



VISITATION REPORT

**To the Faculty of Veterinary Medicine, University of Warmia and Mazury in Olsztyn,
Olsztyn, Poland**

On 21 – 25 March 2022

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Introduction

The Faculty of Veterinary Medicine in Olsztyn (FVM) (called the Veterinary Education Establishment (VEE) in this Report) was founded as the Veterinary Division at the Faculty of Animal Science of the Higher School of Agriculture on April 4, 1966. In 1999 the Higher School of Agriculture joined 2 other academic educational institutions to form The University of Warmia and Mazury (UWM) in Olsztyn. The UWM comprises 16 faculties and 2 higher education institutions. There are ca. 18,000 students altogether. The University employs nearly 2,000 academic teachers, including about 200 full professors.

The Olsztyn VEE is one of seven VEEs delivering veterinary education in Poland.

The VEE was positively evaluated by EAEEVE for the first time in 2005. The last full Visitation took place in 2012 and resulted in “Conditionally approved” status (one major deficiency, *Insufficient number of necropsies for instructional purposes*). The deficiency was rectified and a Re-visitation in 2016 resulted in “Approved” status. The VEE was accredited by the Polish Accreditation Committee (PAC) in 2021 until 2027.

The Olsztyn VEE offers a 5½ year veterinary study programme with more than 1,000 applicants each year and graduating approximately 160 veterinarians every year.

The VEE also offers specialisation courses for practitioners (4 - 6 semesters following the national examination system) in 7 fields of veterinary medicine. The Doctoral School at the UWM in cooperation with the VEE provides a PhD programme in veterinary medicine (DVM). Each year the academic staff publishes over 100 scientific articles in IF journals, and ca. 25% of these papers are published in journals of the first quartile (Q1) of the JCR list. The VEE is in category A in the scientific evaluation of the Polish Ministry of Science and Higher Education. It provides 24/7 clinical services for companion animals, farm animals and horses.

Since the last ESEVT Visitation, the curriculum has been modified to follow the Decree of the Minister of Science and Higher Education of July 17, 2019 increasing the number of ECTS credits from 330 to 360 by an increase in the number of elective subjects. The total number of teaching hours was increased, the number of hours of clinical rotations was adjusted, and students were given the opportunity to study subjects of their own choice totalling 31 ECTS

points. The number of elective subjects was increased with 17 new subjects to a total of 54 electives.

The VEE was granted status of the National Scientific Leading Centre (KNOW) in the area of veterinary sciences for 2015-2019, as a member of the “Healthy Animal - Safe Food” Scientific Consortium. The activities of KNOW were focused on two areas: the Development of Young Scientists’ Careers and the Development of Research Potential.

The new building housing the mobile clinic for farm animals and horses was constructed 2019-2020 and approved for use in October 2021. A new equine surgical theatre and boxes for large animals have been added. New laboratories, (e.g. Laboratory of Immunopharmacology, Laboratory of Three-Dimensional Imaging of Cells and Tissues, and Correlative Microscopy) have been added. New buildings for the companion animal clinics are designed, financed and will be constructed in 2023.

The major problems currently encountered by the VEE are:

- Difficulties in the organisation of extramural classes due to restrictions related to epizootics (ASF, avian influenza) and the pandemic (COVID-19) are the current major problems of the VEE
- Increased costs of staff employment and infrastructure maintenance unaccompanied by an adequate increase in government subsidies
- Decline in the number of animal production farms in the region.

The ESEVT SOP 2019 as amended in September 2021 is valid for the Visitation.

Area 1. Objectives, Organisation and QA Policy

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

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

1.1.1. Findings

The VEE has a mission statement related to its delivery of education (for veterinary science graduates and post-graduate), research, provision of veterinary care for all species and knowledge transfer. The mission is achieved through continuous improvement in student training in accordance with ESEVT and Polish Accreditation Committee standards, continuous development of clinical services, encouraging academics to publish in high quality journals and apply for grants, evaluating teaching and research activities of academics, developing the VEE infrastructure to support teaching, research and clinical activities, and building external collaborations.

The VEE is committed to preparing veterinary graduates with the knowledge, skills and competences to enter all branches of the profession supporting animal health, public health and the environment, to follow ethical standards and be prepared for lifelong learning.

The curriculum is based on European Directives (2005/36/EC, 2013/55/EU) and the Decree of

the Minister of Science and Higher Education on the standard of education preparing to practise veterinary medicine (Dz. U. 2019 poz. 1364, July 17 2019). The research-based curriculum covers basic, preclinical and clinical sciences. There is no tracking within the core curriculum but choice is available via an increasing number of electives and extramural placements during vacation time.

1.1.2. Comments

The VEE's main objective to provide veterinary training to prepare new graduates to enter the veterinary profession is clearly articulated. The VEE's mission statement describes its aims in relation to activities in undergraduate and postgraduate education, research, clinical services and knowledge transfer.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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

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

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

1.2.1. Findings

The VEE has been part of the University of Warmia and Mazury (UWM) since the university was established in 1999. The organisational structure of the VEE and its relation to UWM Rector, Vice-Rectors and Senate is shown in Figure 1.2.2 from the SER.

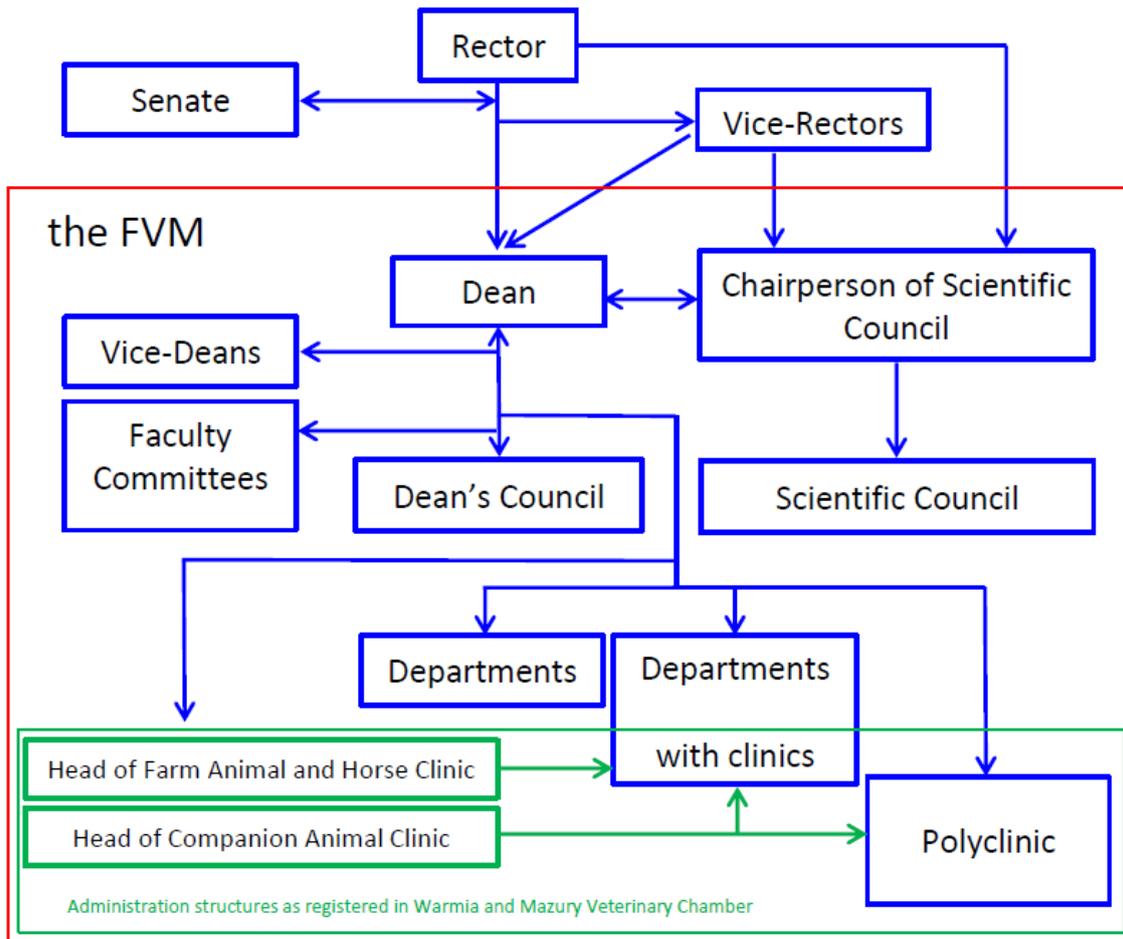


Figure 1.2.2 The FVM organisational structure diagram

The Dean and those responsible for the veterinary curriculum and the clinics (Companion Animal, Farm Animal and Horse) all hold veterinary degrees. The official authority overseeing the VEE is the university's Rector, Vice Rectors, Chancellor and Bursar. Within the VEE, the Dean has responsibility for management of all aspects and represents the VEE to the university authorities. The Dean's responsibilities include preparing the VEE strategy and aligning it with the UWM strategy; supervision of teaching, research and departmental activities; organising cooperation with external institutions (national and international); conducting employment procedures; preparation of detailed course study plans; distribution of teaching responsibilities; educational quality assurance, supervision of postgraduate studies; management of VEE property and finances; cooperation with the Faculty Council of the Student Self-Government; and the Dean's Council activities and appointments (including Dean's proxies).

The Dean is appointed for 4 years by the Rector; the VEE Vice-Deans are appointed by the Rector at the request of the Dean. The Dean's Council is chaired by the Dean and membership includes Vice-Deans, Department Heads and chairs of Scientific Council and Council of the Student Self-Government. The remit and responsibilities of the Dean's Council is determined by a Statute.

The scientific research activities of the VEE are overseen by the Scientific Council led by the chairperson. The chair is appointed by the Rector for 4 years and is responsible for monitoring scientific activities; preparing evaluations; supervising degree awards; cooperating with the UWM Research Council, with the Dean in matters of education; applying to the Rector (via the

Dean) on matters related to employment of research staff; applying for awards recognising scientific activities. The VEE Scientific Council is responsible for creating policies to develop the scientific discipline of veterinary medicine, procedures related to doctoral procedures and degrees, and cooperation with the Scientific Council of the Doctoral School and University Education Council. The Scientific Council currently has 30 members who are appointed by the Rector for a 4-year term.

There are six VEE committees and with the exception of FCAAT, all committee appointments are made by the Dean

- Faculty Committee for the Assessment of Academic Teachers (FCAAT), appointed by the Rector in consultation with the Dean, responsible for periodic evaluation of the academic staff in terms of scientific, teaching and organisational activities.
- Faculty Staff Committee (FSC) with representation from all areas of veterinary sciences and responsibility for preparation of rules and regulations concerning the hiring, promoting, evaluating, and rewarding of employees.
- Faculty Curriculum Committee (FCC) with representation from all areas of veterinary sciences and undergraduate and PhD students, and responsibility for improvement and evaluation of the curriculum.
- Faculty Team for Education Quality Assurance (FTEQA) with representation from all areas of veterinary sciences, undergraduate and PhD students, and employers. Detailed information is presented in Standard 1.4 and Appendices in D.1.2.
- Faculty Animal Welfare Committee (FAWC), responsible for evaluation of animal welfare, including visiting animal housing premises and preliminary evaluation of applications to the Local Ethical Committee for Experiments on Animals
- Faculty Biosafety Committee (FBC) whose members are experts in infectious diseases and have responsibility for preparation of biosafety instructions and recommendations, and periodical evaluation of biosafety procedures.

The Dean has specific staff representatives appointed as VEE Erasmus+ Coordinator for Students' Mobility, VEE Erasmus+ Coordinator for Teaching Staff Mobility and Students' traineeships, Faculty Supervisor for Students with Disabilities; Dean's Proxies for Student Scientific Groups, Studies in English, and Radiological Protection; Heads of Companion Animal and Farm Animal and Horse Clinics; Faculty Labour Inspector; and Representative for Animal Experiments.

The VEE has 16 departments: Animal Anatomy, Histology and Embryology, Clinical Physiology, Pharmacology and Toxicology, Pathophysiology, Forensic Veterinary Medicine and Administration, Pathological Anatomy, Microbiology and Clinical Immunology, Parasitology and Invasive Diseases, Epizootiology, Clinical Diagnostics, Internal Medicine, Surgery and Radiology, Animal Reproduction, Avian Diseases, Veterinary Prevention and Feed Hygiene, Veterinary Protection of Public Health.

The VEE has formal national collaborations through its membership of the "Healthy Animal - Safe Food" Scientific Consortium and previously the consortium received the status of Leading National Research Centre (KNOW) from 2015 to 2019 to support the research activity of the VEE, especially of PhD students and young scientists, although this has now been discontinued by the Ministry of Education and Science. The VEE collaborates internationally on teaching and research with VEEs in multiple countries: Spain (6), Germany (1), Italy (5), Turkey (3), Slovenia (1), Belgium (1), Portugal (1), Bulgaria (1), Lithuania (1), Hungary (1), Slovakia (1), Croatia (1), Macedonia (1), Kazakhstan (2).

1.2.2. Comments

The VEE is part of the University of Warmia and Mazury. The Dean is a veterinarian. The VEE has clear and comprehensive processes related to its strategic plan and veterinary programme.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The VEE has a strategic plan (previous for 2014 – 2020) and a recent action plan for 2021 aligned with new legislation in Poland which requires a strategy for the entire university and faculties to prepare action plans to demonstrate implementation of the university strategy. The VEE has a comprehensive SWOT analysis, with a detailed list under each section.

The VEE developed a strategic plan from 2014 – 2020 which was approved by the Faculty Board on January 18, 2013, and was updated on November 22, 2013 and May 26, 2015. There are 4 high level goals and for each goal the operating plan describes an evaluation of the level of achievement. The goals and level of achievement were:

- 1) Offer a high-quality veterinary curriculum, continuously evaluated and improved with respect to the needs of the society and economy – all aspects are reported as being completed with the exception of the development of the Companion Animal Clinic due to difficulty hiring specialists, and the development of collaborations with slaughterhouses and food plants, impacted by the COVID-19 pandemic.
- 2) Perform high quality modern scientific research based on national and international research programmes – all aspects are reported as being completed.
- 3) Introduce teaching in English – a complete curriculum with a fee has been delayed for legal reasons; involving foreign specialists in teaching has been delayed due to the COVID-19 pandemic.
- 4) Improve the VEE infrastructure through modernisation of the existing teaching and research facilities, and construction of the Mobile Clinic and Companion Animal Clinic, modernisation and improvements to various facilities are reported as being achieved. The Mobile Clinic is in the final stages of being equipped and commissioned. However, the construction of the Companion Animal Clinic has been delayed.

Due to the new Law on Higher Education and Science - Act of July 20, 2018, there have been changes to the development of strategies whereby the UWM prepares a joint strategy for the whole university (Adoption of the Development Strategy of the University of Warmia and Mazury in Olsztyn for 2021-2030). The faculties including VEE now prepare action plans on the implementation of the UWM strategy. VEE's operating plan for the year of 2021 resulting from the implementation of the University Development Strategy adopted by Resolution No. 47 of the Senate of the UWM in Olsztyn of January 29, 2021 was approved by the Dean's Council on March 19, 2021.

University goals related to VEE's operating plan are to increase in the research quality, develop

the study offer and improve teaching quality, create the perfect study environment and opportunities for comprehensive personal development for students, PhD students and teachers, improve the management system, and promote the University and the faculties. In addition to activities that were achieved in relation to research, teaching and infrastructure, the plan included preparation for EAEVE visitation items not completed in the 2014-2020 plan - a new Companion Animal Clinic (postponed, new completion date of 2028) and the English language curriculum and teaching (delayed again due to the COVID-19 pandemic), and modernisation of the VEE website (delayed due to technical issues).

1.3.2. Comments

The VEE has a comprehensive strategic plan, recently updated to align with changes in Polish law requiring a university level plan with which the VEE plans are aligned. The VEE has a detailed SWOT and SMART operating plan.

1.3.3. Suggestions for improvement

None.

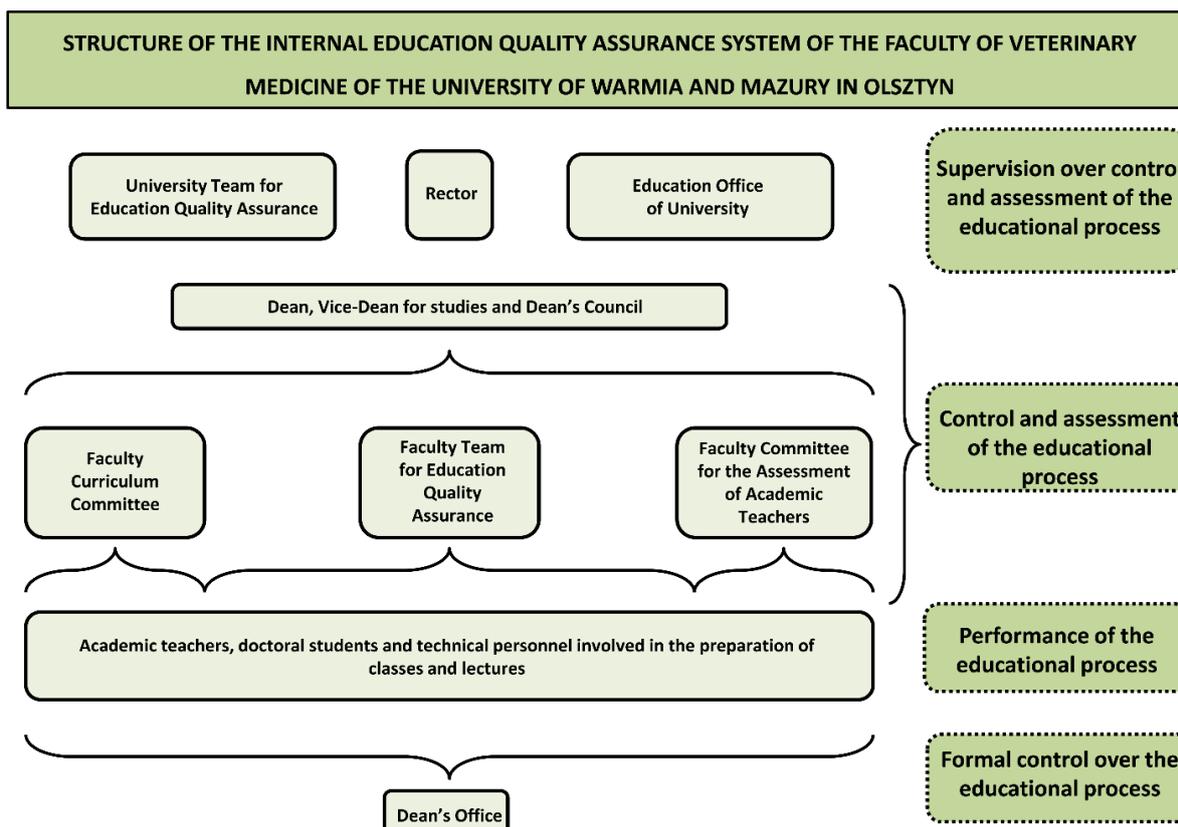
1.3.4. Decision

The VEE is compliant with Standard 1.3.

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

1.4.1. Findings

The VEE has an Internal Education Quality Assurance System (IEQAS), which is part of the UWM quality assurance system (see structural diagram below). The VEE implements the system in relation to educational vision, functional mechanisms (setting principles, standards and rules for managing the educational process) and the organisational structure for quality assurance within the VEE and UWM.



The main areas of activity within the IEQAS relate to aspects of the education process: improving the system for verifying the achievement of specific educational outcomes through a variety of quality assurance processes; evaluating and initiating positive changes in the physical educational environment, education infrastructure, internet access, library resources and financial support for students; developing and updating curricula and study programs; gathering and analysing employer opinions to improve the educational process; monitoring ECTS credit allocation; analysing and managing the complaints system concerning educational processes (as reported by students and academic teachers); determining the principles and procedures for accumulating, processing, analysing, interpreting and using data relating to educational activities and outcomes. In relation to VEE staff: implementing policies for assessing teachers using observations and questionnaires and providing motivations through awards. With regard to students and graduates its activities include analysing and adequately responding to the problems reported by students (by implementing procedures for handling complaints and problems); promoting student participation in University life, involvement in research programs and expanding the international student exchange programs; organising regular meetings for students, academic teachers and University authorities; monitoring graduate careers and the achievement of educational outcomes in graduates through self-assessment questionnaire and assessment from employers. Access to information about quality assurance processes and extensive documentation are available on UWM and VEE websites.

The Faculty Team for Education Quality Assurance (FTEQA) is the body responsible for operationalising the quality assurance for VEE within UWM's system, IEQAS. FTEQA has a detailed set of procedures and tools (including extensive documentation) that enable it to undertake quality assurance. These support FTEQA in undertaking regular analysis of the VEE's quality processes, generating reports, formulating recommendations and interacting with other groups within the VEE and UWM in identifying and resolving problems within the educational process. The VEE has detailed flow charts that describe written procedures for quality assurance and roles of the FTEQA in quality assurance and education processes.

Part of the mechanism of educational quality assurance is the student self-assessment questionnaire designed for students to evaluate their achievement of learning outcomes (rather than evaluating a specific course) and is used by VEE to verify the learning process.

The VEE uses feedback via the various questionnaires of internal and external stakeholders (e.g. Internship Council) to modify the programme of study and update instructional content and has increased the number of electives offered (to 57 courses). The VEE analyses exam scores and pass rates to determine whether the numbers are within the norm.

The VEE uses a Plan, Do, Check and Act/Review (PDCA) as its quality assurance cycle for identification and resolution of educational issues, with the cycle adapted and customised according to the context.

The FTEQA and the Vice-Dean for Studies are responsible for undertaking an annual self-assessment of all elements of the VEE's educational processes and a SWOT analysis which are published on the IEQAS website. The Dean, Deputy Dean or relevant committee/s performs an analysis of the SWOT in the following year which is reported in the next self-assessment. In its endeavours to develop practical procedures and operate a clear and transparent process, the FTEQA has developed 29 procedures (SER Appendix D.12). Information and documentation are publicly available on the IEQAS website as are the FTEQA's self-assessment and SWOT of the VEE's education processes, which is also presented by the FTEQA Chairperson to the Dean's Council.

The VEE is accredited by the Polish Accreditation Committee (PAC) which is a full member of ENQA. The UWM and VEE observe internal and external standards and guidelines in the operationalisation and implementation of quality targets, in particular: European Standards and Guidelines for Quality Assurance in Higher Education; EU Directive 2005/36/EC (amended by Directive 2013/55/EU); national laws (Law on Higher Education, Act of 3 July 2018) and regulations (Regulations of the Minister of Science and Higher Education on education standards for veterinary and architecture studies of September 29, 2011; and on the standard of education to prepare for the profession of a veterinarian of July 17, 2019); and the Statute of the University of Warmia and Mazury in Olsztyn (2020).

1.4.2. Comments

The VEE has thorough processes and systems of quality assurance and a culture that recognises the importance, all of which is to be commended. Gathering feedback from graduates is achieved through university level surveys but the response rates are low for 3-5 years post-graduation and flexibility in adapting the process is limited. The VEE should consider opportunities to implement additional mechanisms by which it could collect data from its graduates. The VEE gathers employer feedback via the Internship Council and has recently introduced an employer survey. The VEE is encouraged to ensure that gathering regular employer feedback continues to be embedded, and is expanded within the quality assurance cycle.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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

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

1.5.1. Findings

The VEE's publicly available website describes its EAEVE status. The VEE operates a knowledge promotion platform to provide online information to prospective students (and others) about the programme of study, details of student life and activities at the university as well as the VEE's structure, objectives, research and teaching activities. Information about graduate employment and careers is available via webpages and documentation created by FQETA. Additional information for prospective students is available in a VEE brochure and during University Information Days.

The VEE established a Faculty Patronage Board (FPB) to enhance engagement with external stakeholders and members represent private practice, veterinary governing bodies and relevant industries. The FPB provides advice on improving and updating the curriculum. Employer feedback on graduate competences is sought through a survey distributed by the Dean.

Further engagement with governmental organisations, the wider profession and society occurs through academic staff serving on expert groups and through cooperative agreements with a variety of EPT providers including District Veterinary Inspectorates, veterinary clinics, farms and public health and food processing plants.

1.5.2. Comments

The VEE has publicly available information on university and VEE websites. The English language webpages are still under construction. The VEE interacts with a range of relevant industries.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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

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

1.6.1. Findings

The UWM strategy was reviewed by internal and external stakeholders, adopted by the Senate

and communicated openly and publicly via the university website. The VEE defines and monitors its activities through the VEE's action plan that is required to implement the university strategy; the 2021 plan has been discussed by the Dean's Council and approved by the Dean. A project for the 'Construction of the Companion Animal Clinic building with the purchase of equipment', originally delayed in the 2014-2020 plan, has been proposed by the Dean and approved by the Rector.

The Dean is responsible for evaluating all aspects of the VEE's activities and reporting to the Dean's Council. Meetings with all members of staff are held by the Dean periodically, which are now obligatory according to the UWM statute. The veterinary programme is supervised and reviewed through the quality assurance processes overseen by the FTEQA and the evaluations are published on the VEE website. Scrutiny and input are also provided by the university QA team, university audit and nationally from the Polish Accreditation Committee. Comprehensive communication at university and VEE level provides documentation, evaluations and visitation reports available publicly on websites for internal and external stakeholders.

1.6.2. Comments

The VEE's systems to monitor and review its activities are comprehensive and well publicised.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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

1.7.1. Findings

The VEE was first evaluated by EAEVE in 2005, achieving full accreditation. At the subsequent 2012 Visitation the VEE received conditional approval due to insufficient necropsies for instructional purposes but this was addressed with full approval status achieved at a Re-visitation in 2016. Since the Re-visitation, ongoing changes associated with quality assurance processes are described in the SER and include improvements to VEE infrastructure, clinical and laboratory services, the financial situation and a greater emphasis on practical training in the curriculum.

1.7.2. Comments

The VEE has an ongoing and comprehensive process of external evaluation linked to their quality assurance processes.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings

Revenues source	2019	2020	2021	Mean
Total revenues	7,074,222	7,568,427	7,878,664	7,507,104
Total expenditures	6,793,106	6,533,006	6,934,302	6,753,471
Balance	281,116	1,035,421	944,362	753,633

The VEE has a state subsidy as its main source of revenue 5.7 M€ or 76% over the last 3 years. Other sources of revenue are clinical and diagnostic services, research grants and continuing education with 0.6, 0.2 M€, 0.5 M€ and 0.2 M€, respectively (8%, 3%, 7% and 3%). The revenues exceed the expenditures by 10%. During the last years, the VEE has made investments in infrastructure and bought new equipment from its own budget.

The distribution of the subsidy among universities is mainly dependent on 1) the number of students and the costs of studies and 2) the number of academic staff and their academic positions, 3) the scientific category and the costs of research. The subsidy for the university cannot be increased more than 6 % compared to the previous year and not decreased more than 2 %. The subsidy covers all costs related to the employment of both academic staff and technical/administrative staff.

The VEE has a transparent procedure of allocation of the financial resources from the subsidy to the departments. The part of the subsidy dedicated to cover the research costs is allocated to the departments on the basis of their publication activity over the previous four years. Concerning teaching costs, the departments estimate the teaching costs including the data on the cost of materials and services for conducting classes. These documents are verified by the Dean and the Vice-Dean for studies, and used for allocation of the financial resources to the departments. If the real costs are higher than foreseen the departments may receive additional funding.

The research grants cover the direct costs of research, like purchase of animals, chemicals, and other laboratory materials. Typically, researchers involved in a project receive an additional salary, which is dependent on the type of project. The indirect costs (overheads) contribute to the VEE budget.

2.1.2. Comments

As noted in the SER the inflation in Poland is foreseen to be 10%, and this may have an impact on the VEE budget. As the war in Ukraine and the COVID-19 pandemic continue (March 2022), there are additional uncertainties. The VEE has resources to cover a potential negative balance for 2 - 3 years, and has a conservative policy when making decisions which have long-term effects on expenditures, including the employment of new staff, salary increases or investment in infrastructure.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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

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

2.2.1. Findings

The financial self-sufficiency of clinical services is not required by the VEE's own regulations. The veterinarians in the clinics are academic teachers and PhD students. The hours of their work in the clinics are included in the teaching/working hours, or paid extra. The teaching quality in the clinics is regularly evaluated by the FTEQA - the VEE's own evaluation team.

The income from clinical services is used to cover the cost of medicines and materials, and the remaining amount is spent on extra payment for veterinarians. The Mobile Clinic has a negative financial result which is covered by the VEE general budget. The VEE also funds purchases of equipment for the clinics.

The VEE has large autonomy concerning the use of their resources to implement its strategic plan and to ensure high teaching quality, and has its own plan of investments and modernisations. The finances of the VEE are also supported by research grants and special programmes. Notwithstanding the VEE's financial autonomy, hiring of additional staff or changes in basic salary requires the approval of the Rector (academic staff) or Chancellor (technical staff).

Other sources of revenue include the research services and the specialisation courses. The veterinarians are paid extra per patient and for night and holiday duties.

The costs of new clinical equipment are covered almost exclusively by external grants and the subsidy. The service fees paid for more special procedures (like MRI) are sometimes used to buy less expensive equipment and small renovations.

There is a separate investment budget, which is a part of the current VEE budget. The size of the investment budget is flexible and can be adjusted according to the needs. The previous year's surplus is a part of the University's investment budget. The University covers from this budget, its own contributions to investment projects (including those of the VEE).

Revenue from clinical services

Clinical service	2019	2020	2021
Polyclinic	306,250 €	339,893 €	409,515 €
Mobile clinic	143,479 €	151,692 €	158,020 €

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Other divisions	118,732 €	110,941 €	91,242 €
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Expenditure at the polyclinic

Expenditures	2019	2020	2021
Medicine, med. supplies, animal feed	153,857 €	153,923 €	204,189 €
Lab. analyses, outside VEE	7,706 €	18,535 €	12,204 €
Lab. analyses, at VEE	4,484 €	8,725 €	6,479 €
Waste disposal etc.	15,774 €	15,227 €	18,897 €
Additional salaries, staff	101,461 €	117,990 €	137,032 €
Overhead to UWM	22,968 €	25,493 €	30,714 €

Expenses for night-duties are paid by the VEE budget.

Expenditure at the Mobile Clinic

Expenditures	2019	2020	2021
Medicine, med. supplies, animal feed	93,830 €	93,472 €	97,608 €
Lab. analyses, at VEE	2,980 €	2,850 €	3,010 €
Waste disposal etc.	7,900 €	6,900 €	9,200 €

Additional salaries, staff	28,008 €	37,093 €	36,350 €
Overhead to UWM	10,761 €	11,377 €	11,852 €

Invoices for animal owners and farmers consist of three parts – (1) cost of medicines; (2) driving cost (Mobile Clinic) or daily maintenance of an animal (Clinic) and (3) the service fee of the veterinarians. The prices for the service are commensurate with the prices offered by local private practitioners. The night-duties and holiday-duties are paid by the VEE budget.

2.2.2. Comments

The VEE has sufficient financial autonomy to ensure well-functioning field and clinical services. The field services and clinics are adequately funded and income from the clinics is used to sustain clinical activities.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

The Dean's council decides on prioritisation of investments in infrastructure, which are financed from the VEE budget. However, it should be noted that the majority of infrastructure investments are supported by external sources (grants) which must follow the aims and conditions of the project call.

2.3.2. Comments

The process and procedures in place to review expenditures and allocate funds for investments are adequate. The financing is activity-related to a substantial extent and correlated to external financing, publications in peer reviewed journals, teaching results that are important for the finances of the VEE, and also for the individual departments.

As a consequence of project supported investment in infrastructure, the order of implementation of the investment is not always fully consistent with the ranking of urgency of needs.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

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

3.1.1. General findings

The Olsztyn VEE has three aims:

- 1) To teach the Doctor in Veterinary Medicine (DVM) programme leading to graduates with all the requisites defined in the “Day-One-Competences”.
- 2) To provide adequate post-graduate training such as a 4 years Doctoral School (PhD program) and some post graduate training in various specialisations.
- 3) To provide life-long learning opportunities for post-graduates through a portal on which lots of material for continuing education can be found.

The organisation of studies is regulated by the Minister of Science and Higher Education with a specified Veterinary Medicine curriculum containing a total of at least 5,200 hours and 360 ECTS, and studies should last a minimum of 11 semesters. The VEE has no influence on the minimum total number of hours and the minimum number of basic hours assigned to particular groups of subjects. These numbers can be increased, but this does not lead to additional funding from the Ministry of Science and Higher Education.

3.1.1.1. Findings

The program of veterinary education is executed in accordance with EU Directive 2005/36/EC (as amended by directive 2913/EU) and Annex V.41.

The number of required teaching hours of the curriculum, including internships, is 5,393, and the number of ECTS points needed to complete the studies is 360.

Out of the 5,393 total compulsory hours, 1,724 (32%) are given as lectures; 3,139 (58.2%), in the form of practical activities, and 560 (10.4%) as EPT. 270 hours (5%) are taken as electives. The hours of practical activities are more than 50% of total hours. Supervised self-learning consists of 4,784,5 hours, most of them during the first 2 years. This is not specifically defined in the curriculum.

FTEQA constantly monitors all teaching activities through annual or biennial internal questionnaires filled-in by students and by graduates. FTEQA prepares reports on the results and makes recommendations, where necessary. If the analysis reveals non-conformities (overlaps, redundancies, omissions) in the curriculum, FTEQA reports them to the FCC for necessary corrections.

3.1.1.2. Comments

All the subjects mentioned in the EU Directive and the SOP 2019 are taught in the VEE as compulsory specific courses or integrated in other compulsory courses. All the subjects taken together lead to acquisition of the Day One Competences (SER Appendix B). The balance between different types of activity is good. The organisation of supervised self-learning is not

specified in the SER, but meetings during the visitation revealed a satisfactory organisation with respect to content and QA. The presence of student representatives in the FTEQA and FCC is excellent.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

All basic subjects and basic sciences specified in the EU Directive and the SOP 2019 are taught in the VEE as compulsory subjects or as parts thereof. Curriculum hours taken by each student (SER Tab.3.1.2) in these subjects corresponds to the required curriculum hours indicated in the SER Appendix B.

Of the total of 1,853 lecture hours 80 hrs (4.3%) are allocated for Basic Subjects and 666 hrs (36.2%) for Basic Sciences. Out of 2,980 practical activities hours, Basic Subjects include 100 hrs Lab Desk work (3.3%) and Basic Sciences form a total amount of 996 hrs (lab desk 801+non clinical animal work 195) (33.4%). Cadavers and material of animal origin for training in anatomy and pathology is disposed of according to National and European regulations.

The students have fresh cadavers or freshly frozen cadavers or organs or parts of bodies of different animal species (table 5.1.1) available for anatomy teaching. Exotic pet and/or aquatic animal specimens are not provided for teaching. However, the VEE uses the Warmia and Mazury Veterinary educational platform on which the students can acquire specific knowledge of anatomy and physiology in a variety of species.

Effective teaching by use of virtual microscopes in practical classes of anatomy, histology and biology was implemented during the past three years, especially in relation to the COVID-19 pandemic emergency. Furthermore, 8 adequately equipped teaching laboratories are available for practical activities in Basic Sciences.

3.1.2.2. Comments

The VEE has modernised part of buildings housing the Department of Anatomy and the Department of Pathological Anatomy and has organised new laboratories for basic science teaching. The quality of teaching is in accordance with Standard Operative Procedures. Teaching in Histology is very well organised. The microscopic room and the equipment for histological practical activities are of very high quality. The use of 2 transmission electron microscopes, confocal laser microscopy represent an added value for teaching histology and cell biology. Practical anatomy training is well performed but the number of fresh cadavers and organs is quite low, however, they provide adequate knowledge and practical skills. Exotic pets and aquatic animals could be included in the training e.g. using the modern didactic facilities e.g. the use of a virtual macroscopic anatomy system can integrate the acquisition system used for histology teaching.

The computer room is well equipped and 15 PCs are available for practical activity of biostatistics e.g. students may use the computers as free electronic libraries, to prepare presentations and to consult the Warmia and Mazury Veterinary educational platform. Physiology teaching is well organised. The laboratory used for practical activity is small and the practical activities must be better organised by admitting no more than 8 students and only

for a specific course at a time.

The necropsy room for pathology is state-of-the-art equipped and the number of different species cadavers fulfils the requirement. Biosafety and biosecurity procedures for the collection and waste disposal coming from other departments (e.g. avian disease and microbiology infectious disease) is in place. However, the team noticed teaching in microbiology and infectious disease on fresh plucks (placed in plastic boxes) in a room away from the common necropsy room. Delivery of material to this room and disposal of waste from it was not in line with good biosafety rules.

The facilities for virtual microscopy in histology and pathology and the effective use of state of the art are commendable and also makes it possible to apply anatomy and pathology teaching to all species including exotics.

3.1.2.3. Suggestions for improvement

For biosecurity and biosafety reasons, it is suggested to do all necropsies in the pathology necropsy room and not in smaller rooms without the same equipment. This issue of biosecurity and biosafety is referred to Standard 4.9.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

The VEE has two veterinary clinics: The Clinic for Companion Animals and the Clinic for Farm Animals and Horses.

The Polyclinic, a part of the Clinic for Companion Animals, and the Mobile Clinic, as part of the Clinic for Farm Animals and Horses, operate 24/7 year around.

Prior to the clinical rotations, which take place in the 10th and 11th semester, the students have core clinical classes from the 3rd until the 6th year. The students have 360 hours of rotation. In 10th and 11th semester they have the clinical rotations in total 320 hours. The students are divided into smaller groups, when rotating at the clinics with a max of 4 students in each group. The rotations are Department of Animal Reproduction with Clinic (production animals and mobile practice, horses and small animals), Department of Internal Diseases with Clinic, Department of Surgery and Radiology with Clinic and Department of Epizootiology. Each of these rotations are further divided into species (production animals, horses and small animals). This is divided into 120 hours production animals, 80 hours with horses and 120 hours with small animals. During the rotation week, one afternoon and one day are devoted to lectures. The rest of the days will contain the different clinical rotations. With many cases in the clinic, all students cannot attend the lectures in the afternoon. The daily time in the clinic depends on the daily caseload.

The groups are further subdivided into smaller groups of 2-3 students.

During the rotation, the students participate in regular clinical duties at the Polyclinic and Mobile clinic.

Extramural clinical rotation is mainly focused on farm animal diseases and avian diseases. This is carried out by the Mobile Practice and at the 3 farms.

In clinical sciences, the students can choose between 34 different electives. The electives are a mixture of lectures, seminars, clinical work and non-clinical work.

EPT takes place after the 4th and 5th year. It takes place under the supervision of academic teachers and veterinarians and employees of the Veterinary Inspection. After the 4th semester the students chose a breeding practice for two weeks. Clinical practice is after 4th and 5th year. Also here practice is chosen by the student. The clinical EPT must fulfil relevant requirements of numbers of veterinarians, cases per year and facilities at the clinic.

The teaching in exotics (pigeons, rabbits, parrots, hamsters and rodents) is divided into 5 hours of lectures and 10 hours of practical training. Furthermore, the students will see exotics at the polyclinic.

3.1.3.2. Comments

The VEE has two veterinary clinics. Each of these contain many subunits. The Clinic for Companion Animals includes the Polyclinic and clinics of the Department of Animal Reproduction with a Clinic, the Department of Epizootiology, the Department of Internal Medicine with a Clinic and the Department of Surgery and Radiology with a Clinic. The Clinic for Farm Animals includes the Mobile Clinic and clinics in the above-mentioned departments. The Team finds the organisation of the clinical rotations complicated due to the combination of clinical activity and lectures.

During lunch with the alumni the Team was informed that the veterinarian from a local zoo supplies the university with cadavers of exotic animals.

3.1.3.3. Suggestions for improvement

A simpler structure of the clinical rotations with clinical activity during whole days, without lectures in between would give students more time to prepare for both clinical activities and lectures.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

Clinical classes start during the third year of study and end in the sixth and include clinical and laboratory diagnostics, parasitology and invasiology, general surgery and anesthesiology, and diagnostic imaging. Farm animal diseases include infectious diseases, internal medicine, reproduction and surgery. Didactic animals, dummies, computer programmes, movies, multimedia presentations are used by the students during different classes. Clinical rotations are conducted in small groups 3-4 students, during the 5th and 6th year of study in small and large animal clinics. The Clinic for Farm Animals and Horses includes the Mobile Clinic and Departments of Reproduction, Epizootology, Internal Medicine, Surgery and Radiology and operates 24/7. Farm animal/avian diseases are conducted mostly on extramural clinical rotation (ambulatory clinic) and consist of 114 hours extramural/6 hours intramural for farm animals and 31-34/6-9 hours for avian diseases. Students are involved in regular clinical duties, patient and ambulatory work and compile their own case reports. Herd health management is well conducted and performed mostly by the mobile clinic which offer services for cattle, horse and pig farm under contractual arrangements.

Animal production subjects are taught mostly as parts of other subjects: Herd health management as part of Veterinary Preventive Medicine, Infectious Diseases of farm animals, Internal Diseases of farm animals; Animal Production, breeding, husbandry and economics is

part of Animal Husbandry and Breeding, Technologies in Animal Production.

3.1.4.2. Comments

A sufficient number of hours are allocated for the Animal Production subjects. Fully veterinary assistance is offered to a number of farm animals e.g. equine, bovine, swine by the mobile clinic.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

The hours allocated to food safety and quality are according to the Indicators 300 hours which is above the median amongst VEEs in Europe (287 hours). The topics include veterinary legislation, control of food, feed and animal by-products, zoonoses, food hygiene and microbiology and food technology. There is one week of practical training in FSQ (e.g., AM, PM, HACCP) with 3 hours slaughter of cattle, 3 hours slaughter of pigs, 3 hours slaughter of poultry, 6 hours meat processing (GHP, GMP, HACCP and Food defence - control of antagonistic contamination of foodstuffs), fish farm and slaughter 3 hours, 2 hours milk and dairy processing, including practical field classes. The students do practical training in groups of 20.

The teachers in collaboration with official veterinarians at the Warmia slaughterhouse teach the students the practicalities of ante mortem and post mortem examination for bovines during 9th semester. Animal welfare is a consideration in this session. It is foreseen to have swine slaughter AM and PM teaching at another slaughter house close to Olsztyn. There are plans for expanding the course to include lectures and practicals on game meat.

The students do the food control of a meat processing plant (beef and pork) close to the training of slaughter in 10th semester where the focus is on auditing, and critical control points. Moreover, food control is taught more broadly, e.g., the students also check the quality of honey.

In addition, the students also do 2+2 weeks of external practical training (EPT) in veterinary inspections after semesters 9 slaughter and 10 meat processing, respectively.

The teaching of practical food control is described in 3.1.6. Students do it in groups of 20.

There is collaboration between departments in terms of One Health - both animal health on farm, at harvest (slaughter, dairy), and environmental health.

The FSQ department published 19 papers during 2019-2021. It is further noted that all faculty should publish at least 3 papers in 4 years to remain in good standing. The department has ambitions on expanding collaboration with the slaughterhouse in Warmia in research and innovation that will inform the future teaching. The department has collaboration with the VEEs

in Kaunas (Lithuania), Helsinki (Finland), and Bodrum (Turkey). The department has plans to develop the teacher exchange program in the Erasmus+ to enhance both teaching and exchange research ideas. The possibility of joint projects could be developed.

3.1.5.2. Comments

The training in food safety and quality covers the Day One skills. The VEE and FSQ department's ideas on future development of research and teaching having regard to the One Health perspective, is a promising way forward. The strategy of leveraging the Erasmus+ program to develop teaching and research in FSQ is sound.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional Knowledge includes several subjects. Information literacy and data management account for 32 hours. Students are trained on bibliographic research, and critical reading and thinking. Professional ethics and communication (38 hours) are taught with deontology and veterinary history as well as animal health economics and practice management (35 hours), and herd health management 50 hours).

During clinical activities, students are in charge of collecting anamnesis and writing clinical reports and communicate with clients. They are also involved in research activities which allow them to acquire competences in running scientific work.

Subjects such as Organisation of good veterinary practice, Veterinarians in the EU and other countries, and Veterinary practice marketing and management are covered as electives. In addition, students acquire further professional knowledge thanks to regular contacts with the veterinary profession on a voluntary basis (animal shelter clinic and private practices in Olsztyn).

3.1.6.2. Comments

The requirements for Professional Knowledge laid down in the Day One Competences (D1C) are satisfactorily covered by the curriculum. Students train communication with clients during their clinical rotations intramurally and also externally during visits in Reproduction and the mobile practice, and their soft skills are regularly assessed.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and

communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

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

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

3.2.1. Findings

The programme content is aligned with scientific activities in the field of veterinary medicine and teaching is conducted by those with appropriate professional and scientific experience. Selection of course content and educational methods are overseen by the subject head who makes updates based on their professional experience and teaching and scientific achievements.

Student learning achievement is assessed using written and oral exams, self-assessment, personal feedback, practical verification of skills etc. As well as developing theoretical knowledge and practical skills, students can develop lifelong learning skills in the Knowledge, Education, Development Program (POWR). Other opportunities are through participation in research projects, Student Scientific Groups, national and international conferences and collaborations.

3.2.2. Comments

The publications of academic teachers are related to the veterinary discipline and some of them consist of textbooks, scripts or chapters in books: this is important for the students who have precise guidelines for studying but it is equally important that teaching is not excessively limited to too narrow and too specific fields. The involvement of students in research projects, scientific publications and participation in scientific conferences is very appreciable. The presence of IVSA (International Veterinary Students' Association) students is an added value.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings

Veterinary education is conducted in various forms aimed at achieving the intended learning

outcomes: lectures, auditorium, practical, farm, laboratory, computer exercises, seminars, as well as clinical rotation and EPT. Students are under direct supervision of an academic teacher, specialists or practitioners as well as having various opportunities to develop independent learning skills.

The learning outcomes for a programme of veterinary study in Poland are specified in the Regulation of the Minister of Science and Higher Education (2019). The adequacy of learning outcomes and their revision is overseen by FTEQA through its regular meetings and processes including rules for the evaluation of students' learning outcomes, survey on achievement of learning outcomes, and system for the verification of the achievement of presumed learning outcomes. The FCC and FTEQA are responsible for confirming that the course learning outcomes assigned by the heads of subject are appropriate; the professional development of lecturers; and other curriculum management activities including infrastructure, personnel, content and timetabling. The activities and decisions of the FCC and FTEQA are available to all stakeholders via the VEE website.

3.3.2. Comments

ESEVT Day One Competences are fully included in the curriculum, the associated definition of learning outcomes and course content. Passing the compulsory examinations is used to prove that the student has the requisite knowledge and skills. Through UWM quality assurance processes, regular feedback is gathered from graduates which enables the VEE to check whether the required outcomes have been achieved.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings

Through the UWM's Internal Education Quality Assurance System (VEE document: WSZJK-PS-MW1) and the UWM and VEE committees and their associated activities, the VEE has processes for development and updating of the veterinary medicine programme. The VEE reports that the current government regulation in relation to the standard of veterinary education

makes it impossible to introduce fundamental changes to the programme although changes to various courses can and have been made on a regular basis as required. The VEE has quality assurance mechanisms to gather feedback from relevant stakeholders and processes to assess feedback and implement changes to the programme if required (see Area 1, Standard 1.4). The VEE committees responsible are the Faculty Curriculum Committee, Faculty Team for Education Quality Assurance (who have responsibility for the VEE's quality assurance processes) and the Dean's Council, which has student representation. Proposals are then considered at UWM Educational Council and ultimately ratified by the Senate. Training courses are provided to all types of staff and postgraduate students relevant to their specific roles and teaching activities.

3.4.2. Comments

The committee structure and associated activities serve the VEE's needs for curriculum and quality assurance and have led to relevant and appropriate changes. Comprehensive training is provided at university and VEE level.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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

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

3.5.1. Findings

EPT is carried out according to the regulation of the Minister of Science and Higher Education and under the supervision of academic (VEE level) and non-academic persons (EPT provider level).

EPT accounts for a total of 560 hours and covers three main fields:

- Pre-clinical in breeding facilities after Y2 (80 hours)
- Clinical in companion or food producing animals practices after Y4 and Y5 (2x160 hours)
- FSQ and VPH in veterinary inspection after Y4 and Y5 (2x80 hours)

3.5.2. Comments

The EPT in all fields of activities complements the teaching and training in several disciplines at the VEE, strengthens the Day one skills and increases the student competences.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

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

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

3.6.1. Findings

The VEE has set up a list of minimum requirements that a practice must meet in order to welcome students for EPT clinical activities (qualification of veterinarians, number of cases, equipment, etc.). There is also a collaboration between the regional Chief Veterinary Officer (CVO) and the Dean, which results in a list of inspectorates where EPT activities can take place. All information related to EPT (programs, regulations, template, logbooks) is available on the VEE website.

Supervisors of EPT activities are Dr. M. Michalski for breeding practice, Dr. A. Stopyra for clinical practice and Dr. Gomolka-Pawlicka for official control activities. A contractual agreement is signed between the VEE and the EPT provider but not by the student.

Students must subscribe to their own insurance in case of accident or third-party liability.

3.6.2. Comments

Despite the fact that the issue of EPT contracts falls under the Polish regulations, students should sign a document to show their responsibility and commitment.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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

3.7.1. Findings

Each student chooses his/her EPT facility in the updated and approved list. The student and the EPT provider know which tasks must be performed and which competences must be acquired during the EPT. The Team for Education Quality Assurance checks the quality of teaching among EPT facilities. The assessment of the EPT activity is carried out by a coordinator in connection with the EPT supervisor and upon presentation of a logbook.

In case of problems, a student can complain to the Vice-Dean for Studies, or the Year Tutor, teachers and the students' representatives by any possible ways (written, orally with official

registration). Complaints are generally dealt with by the Vice-Dean for Studies whereas more complex complaints are studied by the Praesidium or a specific committee.

3.7.2. Comments

Students have a large choice of EPT activities and benefit from an appropriate follow-up.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

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

4.1.1. Findings

The VEE is located on the UWM campus in Kortowo. The VEE campus consists of 3 parts, Kotowo I (Rector's office, 8 faculties and dormitories), II (library, conference centre, 3 faculties and Faculty of Veterinary Medicine (VEE)) and III (farms and teaching animals).

The VEE owns 4 educational/research farms in the Warminsko-Mazurskie area.

Facilities at the Campus are: Teaching buildings, library, sport facilities and recreation areas, dormitories, shops, services and clubs.

The VEE has 3 buildings, located at Oczapowskiego Street. The total area of the buildings is approximately 18,000 m². Since the last EAEVE visitation renovation has taken place in the many buildings. The VEE has a low budget for renovation but has been successful in getting support by EU grants for renovation.

There are several facilities with computer clusters and Internet Access.

The VEE meets the requirements of Polish and EU legal regulations. The technical inspections of the buildings are carried out every year by external auditors.

Health Safety is controlled annually by the Occupational Health and Safety Department of UWM.

The facilities for animals are inspected by the Faculty Animal Welfare Committee.

4.1.2. Comments

The VEE operates a large and very well-maintained main campus within the UWM University Campus and cooperates with several off-campus sites in teaching. It is commendable that both new buildings and renovated older buildings are of a very high standard conducive for teaching and learning.

The VEE does not have recent experience with handling disabled students as they have never had a disabled student. However, general university procedures regulating conditions for disabled students are in place.

4.1.3. Suggestions for improvement

None.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

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

4.2.1. Findings

The University has a substantial number of lecture halls, laboratories, self-learning and seminar rooms. It has three principal lecture theatres with sufficient capacity for students from the 3rd year. For 1st and 2nd year students the VEE uses M.G. Direrich Hall at the Faculty of Humanities building which has a sufficient capacity for a whole class. Furthermore, a substantial number of lecture halls with capacity of smaller groups, laboratories, self-learning and seminar rooms. The VEE has sufficient study and recreation areas in different parts of the buildings. A separate area with computers is available for the students from 7:00 to 22:00 on working days and from 7:00 to 16:00 on weekends.

There is one larger canteen with 200 places for both students and staff. Several other canteens are located in Kortowo I.

Central locker rooms are available at 7:00 to 22:00 at Oczapowskiego Str 13 and 24/7 at Oczapowskiego 14. Facilities with requirements of a special sanitary regime do have their own locker rooms.

The Mobile Clinic has two rooms for students on emergency services. The Polyclinic has a student room, toilet and shower facilities.

Some of the research labs are also used for teaching and are well equipped.

4.2.2. Comments

The canteen "Centre" has 200 seats for the whole VEE. The canteen is very popular for both students and staff and is at times crowded during rush hour. However, due to students' different schedules it is usually possible to find a place.

4.2.3. Suggestions for improvement

None.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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

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

- **be designed to enhance learning.**

4.3.1. Findings

The University has sufficient space for teaching in all major animal species (production animals, horses and small animals).

SER Table 4.3.1 shows the capacity of animals in the different clinics. The housing for large animals is both for healthy animals for teaching, research and hospitalised animals. For dogs the VEE has 14 cages for research animals and 14 for hospitalised animals.

All laboratories and the necropsy hall have safety information and emergency exit signs.

Most facilities are equipped with hand washing and hand disinfection facilities, first aid kits and fire extinguishers.

The VEE is approved as an animal breeder of laboratory animals: mouse, rat, zebra fish and African clawed frog (*Xenopus laevis*), which are used for teaching and research. This has been approved by the Ministry of Education and Science. The different procedures performed on animals for teaching and research is approved by the Local Ethical Committee for Animal Experiments in Olsztyn.

The VEE also has access to animals in the facilities of the Faculty of Bioengineering (horses, ewes, goats, llamas and alpacas). The VEE provides veterinary care of the patients together with students.

Clinical and diagnostic services in the VEE are functionally divided into 3 parts: 1) Companion Animal Clinic, 2) Farm Animal and Horse Clinic 3) Veterinary Diagnostic Laboratory.

The Companion Animal Clinic has a variety of examination rooms among others for consultation, intensive care, dentistry, CT, laboratory, ultrasound, endoscopy, ophthalmology, surgery and reproduction. The Farm Animal and Horse Clinic has examination rooms for horses and cattle. Furthermore, there are surgical rooms for large ruminants and swine and for horses. At the surgical division the Clinic has an MRI room. The different rooms have a relevant and sufficient variety of equipment for clinical examinations. Some of the equipment is shared between large and small animals.

The Veterinary Diagnostic Laboratory has two facilities close to each other where the students have access. The VEE has a total of 11 different laboratories.

4.3.2. Comments

The stable facilities are well maintained and are appropriate and well-balanced between species.

4.3.3. Suggestions for improvement

None.

4.3.4. Decision

The VEE is compliant with Standard 4.3

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

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

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

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

4.4.1. Findings

The Companion Animal Clinic includes the Polyclinic (open 24/7).

The Polyclinic has a diagnostic laboratory, surgery room, possibilities for hospitalisation of dogs and cats and a variety of diagnostic equipment.

The Polyclinic has three veterinarians on duty from 8:00 - 20:00. During the night there are 1-2 veterinarians on duty. The veterinarians are from the academic staff from different departments. A senior student and a technician are assisting the veterinarians.

The Companion Animal Teaching Clinic is a referring clinic for patients in surgery, reproduction and obstetrics, and internal medicine. The Clinic is open from 8.00 -15.00.

The Farm Animal and Horse Clinic includes the Mobile Clinic (working 24/7). The students have practical training in groups of 4 per veterinarian.

4.4.2. Comments

The VEE demonstrated state-of-the-art equipment in all areas delivering clinical services and training for students. At the VEE large and small animals are sharing equipment such as MRI, X-ray, ultrasound and ECG.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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

4.5.1. Findings

The students have access to laboratory analytical and diagnostic services through the clinical units (diagnostic imaging, anaesthesia etc.), Clinical Pathology Platform, and a number of non-clinical institutes. A comprehensive array of services is provided by experts in haematology, clinical biochemistry, cytology, histology, histopathology, microbiology, parasitology, serology and necropsy facilities.

4.5.2. Comments

The facilities are appropriate for implementing the study programme and learning outcomes.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

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

4.6.1. Findings

The isolation facilities are located at Oczapowskiego Str. 13. It contains isolation facilities for horses and cattle in a separate building. It contains two completely separated parts with an animal box, a sanitary lock and feeding store.

The observation area for rabies suspected animals contains cages for dogs, cats and other mammals. Furthermore, there is a separate necropsy room. The area contains an electronic security system and cameras for observation of the animals.

The separate building for Birds' Experimental Infections consists of 8 completely isolated boxes for birds (ca. 7.5 m² each). The building has sanitary locks, clean and dirty corridors and a laboratory room.

The building for mammalian infectious diseases is separated from the clinics and contains five cages for small animals. It has a bacteriology and serology laboratory. Furthermore, there are student facilities e.g. a room for group work and a social room. The access to this consulting room is from a separate entrance from the outside. In the same building but separated there are isolation facilities for pigs.

The rodent vivarium houses SPF animals (rats and mice). It has a washing room, storage rooms, changing rooms, a social room and a behavioural investigation room. The ventilation system is supplied with HEPA filters and waste water is handled correctly.

4.6.2. Comments

The isolation facilities are well adapted to all common animal species and offer state-of-the-art biosafety and biosecurity procedures. Necessary and relevant posting is in place.

4.6.3. Suggestions for improvement

None.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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

4.7.1. Findings

The VEE has an ambulatory clinic for production animals. The clinic provides 24/7 service and is mandatory for students in the 10th and 11th semester. There will be one veterinarian/2-3

students on duty for 24 hours. The patients will mostly be cows but also small numbers of horses, small ruminants, llamas and alpacas. Horses, llamas and alpacas are visited by the veterinarian on duty. All services are offered. The more complicated cases are referred to the VEE.

The ambulatory clinic has 4 vehicles, a laboratory and a pharmacy, rooms for the students on duty, room for the veterinarian on duty and a guest room.

The ambulatory clinic is well equipped with ultrasound machines, endoscopy equipment for surgery of left sided displacement of the abomasum and a portable blood analyser.

4.7.2. Comments

The ambulatory clinic provides adequate training in field veterinary medicine. The new building for the mobile clinic offers state of the art construction. The organisation and function of the mobile clinic is commendable.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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

4.8.1. Findings

Transportation for extramural activities is provided by outside companies which fulfil all legal regulations related to human transportation. The ambulatory clinic has 4 vehicles. The VEE has a special car for animal transportation.

Cadavers for necropsy are brought to the VEE by a company specialised for that purpose. The company follows the national rules in relation to transport of cadavers.

4.8.2. Comments

The Visitation Team checked many of the vehicles and met with relevant drivers, and means of transportation fully complies with the standard.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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

students, staff and clients.

4.9.1. Findings

The VEE has a Faculty Biosafety Committee appointed by the Dean. The committee is responsible for biosafety instructions and recommendations, periodical evaluation of biosafety procedures and the control of the VEE units in terms of biosafety. Safety instructions are placed at relevant places such as laboratories, clinics, research laboratories etc. However, the audits of fire protection, occupational safety and health are carried out by the University centrally, and the results of the audits are recommendations that the VEE management (Dean) must act upon in the capacity as responsible for those issues.

New staff members will undergo training in health and safety protection. Students in the first semester will also have health and safety training.

The VEE has a manual for biosecurity, health and safety.

Routine practice in the laboratories of the Department of Epizootiology includes a detailed training in biosecurity and biosafety for all people beginning to work there. Training for students includes at least hand hygiene and a risk reduction strategy through e.g. use of personal protective equipment, cleaning and disinfection of surfaces and equipment, safe handling of equipment and healthy workplace practices.

All necessary instructions in Polish are available in the laboratories, instructions in English are available when English-speaking students, trainees or researchers are present. Training for technical staff and research workers additionally includes laboratory coats and laundry management, footwear, cleaning, disinfection and sterilisation, waste management and other issues required by the specific work areas of the employee.

The Team found missing keys at some fire extinguishers and in some places too little signage indicating emergency exits. However, cupboards with fire extinguishers could easily be opened without a key. The emergency equipment was of high standard.

Furthermore, it was observed that the students did not wear protective (steel cap) boots when handling large animals.

4.9.2. Comments

The Biosafety and biosecurity procedures are implemented and communicated to staff and students. The observed deviations from biosecurity and biocontainment and occupational safety represents a risk to VEE students and staff.

4.9.3. Suggestions for improvement

As mentioned under Standard 3.1.2.3, for biosecurity and biosafety reasons it is suggested to do all necropsies/examination of pathology material in the very well equipped pathology necropsy room and not in other places.

The fire extinguishers should be reviewed for missing keys and signage of emergency exits should be easy to see.

4.9.4. Decision

The VEE is partially compliant with Standard 4.9.4. (as mentioned under Standard 3.1.2.3) because of suboptimal implementation of biosecurity procedures for necropsy of mammalian

origin in a room other than the major necropsy room.

Area 5. Animal resources and teaching material of animal origin

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

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

5.1.1. Findings

A variety of animals/organs and cadavers are used in the area of Basic Sciences. In practical anatomical training, 4 cattle organs, 2 fresh small ruminant cadavers, 30 fresh limbs without muscles and two fresh pig cadavers, 20 fixed, 8 fresh companion animal cadavers, 15 frozen isolated dog heads, one fixed equine cadaver and 10 freshly frozen limbs, 20 fresh hen cadavers, 10 freshly frozen rabbit cadavers and 60 freshly frozen rat cadavers are used. Cadavers of dogs, cats and rabbits are obtained from the VEE's Small Animal Clinic and other animals such as pigs, small ruminants and hens are obtained from different farms and euthanized. Equine cadavers are donated and organs/limbs are obtained from slaughterhouses. Live/healthy animals are used for preclinical training: cattle (11), small ruminants (12), pigs (11), companion animals (12), equine (13), poultry/rabbits (619), rats (10) and *Danio reio* larvae (1060).

For Clinical Sciences patients are seen intra- and extramurally. According to SER tables 5.1.3. and 5.1.4., 30 cattle are seen intramurally and 18,136 extramurally, 46 small ruminants are seen intramurally and 774 extramurally, 17 pigs are seen extramurally together with another 2,000 pigs which are seen by students at two pig farms, 20,037 companion animals are seen intramurally and 34 extramurally, 203 equine cases are seen intramurally and 314 extramurally, 374 poultry/rabbits are seen intramurally and 209,098 extramurally, 374 exotic pets are seen intramurally and 28 extramurally. Other species are seen extramurally as are alpacas (12), fish (363 tons), ornamental fish (400 000), fry, bee colonies (188).

For necropsy, the number of cattle averages 114, small ruminants 81, pigs 70, companion animals 309, equine 17, poultry/rabbits 1401, aquatic animals 710, exotic pets 16. Occasionally, zoo animals such as zebras, antelope, roe deer, alpaca and wolves are necropsied.

For the Animal Production area, visits are organised at cattle farms (310), small ruminants (22), pig units (3), poultry (26), aquatic animals (41), and apiaries (9).

In Food Safety and Quality domain visits are organised in different premises such as ruminant, pig and poultry slaughterhouses, one visit per year (last two years only virtual except poultry slaughterhouse). Related premises are also visited such as meat producing plant (2 visits/year and one virtual visit last year), fish processing plant (one visit per year, virtual last two years), dairy farm (one visit per year, virtual last two years) and milk technology hall (one per year).

The number of patients is regularly analysed by the Deans Council and in case of shortage necessary actions are implemented. The head of the department is responsible to provide resources for teaching purposes.

5.1.2. Comments

A state-of-the-art technology including 3D imaging, intelligent boards are used for descriptive anatomy. Sufficient numbers of animals are seen in the area of clinical science both intra and extra murals. In the area of FSQ a didactic and research poultry slaughterhouse and a didactic milk technology hall is visited.

5.1.3. Suggestions for improvement

None.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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

5.2.1. Findings

Practical training at external sites is organised mostly for the Animal Production subjects, in the teaching farm located in Olsztyn (small ruminants and equine) and a dairy farm located 25 km from Olsztyn. Three private farms are also available. Students can have clinical training on a voluntary basis at the animal shelter clinic, and 5 private local animal clinics. Their activities consist of restraining animals, consultations, suggesting diagnosis, treatments, collecting samples, preoperative preparation, assisting the veterinarian during surgical procedures. The Romanowsky stud is a very good place for students to work and understand field veterinary medicine and to practise some procedures mostly related to equine reproduction as are: collection and evaluation of stallion semen, teasing mares, and occasionally performing artificial insemination using fresh semen, pregnancy diagnostic lameness evaluation, under direct supervision of academic staff.

The collaboration with the cat and dog shelter in Olsztyn is a valuable source for students for practising animal handling and clinical examination on these animals under the supervision of private practitioners.

5.2.2. Comments

Activities conducted at external sites are beneficially very diverse, and organised under direct academic supervision and students are generally allowed to participate in all procedures performed.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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

5.3.1. Findings

Nursing care skills are implemented first during clinical classes: Internal Medicine, Surgery, Animal Reproduction, Infectious Diseases and Parasitology by the teaching staff, and second during clinical rotation for each species. During clinical rotation students can practise different clinical procedures. Students are divided in small groups and participate in clinical activities with different species during the day and they are also involved in night shifts at polyclinic and

Mobile Clinic. Students are involved in all areas, from anamnesis, clinical examinations, collecting samples, laboratory tests, diagnosis and treatments in various species. Students assist veterinarians during visits and actively participate in cases of highly specialised investigative examinations such as endoscopy, neurologic and cardiologic investigations, CT, MRI. Students are not allowed to examine equine patients in the field conditions for security reasons. Cases are discussed together with the veterinarian at the end of the clinical stage, and prepare the description in the logbook.

5.3.2. Comments

Students are involved in all areas of the Veterinary profession. During visitation at external sites the students are supervised by academic staff who will decide the level of student involvement regarding different medical procedures with respect to students' current medical skills.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

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

5.4.1. Findings

There is an electronic patient record system >Klinika XP< where all data is recorded. Students have free access to consult the medical records. Activities carried out at external sites are registered as written reports and medical staff register all data in the electronic system.

5.4.2. Comments

The electronic record system is fully functional and well conducted in all areas of activities allowing students to follow patients from admittance and onwards.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

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

6.1.1. Findings

The University Library is located near the VEE, in the Kortowo II university campus. It is an “intelligent building” which opened in 2007 and houses valuable collections. It has high tech equipment which benefits not only the students and the VEE staff but also any Polish citizen. The VEE does not have its own library.

Access and use of learning resources are taught at the time of enrolment via the Moodle UWM platform. Students must pass a test at the end of the first semester in Y1. Each student has his/her personal account on the library website. A help desk, a help line and tutorials are available.

The students acquire knowledge on writing scientific papers, develop critical analysis when reading scientific articles, and learn to use scientific literature resources. They are also taught about intellectual property and fraud.

The Vice-rector for research and Regional Cooperation supervises the University Library and is supported by a Library Director, a Library Board composed of library staff, academics and students and an advisory board with similar members and stakeholders. The VEE has a liaison librarian, and teachers and students can request any acquisitions. The annual budget is approximately 300,000 €.

6.1.2. Comments

Learning resources are easily accessible and students are taught on how to use them.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

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

6.2.1. Findings

Staff and students have access to the library from Monday to Saturday from 8:00 am to 8:00 pm. Opening hours are extended to 10:00 pm during exam sessions but were reduced during the COVID-19 pandemic to allow for disinfection.

The staff consists of 120.5 FTEs, of which 97.5 are professionals with a university degree of librarians. 6 of them are dedicated to veterinary medicine.

The library contains a high number of reading places, electrical sockets, computer stands, cubicles for individual work, places dedicated to disabled and working groups, lecture rooms, scanners, self-borrowing books devices and wireless internet connection.

Wi-Fi (Eduroam) and VPN allow secured access by students and staff to electronic learning resources including databases, on site and off campus. More than 70 computers are available and an additional quiet place located in another building is open from 6:00 am to 10:00 pm for

students.

The VEE has an IT person in the IT centre of the university and three main IT tools: the Warmia and Mazury Veterinary Portal (high tech educational platform with a veterinary section), the Moodle educational platform and the MS Teams program.

6.2.2. Comments

The VEE has qualified and dedicated librarians and an IT expert as well as an effective portal highly conducive to learning, teaching and research.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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

6.3.1. Findings

The library occupies 19,423 square metres and contains 62,069 books, 22,236 e-books, 351 periodicals and 15,915 e-periodicals in veterinary sciences. A number of veterinary books and periodicals are available in English. The library provides an adequate number of copies for each book. Students can borrow up to 10 books simultaneously (up to 20 if they are writing their master degree). Students also have access to 19 veterinary databases such as Cambridge Journals or Wiley Online Library.

New technologies such as Moodle and Teams are used for teaching (i.e. live streaming) and e-learning as well as for students' e-assessments during or at the end of the courses (quizzes, MCQs) in a summative and formative way.

A skills lab is available as well as a plastination collection in anatomy. The activities carried out in the skill lab are assessed by practical tests under the supervision of the teachers to confirm the acquisition of DICs.

6.3.2. Comments

The students have access to relevant learning resources. At the moment the practical skills lab for the development of procedural skills consists of very few models and equipment, but the project to implement it with new mannequins is in progress.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

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

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

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

The VEE provides information about the VEE structure, news and innovations on its website. A specific section provides details of the veterinary medicine Master’s degree including the academic year, curriculum and courses (<http://wet.uwm.edu.pl/o-wydziale/studia-magisterskie/>). Guidance for application and information about the admissions and recruitment procedures are on the UWM website (<http://www.uwm.edu.pl/kandydaci>). Prospective students can also attend an open day at UWM and visit facilities at VEE and the event is co-organized by students. Aspects of student life and opportunities are available on websites providing information about the student council, IVSA, scientific clubs (or circles), Erasmus+ and MostAR. The VEE has formal agreements with universities in Europe and USA which are listed on the ‘International cooperation’ section of its website. The VEE does not offer courses in English although an English language website is currently under construction.

7.1.2. Comments

Student admission, progression and certification are well publicised and readily available.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

The number of veterinary students admitted by the VEE in the last 4 years has been 294 (2021/22), 274 (2020/21), 289 (2019/20) and 301 (2018/19). The numbers registered by 3rd year are lower - 157 (2020/21), 162 (2019/20) and 176 (2018/19) and in final (6th) year - 159 (2020/21), 157 (2019/20) and 146 (2018/19). During the period 2019 to 2021, the average number of Polish Specialisation Trainees post-graduate students was 254 and PhD students was 22. The resources available are appropriate to the number of students being admitted

7.2.2. Comments

Overall resourcing of student education is appropriate to the number of students admitted and progressing through the programme.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

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

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

7.3.1. Findings

The criteria for admission to veterinary studies are specified in the UWM Senate Resolution No. 718 of June 23, 2020 and on the UWM Internal Education Quality Assurance System (IEQAS) website (document reference WSZJK-R - MW-1). An electronic form is used for registration and admission is based on ranking of secondary school final exam results in relevant subjects. Candidates with an equivalent level in the International Baccalaureate and with secondary school exam certificates from abroad are also considered. The VEE sets the number of points required for admission. The UWM Senate Resolution No. 718 describes the policy related to disabled students and allows the Faculty Selection Committee to use a different procedure depending on the assessment of disability and specificity of the field of study.

The VEE has a Faculty Admission Committee with three members appointed by the Dean for one year. Members need to pass VEE and Student Affairs Office training. Their role is to rank candidates based on their percentage exam results. Unsuccessful applicants are informed by a letter from the Faculty Admission Committee and have 14 days (from receipt of the letter) to appeal to the UWM Rector, whose decision is final.

Admissions criteria are detailed on the UWM website in Polish and available in English and prospective students can contact the Student Affairs Office with questions.

The VEE limits admission numbers to approximately 280 to align with available resources. The latest intake (2021/22) was 294 and projected numbers for the next three years are between 270-280. Instruction is a combination of lectures for the whole group and small group teaching (in groups of 16-20 and 8-10 students) for problem-based learning and practicals. The VEE adjusts its resources including number of healthy and diseased animals, materials of animal origin, teaching facilities, as well as biosecurity and welfare requirements to the cohort size.

7.3.2. Comments

There are clearly described selection and progression criteria. In spite of the selection process being decided out with the VEE, the VEE's plans to raise awareness to prospective students of what a career in veterinary medicine involves and the level of study required are to be commended.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

All admitted students are required to present a medical statement confirming no contradiction to undertake veterinary studies. Once admitted, the students with disabilities or chronic illnesses can contact the Dean's Plenipotentiary for Disabled Students (who work closely with the University Office for Disabled Students) to assist students with their needs and limitations. Adaptations, where justified, include provision of written teaching materials; recording the classes on sound recording devices; the use of specialised equipment enabling or facilitating education; changing the form of credits from written to oral or from oral to written; and alternative examination arrangements. The Office for Persons with Disabilities provides training on first aid and disabilities which VEE employees attend. UWM continuously works to eliminate barriers preventing people with disabilities from accessing academic education and is currently participating in the "Accessible University" programme established by the National Centre for Research and Development. The project includes work for equality, respect for people's rights and support for those with special needs in social life and associated projects to provide extensive and specialist support for staff and students with difficult situations and disabilities including psychological needs.

7.4.2. Comments

The VEE's procedures around disabilities before and during studies are clear and appropriate.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

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

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

7.5.1. Findings

The examination process, including criteria and procedures is laid out in the Study Regulation,

FTEQA procedures and subject syllabi. All information about the didactic process for an academic year is available on the VEE website at least 14 days before the start of semester. Documentation about courses in the entire programme and student grades are held in the University System of Studies (USOS), where students can check their status. Rules of study are detailed in the Study Regulations on the UWM website and specific procedures for veterinary education are on the FTEQA website.

For students needing remediation the Vice-Dean for Studies offers meetings three times per week with the aim of working on solutions and motivating students and encouraging them to consult with their teachers. Teachers offer weekly consultation for their subject to help solve problems. Teachers monitor course exam results and may modify methods used to verify learning outcomes, which would be implemented in the next didactic cycle. Additional support for students may include appointment of a tutor and encouragement to be actively involved in student life and activities of the VEE community.

The main attrition occurs in the first three years and is greatest after the first year (average for 2018 to 2021 is approximately 40% from 1st to 3rd year). There is no official analysis of the reasons, but data collected by the Dean's Office suggest failure to study as a major contributor.

Decisions related to changes to the number of students admitted and analysis of data related to progression are discussed by UWM Educational Council, University Education Quality Assurance Team and the chairs or the examination boards of the veterinary profession. Decisions are communicated via the Dean's Office and the VEE website.

7.5.2. Comments

Information about progression requirements and remediation are clear and available for students. The attrition rate is high in the first year partly due to the selection process being government regulated, but the VEE's future initiatives to provide additional relevant information to prospective students is to be encouraged (see comment in 7.3.2).

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

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

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

7.6.1. Findings

The decision to exclude a student is made by the Dean in accordance with the specifications described in the UWM Study Regulations. The Dean issues a written decision which may be appealed within 14 days from the date of receipt. The student may appeal the decision to the Vice-Rector for Student Affairs. If the decision is upheld, the student may resume studies in the next academic year. The student also has the right to legal appeal in court.

7.6.2. Comments

The policies for exclusion etc. are transparent and readily available.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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

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

7.7.1. Findings

Comprehensive support is provided by UWM and the VEE related to all aspects of student life including services related to housing subsidies, study finance, health insurance and for students with children. The Dean's Office is open during the week for matters related to the curriculum and student mobility programmes and there is extensive information online.

The complaints process is regulated by a VEE procedure (WSZJK-O-MW-7). Complaints by students can be in written format or orally and can be submitted to the Vice-Dean for Studies, the Year Tutor, teachers, or representatives of the student government. A complaint is reviewed by the Vice-Dean for Studies if the matter is relatively simple and easy to resolve. More complex cases are analysed by the Presidium of the Dean's Council or by a specially appointed committee or team, which will include representatives of the student government and the Year Tutor.

7.7.2. Comments

The VEE supports the physical, emotional and welfare needs of students. Students have different ways to convey their grievances both explicitly and anonymously and students from the Faculty Council of the Student Government (FCSG) play an important role as mediator with the professor involved in the complaint.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

The primary mechanism by which students can convey their needs and wants to the VEE is via the Faculty Council of the Student Government (FCSG). FCSG appoints representatives to serve on committees including FTEQA and the Dean's Council and attend regular meetings of the Praesidium of the Dean's Council. FCSG gives opinions on the candidate for the position of Vice-Dean for Studies and candidates for year tutors. Students have opportunities to raise issues via an extensive surveying system. From November 2021, the VEE also has a Student Ombudsman.

7.8.2. Comments

Students can convey their requirements to the VEE in a variety of ways including via the FCSG which plays an active role in promoting student needs.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

The Study Regulation (SER Appendix D12) defines the students' rights and duties. Detailed rules of assessment are regulated by the FTEQA. It is up to the academic teacher coordinating a subject to select the learning assessment methodology. Each academic year includes two semesters, and the condition for passing a semester is obtaining credits and passing exams in all subjects of the study program. The results are reported to the student via USOS– IT tools, available in the University Study Service System, and regulated by an appropriate procedure. The arithmetic mean from all subjects defines the final vote. The date of graduation in the field under evaluation is the date of sitting and passing the last exam required by the study plan. The professional qualifications are validated during the final assessment of clinical rotations. The safety and security of pregnant students is taken into consideration during the learning assessment by making sure that any risk can be avoided.

8.1.2. Comments

Students' rights and duties have been well defined in the SER. The consideration in case of pregnancy of students is appreciable.

The use of arithmetic means placing subjects with different ECTS numbers on comparable levels. The use of weighted means could differentiate a subject having a greater number of credits from others with lower number of credits. The assessment of Soft Skills by direct observation of the student's attitude towards animals and their owners is commendable.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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

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

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

8.2.1. Findings

Students can pass exams with 4 assessment grades: from 5 (very good) to 3 (sufficient) the exam is considered passed; with grade 2 the exam is considered as failed. The results of the oral, practical or combined exam are recorded by the examiner and announced to the student immediately after the exam.

8.2.2. Comments

All the relevant procedures for learning outcome assessment, including those for the appeal procedures against outcome assessments, are clearly stated in Appendix D12 of the SER. The exam pass rate is high. The Rules for conducting and documenting written and oral examinations in stationary mode are well written. A failure of an exam is not reported in the student's curriculum, and students can do the exam again after 5 days, for twice. If the passing rate on the first exam is very low, it is possible to foresee the possibility to organise remedial or supported courses.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

General Rules for learning outcome assessment are constantly monitored by FTEQA through specific procedures that concern all examinations. In each syllabus the rules and the modes of evaluation are reported. The learning assessment concerns the evaluation of knowledge, through written or oral tests, and skills through the assessment of the ability to acquire and interpret data, to use appropriate methods and to present the results. The assessment of communication and problem-solving skills is also taken into account.

8.3.2. Comments

The evaluation of students' learning outcomes in terms of knowledge, skills, and social

competences is commendable.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

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

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

8.4.1. Findings

The methods used in education are aimed at achieving the assumed learning outcomes and activating students to work independently in many activities. The students are allowed to realise presentation or case discussion during the class. These activities are important to have feedback on the learning outcomes. During practical skills evaluation the students are divided into small groups.

8.4.2. Comments

The involvement of specialists–practitioners together with an academic teacher, in performing medical and veterinary activities, in surgeries and performing autopsies is commendable. The students agree with all the rules for the evaluation of learning outcome assessment.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

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

8.5.1. Findings

All the different examination formats are aimed to achieve the ESEVT Day One Competences with respect to the European Parliament Directive 2005/36 (art.38) which defines the knowledge and skills necessary for the formal qualification in veterinary medicine. Student assessment is registered on USOS (University Study Service System) and constantly monitored by the FTEQA, DO (Dean's Office) and Vice-Dean for Studies.

8.5.2. Comments

The introduction of the assessment by teachers during clinical rotation and EPT is a very good thing. The development and implementation of the logbook is to be commended. There is an opportunity to extend the logbook by adding specific lists of skills related to Day One Competences.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Academic and support staff

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

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

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

9.1.1. Findings

The heads of department/clinics are responsible for the recruitment process for scientific and support staff by formulating the profile and public announcing the position on the internet, newspapers and journals. They also select the candidates based on proven personal qualifications. The HR department is responsible for contracts of employment. Teaching staff have completed one year of mandatory pedagogical courses. PhD students are taking pedagogical courses during their studies. An average of 94.63 % of the permanent academic staff and 64.24% of temporary academic staff are veterinarians. Most candidates hired by the VEE completed their PhD studies during which they conduct practical classes for students. Several projects, conferences, workshops, are designed for personal development of academic staff.

9.1.2. Comments

The process of recruitment is totally transparent and teaching staff must take pedagogical courses. At the beginning of their duty, staff are instructed in the area of biosafety and biosecurity, this being a well-established protocol.

It is noteworthy that junior and senior staff (and students) expressed great satisfaction with the working conditions, future prospects and the high-quality infrastructure at the Olsztyn VEE. This was supported by the fact that the "University teacher of the year"-title has been awarded to staff members from the VEE several times.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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

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

9.2.1. Findings

The number of FTE academic staff involved in academic training/nr. of undergraduate students (indicator I1) is very close to the minimal value (0.131 vs 0.13). From 148.66 total FTE only 80.33 are represented by permanent FTE, 68.33 being temporarily represented by PhD students (22), practitioners (9.33), fixed time contract (15) and teachers from other faculties (22) FTE. The total number of support staff is 43 (FTE), 37 being permanent and 6 temporary FTE. Indicator I3 shows that the VEE’s value is much below the minimal value (0.290 vs 0.57). The VEE considers the number of support staff in the LA clinics area to be sufficient. Support staff are not in administrative positions except in the Dean’s office, in the Polyclinic and the Mobile Clinics office (a total of 7 persons).

9.2.2. Comments

It is very difficult to apply for salary for support staff in research applications. However, junior staff were satisfied with the number of support staff and expressed clearly that support staff was very helpful and willing to teach e.g. PhD-students how to do laboratory work. In the Polyclinic around 15 students are employed on short term contracts with 15 - 30 hours each/month. These positions are not incorporated in the FTE-calculation as they are temporary (although on a permanent basis) positions. This local solution outweighs the negative value of Indicator I3.

9.2.3. Suggestions for improvement

Although the VEE has found ways to overcome the relatively low number of support staff, it is suggested to consider increasing the number of support staff on a permanent basis, maybe in collaboration with the other Polish VEEs.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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

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

9.3.1. Findings

Teaching staff have opportunities to develop their teaching and assessment skills following different training programs such as KNOW project, 7 POST-DOC internship, courses and workshops, conferences, and other programs. There is a system of rewarding excellence in teaching (UWM Year teacher) as a result of surveys conducted among students. The financial motivation system is based on achievements in different fields of activity such as science, didactic or organisational activities. Research is conducted only by academic teachers. Employees in teaching positions do not conduct research. Teaching staff involved in clinical activities may choose their own direction of development and are encouraged to participate in different national/international courses and workshops.

9.3.2. Comments

Teaching staff are free to choose and participate in different specialisations organised by national or international societies. The VEE provides financial support for those specialisations.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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

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

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

9.4.1. Findings

The number of academic staff positions is based on the number of students and the number of teaching hours allocated to individual Departments. Academic and support staff are given multiple possibilities to develop their career either at national or international level via Erasmus plus Programme or other. Promotion criteria for academics are clear and explicit and are published on the VEE's site. Staff is periodically evaluated by their head of unit and excellence in the research, didactic and organisational fields is financially rewarded.

9.4.2. Comments

The progression in their career for all categories of employees is encouraged and a well-defined system of evaluation and recognition is applied. Financial compensation for excellence is functional.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

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

9.5.1. Findings

There is a defined VEE survey system for assessment of teaching (IEQAS) conducted each semester via USOS web system. Students are involved in the system by regular questionnaire assessment of academic teachers and doctoral students. Corrective procedures are used in cases of negative assessment.

9.5.2. Comments

Assessment of the teaching staff is in place and working sufficiently.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

The Research activities are indicated by the number of publications. During the last 3 years between 90-120 papers have been published annually in peer reviewed journals. To remain in good standing a teacher has to publish at least 3 papers per 4 years.

Research funding comprises around 7% of the total revenue, and e.g. during the academic year of 2020/21 the VEE received grants of 344 K€. The grants noted in SER Table 10.1.1 range from 5 to 213 K€, although the majority are in the range from 5 to 10 K€. For example, during 2020/21, one grant was related to FSQ (Shiga toxin producing *E. Coli* from faeces of wildlife). The VEE obtained a grant for *Campylobacter spp.* in wild birds exemplifying the collaboration between different departments within the VEE.

The Olsztyn VEE is nationally registered as a Class A (the highest available) research institution.

The VEE supports extra-curricular research activities of the students and during 2018-2020, 7 papers with students as co-authors appeared in peer reviewed journals.

The number of registered PhD-students ranges from 15 to 34 (mean 22) in the last three years (SER Table 10.3.1), but with a decreasing trend. The VEE expects an increasing number when

the new legal framework and context are fully implemented.

10.1.2. Comments

The VEE (96 staff) produces roughly one peer-review paper per year. There are fields of excellence - in poultry medicine, fish diseases, pharmacology and medicine. There are plans for development of research and industry collaboration in the food safety and quality area. If successful, this will facilitate obtaining government grants for the VEE.

There are few PhD-students which may be of concern with respect to the future recruitment of academic staff.

The VEE noted in the SER and identified as a weakness in the SWOT analysis the difficulty to hire more staff due to economic constraints.

It is commendable that the Olsztyn VEE is nationally registered as a Class A (the highest available) research institution which is crucial for the continued focus on high class research.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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

10.2.1. Findings

Important in the scientific training are the seminars based on literature studies are a mandatory part of education for every student at the VEE at all levels of education. They start from early general-science classes and continue throughout preclinical and clinical education. In the latter, increasing emphasis is placed on case studies, with each student writing mandatory extended reports from clinical rotations, herd health management and veterinary prevention cases.

Students are encouraged to participate: (i) in the extra-curricular activities as the clinical volunteers (either in the VEE clinics or in the external clinics of their choice); (ii) in research groups and (iii) in the research projects conducted at the VEE.

Nineteen research groups, including 242 students, are active at the VEE. Some students also help in research projects of the Departments as volunteers outside Students' Research Groups. About 10% of all undergraduate students are involved in research activities.

The quality of research carried out by research circles is evidenced by the fact that in the years 2018-2020 students were co-authors of 7 original publications published in refereed journals from the JCR list, such as: Poultry Science, British Poultry Science and Toxins. They were also co-authors of 25 published papers in the seminar materials and presented a number of papers at university and nationwide seminars.

10.2.2. Comments

The encouragement of students to be involved in research is commendable and a strength of

training offered by the VEE.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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

10.3.1. Findings

The studies at the doctoral school last eight semesters and are based on a study programme and an individual research plan. Participation of doctoral students in the didactic classes provided for in the curriculum of the doctoral school is compulsory. During 2017-2019, the VEE was involved in the Joint Doctoral School of KNOW (as a national scientific leading centre) which explains the higher number of PhD students registered 2018/19.

SER: Table 10.3.1. Number of students registered for postgraduate research training

Degrees	2020/2021	2019/2020	2018/2019	Mean
PhD	15	17	34	22
Others	0	0	0	0
Total	15	17	34	22

Postgraduate programs provided by the VEE are in response to the requests coming from the Polish Veterinary Chamber, the profession and the community. These requests are communicated to the VEE by various means, mostly following general assembly meetings. Continuing education courses are offered by the VEE in the framework of the Polish National Specialisation program. Currently, the VEE carries out specialisation training in seven specialisations, the list of which along with the number of participants is given in the table 10.3.2.

SER: Table 10.3.2. Number of students registered in other postgraduate programmes but not related to either clinical or research work (including any external/distance learning courses)

Programs	2020/21	2019/20	2018/19	Mean
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Polish Specialisation Trainees – together	256	251	257	254
Animal reproduction	23	23	28	25
Diseases of dogs and cats	65	65	67	66
Diseases of horses	42	41	40	41
Diseases of ruminants	31	26	26	28
Hygiene of slaughter animals and food of animal origin	45	42	42	43
Pathology and the use of laboratory animals	18	18	18	18
Veterinary Surgery	32	36	36	35

The VEE does not run European Board of Veterinary Specialisation (EBVS) residency programs, however, one teacher is attending a residency program (under the EBVS umbrella) in neurology. The main restriction to develop residency programs is that the VEE has no EBVS diplomates currently employed.

10.3.2. Comments

After the KNOW program ended fewer PhD-students were registered per year. There are national specialisation programs, but no EBVS approved residency programs. The limited number of PhD and residents, may in the long term limit the VEE's ability to continue to deliver state of the art training and first-class research.

The commendable investments in facilities and infrastructure should now be followed by investments in staff as soon as the financial situation allows it. The commitment of the senior and junior staff to teaching and research is impressive. It was clear from meetings with staff that the academic staff remains at the VEE after graduation.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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

10.4.1. Findings

All VEE programs with relevance to research, continuing and postgraduate education are subject to approval by the Dean and Rector, as required by Polish Law and the Statute of the UWM. Decisions of the Dean are supported by the advisory bodies including the Dean Council and FTEQA (Faculty Team for Educational Quality Assessment). All courses undergo regular evaluation by the FTEQA. Information on the programme evaluation results is communicated to internal and external stakeholders.

Courses offered by the VEE attract a high number of applicants. Postgraduate education at present is not obligatory, therefore, the degree of participation of veterinarians in this kind of education is dependent on the number of veterinarians seeking the title of specialist.

The students may participate as volunteers in research projects.

10.4.2. Comments

This program introduces students to research and students are co-authors on scientific publications.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

	Name of the Establishment:	Faculty of Veterinary Medicine in Olsztyn				
	Name & mail of the Head:	Prof. dr hab. Bogdan Lewczuk, lewczuk@uwm.edu.pl				
	Date of the form filling:	11-01-2022				
	Raw data from the last 3 full academic years	Year -1	Year -2	Year -3	Mean	
1	n° of FTE academic staff involved in veterinary training	140	149	145	144,67	
2	n° of undergraduate students	1128	1096	1097	1107,00	
3	n° of FTE veterinarians involved in veterinary training	114	121	125	120,00	
4	n° of students graduating annually	156	152	137	148,333333	
5	n° of FTE support staff involved in veterinary training	43	42	44	43	
6	n° of hours of practical (non-clinical) training	1882	1882	1882	1882	
7	n° of hours of clinical training	1257	1257	1257	1257	
8	n° of hours of FSQ & VPH training	300	300	300	300	
9	n° of hours of extra-mural practical training in FSQ & VPH	160	160	160	160	
10	n° of companion animal patients seen intra-murally	19598	20534	19978	20036,6667	
11	n° of ruminant and pig patients seen intra-murally	48	87	91	75,3333333	
12	n° of equine patients seen intra-murally	180	225	203	202,666667	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	677	704	788	723,0	
14	n° of companion animal patients seen extra-murally	16	15	70	33,7	
15	n° of individual ruminants and pig patients seen extra-murally	17214	19395	20174	18927,7	
16	n° of equine patients seen extra-murally	482	218	241	313,7	
17	n° of visits to ruminant and pig herds	303	350	352	335,0	
18	n° of visits of poultry and farmed rabbit units	22	23	34	26,3	
19	n° of companion animal necropsies	310	305	312	309,0	
20	n° of ruminant and pig necropsies	260	276	258	264,7	
21	n° of equine necropsies	15	19	16	16,7	
22	n° of rabbit, rodent, bird and exotic pet necropsies	1439	1477	1363	1426,3	
23	n° of FTE specialised veterinarians involved in veterinary training	42	44	45	43,7	
24	n° of PhD graduating annually	5	12	6	7,7	

Name of the Establishment:		Faculty of Veterinary Medicine in Olsztyn			
Date of the form filling:		11-01-2022			
Calculated Indicators from raw data					
		Establishment values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,131	0,16	0,13	0,005
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,809	0,87	0,59	0,219
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,290	0,94	0,57	-0,277
I4	n° of hours of practical (non-clinical) training	1882,000	905,67	595,00	1287,000
I5	n° of hours of clinical training	1257,000	932,92	670,00	587,000
I6	n° of hours of FSQ & VPH training	300,000	287,00	174,40	125,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	160,000	68,00	28,80	131,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	135,079	70,48	42,01	93,069
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,508	2,69	0,46	0,044
I10	n° of equine patients seen intra-murally / n° of students graduating annually	1,366	5,05	1,30	0,068
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	4,874	3,35	1,55	3,329
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,227	6,80	0,22	0,004
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	127,602	15,95	6,29	121,307
I14	n° of equine patients seen extra-murally / n° of students graduating annually	2,115	2,11	0,60	1,520
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	2,258	1,33	0,55	1,711
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,178	0,12	0,04	0,133
I17	n° of companion animal necropsies / n° of students graduating annually	2,083	2,07	1,40	0,683
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1,784	2,32	0,97	0,814
I19	n° of equine necropsies / n° of students graduating annually	0,112	0,30	0,09	0,020
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	9,616	2,05	0,69	8,923
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,294	0,20	0,06	0,231
I22*	n° of PhD graduating annually / n° of students graduating annually	0,052	0,15	0,09	-0,036

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

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

3.1.6. Professional Knowledge	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 	X		
<p>Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Area 4. Facilities and equipment	C	PC	NC
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p>	X		
<p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and biocontainment • be designed to enhance learning. 	X		
<p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p>	X		

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For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	x		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	x		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	x		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	x		
Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.		x	
Area 5. Animal resources and teaching material of animal origin	C	PC	NC
Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	x		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	x		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	x		
Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.	x		
Area 6. Learning resources	C	PC	NC
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	x		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	x		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare	C	PC	NC
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.	x		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		

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Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.	x		
Area 8. Student assessment	C	PC	NC
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	x		
Area 9. Academic and support staff	C	PC	NC
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	x		
Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	x		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	x		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.	x		

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Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.			
Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	x		
Area 10. Research programmes, continuing and postgraduate education	C	PC	NC
Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	x		
Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	x		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	x		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.	x		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

The Faculty of Veterinary Medicine in Olsztyn (called the Veterinary Education Establishment (VEE) in this Report) was founded as the Veterinary Division at the Faculty of Animal Science of the Higher School of Agriculture on April 4, 1966. In 1999 the Higher School of Agriculture joined 2 other academic educational institutions to form The University of Warmia and Mazury (UWM) in Olsztyn. The UWM comprises 16 faculties and 2 higher education institutions. There are ca. 18,000 students altogether. The University employs nearly 2,000 academic teachers, including about 200 full professors.

The Olsztyn VEE is one of seven VEEs delivering veterinary education in Poland.

The VEE was positively evaluated by EAEVE for the first time in 2005. The last full Visitation took place in 2012 and resulted in “Conditionally approved” status (one major deficiency, *Insufficient number of necropsies for instructional purposes*). A Re-visitation in 2016 resulted in “Approved” status. The VEE was accredited by the Polish Accreditation Committee (PAC) in 2021 until 2027.

The SER was provided on time and written in agreement with the SOP 2019 as amended in September 2021. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. Ambiguities, contradictions and errors in the SER identified by the experts were communicated to the VEE.

The Visitation was well organised and the Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information, to organise the relevant meetings, and to ensure the health and safety of the Visitors.

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

- The facilities for virtual microscopy in anatomy and pathology and the effective use of state-of-the-art virtual equipment in gross anatomy is commendable and also makes it possible to apply anatomy and pathology teaching to all species including exotics.
- It is commendable that both new buildings and renovated older buildings are of a very high standard conducive for teaching and learning.
- The new building for the mobile clinic offers state-of-the-art construction.
- The encouragement of students to be involved in research is commendable.
- A staff dedicated to teaching with a focus on students and their learning
- The evaluation of students’ learning outcomes in terms of knowledge, skills, and social competences is commendable.
- The Olsztyn VEE is nationally registered as a Class A (the highest available) research institution which is crucial for the continued focus on high class research.

Additional commendations are described in the Visitation Report.

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

- The VEE is partially compliant with Standard 4.9.4. (as mentioned under Standard 3.1.2.3) because of suboptimal implementation of biosecurity procedures for necropsy of mammalian origin in a room other than the major necropsy room.

Additional suggestions for improvement are described in the Visitation Report.

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

None.

Glossary

ASF	-	African Swine Fever
D1C	-	ESEVT Day One Competences
EAEVE	-	European Association of Establishments for Veterinary Education
EBVS	-	European Board of Veterinary Specialisation
ECOVE	-	European Committee of Veterinary Education
ECTS	-	European Credit Transfer and Accumulation System
EPT	-	External Practical Training
ESEVT	-	European System of Evaluation of Veterinary Training
ESG	-	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ENQA	-	European Association for Quality Assurance in Higher Education
FCAAT	-	Faculty Committee for the Assessment of Academic Teachers
FSQ	-	Food Safety and Quality
FPB	-	Faculty Patronage Board
FTE	-	Full Time Equivalent
FTEQA	-	Faculty Team for Education Quality Assurance
FVM	-	Faculty of Veterinary Medicine
HEPA	-	High Efficiency Particulate Air [filter]
IEQAS	-	Internal Education Quality Assurance System
IT	-	Information Technology
KNOW	-	National Scientific Leading Centre
OSCE	-	Objective Structured Clinical Examination
PAC	-	Polish Accreditation Committee (ENQA-member)
PDCA	-	Plan, Do, Check, Act
QA	-	Quality Assurance
SER	-	Self Evaluation Report
SOP	-	Standard Operating Procedure
SPF	-	Specific Pathogen Free
UWM	-	University of Warmia and Mazury in Olsztyn
VEE	-	Veterinary Education Establishment
VPH	-	Veterinary Public Health
VTH	-	Veterinary Teaching Hospital
RID	-	Regional Initiative of Excellence
WSZJK	-	Wydziałowy System Zapewniania Jakości Kształcenia = (IEQAS)

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Veterinary Education Establishment (VEE) of the University of Warmia and Mazury in Olsztyn is therefore classified as holding the status of: **ACCREDITATION**.