly recommended to do it.

13.2 Comments

- It seems that often research takes priority over teaching. On the other hand, its quality is usually good or very good. Research is clearly a strong point of the faculty despite low involvement of undergraduate students from the veterinary faculty.
- Involvement of undergraduate students in research is rather low. Students from other faculties can also prepare their diploma theses at the veterinary faculty (e.g. in biotechnology).
- Research is too fragmented and despite the heterogeneity of granting funds and it could be more efficient, which is related to a clear faculty research strategy.
- The lack of formal requirements related to the PhD degree is not too motivating.

13.3 Suggestions

13.3.1 The Faculty could put more effort to involving undergraduates by Diploma theses.

13.3.2 Strategy and priorities need to be developed in detail.

13.3.4 Minimum standard requirements for PhD thesis should be established.

EXECUTIVE SUMMARY

An EAEVE FVE Visiting Team made a Stage 1 Evaluation Visitation to the Veterinary Faculty of the University of Life Sciences in Warsaw, Poland from 10 to 14 May 2010.

In summary, several positive aspects emerged during the visit, which matched the SER content. Amongst the most relevant ones were:

1. The excellent physical facilities (buildings) on the University Campus
2. The progressive nature and high quality of the equipment in general in the laboratories and the clinics
3. The University Farm
4. The extensive Equine Clinic
5. The student-friendly state-of-the-art main University Library, complemented by the Faculty Library
6. The good general social environment (accommodation, free-time and sporting facilities) for the students
7. A technical support staff willing to learn and upgrade their knowledge
8. The training in the English Language for both international and Erasmus students
9. The broad and thorough coverage of the teaching of the Basic Sciences
10. The enthusiastic Junior Academic Staff and Post-Graduate Students who willingly overcome the difficulties related to the shortage of support staff by filling in for such activities
11. The quality and quantity of applied research carried out by several units, providing opportunities for undergraduates on a voluntary basis since there is no Diploma Thesis necessary, to get in touch with advanced research activities and concepts.

Due to the flexible model of organization of practical training activities and the relatively large size of the students' groups involved in them, much time was spent by the team to find an answer to the following general question: "Are all students at the Warsaw Veterinary Faculty exposed enough to practical training to satisfy a minimum common denominator?"

As was expected, some negative aspects were found and the primary items were as follows:

1. There appeared to the Visiting Team to be an imbalance between the main Faculty Objectives, since it was frequently observed, that Research seemed to take priority over Teaching in what is termed a Teaching Establishment
2. Conceptual problems were detected within the whole teaching programme and there seemed to be a lack of both horizontal and vertical coordination and cooperation between the various Departments and Clinics. With a few exceptions, there seemed to be little flow of information between units, despite the close relationship and even inter-dependence between many subjects
3. In terms of building-related problems, the Isolation Facilities for both horses and small animals did not comply with the normal issues of the complete separation of airspace and ventilation and bio-safety for personnel

4. There was no functional Ambulatory Clinic for Farm Animals involving undergraduate students, but this was compensated for by the agreements with Private Practices to whose farmer clients students are taken on a regular basis
5. There appeared to the Visiting Team to be a serious inadequacy in the number of carcasses made available for necropsy (*This was considered to be a Potential Category 1 Deficiency*)
6. Although a 24-hour emergency service is offered 7 days per week by the Small Animal Clinic, there did not appear to be any organized involvement of undergraduate students, the latter being both ad-hoc and voluntary, which was perceived by the Visiting Team as a serious loss of clinical case material. Resulting partially from this, the Visiting Team considered that there was a serious inadequacy in “hands-on” activity in the undergraduate course in terms of case numbers and variety. (*This was considered to be a Potential Category 1 Deficiency*).
7. There was limited participation by the Faculty in the Moodle Internet Platform and University Virtual Campus, hence the almost complete lack of E-learning, a modern teaching tool which could solve many of the curricular problems observed. Since there is no Campus-wide Wi-Fi system, it is a problem for the students to access the Internet as well as the Intranet, which is a major limiting factor
8. It was quite clear that there are inadequate Support Staff in general, which results in the junior research staff and post graduate students wasting much valuable time undertaking support staff functions, which is a true loss of resources. This point has already been discussed with the Pro-Rector for Finance.

Other minor organizational and structural weaknesses were found, which are commented upon and discussed in the report. Those dealing with hygienic standards and bio-security deserve special attention.

Attention was drawn to the fact that the Visiting Team makes no decisions. The final report is submitted with suggestions to the European Committee of Veterinary Education (ECOVE) where the final decision is made.

ECOVE concluded that the following three unrelated cat. 1 deficiencies are present:

1. Insufficient necropsy caseload

2. Lack of hand-on training in all species

3. Insufficient food animal teaching (Production, individual and herd health management).

ECOVE decision: Non-Approval

Annex 1 Indicators

Ratio	Numerator / Denominator raw	1/Denominator	Denominator	Established range of denominators	Notes
R1	150.5/949	1/6.3	6.3	8.85-10.42	
R2	206/949	1/4.6	4.6	8.75/12.54	
R3	112/949	1/8.47	8.47	10.62-12.62	
R4	112/136	1/1.21	1.21	4.91-7.21	
R5	150.5/55.5	1/0.37	0.37	0.53-2.20	
R6	3431/2930	1/0.85	0.85	0.51-0.36	
R7	1040/1890	1/1.82	1.82	1.88-2.21	
R8	1856/6956	1/3.75	3.75	0.51-7.87	
R9	6956/835	1/0.12	0.12	Still open	
R10	835/160	1/0.19	0.19	Still open	
R11	n/a	n/a	n/a	2.47-1.73	No food animals at clinic
R12	136/2810	1/20.6	20.6	0.51-7.87	
R13	136/9	1/0.066	0,066	0.20-0.09	
R14	136/282	1/2.07	2.07	1.78-0.92	
R15	136/42	1/0.31	0.31	0.58-0.37	
R16	136/7229	1/53.1	53.1	48.74-37.94	
R17	136/4	1/0.03	0.03		
R18	136/33	1/0.24	0.24	0.75-0.46	
R19	136/746	1/5.44	5.44	0.26-0.12	

R20	136/248	1/1.82	1.82	1.26-0.89	
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Annex 2 List of Category 1 Deficiencies

(Note: Each Deficiency should be listed under the relevant paragraph below of the Directive 2005/36)

1) The training of veterinary surgeons shall comprise a total of at least five years of full-time theoretical and practical study at a university or at a higher institute providing training recognised as being of an equivalent level, or under the supervision of a university, covering at least the study programme referred to in Annex V, point 5.4.1. The content listed in Annex V, point 5.4.1 may be amended in accordance with the procedure referred to in Article 58(2) with a view to adapting it to scientific and technical progress. Such updates may not entail, for any Member State, any amendment of its existing legislative principles relating to the structure of professions as regards training and conditions of access by natural persons.

2) Admission to veterinary training shall be contingent upon possession of a diploma or certificate entitling the holder to enter, for the studies in question, university establishments or institutes of higher education recognised by a Member State to be of an equivalent level for the purpose of the relevant study.

3) Training as a veterinary surgeon shall provide an assurance that the person in question has acquired the following knowledge and skills:

a) Adequate knowledge of the sciences on which the activities of the veterinary surgeon are based;

There appeared to the Visiting Team to be a serious inadequacy in the number of carcasses made available for necropsy (*This was considered to be a Potential Category 1 Deficiency*)

b) Adequate knowledge of the structure and functions of healthy animals, of their husbandry, reproduction and hygiene in general, as well as their feeding, including the technology involved in the manufacture and preservation of feeds corresponding to their needs;

c) Adequate knowledge of the behaviour and protection of animals;

d) Adequate knowledge of the causes, nature, course, effects, diagnosis

and treatment of the diseases of animals, whether considered individually or in groups, including a special knowledge of the diseases which may be transmitted to humans;

e) Adequate knowledge of preventive medicine;

f) Adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal foodstuffs or foodstuffs of animal origin intended for human consumption;

g) Adequate knowledge of the laws, regulations and administrative provisions relating to the subjects listed above;

h) Adequate clinical and other practical experience under appropriate supervision.

Although a 24-hour emergency service is offered 7 days per week by the Small Animal Clinic, there did not appear to be any organized involvement of undergraduate students, the latter being both ad-hoc and voluntary, which was perceived by the Visiting Team as a serious loss of clinical case material. Resulting partially from this, the Visiting Team considered that there was a serious inadequacy in “hands-on” activity in the undergraduate course in terms of case numbers and variety. (*This was considered to be a Potential Category 1 Deficiency*).

Annex 3 Student`s Report

Organization

The organization of this Faculty seems to be theoretically good but there is a serious deficit in cooperation within the internal administrative structure. The staff individuals do not necessarily know exactly the function of his/her peers.

Some students do not have enough information about the organization and they do not know exactly who participates in whatever structure (e.g. Senate), because they do not know where they can find the information despite the fact that students are represented on many of the organizational structures. This tends to indicate that student communication is also not particularly good.

It is suggested that information on the organization structure of the Faculty should be included either on an exclusive Faculty or General University Website or both..

Admission and Enrolment

Students from High school no longer need to sit and pass an entrance examination at this Faculty. Admission is uniquely based on the High School Diploma Grades achieved, particularly in Biology and Chemistry. The minimum number of points is set by the Faculty Admissions Committee but the actual number is not published. Student thought that it is around 80 points.

The PhD students and undergraduate students actually in the 5th grade and beyond were of the opinion that the entrance examination was a better and fairer system, whilst the younger undergraduates favoured the new system.

The Faculty admits 210 students into the first year of study. 105 students of these are classified as "best candidates (first group)" and they do not pay tuition fees, the rest must pay for 4 semesters after which it is free (second group).

Students (second group) agree with having to pay for tuition, because they realize that this gives them the possibility to study there. At least the first group would prefer less students admitted, as this would resolve the issue of too large teaching groups.

Enrolment

The University Website provides basic information about the Faculty of Veterinary Medicine. Each year the University organizes "open door for the general public" where students and others present their own Faculty. Comments were made that the University website should content more information about the Veterinary Faculty.

Student Accommodation, Union Facilities, Social Programmes and Sport

These services for the students are very good. Social programmes are organized e.g. by "school government".

Teaching Methodology

This seems to be different in each division and is probably generally acceptable. Concrete teaching methodology in a few subjects is excellent, mainly basic sciences, but some of the others are not very good. Equipment and other facilities are excellent for teaching.

The most negative point is that there are not enough large animal necropsy opportunities.

Most students think that teaching methodology should be brought more up-to-date. It is usually provided by the more practical teachers by commented PP presentations rather than only oral presentation. The minority use E-learning. Some students lack the possibility to obtain learning materials from the website.

Examinations

The study curriculum contains subjects, in which students have to pass the examinations. They have to fulfil the syllabus programme set for each semester. The syllabus of each subject is displayed and read on the schedule in the corridors. The examination usually consists of a theoretical test and practicals. The theoretical part is mostly in written form. Students register for an examination by agreeing upon and choosing optimal dates for their group by e-mail. Students can evaluate the quality of an examination by writing or personally consulting teachers, lecturers or the Vice-Dean

Students prefer the written form rather than oral examinations.

Students would prefer the evaluation of teaching courses and the examinations both to be compulsory. At present the evaluation is only voluntary on the end of each semester.

Most students lack the Faculty Intranet e.g. for organization of their examinations or showing their study plans, ECTS status or syllabus of each subject.

Students agree with the rules of the examination. They did not confirm the apparent students' comment in the SER that rules of examinations should be laid down at the beginning of the semester.

Teaching Quality and Assessment Thereof

The coordination of teaching between different departments, section and services is generally poor but there are several arrangements between the Faculty and outside bodies

established to offer practical training to undergraduate students (extramural activity, slaughterhouse, food processing plants). Teaching quality is variable and depends on division and department. Teaching quality of basic science is excellent but for example practical training on the farm or quality teaching of large animal (cattle, cows) is poor. There appears to be more emphasis on research than teaching in the food producing animals scenario.

Teaching in English is well catered for and is much appreciated by the students.

Evaluation of teaching and learning is undertaken at University level (Assessment Commission) at National level (Polish state Accreditation Committee) and by students. The variation in input on the feedback of evaluation tended to suggest that it was fairly ineffective and concrete action as a result rarely taken. The students can voluntarily evaluate individual teaching quality at the end of each semester. They have special questionnaires, which contain questions about teaching, examinations, practicals and theoretical methodology in the laboratory, lectures, hands-on activity, farm practice visits etc. Students would appear to favour obligatory evaluations.

Control of extramural activity is provided by the Vice Dean for Student Affairs. Students have a special record book for extramural practice, which is completed, signed at the point of study and reviewed and approved by Faculty teaching staff.

Students are not yet offered the option to be an EU Resident.

Clinical Learning and Hands-on Application

Small Animal Clinic as well as the Horse Clinic provide courses in surgery, internal medicine, infectious diseases and reproduction. Equipment is optimal but the major problem is that the student groups are too large. At the Small Animal Clinic and the Horse Clinic it should be ensured that *all* available clinical material/cases are used for undergraduate tuition. Clinical cases of other species are inadequate. Clinics do not involve students in the night emergency service.

Hands-on applications in the Small Animal and Horse Clinics could be rated as acceptable but could well be improved. There is a problem with hands-on practice on the farm. The University Farm is suitable for basic practical procedures e.g. vaccination, castration, or application of medicines but other procedures important for veterinary practice are lacking. Students pay for their own transport, although some students do not agree with paying for transportation to the farm alone. It is too expensive for them.

Students confirmed that they want to have more clinical cases in dairy cows, beef cattle and pigs. Small animal cases and horse cases are O.K. but should also be more.

Few students showed interest in emergency duty at night and most of them consider this type of duty nonsensical.

Library

There are the University Main Library and the Faculty Library. The latter suffers from inadequate space for reading, computers, books and it is not open during the weekend.

There is no Virtual Campus and no Wi-fi on a Campus-wide basis

Most students consider the Faculty Library as a comfortable room with enough computers and books, because if they want they can also go to the University Main Library. If they need a particular book, they can order it at the University Main Library.

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Warsaw, 14 May 2010