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## INTRODUCTION

### **A brief history of the Faculty and previous visits of ESEVT teams**

The Faculty of Veterinary Medicine of Bucharest (FVMB) has an existence of more than 160 years. The history of our Faculty begins in 1856, when the prestigious Carol Davila, an army general and a physician of French origin, founded the first *School of Medicine and Pharmacy* in the Balkans, which included teaching topics on animal diseases.

The field of Veterinary Medicine became independent, with its own, specific curriculum, in 1861 - as a *Veterinary School* (established by the order of the Romanian Ruler Alexandru Ioan Cuza),

In 1883, the Veterinary School achieved the status of *Higher School of Veterinary Medicine* (led by Alexandru Locusteanu). In 1921 the Veterinary School became (by the Decree of King Ferdinand I of Romania) the *Faculty of Veterinary Medicine*, being the first Faculty of Veterinary Medicine in Romania. At that time, because it was the second veterinary faculty in the Balkans region, many students from neighbouring countries (Bulgaria, Yugoslavia, Macedonia, Albania, Greece) graduated our Faculty - and still graduate nowadays. At first, the Faculty was supported by the Faculty of Veterinary Medicine in Vienna and Budapest and later by the Schools of Veterinary Medicine in Alfort and Lyon, where most of our famous professors studied and some of them were awarded titles of *Doctor Honoris Causa* or were even elected as members of the French and German Academies.

Between 1921 and 1948 the Faculty was included in the University of Bucharest, and since 1948 it is a part of the University of Agronomical Sciences and Veterinary Medicine of Bucharest (UASVMB), which has been active under this name since 1995. Currently, it is one of the 7 faculties within the UASVMB.

The Faculty carries out the activities in its own campus of 56,515 sqm, from 1887 until now, except for the period between 1985 and 1990, when under the provisions of the former communist regime, the campus was disbanded and the education process was transferred mostly to the University campus in Marasti Blvd, but also in other remote locations in Bucharest.

After 1989 Romanian Revolution, the campus was recovered. The renovation of the historical buildings began in 1990, and in 1997 the University Clinics pavilion was completed and fully equipped. Currently, the Campus is being upgraded, modernized, including the construction of a University Emergency Hospital / Veterinary Teaching Hospital (UEH / VTH), the only one of this kind in Romania, with 24/7 services, and a University Centre of Experimental Medicine (UCEM), which have started to operate since February 2020.

### **Previous ESEVT visits**

In June 1999, the Faculty was the subject of an EAEVE experts *pre-visit*, the resulting report indicating, among positive aspects, some deficiencies that were subsequently solved. In 2000, the Faculty was fully evaluated for the first time by an EAEVE commission. The report and the outcome of the evaluation, including the deficiencies found, were brought to the attention of the Faculty. As a result, it was established a feasible schedule for improving the faculty's weaknesses, which included long-term and short-term goals, which the Faculty completely achieved.

The faculty was fully evaluated for the second time in 2011 (06-10 June), and at that time 5 major deficiencies were identified:

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

Between April 18<sup>th</sup> and 20<sup>th</sup> in 2016, the Faculty was re-visited to estimate the progress made in addressing the major deficiencies identified in 2011. Following the re-visit, the Commission concluded that all the major deficiencies identified in 2011 have been corrected and that the Faculty fully complies with ESEVT standards. Thus, by the ECOVE Decision from November 23<sup>rd</sup> 2016, the status of the Faculty of Veterinary Medicine of Bucharest is *EAEVE-Approved* ([Appendix I.1.](#)).

### **Main features of the Establishment**

In Romania are 5 Faculties of Veterinary Medicine, of which 4 are public, state-funding institutions and one is private. Our Faculty is one of the 4 public faculties, along with those in Cluj-Napoca, Iasi and Timisoara, and it is the first Faculty of Veterinary Medicine in the country. The history, the reputation, the attractive learning and education environment, as well as the facilities provided, make the Faculty enjoying a high attractiveness amongst the candidates, in both national and international level; year after year a significant number of candidates are applying for the admission exam (e.g., 957 applicants in 2020).

In the Faculty campus there is a VTH, unique in the country, with a modern infrastructure and state-of-the-art-equipment, which provides the required case load, both numerically - in relation with the number of students, and in terms of the diversity of pathologies in pets, and also there is a UCEM, lecture theatres, library, research laboratories and the Clinical Laboratory.

Moreover, through its own teaching farm - Moara Domneasca, integrated into the University, and the Concessionary Sanitary Veterinary Circumscriptions (CSVs), located in the metropolitan area of Bucharest, with specific infrastructure (consultation/treatment rooms, isolation rooms, hospitalization spaces), the Faculty provides conditions and learning facilities, mostly for large animals' medicine.

### **Main developments since the last Visit 2016**

After the 2016 re-visit, the Faculty made sustained efforts to maintain and improve the ESEVT standards. Thus, the Faculty substantially funds the construction of new facilities, the renovation and the upgrading of the existing ones, as well as the infrastructure and the learning environment. The following measures are particularly important for updating and upgrading the learning process:

#### √ **Further important changes in buildings, clinics:**

- construction and functioning of the new VTH - inaugurated in February 2020, with 24 / 7 activity, covering all the clinical specialties;
- construction and getting ready for use of the UCEM;
- renovation of teaching spaces in the Preclinical Sciences building (Building 17), Pathological Anatomy (Building 6), Forensic Medicine (Building 3).

#### √ **Curriculum:**

- the last provisions in force addressing the curriculum and the mandatory minimum criteria for authorisation and accreditation for the Veterinary Medicine university programmes were implemented in 2016, in compliance with the Directive 2005/36/EC (as amended by Directive 2013/55/EU), transposed into national legislation by HG 469/2015, Appendix\_ No 2, Ministry Doc. No. 351/2015 (see Standard 3).
- the current curriculum, aiming the Day One Competences and the learning outcomes, has been applied starting with the academic year 2016/2017;
- in 2013 the Veterinary Medicine English programme was established, and in 2016 the French programme (see Standard 3: [Appendix III.1.](#)).

#### √ **Further important changes for students**

- improving of electronic learning resources & Scientific Repository database;
- the purchase of a new bus for students' transportation to extramural practical activities sites, in addition to the other 3 existing ones;
- starting the rehabilitation for the *Building 8 - Pathological anatomy*;
- starting the rehabilitation for the *Building 11 - Prof. Riegler lecture theatre*, with a large capacity.

### **Major problems encountered by the Establishment**

- the buildings having the heritage status, the renovation processes are carried out with long-term bureaucratic procedures;
- the education poor funding in Romania, generally and especially the poor funding of scientific research, subsequently the lack of predictability in the national competitions for research projects calls;
- the unattractive salary for academic teaching and auxiliary staff.

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

The Faculty is undergoing "Full Visitation". The Self Evaluation Report (SER) follows the requirements as set out in ESEVT Standards for Accreditation, as approved at the Zagreb General Assembly, 30<sup>th</sup> May 2019.

## **STANDARD 1: OBJECTIVES, ORGANISATION AND QA POLICY**

### **Factual information**

**1.1 The establishment 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 recognized branches of the veterinary profession and to be aware of the importance of lifelong learning.**

**The Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.**

### **Declaration of mission and objectives**

The Faculty distinguishes in the Romanian and the European space of higher education by *tradition and vision, mission and objectives* assumed by the *UASVMB Charter*. The undertaken mission, as is expressed in the Charter of the University ([Appendix I.2.](#)), is *education and scientific research, for the purpose of integration in the sphere of universal values, complying with the requirements of a knowledge-based society.*

**The general mission** of the Faculty is to ensure the training of specialists with a good professional expertise in the field of veterinary medicine, able to use valuable scientific, technical and cultural-humanist knowledge, to actively contribute to the technological, economic and social-cultural progress.

**The general strategy** of the faculty ([Appendix I.3.](#), [Appendix I.4.](#)) aims to create knowledge through research, development, innovation and technological transfer, to perform a higher-level vocational training, to involve in the academic activities the best specialists and young graduates with a great potential for professional and scientific development. The Faculty's vision is to be a national leader and to have a broad international visibility in the medical-veterinary scientific education and research.

**The teaching mission** is to train veterinary specialists in the field of animal health management, in the field of ensuring the traceability and safety of foodstuffs of animal origin, able to integrate into the complex national and European veterinary health activity. Faculty focuses on pedagogical and methodical training activities in compliance with the EU Directives and the national and international quality assurance standards in higher education (ESG).

Also, **the scientific mission** is to train and develop the scientific and research skills of students and graduates. The Faculty promotes excellence in education, research, technology transfer and professional consulting. At the same time, it ensures the continuous training of graduates through postgraduate and PhD programmes and the participation in the National Lifelong Learning System, in collaboration with the General Association of Romanian Veterinarians (GARV), with the Romanian College of Veterinarians (RCV), with the National Sanitary Veterinary and Food Safety Authority (NSVFSA) and with the other faculties of veterinary medicine in the country.

**The main objective** of the Faculty, as described in the faculty strategy ([Appendix I.3.](#)), is to provide appropriate veterinary training, research-based, offering graduates training so that they can perform as veterinarians capable of entering all commonly recognized branches of the profession immediately after the graduation, in accordance with EU Directive 2005/36/EC, amended and supplemented by EU Directive 2013/55/EC, transposed into national law by HG 469/2015, with the possibility of continuous *life-long-learning* in accordance with the Treaty of Lisbon.

**The general objectives** of the Veterinary Medicine study programme are to train students for achievement of knowledge and developing practical skills and competences in the field of veterinary medicine, in accordance with European and national regulations and the latest requirements of EAEVE (*Day One Competences*), which are included in the curriculum and the Subject sheets

([Appendix III.2](#); [Appendix III.3](#)). The objectives of the study programme are public for candidates and stakeholders (<http://www.fmvb.ro/despre-noi>).

The Faculty study programme is designed in accordance with the National Qualifications Framework (NQF) and the National Qualifications Register for Higher Education (NQRHE), the graduates of the programme having clearly defined perspectives on the labour market. The employment of the graduates may be done according to their skills, competences and qualifications obtained after graduation of the programme, being contained in occupational group 1 and 2 of Romanian Occupational Classification ISCO 08.

The study programme is designed in accordance with the European Qualifications Framework and descriptions in the ESCO portal, to provide for the veterinary profession field scientific-trained veterinarians. The profession is governed by the Directive 2005/36/EC (as amended) on the recognition of professional qualifications ([Appendix III.4](#)).

In order to ensure the opportunity for new graduates to practise as a capable veterinarian in all recognized branches of the profession, the Faculty considers, as assumed by Faculty Strategy ([Appendix I.3](#)), the following objectives:

- to continue the process of strengthening and optimizing the subjects according to the graduate profile in order to guarantee the highly competent training, in the spirit of the general principles for the *veterinarian* profession as regulated and recommended by EAEVE;
- to continue and to intensify the efforts for maintaining the faculty in the network of veterinary medicine faculties in Europe;
- permanent re-evaluation of the study programme in relation to national requirements (following consultations with professional bodies, such as GARV, RCV, or governmental - NSVFS) and those of European institutions for accreditation, in order to increase national and international competitiveness;
- yearly analysis of the Curriculum oriented toward the development by students of the ability to think critically, to argue, to draw conclusions from scientific literature or research outcomes, to carry out research and documentation projects, as well as to continuously improve IT skills, so as to ensure a smooth transition from student to veterinarian;
- to increase the relevance of student training through the level and relevance of *Day One Competences* and acquired qualifications so that graduates can practise in all recognised branches of the profession;
- to provide effective tools for monitoring the career orientation of students and the chance of employment of graduates.

**1.2 The establishment must be part of a university or a higher education institution providing training recognized as being of an equivalent level and formally recognized as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**

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

The Faculty is part of the higher education institution UASVMB, being one of the 7 faculties ([Appendix I.5](#)). UASVMB is an accredited higher education and research institution with legal personality, which is part of the state higher education institutions network. UASVMB is organized and operates in accordance with the provisions of national education legislation and regulations, the University Charter and its own regulations in order to fulfil the assumed mission.

| <b>Details of the Establishment</b>                          |  |
|--|--|
| <b>NAME</b>  | <b>Faculty of Veterinary Medicine, Bucharest</b>                     |
| Address  | 105, Splaiul Independentei<br>District 5, 050097, Bucharest, Romania |
| Phone & Fax  | + 4021 318 0469 / + 4021 318 0498                                    |
| Email  | <a href="mailto:info@fmvb.ro">info@fmvb.ro</a>                       |
| Website  | <a href="http://www.fmvb.ro">www.fmvb.ro</a>                         |
| <b>Executive Board</b>                                       |  |
| <b>Dean</b>  | <b>Prof. Gabriel PREDOI, DVM, PhD, Dr.h.c.</b>                       |
| <i>Vice Dean for Education and QA</i>                        | Prof. Manuella MILITARU, DVM, PhD.                                   |
| <i>Vice Dean for Research &amp; Relationships</i>            | Prof. Mariana IONITA, DVM, PhD., Dipl. EVPC                          |
| <i>Vice Dean for Student &amp; Infrastructure Management</i> | Lecturer Margarita GHIMPETEANU, PhD                                  |
| <b>Departments</b>   |  |
| <i>Head of Dep. of Preclinical Sciences</i>                  | Prof. Andreea Iren SERBAN, PhD.                                      |
| <i>Head of Dep. of Clinical Sciences</i>                     | Prof. Mario CODREANU, DVM, PhD.                                      |
| <i>Head of Dep. of Animal Production &amp; Public Health</i> | Prof. Dana TAPALOAGA, PhD.   |
| <b>Doctoral School of Veterinary Medicine</b>                |  |
| <i>Director DSVM</i>   | Prof. Ioan Liviu MITREA, DVM, PhD.                                   |
| <i>Head of Library</i>                                       | Lecturer Letitia PURDOIU, PhD  |
| <i>Head of Secretariate &amp; Registrar</i>                  | Monica FURNARIS  |
| <i>Head of Administration</i>                                | Eng. Ioan DOCITA   |

**Official authorities overseeing the Faculty** (fig. 1.1):

- **University of Agronomic Sciences and Veterinary Medicine, Bucharest (UASVMB)**  
(The Management Team is detailed below);
- **Ministry of Education (ME)**  
General Berthelot St., No. 28-30, District 1, 010168, Bucharest  
Tel.: +4021 / 405 62 00 & +4021 / 405 63 00; website: [www.edu.ro](http://www.edu.ro)).

| <b>The Management Team of the UASVMB</b>   |  |
|--|--|
| 59, Marasti Blvd., District 1, 011464, Bucharest, Romania<br>Phone: +40 (21) 318 22 66; e-mail: <a href="mailto:rectorat@usamv.ro">rectorat@usamv.ro</a> |  |
| <b>Rector</b>  | Prof. Sorin Mihai CIMPEANU, Dipl.Eng., PhD, Dr.h.c.* |
| <i>Vice-Rector for Education</i>   | Prof. Mircea MIHALACHE, Dipl.Eng., PhD               |
| <i>Vice-Rector for Scientific Research</i>   | Prof. Gina FINTINERU, Dipl.Eng., PhD                 |
| <i>Vice-Rector for Student Affairs and International Relations</i>   | Prof. Florin STANICA, Dipl.Eng., PhD                 |
| <i>Vice-Rector for Institutional Development</i>   | Prof. Dumitru DRAGOTOIU, Dipl.Eng., PhD              |
| <i>Vice-Rector for Evaluation and Quality Assurance (EQA)</i>  | Assoc. Prof. Iuliana IONASCU, DVM, PhD               |
| <i>Vice-Rector for Coordination centres, digitalization, advice and relationships with the socio-economic environment</i>                                | Prof. Razvan Ionut TEODORESCU, Dipl.Eng., PhD        |
| <i>CDUS Director</i>   | Prof. Constantin VLAGIOIU, DVM, PhD                  |
| <i>President of the University Senate</i>  | Prof. Alexandru SONEA, DVM, PhD, Dr.h.c              |

\* Temporary suspended (currently, Minister of Education)

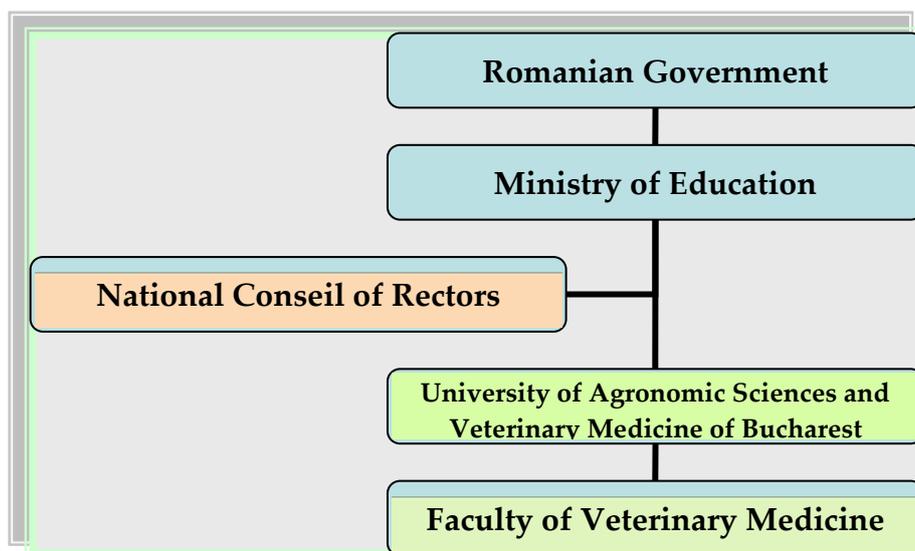


Fig. 1.1. Relationship of the establishment with the University and National authorities

### Organization Chart

The Faculty's management structures and functions are presented in the Faculty Organization Chart, showing the decision-making process (available at <http://fmvb.ro/despre-noi>).

The management structures of the establishment are the *FC* (FC) and the *Department Councils* (DCs), and at the university level, the Senate and Administration Board (AB). Their subordination is shown in the Faculty Organization Chart and the [University Organization Chart](#).

The representation of the Faculty in the management bodies of the University is as follows:

- in the *Senate*: 9 teaching staff representatives and 3 students; also, the President of Senate is a member of the Faculty teaching staff; all the Senate members are elected for a 4-year period;
- in the *AB*: Dean; Vice-Rector for Evaluation and QA; CDUS Director.

FC is the decision-making and deliberative structure of the faculty and has 31 members: 23 teaching staff (75%) and 8 students (25%). The Dean chairs the FC and represents the Faculty. The attributions and responsibilities of the FC and of the DCs are defined in the UASVMB's Regulation of Organization and Functioning - ROF ([Appendix I.6](#)).

### List of departments / units / clinics: structure and management

- **Departments:** the department is the basic academic and functional unit of the Faculty.

The Faculty has three Departments:

- *Department of Preclinical Sciences* (DPS);
- *Department of Clinical Sciences* (DCS);
- *Department of Animal Production and Public Health* (DAPPH).

The main subjects included in each department are shown in Table 1.1.

The Department's management is performed by the *DC*, and chaired by the Head of Department. The Head of Department is elected by universal, direct and secret vote by all teaching staff and researchers within the Department.

- **VTH:** provides environments and infrastructure (see Standard 4) for the clinical training of students, under the supervision of teachers. VTH has a 24/7 activity and is coordinated by a DVM, member of the Faculty teaching staff, who is subordinated to the Dean and appointed by the Rector.
- **UCEM:** provides environments for carrying out research activities specific to the biomedical field (see Standard 4). The coordinator is a DVM, member of the teaching staff, subordinated to and appointed by the Dean.

**Table 1.1. Organizational structures of the Establishment (main information)**

| Faculty of Veterinary Medicine Bucharest   |  |  |   |
|--|--|--|---|
| Dean, Vice-Dean for education & quality assurance; Vice-Dean for scientific research & relations;<br>Vice-Dean for Student & Infrastructure Management; Head of Administration |  |  |   |
| Departments & Main Subjects*   |  | FC   |   |
| <b>DEPARTMENT OF PRECLINICAL SCIENCES</b>  | Anatomy  | Head & Department Council (12 members),<br>all elected for a 4-year period | <p><b>- 31 members</b></p> <ul style="list-style-type: none"> <li>-16 representatives of academic staff;</li> <li>- 8 students</li> <li>- Dean, Vice-Deans, Head of Departments - are <i>de facto</i> members</li> </ul> <p>All members are elected for a 4-year period.</p> <p><b>Permanently invited members:</b></p> <ul style="list-style-type: none"> <li>- Responsible of the English program</li> <li>- Responsible of the French program</li> <li>- Head of VTH</li> <li>- Vice-Rector for EQA</li> <li>- Head of Secretariate</li> <li>- Head of Administration</li> </ul> |
|  | Chemistry  |  |   |
|  | Physics  |  |   |
|  | Applied Mathematics in Biological Sciences   |  |   |
|  | Animal Biology   |  |   |
|  | Plant Biology  |  |   |
|  | Biochemistry   |  |   |
|  | Histology and Embryology   |  |   |
|  | Physiology   |  |   |
|  | Ethology   |  |   |
|  | Physiology   |  |   |
|  | Microbiology   |  |   |
|  | Immunology   |  |   |
|  | Parasitology, Parasitic Disease and Clinical Lectures on Species   |  |   |
|  | Pharmacology & Pharmacy  |  |   |
|  | Toxicology   |  |   |
| Epidemiology   |  |  |   |
| Veterinary Legislation   |  |  |   |
| Ethics, Deontology   |  |  |   |
| <b>DEPARTMENT OF CLINICAL SCIENCES</b>   | Anesthesiology   | Head & Department Council<br>(8 members), all-elected for a 4-year period  |   |
|  | Propedeutics   |  |   |
|  | Semiology  |  |   |
|  | Infectious Diseases & Preventive Medicine  |  |   |
|  | Obstetrics, Reproduction, Reproductive Disorders   |  |   |
|  | Surgery and Clinical Lectures on Species   |  |   |
|  | Internal Medicine and Clinical Lectures on Species   |  |   |
|  | Management of Feline and Canine Diseases   |  |   |
|  | Management of Equine Diseases  |  |   |
|  | Management of Ruminant Diseases  |  |   |
|  | Management of Swine Diseases   |  |   |
|  | Management of Avian Diseases   |  |   |
|  | Management of Diseases of Animals from Zoo and Natural Reservations  |  |   |
|  | Emergences in Veterinary Medicine & Emergencies in Pets, Livestock, Wild, Exotic Animals from Reservations and Zoos) |  |   |
|  | Therapeutics   |  |   |
|  | Radiology and Diagnostic Imaging   |  |   |
| History of Veterinary Medicine   |  |  |   |

|  |  |   |  |
|--|--|---|--|
| <b>DEP. OF ANIMAL PRODUCTION AND PUBLIC HEALTH</b> | Pathology  | Head & Department Council<br>(8 members), elected for a 4-year period |  |
|  | Forensic Pathology and Diagnostic Necropsy   |   |  |
|  | Genetics   |   |  |
|  | Animal Breeding  |   |  |
|  | Animal Productions   |   |  |
|  | Animal Nutrition and Agronomy  |   |  |
|  | Welfare and Animal Protection  |   |  |
|  | Management of Animal Husbandry and Welfare   |   |  |
|  | Veterinary Hygiene and Environmental Protection  |   |  |
|  | Food Hygiene and Technology  |   |  |
|  | Veterinary State Medicine and Public Health  |   |  |
|  | Inspection and Control of Foodstuffs of Animal Origin  |   |  |
|  | Management of Food Safety  |   |  |
|  | Practical Works in Units for Slaughtering and Processing of Foodstuffs                                 |   |  |
|  | Inspection and Control in units specialized in obtaining and processing of foodstuffs of animal origin |   |  |

\*The main, compulsory subjects are provided. See details on all subjects in [Appendix III.2.](#)

**Table 1.2. List of main councils / boards /committees: structure & main responsibilities**

| Committee                             | Composition   | Function / Responsibilities  |
|---------------------------------------|---|--|
| <b>Administrative Board of UASVMB</b> | <b>RECTOR</b><br>Vice-Rectors<br>Administrative General Director<br>Deans<br>Representative students                        | AB of UASVMB assures under the Rector leading or a person delegated by him, the operative management of the university, validates the documents that are submitted for approval to the University Senate, and applies the strategic decisions of the Senate.<br>The Rector appoints the Vice-Rectors and organizes the public competition for selection of the Deans.<br>AB approves the budget execution and the financial year account balance. The Rector presents to the Senate of the University the Annual Report on the University status. The report is public, approved by the UASVMB's Senate and submitted to the Ministry of Education ( <a href="#">Appendix I.6.</a> ).  |
| <b>Senate of UASVMB</b>               | <b>President &amp; 48 members:</b><br>- 35 representatives of teaching staff (from FVM - 9)<br>- 13 students (from FVM - 3) | The Senate represents the university community, being the highest decision-making structure and has the role of managing, deliberation and control. It is the guarantor of academic freedom and university autonomy. Its responsibilities are stipulated in the University Chart ( <a href="#">Appendix I.2.</a> ). In summary, the attributions of the Senate are: to approve all the basic documents regarding the organization and functioning of the university; to validate the election for all management positions at university and faculty level; to approve the decisions of the AB. Within the Senate there are specialized commissions with different categories of responsibility.<br><b><a href="#">Senate's Permanent Commissions:</a></b><br>- <i>Commission for Education, Research and Quality Management</i><br>- <i>Commission for Image, Internal and International Relations</i><br>- <i>Committee on Student Affairs and Trade Unions</i><br>- <i>Commission for Heritage, Production and Microproduction Activities</i><br>- <i>Committee on Regulations, Decisions and Records</i> |

|   |   |   |
|---|---|---|
| Faculty Council                                       | <p><b>31 members:</b></p> <ul style="list-style-type: none"> <li>- Dean</li> <li>- 3 Vice-Deans</li> <li>- 3 Heads of the Departments</li> <li>- 16 representatives of teaching staff of the 3 departments (DPS/DCS/DAPPH : 6/6/4)</li> <li>- 8 students</li> </ul> | <p>The FC represents the decision-making and deliberative body of the faculty, including representatives of teaching staff and researchers (75%) and representatives of students (25%).</p> <p>The FC assures the Faculty's management in accordance to the legislation, the University Chart, the decisions of the Senate and of the AB and with its own decisions (attributions described in <a href="#">Appendix 1.6</a>). The Dean chairs the FC and represents the Faculty.</p> <p>Within the FC there are specialized commissions for analysis, evaluation and specific proposals for different fields; their component and attributes are presented in <a href="#">Appendix 1.7</a>:</p> <ul style="list-style-type: none"> <li>- <i>Commission for Education</i></li> <li>- <i>Commission for EQA</i></li> <li>- <i>Commission for Scientific Research</i></li> <li>- <i>Commission for Student Affairs</i></li> <li>- <i>Commission for Heritage Management and Development</i></li> <li>- <i>Commission for Biosecurity</i></li> <li>- <i>Commission for Study Programme Monitoring</i></li> <li>- <i>ERASMUS Commission</i></li> </ul> |
| Department Council                                    | <p><b>Heads &amp; Representatives of DPS/DCS/DAPPH:</b><br/>12/12/8</p>   | <p>The DCs analyse and approve all documents regarding the teaching and scientific research activity and internal organization of the included subjects, in accordance with the attributes described in <a href="#">Appendix III.3</a>. The department is chaired by the Head of department.</p>  |
| Council of the Doctoral School in Veterinary Medicine | <p><b>Director &amp; Representative members:</b></p> <ul style="list-style-type: none"> <li>- 3 Professors - PhD Coordinators</li> <li>- 1 PhD student</li> </ul>   | <p>The Council of the Doctoral School of Veterinary Medicine (CDSVM) represents the management structure of the Doctoral School in Veterinary Medicine (DSVM) that analyses and covers all of the documents regarding the activity of the teaching staff involved in PhD coordination of the PhD-students within the DSVM. The main attributions are according to the Code of Doctoral Studies (HG 681/2011) and the DSVM Regulation. The CDSVM is chaired by the Director of the DSVM.</p> <p><a href="http://usamv.ro/images/Programa_de_studii/Doctorat/Regulament_MV.pdf">http://usamv.ro/images/Programa_de_studii/Doctorat/Regulament_MV.pdf</a></p>  |
| Council for Doctoral University Studies (CDUS)        | <p><b>Director &amp; 10 Representative members:</b></p> <ul style="list-style-type: none"> <li>- 7 Professors (2 from DSVM)</li> <li>- 3 PhD students (1 from DSVM)</li> </ul>  | <p>The Council for CDUS is the university forum that leads the OIDUS (Organizing Institution of Doctoral University Studies), organizes doctoral and postdoctoral schools. The main responsibilities are according to the <a href="#">Code of Doctoral University Studies</a>.</p> <p>The CDUS meetings are chaired by the Director of CDUS. Director of CDUS has management role assimilated to Vice-rector and has the status of permanently invited to the meetings of the AB.</p>   |

### Formal collaboration with other establishments

Internal and international institutional cooperation is a priority for the Faculty, assumed through the Strategic Programme, for the fulfilment of the stated mission ([Appendix I.3](#)). Thus, the Faculty is open to the development of collaborations between universities, at the national and international level, the trans-national mobility of well-known teaching staff, dialog with personalities from the scientific community, professional associations and stakeholders, all of which are essential for ensuring the development of Veterinary Medical education. The Faculty has, by history and tradition, very good academic and scientific collaborations with all the faculties of veterinary medicine in the country, being considered *Alma Mater* of veterinary education in Romania. The Faculty has carried out in partnership with the faculties and research institutes of the country scientific research projects, educational projects - HCOP, institutional development projects - SOP HRD ([Appendix I.8](#)). The Faculty also has collaborative relations with prestigious institutes of Romania, including for the coordination of research activities within doctoral thesis.

The Faculty has established over-time partnership with territorial veterinary structures (e.g., County Sanitary Veterinary Directions - CSVs - from Southern and Eastern Romania), in order to provide traineeship / external practical activities for students. Also, for optimization of the study programs, the Faculty collaborates and enables regular consultations with professional associations (GARV, including by participating in the National Programme of Continuing Professional Development of Veterinarians) and governmental structures (NSVFSA).

The concern of the University and implicitly of the Faculty for Internationalization and Excellence are supported by the collaborative relations established by bilateral agreements and ERASMUS+ mobility for teaching staff and students. A list of the international collaborations can be accessed at the [http://usamv.ro/images/Relatii\\_internationale/Acorduri\\_bilaterale\\_Erasmus.pdf](http://usamv.ro/images/Relatii_internationale/Acorduri_bilaterale_Erasmus.pdf).

| <b>Name and degrees of the person responsible for the veterinary curriculum</b>                               |                                       |
|---|---------------------------------------|
| <i>Vice-Dean for Education &amp; Quality Assurance</i>  | Prof. DVM. PhD Manuella MILITARU      |
| <b>Name and degrees of the persons responsible for the professional, ethical, and academic affairs of VTH</b> |                                       |
| <i>Head of Department of Clinical Sciences</i>  | Prof. DVM. PhD Mario CODREANU         |
| <i>Head of VTH</i>  | Assoc. Prof. DVM. PhD Ruxandra COSTEA |

### **1.3 The Establishment 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.**

The Strategy of the Faculty is established in accordance with the Strategic Plan, the Charter of UASVMB, the Management Plan of the Rector, under the National Education Law No. 1/2011. The strategy follows the One Health concept and aims for consolidation of teaching, research, development and innovation programmes through an integrated multidisciplinary approach. The mission, goals and specific objectives of the Faculty are targeting a comprehensive approach of veterinary education, harmonized with the European and international standards, updated with the current needs of the global society.

The reported Faculty mission and objectives, SWOT analysis and operational plan are in line with the 2016-2020 Strategic Plan.

| <b><i>Strengths</i></b>  | <b><i>Weaknesses</i></b>  |
|--|---|
| <ul style="list-style-type: none"> <li>the oldest Romanian veterinary school - <i>Alma Mater</i> with a long historical tradition, educating and training veterinarians since 1861;</li> </ul>   | <ul style="list-style-type: none"> <li>some facilities still require refurbishing or developing and/or improving; due to their heritage feature, the legal procedures for approvals are subjected for a complex bureaucracy;</li> </ul> |
| <ul style="list-style-type: none"> <li>the Faculty is one of the 7 UASVMB faculties, having a high degree of confidence; an ISO 9001: 2015 accredited establishment; 100% attractiveness for the Veterinary Medicine study programmes (in Romanian, English, French);</li> </ul> | <ul style="list-style-type: none"> <li>the location of some teaching facilities in different places of Bucharest or around of the city may be of time consuming;</li> </ul>   |
| <ul style="list-style-type: none"> <li>national and international recognition: compliance with the ARACIS criteria and standards for all programmes provided;</li> <li>EAEVE-approved status in 2016</li> </ul>  | <ul style="list-style-type: none"> <li>poorly active engagement of the Faculty teaching staff in the European Colleges and in professional international organizations</li> </ul>   |
| <ul style="list-style-type: none"> <li>a new state-of-the-art VTH with modern investigation equipment, assuring a large number of clinical cases for instruction</li> <li>a new UCEM;</li> <li>CSVs and the partner farms ensuring the case load for farm animals;</li> </ul>    | <ul style="list-style-type: none"> <li>the central locations of the main Faculty campus and high traffic in some part of the days imposes a particular timetable of teaching &amp; training activities</li> </ul>                       |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>continuously developing modern infrastructure – with updated, well-equipped teaching lecture theatres, laboratories, library, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>high costs for up-to-date and maintenance of digital IT equipment;</li> </ul>  |
| <ul style="list-style-type: none"> <li>highly qualified, motivated &amp; enthusiastic teaching and research staff; leading, recognized specialists in various veterinary specialisations</li> </ul>   | <ul style="list-style-type: none"> <li>strong competition with the private practices for recruitment and retention of the best undergraduate students for an academic career;</li> </ul>  |
| <ul style="list-style-type: none"> <li>commitment for research-based education &amp; evidence-based medicine and for lifelong learning;</li> <li>interest and dedication for research, development and innovation;</li> </ul>   | <ul style="list-style-type: none"> <li>very few national calls for research projects, without any predictions, makes a very strong competition and a very low rate of success, nonetheless the project proposals are of high quality in all aspects.</li> </ul> |
| <ul style="list-style-type: none"> <li>annually increased number of scientific papers published in outstanding, highly ranked journals, of relevance for the veterinary medicine field;</li> </ul>  | <ul style="list-style-type: none"> <li>low attractiveness for a research-professional career;</li> </ul>  |
| <ul style="list-style-type: none"> <li>a centre of continuing and postgraduate education, providing periodically conferences, workshops, lectures for both undergraduate &amp; postgraduate students, teaching staff, practitioners, experts in Public Health &amp; Food Safety Control;</li> </ul> | <ul style="list-style-type: none"> <li>limiting successful rate in acquiring international EU funding projects;</li> <li>low transfer of own research through patents / innovative products;</li> </ul>   |
| <ul style="list-style-type: none"> <li>student mobilities allowing the experience exchange at international level;</li> </ul>   | <ul style="list-style-type: none"> <li>low number of scientific publications in relation to the teaching staff, especially in journals with relevant Impact Factor;</li> </ul>  |
| <ul style="list-style-type: none"> <li>modern canteen in the campus; own modern highly equipped library; student dormitory in the faculty campus; parking lots in the campus with video-monitoring; extracurricular events organizing;</li> </ul>   | <ul style="list-style-type: none"> <li>limited number of spaces for individual study, learning, recreation and communication activities</li> </ul>  |
| <ul style="list-style-type: none"> <li>student centred teaching methods; practical training at international standards; scientific symposium for students;</li> <li>mentoring and tutoring activities; attractive extracurricular activities;</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>own efficient and continuously upgrading e-learning platform;</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>transparent policy, ensuring same chances for all the students;</li> <li>well-organized personnel evaluation process by using a dedicated platform.</li> </ul>   |   |
| <b><i>Opportunities</i></b>   | <b><i>Threats</i></b>   |
| <ul style="list-style-type: none"> <li>The profession of veterinary surgeon is regulated and there is a system of mutual recognition of qualifications in the EU;</li> </ul>  | <ul style="list-style-type: none"> <li>Reducing the interest of graduates for an academic teaching career due to low salary level;</li> </ul>   |
| <ul style="list-style-type: none"> <li>Multiple possibilities for establishing partnership agreements with stakeholders (private entities, hospitals, research institutions);</li> </ul>  | <ul style="list-style-type: none"> <li>The provisions of the Bologna Convention and of the 1/2011 National Law of Education have virtually cancelled the possibility of developing master study programmes for veterinarians</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Multiple employment opportunities starting with Day One after graduation, both in Romania or in the other EU member states;</li> </ul>   | <ul style="list-style-type: none"> <li>Cumbersome and bureaucratic procedures for purchasing new equipment;</li> </ul>  |
| <ul style="list-style-type: none"> <li>Increased interest of international candidates for the veterinary English and French programmes</li> </ul>   | <ul style="list-style-type: none"> <li>Uncertainty and excessive bureaucracy to fund research;</li> </ul>   |
| <ul style="list-style-type: none"> <li>Development of national and international partnerships with universities, research institutions and companies;</li> <li>Bilateral academic exchanges (teachers, researchers, students);</li> </ul>   | <ul style="list-style-type: none"> <li>Very low number of calls for governmental funding research grants;</li> </ul>  |
| <ul style="list-style-type: none"> <li>Involvement of the academic personalities in decision-making and professional activities of essential national bodies (CNATDCU, NSVFSA, GARV etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>Limited capacity to attract academic staff to research activities due to the lack of a strategy to promote research at national level;</li> </ul>  |
| <ul style="list-style-type: none"> <li>Increased interest for implementing the holistic concept of One Health, with opportunities at all levels (research, teaching, partnerships, collaborations etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>High costs for upgrading and maintenance of IT equipment and e-learning platform</li> </ul>  |

The operational plan ([Appendix I.4.](#)) is yearly established and reviewed, based on the continuous dialogue between all the decision-making actors. The general objectives are according to the Faculty strategy and refer to the educational offer, the institutional capacity for education and research – infrastructure and heritage development, human resource, quality of education, quality of human resources, research-development-innovation activity, extracurricular activity of students – culture, civic activities, sports activities, volunteering, student associations, national and international cooperation, students and teaching staff mobility.

In the context of the situation imposed by the COVID-19 pandemic in 2020, which led to the rapid adaptation from on-site to online or hybrid education, the Faculty aims to adapt and develop the teaching and research activities by using the maximum capacity of the existing educational platform and by conducting regular trainings for teachers in order to effectively use the tools offered by information technology.

**1.4 The Establishment 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 explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, within their establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.**

The Faculty has developed a culture in order to ensure the quality of the teaching and research activity and has specific structures for assessing and ensuring quality at institutional level and at the level of the Faculties and departments. The objectives relating to quality assurance and the means of achieving them are set out in the University Strategy and its development policies.

A Quality Assurance Department (QAD) and a Central EQA Commission ([Appendix I.9.](#)) operate within the UASVMB, coordinated by a designated Vice-Rector.

QAD is an executive structure of UASVMB, whose mission is to create and implement quality procedures generated in accordance with the Quality Management System. The main objectives are: (i) to maintain the mechanism for continuous improvement of teaching-learning and research performance; (ii) improving a culture of quality management in the educational process with the participation of the UASVMB staff; (iii) encouraging excellence in the professional activity of teachers; (iv) the harmonisation of the internal system of standards and performance indicators related to curricula (Bachelor, MSc, PhD) with the system of standards and indicators used in the external evaluation of the quality of education by national and international specialised agencies. The Faculty is in compliance with these objectives and aims to continuously improve quality.

The CQAC works with the Faculty's EQA Commission (FEQAC - [Appendix I.10.](#)) to achieve all activities and objectives planned annually in the best conditions. The FEQAC coordinates the evaluation process in Veterinary Medicine study programme, in compliance with institutional procedures and FC decisions ([Appendix I.11.](#), [Appendix I.12.](#)).

The educational policies of the Faculty are included in those of the University, which in turn complies with the guidelines drawn up by the Ministry of Education. The strategy of the Faculty concerning Quality Assurance aims to develop quality culture among teachers and students. Assimilation of quality culture is a long, time-consuming process, new challenges arising for the Faculty leadership.

Evaluations are carried out cyclically, currently being two evaluations for teaching staff for each semester and one evaluation per year for administrative staff, performed by the students. Teaching and administrative staff are aware of the importance of student feedback in evaluations. Yearly, self-assessment, colleague assessment and teaching staff assessment by the management team are performed.

Based on evaluations, FEQAC proposes a measures plan, which is approved by FC ([Appendix I.13.](#), online: [FEQAC Report 2017-2018](#), [FEQAC measures plan 2019-2020](#)).

Within of the same direction of the development of quality culture, in recent time the Faculty has been involved in educational projects with European funding, which presented quality assurance objective

among the proposed activities. Moreover, there have been communications, scientific papers, Bachelor's theses that address some aspects related to the quality of veterinary medical education in the Faculty ([Appendix I.14.](#)). As a quality awareness strategy, in the Curriculum, in year 1 of the programme, there are two optional subjects (Quality Management of Teaching in Veterinary Medicine and Development of Professional Abilities and Career Orientation), initially developed within the framework of the SOP HRD 63654/2010 project ([Appendix III.2.](#)). Also, as a result of the development of courses within another project (HCOP/320/6/21/121103 EPA - Education Performance Employability/2018) optional lectures of Communication and communication protocols with patient owners (year 3), Professional Communication (year 6), Conventional and digital report techniques for integration at workplace (year 6) have been introduced (these lectures are to be taught in the coming years).

Each year, the FEQAC issues a quality report, based on the combined data generated by the evaluation platform – EVCAL and a plan of measures resulting from the analysis of the results. The information in both documents is incorporated into either Annual Report and Action Plan of the CQAC.

At the Faculty level, the FEQAC report and action plan are integrated part of the [Annual Report of the academic management team](#). This way, the entire Faculty's personnel become aware of the results of the evaluations, as well as the improvement measures.

The internal evaluation of the study programme is carried out yearly, by the issuing of a report of the academic management, which contains the main information underlying the indicators specific to the veterinary medical field. The procedures for carrying out the various activities shall be designed in such a way as to facilitate the generation of the data necessary for the internal evaluation report. For example, at the end of the graduation examination, in addition to the transcript of records issued by the committee, a final report is drawn up, as well.

Teaching staff and students are informed of the results of the evaluation process through the Annual Report of the Faculty. The teaching staff can request personal evaluation reports at any time.

On the basis of amendments to improve the educational process, a number of teaching staff training lectures organised by the QAD ([Appendix I.15.](#)) were carried out. In the case of the communication lectures for students, it is a typical example of the Plan - Do - Check - Adjust cycle: the communication course appeared as a necessity - it was proposed as an extracurricular activity - it was organized and supported - the feedback was analysed - new proposals for extracurricular courses appeared - we proposed for approval some of the students' ideas ([Appendix I.19.](#)).

Another example is the organisation of the educational process in the current period: the way of conducting the teaching process is planned, the planning is applied, the situation of the hours is constantly checked and the measures imposed by the pandemic are applied. The same principle of the PDCA cycle applies to the strategic and operational plan.

External evaluations carried out by ARACIS and EAEVE and the status obtained demonstrate that our Faculty meets quality standards. The Faculty is also ISO 9001 certified as an integrated part of the university ([Appendix I.16.](#)).

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

The Faculty has a website (<http://www.fmvb.ro/>) in which all the information necessary for the general public and those interested is uploaded. On this website are presented the mission, objectives, and skills acquired by graduates at the end of their studies and employment opportunities, in Romanian (<http://www.fmvb.ro/despre-noi>), English (<http://www.fmvb.ro/english/about-us>), and French (<http://www.fmvb.ro/french/french-presentation>) languages.

All study programmes use a [Moodle dedicated platform](#) in which educational resources are available to students: <https://fmvb.usamvb.ro>. If the information on educational, research and teaching activities is of public interest or for those interested it is communicated through web pages: [www.fmvb.ro](http://www.fmvb.ro).

With regard to continuing education, the Faculty is a member (27 teachers) in the National Register of Continuing Education Providers (<https://agmv.ro/cedmvc/>) owned by the GARV, and the educational offer of the Training and Continuing Professional Development Programme is available through the link, directly from our website (<http://www.fmvb.ro/articole/181-link-uri-utile>) or by accessing the GARV website ([www.agmv.ro](http://www.agmv.ro)). The main target groups of these lectures are veterinary practitioners, veterinarians working on FSQ & VPH and State Veterinary Officers. The Faculty has also developed its digital strategy by creating several social media web-pages targeting different audiences (Facebook [@fmvbusamv](#), [@fmvbucuresti](#), [@analizemedicalveterinarefmvb](#)).

The Faculty communicates with graduates through the collaborative relationships with GARV, RCV and other professional associations set up by our graduates (e.g., Romanian Veterinary Association of Ophthalmology, Romanian Veterinary Emergency and Critical Care Society, Romanian Society of Feline Medicine, Romanian Veterinary Society of Reproduction, Association of Veterinarians for Ruminants). Through these associations the Faculty finds out the fields of interest and veterinary activities carried out by its graduates. Also, the Faculty yearly monitors the insertion on the labour market and requests the RCV information regarding the number of graduates who have received the Practice Certificate ([Appendix III.5.](#)).

The current profile of the student population is drawn up at the beginning of the academic year and at the beginning of the calendar year, to be transmitted by the Faculty to the competent national institutes ([Appendix I.17.](#)), in compliance with the General Data Protection Regulation (GDPR).

The [ESEVT Establishment's status](#) can be accessed through the link [APROBATA EAEVE](#) on the top banner of the Faculty website, and is visible on all web-pages of the site. On our website, on the dedicated EAEVE web-page, the [Certificate of approval](#), the last [Re-visitation Self Evaluation Report](#) and the last [Re-visitation Report](#) (<http://www.fmvb.ro/despre-noi#EAEVE>) are presented.

**1.6 The Establishment must monitor and periodically review its activities, both quantitative and sequential, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The establishment must make public how this analysis of information has been used in the further development of its activities and provide evidence as to the involution 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.**

For the monitoring, evaluation and continuous development of the internal quality assurance system within UASVMB, the EVCAL platform has been developed, for quality assessment in all faculties, for all curricula, regardless of their type. The access address of the platform is: <https://evcal.usamv.ro/>.

The evaluation of the quality of teaching staff is approached as a regular, transparent and formative process, designed to guarantee the improvement and maintenance of their level of professional and teaching expertise, being based on the following documents: Self-assessment forms; teaching and administrative staff evaluation forms by the students; Colleagues' assessment form; Assessment form by the academic management – head of department/dean ([Appendix I.18.](#)).

The monitoring, evaluation and continuous development of the internal quality assurance system is in accordance with the [Procedure on Periodic Evaluation of the Activity of Teaching Staff](#).

This allows each member of the teaching staff to carry out their self-assessment in a uniform and objective way, students to express their position towards the performance of teaching staff and to evaluate the study subjects, and also teaching staff to express their opinion towards the work of the members of the department through colleague evaluation, based on unitary criteria.

Teaching staff and students are informed of the evaluation results process through the Annual Report of the Faculty. Teaching staff can request personal evaluation reports at any time.

A Quality Assurance Report is drawn up yearly at the Faculty level and a Quality Improvement Measures Plan is drawn up consequently. At the Faculty level, the FEQAC report and action plan are integrated part of the Annual Report of Academic Management. Thus, the entire Faculty becomes aware of the results of the evaluations and of the proposed improvement measures. The information will be incorporated into the Annual Report and Plan of Measures of the CQAC.

At the University level, the QAD draws up a Quality Assurance Report. On this basis, a set of measures for improvement of quality assurance are drawn up annually in the UASVMB, aiming the following:

- monitoring the harmonisation of study programmes and the Subject Sheets with similar programmes of European faculties and with the requirements of the labour market;
- monitoring the employment insertion of the UASVMB's graduates;
- ensuring continuous feedback from students, graduates, stakeholders and other relevant organisations;
- supporting scientific teams within faculties in order to attract funding for research and academic development;
- the continuation of the process of assessing and ensuring the quality of education and research activities and their complementary activities;
- training and exchanges of experience in the field of quality assurance and improvement.

**1.7 The Establishment must undergo external review through the ESEVT on a cyclic base. Evidence must be provided by such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.**

The Faculty was fully-assessed for the second time in 2011 (6-10 of June), at that time 5 major deficiencies being identified. The Faculty corrected all the deficiencies indicated, and on the follow-up visit of 18-20 of April, 2016, the Commission concluded that the deficiencies had been rectified and that the Faculty fully complied with the ESEVT standards. Thus, by the ECOVE Decision of 23 November, 2016, the status of the Faculty of Veterinary Medicine is *EAEVE-Approved*.

### **Comments on Standard 1**

According to the SWOT analysis the Faculty complies with the main assumed mission and objectives, in agreement to EU Directive, nevertheless there are some threats related to governmental financing and pandemic. The Establishment is well organized, with well-defined roles for each member, and good communication and networking among staff members. The Faculty's Strategic plan focuses on solving the weaknesses and trying to overcome the potential threats. The Faculty has good QA tools (EVCAL platform, PDCAs) for ensuring strengthening the sustainability of the programme. The Faculty has accessed European funding grants, which contributed to the development of the Curriculum and infrastructure, and increasing the number and profiles of stakeholders.

### **Suggestions for improvement on Standard 1**

Improving the Alumni network.

## **STANDARD 2. FINANCES**

### **Factual information**

**2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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).**

In our country, state universities are financed largely from the national budget, because education is a priority axis of development.

The annual budget of universities/faculties is variable and determined by the financial capacities of the central administration and directed through the Ministry of Education.

The budget is given in terms of annual cash flow aiming to guarantee public objectives in teaching, research, technology transfer, to ensure the continuous improvement in both education and research with proper operation and long-term financial stability of the university/ faculty.

The major objective of UASMVB, in the financial field, is to ensure adequate institutional development and to comply with the strategy and objectives set out in the Faculty's Strategic and Operational Plan ([Appendix I.3.](#), [Appendix I.4.](#))

The faculty budget consists of two categories of revenue, i.e., budgetary allocations and own incomes.

Government budget allocations (approximately 80% of the FVM budget) represent fixed amounts established by the Ministry of Education and for the academic year 2019/2020 the value was 1182.29 € budgeted student (1 €= 4.8 RON).

Due to the complexity of the veterinary medicine field, to this value are applied different multiplication coefficients according to bachelor in Romanian, English or French language, Master, PhD studies as follows ([Appendix II.1.](#)):

- Bachelor in Romanian language (years I-V):  $2.25$  (VM field coefficient)  $\times$   $1182.29$  €=  $2,660.15$  €
- Bachelor in English and French languages (years I-V):  $2.25$  (VM field coefficient)  $\times$   $1.5$  (teaching coefficient in foreign languages)  $\times$   $1182.29$  €=  $3,990.23$  €
- Master in Veterinary medicine in Romanian language (year VI):  $2.25$  (VM field coefficient)  $\times$   $2$  (master cycle coefficient)  $\times$   $1182.29$  €=  $5,320.31$  €
- Master in veterinary medicine in English (year VI):  $2.25$  (VM field coefficient)  $\times$   $1.5$  (foreign language teaching coefficient)  $\times$   $2$  (master cycle coefficient)  $\times$   $1182.29$  €=  $7,980.46$  €
- PhD studies:  $6,083.33$  €

The faculty has its revenues from tuition fees, re-examination fees, and other correlated fees as well as from the clinical and diagnostic services (consultations, treatments, laboratory investigations, imaging investigations- X-ray, MRI, CT, etc.), rents, and research grants.

The amount of fees is set annually by the Administration Board and approved by the University Senate ([Appendix II.2.](#)).

The amount of fees for the academic year 2019/2020 is:

- Tuition fee (tuition fee places) VM Romanian language:  $1,083.33$  €
- Tuition fee (tuition fee places) VM English language (first year):  $5,500$  €
- Tuition fee (tuition fee places) VM English language (second year):  $4,950$  €
- Tuition fee (tuition fee places) VM English language (third and fourth year):  $3,900$  €
- Tuition fee (tuition fee places) VM English language (fifth and sixth year):  $4,500$  €
- Tuition fee (tuition fee places) VM French language (first year):  $5,500$  €
- Tuition fee (tuition fee places) VM French language (second year):  $4,950$  €
- Tuition fee (tuition fee places) VM French language (third year):  $3,900$  €
- Student enrolment fee VM Romanian language  $31.25$  €
- Student enrolment fee VM English and French language  $50$  €
- Re-examination  $20.83$  €
- Missed practical work fee  $5.20$  €per hour

Major investments are financed separately from the public budget of the Ministry of Education. In FVMB, the following objectives were financed in the period 2009-2019:

- VTH - total amount:  $4,314,892$  €( $3,872,004$  €from the public budget and  $442,887$  €from the university's revenue). From the total budget  $1,182,344$  €were used for equipment acquisition.
- UCEM – total amount  $1,393,076$  €from the public budget of which  $296,252$  €were used for equipment acquisition.

Considering the research grants, research projects with a total value of  $2,319,132$  €were carried out in the period 2016-2020, the most important being *Complex Project No. 23PCCDI/2018 Improving the quality of life by developing new technologies based on nanoparticles effective in water and soil decontamination (ICVDTA)*, total  $1,101,562$  €for the period 2018-2021, of which the FVM/UASMVB-  $514,936$  €

In the period 2018-2020, European funds were accessed, two projects through the Human Capital Operational Programme:

- 121103 EPE – Education, Performance, Employability – total amount 1,256,941 € of which FVM/UASMVB 682,686 €
- 124185 CEO Entrepreneur-Competitiveness, Excellence, Opportunity – total amount 1,647,418 €, of which FVM/ UASMVB 876,041 €

From the faculty’s revenues obtained from budget allocations or own resources; the following are transferred to the university:

- 15% of budget allocations and tuition, enrolment, re-examination and other correlated fees;
- 25 % of research funds.

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

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

\* The last full academic year prior to the Visitation

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

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

**Table 2.1.3. Annual balance between expenditures and revenues (in €)**

| <b>Year</b>  | <b>Total expenditures</b> | <b>Total revenues</b> | <b>Balance***</b> |
|--------------|---------------------------|-----------------------|-------------------|
| <b>2017</b>  | 3,346,287                 | 3,557,380             | 211,093           |
| <b>2018</b>  | 4,328,579                 | 4,393,495             | 64,916            |
| <b>2019*</b> | 4,702,522                 | 5,456,124             | 753,602           |

\*\*\* Total revenues minus total expenditures

The utilities are paid from the University budget.

**Table 2.1.4. Estimation of the utilities (e.g., water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables**

| <i>Year 2017</i>   | Total        |
|--|--------------|
| Utilities<br>Electricity 52,238.95 €<br>Water – 32,800 €<br>Heating – 120,025.62 €<br>Guard – 145,833.33 €<br>Gas – 2,713.75 €                 | 353,611.65 € |
| Optic-fiber network  | 30,645.37 €  |
| <br>   |              |
| <i>Year 2018</i>   | Total        |
| Utilities<br>Electricity – 49,083.33 €<br>Water – 39,583.33 €<br>Heating – 196,250 €<br>Guard – 150,000 €<br>Gas – 1,875 €                     | 436,791.66 € |
| Facilities refurbishing  | 135,497,07 € |
| <br>   |              |
| <i>Year 2019</i>   | Total        |
| Utilities<br>Electricity - 71041.66 €<br>Water – 40000 €<br>Heating - 189166.66 €<br>Gas – 1666.66 €<br>Guard 152083.33 €<br>Telephony 18750 € | 472708.33 €  |

**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 Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.**

The financial activity of VTH is coordinated from 8 am to 4 pm by UASMVB, and in the on-call service, respectively from 4 pm to 8 am and on weekends and public holidays by SC Farmacia Veterinara FMV SRL. This structure was established under the legislation in force, the share capital being 99.5% UASMVB and 0.5% a veterinarian, a mandatory condition of authorisation from the RCV.

VTH is focused on instructional activities by involving students 24 / 7 in the management of all cases. Moreover, the patient owners are informed that the teaching activity has priority in VTH and the students will participate in all the examined and treated cases.

In order to increase students' access to the field cases, the veterinary activities in Bucharest and the surrounding area (Glina, Ganeasa and Cernica) were granted. The activities carried out in these CSVs are carried out exclusively with the students, on the basis of planning. The revenues come from the national budget based on the annual strategic plan of NSVFSA, and these resources are prioritized to students training over financial profit, the income covering almost all expenditures.

The budget is made at the faculty level and the expenditures are carried out centrally on the basis of the necessary reports at the UASMVB level in compliance with the public acquisition legislation (Law 98/2006 updated) and the public finance law (Law 500/2002 updated).

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

At the end of 2019, two major investment projects were completed: VTH (with a total value of 4,314,892 €) and the UCEM (with a total value of 1,393,076 €). The financial resources were from the Ministry of Education budget and UASVMB own revenues.

Currently, the Building 8 Pathological anatomy is in the process of refurbishing with government financial support amounting to 538,873 €

In 2020, the refurbishment process of the Lecture theatre Prof. Paul Riegler has been started with government financial support amounting to 944,859.89 €

In 2020, we also developed, improved and refurbished lecture theatres, classrooms, laboratories, locker rooms, toilets, and the elevator of the building 17 with own revenues amounting to 625,000 €

The next planned major investments for developing facilities are the construction of a new student dormitory with government financial support amounting to 5,208,333 €

In recent years, there has been an increase in the amount of the budget allocations that has led to a steady increase in income. In view of the present situation (the new VTH and UCEM, the new equipment and offered services), we consider that revenues will increase by around 10 % from year to year. As regards expenditures, there is an increase in investment and equipment maintenance costs, which will be maintained in the coming years.

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

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

In October of each year, the data necessary for the foundation of the budget, i.e., the implementation of the revenue and expenditure budget for the following calendar year, are sent to the Faculty management board by the Economic Direction of UASVMB. The Administrator of the faculty draws up the acquisition plan on the basis of the needs of both subject and administrative level and links it with the expected revenues and personnel costs. Both the budget and the acquisition plan are voted by the FC, which includes teachers and student representatives, and is submitted for approval to the AB of UASVMB.

After the budget is discussed and approved in the UASVMB AB, starting with January of the following year, the faculty carries out the necessity reports for the expenditures and investments.

The financial-accounting record is computerized, using the integrated computer system iConsalt. The application allows the processing of accounting data, based on economic rules and principles and ensures their control.

At the end of each fiscal year, a report on the implementation of the budget is done. This report is an integral part of the Rector's report, presented, endorsed by the AB and approved by the University Senate.

The entire financial process is audited annually, both at university level, through the Internal Audit Department, and externally by various institutions with tasks in the field.

#### **Comments on Standard 2**

Although, in the last 3 years the budgetary allocation has increased, the underfunding of the Faculty, as well as of the whole education, affects, with variable weight, all the components of the teaching and research activity:

- unattractive and insufficiently motivating salaries for beginners so the selection base of teaching staff is reduced; this is also reflected in the reduction in the number of auxiliary teaching staff
- research funds come from competitions organised by national and international structures, but lately these funds were quite hard to access.

The foundation of SC Farmacia Veterinara FMV SRL in 2010 led to an increase in revenues from the clinical activity and to the diversification of the services offered, through the purchase of state-of-the-art equipment and medicinal products.

### **Suggestions for improvement on Standard 2**

The financing of the Romanian education system does not allow major changes in budgetary allocations, so ways to supplement own income (extrabudgetary) from the clinical activity, by diversifying the offered services have to be identified.

The increase in funds/revenues is imperative for:

- improving the quality of the teaching process;
- investments in equipment to support teaching/clinical services and activities.

## **STANDARD 3. CURRICULUM**

### **Factual information**

**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 Appendix\_ V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Appendix\_ 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.**

The Faculty has developed an adapted curriculum in accordance with the claims of the EU Directives 2005/36/EC, amended by the Directive 2013/55/EU. The latest major recension of the educational plan was made in 2015, in accordance with the government decision HG 469 from June 2015. Following an assembly from the headquarters of the Ministry of Education, all deans of the national faculties of veterinary medicine adopted and implemented HG 469 ([Appendix III.6.](#)). Moreover, in the same year 2015 were altered the national ARACIS standards, in consensus with the above-mentioned European documents and by involvement of the officials from all the faculties in our country.

Our faculty offers a 6-year study programmes incorporated day-frequency academic studies of Bachelor and MSc degree. Every academic year has got two semesters of 14 weeks of study, except the final semester (semester 12 from year 6), that lasts 11 weeks. The Curriculum comprised core subjects (compulsory subjects taken by each student), electives (optional subjects: each student must elect from a list of possible subjects) and optional subjects proposed to students – not compulsory (facultative subjects), the last mentioned being active depending on students' options with the annual decisions of FC. As a whole, the faculty provides a total number of 5,590 hours, from which 5,066 hours belong to the core subjects (including hours for practical training, foreign languages and sport). There are 524 hours of electives and 1,672 hours of facultative subjects. The overall number of hours for the study programme is of 5,590, in conformity to the provisions of ARACIS and the regulation from the Law 1/2011, which provides a minimum number of 5,500 hours for the medical veterinary education.

The faculty clearly presents the educational objectives and the common strategy of functioning in the yearly revised document - Curriculum ([Appendix III.2.](#)). The educational objectives and the strategy of institutional development are basic elements for the managerial plans of the university and faculty management. The main specific objectives of the study programme of Veterinary Medicine are regulated by the EU Directive 2005/36 / EC (amended by the Directive 2013/55 / EU) and by the HG 469/ 2015 - Annex\_ no. 2. The above documents comprise a series of subjects that help acquiring

DVM specific skills, so that graduates might be able to practice in any domain of a DVM's area of reference in Europe, after the period of 6 study years.

The adopted Curriculum comprises the subjects agreed by all Romanian faculties of veterinary medicine, and in the academic year 2015-2016 the curricula were aligned nationwide.

Currently, according to the national legislation and to the ARACIS standards (the national body of evaluation of the higher education in Romania), the adopted Curriculum is valid for an educational series of 6 years. ARACIS transposed within the evaluation of the veterinary higher education ESEVT standards, and following the evaluation of the Faculty by ARACIS in 2016, the report of the committee established that the Faculty meets the appropriate national standards ([Appendix III.7.](#)).

If for the core and elective subjects there is a certain strictness, for the facultative subjects there is autonomy related to their change/introduction in the curriculum. The credits for the facultative subjects are supplementary to the 60 credits assigned to the core and elective subjects (others than those imposed by HG 469/ 2015).

Certainly, changes to the Curriculum can be brought according to the needs, but they become functional during the next educational cycle. Any proposal is analysed in FC and the ones that are validated get the approval of the AB as well, respectively the approval of the UASVMB Senate. Subsequently, these are implemented in the new Curriculum.

The primary information is obtained after the process of evaluation of the subjects by the students and after surveying stakeholders and graduates. The Commission for Education analyses the contents of the subjects based on the registration from the Subject Sheet on one hand – and receives and analyses the proposals from departments regarding the introduction of new subjects, the enabling or ceasing of certain facultative subjects – on the other hand. The results of the analysis are forwarded to FC, which validates and sends them to the Vice-Rector for Education for the approval in UASVMB Senate ([Appendix III.8.](#)). There are other subjects enforced by the University that can be included in the Curriculum besides the ones regulated by the European Committee; the Curriculum may comprise certain subjects assigned by the University.

**Table 3.1.1. Curriculum hours in each academic year taken by each student**

| Academic years* | A            | B         | C          | D            | E          | F          | G        | H            |
|-----------------|--------------|-----------|------------|--------------|------------|------------|----------|--------------|
| Year 1          | 350          | 28        | 42         | 296          | 68         | 0          | 0        | <b>784</b>   |
| Year 2          | 322          | 0         | 56         | 206          | 144        | 0          | 0        | <b>728</b>   |
| Year 3          | 392          | 0         | 0          | 320          | 82         | 14         | 4        | <b>812</b>   |
| Year 4          | 378          | 14        | 14         | 158          | 108        | 168        | 0        | <b>840</b>   |
| Year 5          | 392          | 0         | 56         | 61           | 9          | 378        | 0        | <b>896</b>   |
| Year 6          | 111          | 25        | 0          | 45           | 33         | 58         | 0        | <b>272</b>   |
| <b>Total</b>    | <b>1,945</b> | <b>67</b> | <b>168</b> | <b>1,086</b> | <b>444</b> | <b>618</b> | <b>4</b> | <b>4,332</b> |

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (presentation reports); H: total

\* An academic year may be subdivided into 2 semesters

**Table 3.1.2. Curriculum hours taken by each student**

| Subjects                     | EQUIVALENT<br>EAEVE                 | A         | B        | C         | D         | E        | F        | G        | H         |
|------------------------------|-------------------------------------|-----------|----------|-----------|-----------|----------|----------|----------|-----------|
| <b><u>Basic subjects</u></b> |                                     |           |          |           |           |          |          |          |           |
| Chemistry                    | Chemistry                           | <b>28</b> | <b>0</b> | <b>21</b> | <b>21</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>70</b> |
| Plant Biology                | Feed plant biology and toxic plants | <b>34</b> | <b>0</b> | <b>0</b>  | <b>4</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>38</b> |
| Toxicology                   |                                     |           |          |           |           |          |          |          |           |

|   |   |            |           |           |            |            |          |          |              |
|---|---|------------|-----------|-----------|------------|------------|----------|----------|--------------|
| Animal Biology  | Animal biology, zoology and cell biology            | 34         | 0         | 0         | 46         | 0          | 0        | 0        | 80           |
| Histology and Embryology 1  |   |            |           |           |            |            |          |          |              |
| Physics   | Medical physics                                     | 28         | 28        | 0         | 0          | 0          | 0        | 0        | 56           |
| Applied Mathematics in Biological Sciences                            | Biomedical statistics                               | 28         | 0         | 0         | 28         | 0          | 0        | 0        | 56           |
| <b><i>Total Basic subjects</i></b>                                    |   | <b>152</b> | <b>28</b> | <b>21</b> | <b>99</b>  | <b>0</b>   | <b>0</b> | <b>0</b> | <b>300</b>   |
| <b><i>Basic Sciences</i></b>  |   |            |           |           |            |            |          |          |              |
| Anatomy 1, 2, 3, 4  | Anatomy, histology and embryology                   | 148        | 0         | 0         | 134        | 128        | 0        | 0        | 410          |
| Histology and embryology 1, 2   |   |            |           |           |            |            |          |          |              |
| Physiology 1, 2   | Physiology  | 56         | 0         | 0         | 28         | 42         | 0        | 0        | 126          |
| Biochemistry 1, 2   | Biochemistry  | 56         | 0         | 35        | 35         | 0          | 0        | 0        | 126          |
| Genetics  | General and molecular genetics                      | 28         | 0         | 0         | 28         | 0          | 0        | 0        | 56           |
| Pharmacology 1, 2   | Pharmacology, pharmacy and pharmacotherapy          | 70         | 0         | 0         | 98         | 0          | 0        | 0        | 168          |
| Pharmacy  |   |            |           |           |            |            |          |          |              |
| Pathology 1, 2  | Pathology   | 56         | 0         | 0         | 28         | 42         | 0        | 0        | 126          |
| Toxicology 1, 2   | Toxicology  | 50         | 0         | 14        | 52         | 0          | 0        | 0        | 116          |
| Parasitology, Parasitic Disease and Clinical Lectures on Species 1, 2 | Parasitology  | 56         | 0         | 0         | 63         | 21         | 0        | 0        | 140          |
| Microbiology 1, 2   | Microbiology  | 42         | 0         | 28        | 28         | 0          | 0        | 0        | 98           |
| Immunology  | Immunology  | 28         | 0         | 0         | 28         | 0          | 0        | 0        | 56           |
| Epidemiology  | Epidemiology  | 28         | 0         | 0         | 14         | 0          | 0        | 0        | 42           |
| Deontology  | Professional ethics and communication               | 11         | 11        | 0         | 0          | 0          | 0        | 0        | 22           |
| Rural Economy   | Animal health economics and practice management     | 14         | 0         | 0         | 0          | 0          | 0        | 0        | 14           |
| Welfare and Animal Protection   | Animal welfare                                      | 56         | 0         | 0         | 70         | 0          | 0        | 0        | 126          |
| Veterinary Hygiene and Environment Protection                         |   |            |           |           |            |            |          |          |              |
| Animal Nutrition and Agronomy 1, 2                                    | Animal nutrition                                    | 42         | 0         | 0         | 56         | 0          | 0        | 0        | 98           |
| Ethology  | Animal ethology                                     | 28         | 0         | 0         | 0          | 0          | 0        | 0        | 28           |
| <b><i>Total Basic Sciences</i></b>                                    |   | <b>769</b> | <b>11</b> | <b>77</b> | <b>662</b> | <b>233</b> | <b>0</b> | <b>0</b> | <b>1,752</b> |
| <b><i>Clinical Sciences</i></b>                                       |   |            |           |           |            |            |          |          |              |
| Obstetrics  | Obstetrics, reproduction and reproductive disorders | 49         | 0         | 0         | 0          | 28         | 28       | 0        | 105          |
| Reproduction Disorders and Clinical Lectures on Species 1             |   |            |           |           |            |            |          |          |              |
| Pathology 1, 2  | Diagnostic pathology                                | 84         | 0         | 0         | 40         | 40         | 58       | 4        | 226          |
| Forensic Pathology and Diagnostic Necropsy 1                          |   |            |           |           |            |            |          |          |              |
| Internal Medicine and Clinical Lectures on Species 1, 2, 3            | Medicine  | 77         | 0         | 0         | 0          | 0          | 98       | 0        | 175          |
| Surgery and Clinical Lecture on Species 1, 2                          | Surgery   | 49         | 0         | 0         | 0          | 0          | 70       | 0        | 119          |
| Anesthesiology  | Anesthesiology                                      | 28         | 0         | 0         | 0          | 14         | 14       | 0        | 56           |

|  |   |            |          |          |            |            |            |          |              |
|--|---|------------|----------|----------|------------|------------|------------|----------|--------------|
| Infectious Diseases, Preventive Medicine and Clinical Lectures on Species 3            | Clinical practical training in common animal species  | 133        | 0        | 0        | 0          | 0          | 168        | 0        | 301          |
| Infectious Diseases, Preventive Medicine and Clinical Lectures on Species 4            |   |            |          |          |            |            |            |          |              |
| Surgery and Clinical Lecture on Species 3  |   |            |          |          |            |            |            |          |              |
| Internal Medicine and Clinical Lectures on Species 4                                   |   |            |          |          |            |            |            |          |              |
| Reproduction Disorders and Clinical Lectures on Species 2                              |   |            |          |          |            |            |            |          |              |
| Emergencies in Veterinary Medicine   |   |            |          |          |            |            |            |          |              |
| Infectious Diseases, Preventive Medicine and Clinical Lectures on Species 1            | Preventive medicine   | 28         | 0        | 0        | 7          | 7          | 14         | 0        | 56           |
| Radiology and Diagnostic Imaging 1, 2  | Diagnostic imaging  | 56         | 0        | 0        | 7          | 7          | 14         | 0        | 84           |
| Therapeutics   | Therapy in common animal species  | 22         | 0        | 0        | 11         | 0          | 0          | 0        | 33           |
| Semiotics 1, 2   | Propaedeutics of common animal species  | 84         | 0        | 0        | 28         | 42         | 14         | 0        | 168          |
| Propaedeutics  |   |            |          |          |            |            |            |          |              |
| <b><i>Total Clinical Sciences</i></b>  |   | <b>610</b> | <b>0</b> | <b>0</b> | <b>93</b>  | <b>138</b> | <b>478</b> | <b>4</b> | <b>1,323</b> |
| <b><i>Animal Production</i></b>  |   |            |          |          |            |            |            |          |              |
| Animal Breeding  | Animal Production, including breeding, husbandry and economics  | 112        | 0        | 0        | 104        | 8          | 0          | 0        | 224          |
| Animal Productions 1, 2  |   |            |          |          |            |            |            |          |              |
| Reproduction   |   |            |          |          |            |            |            |          |              |
| Internal Medicine and Clinical Lectures on Species 3, 4                                | Herd health management  | 56         | 0        | 0        | 0          | 0          | 112        | 0        | 168          |
| Surgery and Clinical Lecture on Species 2, 3   |   |            |          |          |            |            |            |          |              |
| Infectious Diseases, Preventive Medicine and Clinical Lectures on Species 3, 4         |   |            |          |          |            |            |            |          |              |
| Reproduction Disorders and Clinical Lectures on Species 1, 2                           |   |            |          |          |            |            |            |          |              |
| <b><i>Total Animal Production</i></b>  |   | <b>168</b> | <b>0</b> | <b>0</b> | <b>104</b> | <b>8</b>   | <b>112</b> | <b>0</b> | <b>392</b>   |
| <b><i>Food Safety and Quality, Veterinary Public Health and One Health Concept</i></b> |   |            |          |          |            |            |            |          |              |
| Infectious Diseases, Preventive Medicine and Clinical Lectures on Species 2            | Zoonoses  | 56         | 0        | 0        | 28         | 28         | 28         | 0        | 140          |
| Parasitology, Parasitic Disease and Clinical Lectures on Species 3                     |   |            |          |          |            |            |            |          |              |
| Legislation in Veterinary Medicine   | Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification | 36         | 14       | 0        | 6          | 0          | 0          | 0        | 56           |
| Forensic Pathology and Diagnostic Necropsy 2   |   |            |          |          |            |            |            |          |              |

|  |   |              |           |            |              |            |            |          |              |
|--|---|--------------|-----------|------------|--------------|------------|------------|----------|--------------|
| Inspection and Control of Foodstuffs of Animal Origin 1, 2                                   | Control of food, feed and animal by-products          | 84           | 14        | 56         | 42           | 33         | 0          | 0        | 229          |
| Animal Nutrition and Agronomy  |   |              |           |            |              |            |            |          |              |
| Practical Works in Units for Slaughtering and Processing of Foodstuffs                       |   |              |           |            |              |            |            |          |              |
| Veterinary State Medicine and Public Health  |   |              |           |            |              |            |            |          |              |
| Food Hygiene and Technology 1, 2   | Food hygiene and food microbiology<br>Food technology | 70           | 0         | 14         | 52           | 4          | 0          | 0        | 140          |
| Microbiology 2   |   |              |           |            |              |            |            |          |              |
| Veterinary State Medicine and Public Health  |   |              |           |            |              |            |            |          |              |
| <b><i>Total Food Safety and Quality, Veterinary Public Health and One Health Concept</i></b> |   | <b>246</b>   | <b>28</b> | <b>70</b>  | <b>128</b>   | <b>65</b>  | <b>28</b>  | <b>0</b> | <b>565</b>   |
| <b>TOTAL CURRICULUM HOURS</b>  |   | <b>1,945</b> | <b>67</b> | <b>168</b> | <b>1,086</b> | <b>444</b> | <b>618</b> | <b>4</b> | <b>4,332</b> |

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (presentation reports); H: total

**Table 3.1.3. Practical rotations under academic staff supervision (excluding EPT)**

| Types  | List of practical rotations (Disciplines/Species)  | Duration (weeks) | Year of programme |
|--|--|------------------|-------------------|
| <b>Intra-mural clinics (VTH)*</b>                                  |  |                  |                   |
| Clinical Lecture small animals                                     | Reproduction Disorders and Clinical Lectures on Species<br>Internal Medicine and Clinical Lectures on Species<br>Surgery and Clinical Lectures on Species<br>Infectious Diseases, Preventive Medicine and Clinical Lectures on Species | <b>12.5</b>      | <b>V</b>          |
| Clinical Lecture large animals                                     | Reproduction Disorders and Clinical Lectures on Species<br>Internal Medicine and Clinical Lectures on Species<br>Surgery and Clinical Lectures on Species<br>Infectious Diseases, Preventive Medicine and Clinical Lectures on Species | <b>12</b>        | <b>V</b>          |
| <b>Ambulatory clinics / Herd Health Management</b>                 |  |                  |                   |
| Herd Health Management   | Reproduction Disorders and Clinical Lectures on Species<br>Internal Medicine and Clinical Lectures on Species<br>Surgery and Clinical Lectures on Species<br>Infectious Diseases, Preventive Medicine and Clinical Lectures on Species | <b>3.5</b>       | <b>V</b>          |
| Rotation in practical activities Clinical Lecture small animals ** | Practical training 3-6   | <b>4</b>         | <b>III-VI</b>     |
| Rotation in practical activities Clinical Lecture large animals ** | Practical training 3-6   | <b>4</b>         | <b>III-VI</b>     |
| <b>FSQ &amp; VPH****</b>   |  |                  |                   |
| Veterinary State Medicine and Public Health                        | Veterinary State Medicine and Public Health  | <b>14</b>        | <b>IV</b>         |
| Pathology applied to Public Health                                 | Veterinary State Medicine and Public Health  | <b>2</b>         | <b>IV</b>         |
|  | Food Hygiene and Technology 1 and 2  | <b>4</b>         | <b>IV</b>         |

|   |   |    |        |
|---|---|----|--------|
|   | Inspection and Control of Foodstuffs of Animal Origin 1   | 7  | V      |
|   | Practical Works in Units for Slaughtering and Processing of Foodstuffs  | 9  | VI     |
| Visits to slaughterhouses / processing units  | Practical Works in Units for Slaughtering and Processing of Foodstuffs  | 3  | VI     |
|   | Inspection and Control of Foodstuffs of Animal Origin 1 and 2   | 4  | V      |
| Food technology   | Food Hygiene and Technology 1 and 2   | 24 | IV     |
| Laboratory FSQ & VPH  | Inspection and Control of Foodstuffs of Animal Origin 1 and 2   | 17 | V      |
| <b>Electives</b>  |   |    |        |
| Management of Diseases of Pets, Sport and Exotic Animals / Clinical Lectures ***  | Management of equine diseases 1, 2<br>Management of canine and feline diseases 1, 2<br>Management of diseases of zoo-captive and nature reserve animals 1, 2                            | 25 | VI     |
| Management of Livestock Diseases / Clinical Lectures ***  | Management of swine diseases 1, 2<br>Management of avian diseases 1, 2<br>Management of ruminant diseases 1, 2  | 25 | VI     |
| Emergencies in Animal Medicine ***  | Emergencies in pets 1, 2<br>Emergencies in livestock, 2<br>Emergencies in wildlife, exotics, nature reserve and zoo-captive animals 1, 2  | 25 | VI     |
| Management of Animal Husbandry and Welfare; Management of Foodstuff Quality and Safety<br>12 Emergencies in Animal Medicine *** | Management of animal husbandry 1, 2<br>Management of animal welfare 1, 2<br>Inspection and control in units specialized in obtaining and processing of foodstuffs of animal origin 1, 2 | 25 | VI     |
| <b>Other</b>  |   |    |        |
| Rotation of pet veterinary health care services **  | Practics 3-6 Name of practice points: Triage, ATI, Isolator, Medical, Surgery, Obstetrics   | 2  | III-VI |
| Rotation of livestock veterinary health care services **  | Practics 3-6 CSV Bucharest, CSV Ganeasa, CSV Glina, CSV Cernica   | 2  | III-VI |
| Rotation of collaborating students as extracurricular activities  |   | 1  | III-VI |

\* Clinical rotations are organized during 2 days/week/subject (6h each day)

\*\* The practical training takes place during 7 days / week, covering a total of 60h out of 90 hours / year of study

\*\*\* The subjects of the elective modules are planned in 2 days / week, the rotation of the subjects being done after the completion of the number of hours established in the curriculum for each subject (42 hours semester 1 and 44-hours semester 2).

\*\*\*\* These activities are regularly scheduled once a week

**Table 3.1.4. Curriculum hours taken as electives for each student**

| <i>Electives</i>  | A         | B        | C        | D        | E        | F        | G        | H         |
|---|-----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>Basic subjects</b>   |           |          |          |          |          |          |          |           |
| History of Veterinary Medicine <sup>2</sup>                               | 14        |          |          |          |          |          |          | 14        |
| <b>Total Basic subjects</b>   | <b>14</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>14</b> |
| <b>Basic Sciences</b>   |           |          |          |          |          |          |          |           |
| Development of Professional Abilities and Career Orientation <sup>1</sup> | 14        |          |          |          |          |          |          | 14        |
| Quality Management of Teaching in Veterinary Medicine <sup>1</sup>        | 14        |          |          |          |          |          |          | 14        |

|   |               |          |             |              |              |               |          |              |
|---|---------------|----------|-------------|--------------|--------------|---------------|----------|--------------|
| Scientific Information, Methods and Techniques of Documentation <sup>2</sup>                                | 14            |          |             |              |              |               |          | <b>14</b>    |
| Techniques of Molecular Biology Applied in Veterinary Medicine  | 14            |          |             | 14           |              |               |          | <b>28</b>    |
| Management of Scientific Research Activity  | 9.33          |          | 4.67        |              |              |               |          | <b>14</b>    |
| <b>Total Basic Sciences</b>   | <b>65.33</b>  | <b>0</b> | <b>4.67</b> | <b>14</b>    | <b>0</b>     | <b>0</b>      | <b>0</b> | <b>84</b>    |
| <b>Clinical Sciences</b>  |               |          |             |              |              |               |          |              |
| Dermatology   | 14            |          |             | 7            |              | 7             |          | 28           |
| Cytopathological Diagnosis  | 14            |          |             | 7            | 7            |               |          | 28           |
| Medicine of aquatic animals and aquaculture   | 14            |          |             | 7            | 7            |               |          | 28           |
| Oncology  | 14            |          |             |              |              | 14            |          | 28           |
| Orthopedics and Hoof Dressing   | 9.33          |          |             |              | 2.33         | 2.33          |          | 14           |
| Emergencies in pets 1, 2  | 6.25          |          |             |              |              | 15.25         |          | 21.5         |
| Emergencies in livestock 1, 2   | 6.25          |          |             |              |              | 15.25         |          | 21.5         |
| Emergencies in wildlife, exotics, nature reserve and zoocaptive animals 1, 2                                | 6.25          |          |             |              |              | 15.25         |          | 21.5         |
| Management of equine diseases 1, 2  | 6.25          |          |             |              |              | 15.25         |          | 21.5         |
| Management of canine and feline diseases 1, 2   | 6.25          |          |             |              |              | 15.25         | 0        | 21.5         |
| Management of diseases of zoo-captive and nature reserve animals 1, 2                                       | 6.25          |          |             |              |              | 15.25         |          | 21.5         |
| <b>Total Clinical Sciences</b>  | <b>102.83</b> | <b>0</b> | <b>0</b>    | <b>21</b>    | <b>16.33</b> | <b>114.83</b> | <b>0</b> | <b>255</b>   |
| <b>Animal Production</b>  |               |          |             |              |              |               |          |              |
| Management of swine diseases <sup>1, 2</sup>  | 6.25          |          |             | 3.75         | 7.5          | 4             |          | 21.5         |
| Management of avian diseases <sup>1, 2</sup>  | 6.25          |          |             | 3.75         | 7.5          | 4             |          | 21.5         |
| Management of ruminant diseases 1, 2  | 6.25          |          |             | 3.75         | 7.5          | 4             |          | 21.5         |
| Management of animal husbandry 1, 2   | 6.25          |          | 7.5         |              | 7.75         |               |          | 21.5         |
| Management of animal welfare 1, 2   | 6.25          |          | 7.5         |              | 7.75         |               |          | 21.5         |
| <b>Total Animal Production</b>  | <b>31.25</b>  | <b>0</b> | <b>15</b>   | <b>11.25</b> | <b>38</b>    | <b>12</b>     | <b>0</b> | <b>107.5</b> |
| <b>Food Safety and Quality, Veterinary Public Health and One Health Concept</b>                             |               |          |             |              |              |               |          |              |
| Laboratory Management of Veterinary Field and Food Safety   | 14            |          |             | 14           |              |               |          | 28           |
| Management of Food Safety   | 9.33          |          | 2.33        | 2.33         |              |               |          | 14           |
| Inspection and control in units specialized in obtaining and processing of foodstuffs of animal origin 1, 2 | 6.25          |          | 7.5         |              | 7.75         |               |          | 21.5         |
| <b>Total Food Safety and Quality, Veterinary Public Health and One Health Concept</b>                       | <b>29.58</b>  | <b>0</b> | <b>9.83</b> | <b>16.33</b> | <b>7.75</b>  | <b>0</b>      | <b>0</b> | <b>63.5</b>  |
| <b>TOTAL ELECTIVES CURRICULUM HOURS</b>   | <b>243</b>    | <b>0</b> | <b>29.5</b> | <b>62.58</b> | <b>62.08</b> | <b>126.83</b> | <b>0</b> | <b>524</b>   |

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others; H: hours to be taken by each student per subject group

<sup>1,2</sup> - Group of subjects from which the students select one

**Table 3.1.5. Optional courses proposed to students (not compulsory)**

| Optional Courses                 | A        | B        | C        | D        | E        | F        | G        | H         |
|----------------------------------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>Total Optional Courses</b>    | <b>0</b>  |
| <b>Basic Sciences</b>            |          |          |          |          |          |          |          |           |
| Anatomy of Romanian Game Species | 28       |          |          | 14       | 14       |          |          | <b>56</b> |
| Pet Breeding                     | 28       |          |          | 14       | 14       |          |          | <b>56</b> |
| Clinical Anatomy *               | 28       |          |          | 14       | 14       |          |          | <b>56</b> |

|   |            |            |           |            |            |            |          |              |
|---|------------|------------|-----------|------------|------------|------------|----------|--------------|
| Taxidermy   | 28         |            |           | 14         | 14         |            |          | 56           |
| Ethics and Academic Integrity   |            | 28         |           |            |            |            |          | 28           |
| Micotoxicology  | 28         |            | 14        | 14         |            |            |          | 56           |
| Health of Bees and Silkworms  | 28         |            |           | 14         | 14         |            |          | 56           |
| Alternative Therapies   | 28         |            |           | 28         |            |            |          | 56           |
| Immunopathology   | 28         | 28         |           |            |            |            |          | 56           |
| Experimental Parasitology   | 28         |            |           | 14         | 14         |            |          | 56           |
| Professional Communication  | 28         |            |           | 28         |            |            |          | 56           |
| Antimicrobial Resistance  | 28         |            | 14        | 14         |            |            |          | 56           |
| <b>Total Basic Sciences</b>   | <b>308</b> | <b>56</b>  | <b>28</b> | <b>168</b> | <b>84</b>  | <b>0</b>   | <b>0</b> | <b>644</b>   |
| <b>Clinical Sciences</b>  |            |            |           |            |            |            |          |              |
| Functional Explorations   | 28         |            |           | 28         |            |            |          | 56           |
| Medicine of Laboratory Animals  | 28         |            |           |            |            | 28         |          | 56           |
| Experimental Medicine *   | 28         |            |           |            |            | 28         |          | 56           |
| Exotic Pathology  | 28         |            |           | 14         |            | 14         |          | 56           |
| Cardiology  | 28         |            |           |            |            | 28         |          | 56           |
| Diseases of Nutritional and Metabolic Adaptation *                                    | 28         |            |           | 14         |            | 14         |          | 56           |
| Experimental Surgery *  | 28         |            |           |            |            | 28         |          | 56           |
| Clinical Hematology   | 28         | 28         |           |            |            |            |          | 56           |
| Neuropathology*   | 28         |            |           |            |            | 28         |          | 56           |
| Nephrology-Urology*   | 28         |            |           |            |            | 28         |          | 56           |
| Surgical and Substitutional Therapies in Nephro-urological Patients                   | 28         |            |           |            |            | 28         |          | 56           |
| <b>Total Clinical Sciences</b>  | <b>308</b> | <b>28</b>  | <b>0</b>  | <b>56</b>  | <b>0</b>   | <b>224</b> | <b>0</b> | <b>616</b>   |
| <b>Animal Production</b>  |            |            |           |            |            |            |          |              |
| Biotechnologies in Reproduction*  | 28         |            |           | 10         | 18         |            |          | 56           |
| Animal health management  | 28         |            |           | 14         | 14         |            |          | 56           |
| <b>Total Animal Production</b>  | <b>56</b>  | <b>0</b>   | <b>0</b>  | <b>24</b>  | <b>32</b>  | <b>0</b>   | <b>0</b> | <b>112</b>   |
| <b>Food Safety and Quality, Veterinary Public Health and One Health Concept</b>       |            |            |           |            |            |            |          |              |
| European bodies and Community law   | 28         |            |           |            |            |            |          | 28           |
| Foodstuff Microbiology  | 28         |            | 18        | 10         |            |            |          | 56           |
| Emerging and Re-emerging Zoonotic Diseases  | 28         | 28         |           |            |            |            |          | 56           |
| Wrapping and Labeling of Foodstuffs of Animal Origin *                                | 28         |            |           | 20         | 8          |            |          | 56           |
| <b>Total Food Safety and Quality, Veterinary Public Health and One Health Concept</b> | <b>112</b> | <b>28</b>  | <b>18</b> | <b>30</b>  | <b>8</b>   | <b>0</b>   | <b>0</b> | <b>196</b>   |
| <b>Others</b>   |            |            |           |            |            |            |          |              |
| Volunteering activities   |            | 28         |           |            |            |            |          | 28           |
| Foreign languages   |            | 56         |           |            |            |            |          | 56           |
| <b>Total others</b>   | <b>0</b>   | <b>84</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b> | <b>84</b>    |
| <b>TOTAL OPTIONAL HOURS</b>   | <b>784</b> | <b>196</b> | <b>46</b> | <b>278</b> | <b>124</b> | <b>224</b> | <b>0</b> | <b>1,652</b> |

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others; H: total

\* Not active in academic year 2019-2020

The first three years of study mainly comprise the basic subjects, the basic sciences and some of the clinical sciences; the theoretical topics are taught in the lectures and the practical works are done during the laboratory hours. Thus, students are becoming familiar with examining healthy animals, evaluating their welfare, with dissection or examining organs, and with performing and interpreting of laboratory tests. Starting with year 3, students already work in groups of 12- 13 students/teaching

staff and are trained to handling and examine animals, to establish a diagnosis, to fill in examination sheets, to sample biological specimens, to prescribe medication.

The clinical sciences are taught to students as clinical lectures and practicals. Progressively, the practical activities to lectures ratio increases in year 4 and year 5, and the number of students to teaching staff member ratio decreases to 10-12, so that every student has the possibility to actively participate and perform medical procedures.

Starting with year 4 students are fully involved in the whole process of handling a case, which is registered within VTH. Students in the year 5 register the case, take the history case, perform the general clinical examination, recommend specialized investigations for establishing the diagnosis - under the careful supervision of the teaching staff and participate in deciding of diagnosis and therapy. Furthermore, they administrate the therapy protocol under direct supervision. Students from the year 6 are responsible with the management of the clinical case under the direct supervision of the teaching staff.

The rotation of clinics involves an integrated modular system with the performance of intramural clinical activities on a certain segment, on a certain clinical subject for 3.5 weeks, represented by internal medicine, surgery, reproduction disorders and infectious diseases, a total of 7 modules, of 6 hours per day, 2 days per week, accumulating a total of 12 hours per week, where students perform the preliminary stages expressed by recording the case and performing the anamnesis, performing the clinical examination, paraclinical investigations and participating in diagnostic and therapeutic protocol activities and follow-up in dynamics.

The purpose of modulating the clinical activities by subject is represented by the follow-up in the dynamics and the integrative evaluation of the examined cases by direct observation of the case from the takeover to the completion.

Intra-mural and extra-mural activities provide basic clinical training in ruminants, birds, pets, pigs, exotic animals and assessment of herd health management.

The students in the year 5 and year 6 participate on a weekly schedule to practical activities in the teaching farm, being accompanied by a teaching staff member, and each of them is assigned to a farm animal to perform under the supervision of teaching staff clinical examination, restraining techniques, behavioural assessment, feeding assessment and welfare indicators, vaccinations, oestrus detection, pregnancy diagnosis and monitoring, insemination, good reproductive practices in addition to first aid and neonatal care, hoof management, blood collection and parasitic examination, detection of organ pathologies, with the recommendation of specialized investigations in order to confirm the diagnosis and assist in establishing the diagnosis and therapy.

The subject Veterinary State Medicine and Public Health, during the semester 1 of year 4 (1 hour lecture and 1 hour of practical works per week), in groups of 18-24 students / teaching staff, students develop a base of necessary knowledge and skills as future specialists in the veterinary public health, who will be able to lead teams in the development, implementation and checking of strategies and plans for the prevention and control of animal diseases, as well as programmes for consumer protection and public health.

During 2 semesters - year 4, semester 2 and year 5, semester 1 (2 hours lectures and 2 hours practical works per week), in groups of 18-24 students / teaching staff, students receive the basic notions on Hygiene and Food Technology, which include issues related to animal slaughter, food preservation, as well as the application of hygiene and technology rules to the general flows of obtaining the main foodstuff types (meat and meat products, milk and dairy products, eggs, honey).

During 2 semesters of lectures and practical works in year 5 (2 hours lectures and 3 hours practical works per week), in subgroups of 9-12 students / teaching staff, students participate in the subject Inspection and Control of Foodstuffs of Animal Origin, which presents issues related to animal slaughter control, laboratory control on foodstuff types (meat and meat products, fish, milk and dairy products, eggs, honey).

Within the subject Practical Works in Units for Slaughtering and Processing of Foodstuffs, the activity is performed in semester 2 of year 6, in groups of 24 - 25 students, for 11 weeks, the subject having allocated hours only for practical works. Practical activities are performed in specialized units, according to the subject sheet, in different areas of production, processing, storage, delivery, under the supervision of specialized staff of those units and under the direct supervision of the teaching staff.

The students enrolled in the subject Inspection and Control in Units Specialized in Obtaining and Processing of Foodstuffs of Animal Origin, in year 6, during a whole year (1 hour lecture and 2.5 hours practical works), in groups of 7-11 students, carry out practical works in specialized units for slaughtering farm animals, for obtaining, processing, storing and commercialisation of foodstuff and in specialized units for processing raw milk or dairy products, sorting, packaging eggs and processing honey and other bee products. In these units, students are trained to perform and coordinate official inspection and control activities, specifically to the profile of each unit and in accordance with the legislation in force, completed by filling in inspection and control sheets, for each unit ([Appendix III.9.](#)).

In each year of study there are several elective subjects. The hours and credits allocated for each elective subject in a semester are equal. At the beginning of the academic year, a distribution of the number of groups, normed in Personnel Load Chart, for each elective subject is realized. In this way, it is established an indicative number of students who can attend each discipline. Subsequently, the secretary responsible for the year of study completes the lists according to the students' option, within the limit of the number of places allocated. The distribution of students is based on previous professional performance. In the case of year 1, semester 1, the distribution is based on the admission average grade.

The practical clinical activity for the students in years 4, 5, 6 takes place throughout the academic year and aims to cover Day One Competences, according to the subject sheets and the case / species / student portfolio, according to SOP. The practice procedure describes exactly the electronic and written registration, as well as archiving and the responsible people for each category of practical activity in which students can participate in their clinical training ([Appendix V.1.](#), [Appendix V.4.](#)). The practical training logbook for students is periodically modified and adapted to SOP requirements, each student from the years 4, 5, 6 being required to write down the cases related to the intra-mural, extra-mural or EPT. The 3 types of practical training are carried out according to the practical training procedure and are represented by:

A. *Intra-mural practical training (IM)* takes place inside the UASVMB campus (VTH) and in the farms belonging to UASVMB - CSVs, where students have access to all food producing animals. The practical training takes place in groups of up to 6 students, being under the direct coordination of a teaching staff member. The activity is distributed throughout the year, 24/7. Students, by rotation, participate in practical training carried out in all departments, including the department for emergency management.

The emergencies for pets, farm animals, exotic animals and equines are received in VTH 24/7, and the team on duty includes 2 teaching staff / 6 students. There is an on-call service for farm animals with a mobile clinic (1 teaching staff member / 2-4 students) for case evaluation and admission in VTH.

Each student participates directly in registering, examining the case and filling in the clinical observation sheet, under the supervision of the teaching staff. Electronic and written records are realized as follows:

- Intra-mural campus practical training (pets, horses – VTH patients) – Digitail software electronic registration. The sheets are archived in the reception of the clinics (responsible: Head of Clinics).

- Intra-mural practical training for farm animals (UASVMB farm Moara Domneasca, CSVs Glina, Ganeasa, and Cernica) – Marasoft software electronic registration. The sheets are archived at the DCS (responsible: Head of DCS)

B. *Extra-mural practical training (EM)* – the practical training that takes place outside the campus or UASVMB locations is carried out in groups of maximum 2-3 students, under the supervision of a teaching staff member, who will examine and realize with the students the official clinical observation sheet, which will be archived in written form and electronically (records at DCS); the students will take notes of these cases in their practical training logbooks. For visits and group examinations / treatments, clinical observation sheets will be filled in with the students, and will be archived in written form and electronically (records at DCS).

C. *External practical training (EPT)* represents practical training, under the supervision of a practitioner (non-academic). The practical training centres have collaborations with the Faculty. Students fill in the activities carried out in the practice logbook, but EPT cases are not quantified by indicators.

**3.2 Each study programme provided by the Establishment 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 Establishment 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.**

The major objective of the Faculty is training students so that they acquire the skills and abilities for Day One. In this regard, since 2016, teaching staff have introduced the major objectives of HG 496/2015, which 36/2005 Directive (as amended), in the subject sheets, thus becoming aware of the role of subjects taught in student training.

During 2017-2019, based on the information obtained from the evaluations on EVCAL platform, the FEQAC conducted a survey among teaching staff on the level of coverage of all cognitive abilities and professional and transversal skills. As a result, FEQAC proposed the introduction of competences in the subject sheets, in accordance with the specifics of the taught subjects.

Each subject end with a form of evaluation provided in the Curriculum. The grade obtained includes both the level of theoretical knowledge and the skills acquired during practical works. The FC approves the methodology of assessing the practical knowledge and its share in the final grade and periodically re-evaluates the efficiency of the knowledge assessment system.

The students training takes into account the requirements of stakeholders, periodically holding meetings with representatives of the employers (HCOP 121103 EPA).

Students benefit from internships in animal husbandry and food industry units.

The Faculty has collaboration agreements with external partners able to provide conditions for practical training in order to meet the established objectives (extramural practical training, supervised clinical activities, EPT). Associated teaching staff, representatives of potential employers, continuously provide updated information in the field of activity.

Yearly, at university level, the fields of activity covered by the Faculty graduates are transmitted in accordance with ROC.

The quality of the academic environment is also ensured by implementing the quality assurance system at the Faculty level (ISO 9001: 2018) ([Appendix I.16.](#)). The academic environment is

monitored internally through the system of annual colleague and by the management assessment, on EVCAL platform ([Appendix I.11.](#)). The platform is in the period of development and optimization. At the University level, there are regulations that create and regulate the academic framework for carrying out different types of activities (UASVMB Charter, UASVMB Internal Regulations, Code of University Professional Ethics and Deontology), documents that are periodically sent to members of our community ([Appendix I.2.](#), [Appendix I.6.](#), [Appendix III.10.](#)).

On the other hand, in order to maintain an adequate academic environment, the Faculty is constantly concerned with the development of infrastructure, refurbishing or building facilities necessary for teaching and research activities (VTH, CSVs, UCEM). The facilities are continuously improved, purchasing modern equipment for clinical education (CT, MRI, X-ray, Imaging Ultrasound Machines).

Teaching staff are stimulated for continuous professional development, including by taking foreign language lectures and international mobility ([Appendix IX.2.](#)).

Students get in touch with the principle of continuing professional education (lifelong learning) since year 1, in some basic subjects. The Faculty regularly organizes workshops, symposiums, conferences dedicated to students and teaching staff, encouraging and preparing students for lifelong learning. Students (undergraduates and PhD students) are encouraged and supported to participate in national and international scientific events (e.g., Summer Schools), as part of the Faculty's strategy for lifelong learning (see Standard 10/Table 10.3.4.). Regarding self-learning, self-improvement, students are encouraged to implement their own projects, to participate on request in clinical activities, to further document themselves through individual study (individual study hours are provided for each discipline).

### **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.**

The study programme of Veterinary Medicine has as general objective the training of students to acquire theoretical knowledge and practical skills in the field of veterinary medicine.

The Curriculum is designed to ensure a logical sequence of categories of subjects, so that in years 1 and 2 dominate the basic subjects and basic sciences, while in the following academic years it includes a mix of subjects that targets information on basic sciences, clinical sciences, animal production and food safety and quality, veterinary public health and the One Health concept. They ensure a uniform training of students for all areas of activity in which they will work as professionals.

For the final academic years, the subjects that develop clinical and non-clinical activities with animals dominate.

Each subject contributes with theoretical and practical training, followed, at the end of each semester or module, by an evaluation of the acquired knowledge.

Although the legal framework does not stipulate the obligation of the student to have prerequisites in order to attend a subject in later academic years, our Faculty has indirectly succeeded in implementing such a policy. Thus, students who did not pass the subjects taught during the two previous academic years, cannot enrol in the following year (for instance a student who did not pass at least 1 examination from year 1, cannot enrol in year 3, even if he/she has the number of ECTS).

The Curriculum is designed to provide student's real opportunities to acquire additional information and skills offered by elective and facultative subjects. The elective subjects modules in year 6, corresponding to the MSc training (second higher education cycle), are grouped in such a way as to

provide an in-depth knowledge in particular fields (such as pet clinic, emergency medicine, management and health of farm animals, food safety and quality and veterinary public health) .

The subject sheets contain professional and transversal competences offered and covered by the specific subject, in full accordance with Day One Competences recommended by ESEVT. The final grade obtained by the student reflects the degree of in-depth competence, and passing the exam is the proof of the acquisition of the Day One Competences.

The Faculty management team has a continuous concern for the development of the infrastructure available to the teaching process, thus ensuring the necessary environment for the assimilation of these competences. The evaluation of the achieved competences is the responsibility of each teaching staff member, and in special situations, evaluation commissions are created, in order to certify the level of students training.

The final endorsement for the acquired competences is ensured by a Bachelor Degree Graduation Exam, which assesses in a unitary and multidisciplinary way the acquisition of the competences and of the abilities of the graduates.

Another mode to checking the acquisition of competencies by the graduates is the analysis of the feedback given by the employers and by the organizations to which our Faculty is related by collaboration agreements. Another indicator can be the graduates' insertion ratio on the labour market ([Appendix III.5.](#)).

The learning outcomes are evaluated by each teaching staff member at the end of the teaching period assigned to their subject / module. There are institutional procedures which establish the modalities for the evaluation of learning outcomes ([Appendix III.11.](#)). These procedures are available on the university's website and are reminded via email to the teaching staff at the beginning of each evaluation session. The specific evaluation procedures are drawn up by the Vice-Rectorate for Education, validated by the AB and approved by the University Senate.

Respecting the provisions of the previously mentioned procedures and of the ARACIS regulations, there are situations in which members of the teaching staff or even students request the FC to modify the type of evaluation. The FC analyses and decides the form of the final evaluation and the share of the different teaching activities for the final grade ([Appendix III.3.](#)).

Within the Faculty, the previously mentioned information is disseminated firstly by the dean, then by the delegated vice-dean, by the heads of department and by the teaching staff. Students are informed by their fellow students who are members of FC, by their delegates and they use also the subject sheets displayed by the teaching staff on notice boards/platform.

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

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

The FC is constituted from representatives elected by vote among the teaching staff from each Department. Student members of the FC are also elected by vote, among the students, and they represent 26% from the total FC members. The organization of FC is established by the Methodology

on the establishing process and selection of the management structures and functions at UASVMB level.

The Commission for Education of the Faculty has the obligation to oversee and manage the curriculum contents, to analyse possible overlaps information in the curriculum and to forward their observations towards FC. Amendments to the Curriculum need to be approved by FC and submitted to the AB and the University Senate for approval. Information on the quality of the curriculum is also obtained from students, during the evaluation process carried out on the dedicated platform. Employers may contribute towards the identification of new subjects in order to better fulfil current demands of the labour market (introduction of elective subjects at the demand of the employers). Stakeholders' perspective may modulate the information being taught within subjects, as well as the share of some topics.

**3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, 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.**

External practice (EPT) is a compulsory activity, with a duration of 90 hours/year, included in the curriculum. Organized visits are made with years 1 and 2, after the completion of teaching and evaluation activities. For the EPT activity, practical training centres are yearly established by the Faculty, each centre offering students a variable number of sub-centres, from different fields of activity within the veterinary profession, so that students benefit from diversified training. This completes the theoretical and practical knowledge that students will accumulate in different subjects and showing them the reality of the veterinary profession. In 2019, students benefited from 12 practical training centres, with 103 sub-centres. Each practical training centre organizes the activity and the accommodation of the students, which differs from one centre to another and provides activities that engage students in the following activities: animal farms (cattle, goats, sheep, poultry, fish), food processing units, slaughterhouses, production of combined fodder, CSVDs and their laboratories, sanitary-veterinary control activities, presentation of studs and kennels, activities carried out by concessionaires and free practice veterinarians.

Some of the students had the opportunity to get familiarized with the activities carried out in a wildlife reserve or in zoos. At the end of these internships, students have a much clearer and more accurate image of everything that means the profession of veterinarian, they get in direct contact with the state structures that organize and supervise the veterinary activity and the economic environment.

Study programmes with teaching in foreign languages (English and French) carry out the same intramural, extra-mural and external practical training. Year 1 and 2 students benefit from EPT practice centres in Romania. Additionally, they may choose for EPT in their country of origin, based on a collaboration agreement with a local veterinary practitioner (non-academic staff) ([Appendix III.12.](#)). This facilitates the professional adaptation of the student and the future graduate in the specific professional environment of the country of origin. Students may request the approval of external internship agreements whenever they find practical training opportunities within the European Community.

**Table 3.5.1. Curriculum days of External Practical Training (EPT) for each student**

| Fields of Practice                       | Minimum duration (weeks) | Year of programme |
|--|--------------------------|-------------------|
| <i>Production animals (pre-clinical)</i> | 30 hours (One week)      | I                 |
|  | 30 hours (One week)      | II                |
| <i>Companion animals (pre-clinical)</i>  | 30 hours (One week)      | I                 |
|  | 30 hours (One week)      | II                |

|   |                      |     |
|---|----------------------|-----|
| <b><i>Production animals (clinical)</i></b> | 15 hours (0.5 weeks) | III |
|   | 15 hours (0.5 weeks) | IV  |
|   | 15 hours (0.5 weeks) | V   |
|   | 15 hours (0.5 weeks) | VI  |
| <b><i>Companion animals (clinical)</i></b>  | 15 hours (0.5 weeks) | III |
|   | 15 hours (0.5 weeks) | IV  |
|   | 15 hours (0.5 weeks) | VI  |
| <b><i>FSQ &amp; VPH</i></b>                 | 30 hours (One week)  | I   |
|   | 30 hours (One week)  | II  |
|   | 15 hours (0.5 weeks) | V   |

*90 hours (5 days x6 hours =30 hours x 3 weeks =90 hours); for years 3, 4, 5, 6 of programme 30 hours out of the 90 are provided, the remaining hours being allocated to the activities in the clinic / hospital*

**3.6 The EPT providers must have an agreement with the Establishment 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 Establishment 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.**

Yearly, collaboration agreements are signed by Faculty and associated CSVDs (South and South-East Counties of the country). The choice for a particular county is influenced by the veterinary epidemiological status and the students travel possibilities to the EPT centre according to the facilities offered by the student status (e.g., free transport by train). Agreements are signed by the Dean as the Faculty representative and by the CSVD Director as EPT provider partner ([Appendix III.12.](#)). Each student has a EPT Agreement and a EPT portfolio (with specific activities for each year of study). The agreement is concluded between the Faculty (UASVMB / FVM), the partner (CSVDs) and the intern (student). The same document stipulates the EPT tutor designated by the EPT partner, who is a non-academic practitioner. This document indicates the EPT tutor well-defined role in evaluating and grading student activity.

The EPT partner provides feedback to the Faculty, directly through regular telephone conversations with the member of the academic staff involved in organizing the EPT and through the student evaluation, as part of the final grade.

The EPT coordination for year 1 and 2 at the Faculty level is performed by the Dean, Vice-Dean for the students' activity, Vice-Dean for education and Administrator.

Tasks are well defined:

- Dean establishes the connection between the Faculty and the EPT centres (concludes collaboration agreements with EPT centre representatives).
- Vice-dean for the students' activity organises the student's groups and their distribution for EPT centres.
- Vice-dean for education provides to supervising teachers EPT model reports and writes annual EPT Faculty report, which is included in [Annual Report of the Faculty](#).
- The Faculty administrator deals with the financial part related to EPT (reports, transport).
- The coordination of the administrative activities during EPT is performed by a representative of the Faculty who normally has Extramural Practical Training in his/her Personnel Load Chart (PhD students or teaching staff).
- The EPT coordination for year 3, 4, 5 and 6 at the Faculty level is performed by the Head of DCS, Prof. Mario CODREANU (DVM, PhD).

**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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

Students are the beneficiaries but also the active actors of the EPT. They are instructed by tutors in all the activities carried out, on biosecurity standards and skills to be acquired through the practice portfolio specific to the year of study. The students complete a practice logbook. Students' feedback about EPT is done during the evaluation sessions.

The possible problems that occur during the internship are presented to the Faculty representatives, who in his turn communicates them to the Faculty management. Over the years, the issues reported in connection with the practice centre have been resolved. The two major objectives of EPT are the skills acquired and the well-being of the students.

The Faculty representatives, in the final report, can communicate their personal observations or those resulting from the communication with the students. Also, at the final internship meeting, coordinated by the Dean, the teaching staff freely express their observations regarding the internship and propose possible improvements.

The Faculty provides the students with the opportunity to convey their personal opinions through complaints, notifications, or any other form of written expression, assumed or anonymous. The notifications can also be sent electronically to the Faculty e-mail address. The documents are registered and, after analysing the data, the situation is presented in the FC. This management structure establishes the subsequent steps.

There were situations of students' conduct misbehaviour in the practice centres, which were resolved by the direct involvement of the Faculty representative and if necessary, even by the involvement of the Faculty management.

We consider all the occurring situations to be minor, with immediate resolution on site.

### **Comments on Standard 3**

We consider that the Curriculum of our Faculty is based on a robust teaching plan, balanced and adapted to National and European requirements. It is characterized by stability, but when the conditions require it, there are regulations on the basis of which, curriculum reshaping can take place. Bound to reality offered by the profession and the labour market, the curriculum creates the optimal framework for the development of the teacher-student-employer / stakeholder partnership.

A strong point of clinical education is represented by the organization of the practice in the clinic relying on a procedure, and by the introduction of the practical training logbooks supervised by the teaching staff and of the portfolio that must be performed by each student. Also, in this context, a strong point is the integration of all examinations and interventions on patients in VTH, on a single platform. Thus, students can benefit from a broad, interdisciplinary approach of each case. In our Faculty, interdisciplinary patient consultations are a strong point and an objective in the educational process, of complex clinical approach in which students are integrated.

Although the methods of teaching - learning - evaluation are adequate for veterinary medical education, we consider it is necessary to accelerate the introduction of IT technologies in teaching at all levels. We mention that we have implemented a system of "experience exchange", working on mixed teams of students from different years of study, so that students can be aware of the flow of information, and understand the need for gradual completion of subjects. The feedback has been positive and we are trying to maintain and extend this method.

For novelty infusion, it is necessary for the Faculty to be more aggressive in promoting its own specialists and in inviting specialists from abroad as Associate professors (but the legislation is not very flexible in this regard). Through the introduction of the modular teaching system, it is expected to provide greater flexibility in teaching staff member mobility.

During the period of COVID-19 pandemic the Faculty adopted a hybrid education programme alternating on site and online activities. Semester was divided in two, grouping three years on site for the first half of the semester and *vice versa*. In this context the Establishment created and developed its own e-learning platform for sustaining teaching and evaluation activities, combining this platform with dedicated other platforms (Zoom, MS Teams - see [Appendix COVID-19](#)).

### Suggestions for improvement on Standard 3

In the future, solutions are sought and it is desired to perform restructuration of the teaching of several subjects in a modular system. In this way, FSQ & VPH - related subjects can also be included in module rotation, along with clinical subjects.

Regarding the periodic modelling of the curriculum, to render it compliable with the stakeholder requirements, we intend to organize workshops, meetings with employers / representatives of the business environment. Thus, we will be able to use the suggestions and observations made by employers to prepare competitive specialists on the labour market.

We can also extend surveys to graduates working in other EU or Non-EU countries, to train global veterinarians.

We propose the continuous up-grading of the University / Faculty websites, to be sure they are as friendly as possible and an intranet network, in order to encourage online communication, respecting the confidentiality of data and the property right. We also propose to optimize the way the information is updated on the English and French versions on the Faculty website.

In order to ensure a quality feedback of the EPT, FEQAC proposed the introduction on EVCAL platform, as a first measure, the evaluation of the practical training. Students will be encouraged to express their views in the comments section, under the protection of anonymity.

At University level there is an IT department, whose services also benefit our Faculty. In the Faculty, intensification of the training of teachers for the development of IT skills is further envisaged, so that online teaching can further improve. It is desired, by expanding the existing department, to develop a team with staff trained specifically in the IT field, aiming at ensuring the creation of new teaching opportunities (computer simulations, performing 3D models of pathology elements, development of e-learning, computer simulation of medical procedures).

## STANDARD 4. FACILITIES AND EQUIPMENT

### Factual information

**4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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.**

The Faculty, part of the UASVMB, is located in Bucharest, 105, Splaiul Independenței Boulevard, district 5, and has to its left The Cantacuzino Institute, to its right Dr. Staicovici Street and behind it Izvor Street. Being located in the central area of the capital city gives it the advantage of easy access by many means of transportation (subway, STB lines – bus 104, 123, 124, trolleybus – 69, 85, 86, 91). A parking area for the students of the faculty is also available.

Most of the teaching activities take place on the campus, which is part of a protected area with historic monument buildings, having a total surface of 56,515 sqm. On the campus there are 22 buildings with different destinations: lecture theatres, teaching laboratories with different facilities, seminar rooms with specific equipment and access to the internet.

At the beginning of year 2020, the new VTH and UCEM were inaugurated, which led to a higher capacity of taking care of cases of small animals and to the improvement of teaching and research facilities ([Appendix IV.1](#)).

The relocation of the university clinic inside the new VTH led to the development and the extension of the diagnostic and research laboratories and to the creation of new educational areas.

For the intra and extra-mural practical training, the Faculty concessioned the sanitary-veterinary activities in Bucharest, Ganeasa, Glina and Cernica CSVs ([Appendix IV.2.](#), [Appendix IV.3.](#)). Here the students carry out practical activities of sanitary-veterinary assistance under the supervision and guidance of both the teaching staff and the concessionary DVMs who are part of the teaching staff of the Faculty, developing and permanently improving the skills they acquired in the preclinical years. The teaching farm Moara Domneasca, the units for rearing farm animals and the units for slaughtering and processing products of animal origin, the Faculty has both collaboration and veterinary medical assistance agreements with, ensure through diversity and number, a case load able to cover the entire pathology by species ([Appendix IV.4.](#), [Appendix IV.5.](#), [Appendix V.2.](#), [Appendix V.3.](#)). The students also develop skills regarding the animal restraint protocol in order to perform the clinical examination necessary to establish the diagnosis and develop appropriate treatment protocols. The animals which are subject to different treatments are periodically re-examined and monitored in order to recover and to be reintegrated in groups.

The strategy of the Faculty is part of the strategy of UASVMB, which aims to ensure and develop the educational, research, practical training, and social infrastructure to international standards.

At the end of the calendar year, at the Faculty level, the acquisition plan is drawn up, correlated with the needs of the subjects adapted to the novelties in the domain, based on suggestions from teaching staff and PhD students.

The acquisition plan contains both equipment and maintenance and repair services for equipment ([Appendix IV.6.](#)). The equipment and services are purchased by the university, according to the current legislation regarding public acquisitions, based on the necessity reports sent by the Faculty, which are centralized by the administrator, and are supported from the budgetary resources, the own revenues of the Faculty and the research activity ([Appendix IV.7.](#), [Appendix IV.8.](#)).

The Faculty has an administrative department, which manages the current maintenance services for all the facilities, and for the equipment there are service contracts with specialized companies.

The activity in the Faculty campus is carried out in compliance with the current legislation in the field of public health ([Appendix IV.9.](#)), veterinary sanitary field ([Appendix IV.10.](#), [Appendix IV.11.](#), [Appendix IV.12.](#), [Appendix IV.13.](#), [Appendix IV.14.](#), [Appendix IV.15.](#), [Appendix IV.16.](#)).

All purchased equipment is accompanied by certificates of guarantee and conformity, which prove the compliance with relevant legislation.

Students with disabilities or various serious medical problems benefit from logistical support for access into the buildings (access ramp, elevator, wheelchair for stairs).

All the elements related to biosecurity can be found in the Biosecurity Manual drawn up by the faculty with applicability in all functional compartments ([Appendix IV.17.](#)).

Also, all facilities respect the EU animal welfare and care standards.

**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.**

**Table 4.2.1.a. Short description of the premises for lecturing**

|                         | <b>Building</b>   | <b>Room no.</b>                            | <b>sqm</b> | <b>no. seats</b> |
|-------------------------|-------------------|--|------------|------------------|
| Lecture Theatres<br>FVM | <i>Building 2</i> | 9 Lecture Theatre<br>Radu Vladescu         | 149        | 140              |
|                         | <i>Building 2</i> | 16 Lecture Theatre<br>Ioan Athanasiu       | 83         | 50               |
|                         | <i>Building 2</i> | 22 Lecture Theatre<br>Alexandru Locusteanu | 160        | 135              |

|                               |                    |   |     |     |
|-------------------------------|--------------------|---|-----|-----|
|                               | <i>Building 2</i>  | 30 Lecture Theatre<br>Nicolae Stamatini         | 131 | 150 |
|                               | <i>Building 3</i>  | 12 Lecture Theatre<br>Ion Adamesteanu           | 108 | 96  |
|                               | <i>Building 3</i>  | 15 Lecture Theatre<br>Ion Poenaru               | 108 | 96  |
|                               | <i>Building 14</i> | 108 Lecture Theatre<br>Ion Miclaus              | 216 | 170 |
|                               | <i>Building 17</i> | 19, 52 University Auditorium<br>Aurel Popoviciu | 187 | 170 |
| Lecture<br>Theatres<br>UASVMB | <i>UASMVB</i>      | P 33  | 315 | 315 |

**Table 4.2.1.b. Short description of the premises for group work**

| <b>Building</b>    | <b>Room</b>   | <b>sqm</b> | <b>no. seats</b> |
|--------------------|---|------------|------------------|
| <i>Building 2</i>  | 20 Computers' Room  | 50         | 20               |
| <i>Building 2</i>  | 34 Seminar Room Legislation in Veterinary Medicine,<br>Deontology, Epidemiology | 67.25      | 23               |
| <i>Building 3</i>  | 14 Seminar Room   | 34.80      | 25               |
| <i>Building 14</i> | 78 Seminar Room   | 36         | 20               |
| <i>Building 14</i> | 111 Seminar Room  | 40         | 30               |
| <i>Building 17</i> | 57 Applied Mathematics in Biological Sciences /<br>Physics Seminar Room         | 47         | 25               |
| <i>Building 17</i> | 85 Seminar Room   | 70         | 25               |
| <i>Building 17</i> | 122 Seminar Room  | 51         | 25               |

Detailed elements in [Appendix IV.18](#).

**Table 4.2.1.c. Short description of the premises for practical work**

| <b>Building</b>    | <b>Room</b>   | <b>sqm</b> | <b>no. seats</b> |
|--------------------|---|------------|------------------|
| <i>Building 2</i>  | 35 Practical Work Room<br>Animal Nutrition and Agronomy | 80         | 25               |
| <i>Building 17</i> | 65 Practical Work Room<br>Genetics and Animal Breeding  | 45         | 25               |
|                    | 97 Practical Work Room<br>Pharmacology and Pharmacy     | 57         | 23               |
|                    | 95 Practical Work Room<br>Pharmacology and Pharmacy     | 42         | 23               |
|                    | 120 Practical Work Room Pharmacy                        | 35         | 23               |

Detail elements in [Appendix IV.19](#).

**Table 4.2.1.d. Short description of the premises for skill labs**

| <b>Building</b>   | <b>Room</b>  | <b>sqm</b> | <b>no. seats</b> |
|-------------------|--|------------|------------------|
| <i>Building 3</i> | 3 Practical Work Room<br>Forensic Pathology and Diagnostic Necropsy          | 27         | 12               |
|                   | 4 Practical Work Room<br>Forensic Pathology and Diagnostic Necropsy          | 35         | 12               |
|                   | 7 Practical Work / Museum Room<br>Forensic Pathology and Diagnostic Necropsy | 37         | 12               |
| <i>Building 6</i> | 7 Practical Work Room<br>Histopathology/ Cytopathologic Diagnosis            | 42         | 12               |

|                    |   |       |    |
|--------------------|---|-------|----|
|                    | 8 Practical Work Room Pathology/ Cytopathological Diagnosis, Medicine of Aquatic Animals and Aquaculture          | 99.78 | 23 |
|                    | 9 Projection Room<br>Charles Louis Davis International Independent Study Centre in Romania                        | 23    | 12 |
| <i>Building 7</i>  | 3 Practical Work Room Anatomy<br>Prof. Valerius Nicolescu   | 44    | 11 |
|                    | 7 Practical Work Room Anatomy<br>Prof. Eugeniu Patea  | 84    | 21 |
|                    | 16 Practical Work Room Anatomy  | 50    | 12 |
|                    | 17 Practical Work Room Anatomy  | 54    | 13 |
| <i>Building 14</i> | 42 Examination Room Parasitology, Parasitic Diseases and Clinical Lectures on Species                             | 26    | 12 |
|                    | 62 Practical Work Room<br>Animal Biology / Parasitology, Parasitic Diseases and Clinical Lectures on Species      | 36    | 12 |
|                    | 68 Parasitology Laboratory<br>Trichinoscopic Examination  | 10    | 2  |
|                    | 69 Practical Work Room Parasitology, Parasitic Diseases and Clinical Lectures on Species                          | 36    | 12 |
|                    | 73 Practical Work Room<br>Parasitology, Parasitic Diseases and Clinical Lectures on Species                       | 36    | 12 |
|                    | 92 Practical Work Room<br>Toxicology  | 36    | 23 |
|                    | 94 Practical Work Room<br>Toxicology  | 36    | 23 |
| <i>Building 17</i> | 5 Practical Work Room<br>Microbiology/ Immunology   | 38    | 22 |
|                    | 10 Practical Work Room<br>Microbiology/ Immunology/ Dermatology   | 70    | 22 |
|                    | 12 Practical Work Room<br>Microbiology/ Immunology  | 41    | 22 |
|                    | 22 Practical Work Room<br>Physiopathology   | 25    | 11 |
|                    | 26 A Practical Work Room<br>Physiopathology   | 47    | 22 |
|                    | 26 B Practical Work Room<br>Physiopathology   | 30    | 11 |
|                    | 27 Practical Work Room<br>Histology and Embryology  | 42    | 13 |
|                    | 28 Practical Work Room<br>Histology and Embryology  | 48    | 13 |
|                    | 32 Practical Work Room<br>Histology and Embryology  | 19    | 10 |
|                    | 38 Practical Work Room<br>Chemistry/ Biochemistry/ Techniques of Molecular Biology Applied in Veterinary Medicine | 41    | 13 |
|                    | 40 Practical Work Room<br>Chemistry Biochemistry  | 39    | 13 |
|                    | 45 Practical Work Room<br>Chemistry Biochemistry  | 39    | 13 |
|                    | 50 Practical Work Room<br>Chemistry Biochemistry  | 39    | 13 |

|   |    |    |
|---|----|----|
| 54 Practical Work Room<br>Physiology  | 60 | 22 |
| 62 Practical Work Room<br>Physiology  | 54 | 12 |
| 63 Practical Work Room<br>Physiology  | 54 | 12 |
| 88 Practical Work Room<br>Animal Productions  | 35 | 25 |
| 91 Practical Work Room<br>Animal Productions  | 35 | 25 |
| 70 Practical Work Room<br>Veterinary Hygiene and Environment Protection/ Welfare<br>and Animal Protection       | 30 | 23 |
| 83 Practical Work Room<br>Veterinary Hygiene and Environment Protection / Welfare<br>and Animal Protection      | 33 | 23 |
| 66 Practical Work Room<br>Inspection and Control of Foodstuffs of Animal Origin/<br>Food Hygiene and Technology | 45 | 22 |
| 74 Practical Work Room<br>Inspection and Control of Foodstuffs of Animal Origin                                 | 40 | 16 |
| 75 Practical Work Room<br>Inspection and Control of Foodstuffs of Animal Origin                                 | 50 | 11 |
| 78 Practical Work Room<br>Inspection and Control of Foodstuffs of Animal Origin                                 | 40 | 11 |

Detail elements in [Appendix IV.19](#).

### **Short description of the premises for study and self-learning; catering, canteens; locker rooms; accommodation for on call students; leisure; sanitary**

Students have access to the studying rooms of the Faculty, as well as to those within UASVMB. In Faculty are available 3 studying rooms with a surface of 240 sqm. Students also have access to the seminary rooms and the lecture theatres, besides the teaching activities.

In the Faculty campus there is a canteen and a store for students and employees. There are also dining facilities on the UASVMB campus.

In all the buildings where the teaching activity takes place there is an adequate number of locker rooms for all students.

The accommodation for on call students is located in VTH, with a capacity of 4 beds; the existing showers in the locker room area can be used.

In the Faculty campus, there is a place dedicated to the Students' Association, where a series of recreational activities take place. Lately, two recreation areas have been set up (Locusteanu Park and the park in front of the Building 17).

The UASVMB has a gym and a football field which are part of the Agronomy University Sports Club and the Student Cultural Centre - *Ex Terra Aurum*. Students can spend their free time inside the Herastrau Agronomy Campus having recreational activities or participating in outdoor events in the Dendrological Park, Rosary or Botanical Garden.

In each building, where teaching activities take place, there are toilets. Within VTH there are showers in the locker room area.

### **Brief description of the staff offices and research laboratories**

The research laboratories occupy a surface of 1,218 sqm; being intended for different fields of research in veterinary medicine, with high-tech equipment ([Appendix IV.20](#)).

The staff has properly equipped offices with permanent internet access.

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

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

Within the teaching farm from Moara Domneasca there are premises for housing a series of species, as presented in Table 4.3.1.a.

**Table 4.3.1.a. Description of the premises for housing healthy animals**

| Species | No. of animals | Surface sqm | Facilities   |
|---------|----------------|-------------|--|
| Cattle  | 60             | 700         | Individual stalls, waterers, feeding area, 3-station milking parlour |
| Geese   | 240            | 250         | Stalls, egg incubating station, hatchery                             |
| Ducks   | 870            | 250         |  |

The UCEM, located in the campus of the Faculty, occupies a total surface of 1,100 sqm, with premises for pets and farm animals housing (ground floor), as well as research animals (first floor). The centre ensures the appropriate housing conditions for the animals necessary for carrying out teaching and research activities according to all the valid standards, respecting the welfare of the animals.

General facilities include stalls for equines, specific equipment for housing large and small ruminants, swine, cages for dogs and cats, ventilated cages for rats, mice, guinea pigs, rabbits, birds, cage changing station under laminar flow and non-contact hand disinfection device, unit with individual cages for the recovery of the rats, anaesthesia machine for small laboratory animals, autoclave.

**Table 4.3.1.b. Description of the premises for housing research animals**

| Room                                 | Surface sqm | No. of housing premises    |
|--------------------------------------|-------------|----------------------------|
| Room 7 Housing cats room             | 22.10       | 10-14                      |
| Room 8 Housing dogs room             | 34.60       | 9-18                       |
| Room 10 Housing swine room           | 33.60       | 8-12                       |
| Room 12 Housing equines room         | 67.73       | 4                          |
| Room 13 Housing large ruminant room  | 54.62       | 4                          |
| Room 14 Housing small ruminant room  | 32.73       | 8-14                       |
| Room 21 Housing aquatic animals room | 24.30       | 300-500                    |
| Room 27 Housing birds room           | 47.40       | 27-54 hens/50-100 chickens |
| Room 29 Housing guinea pigs room     | 21.50       | 20 families                |
| Room 30 Housing mice room            | 20.30       | 600                        |
| Room 32 Housing rats room            | 21.20       | 300                        |
| Room 33 Housing rabbits room         | 30.90       | 21-42                      |

VTH, operational from the 1<sup>st</sup> of March, 2020, has modern hospitalization spaces, both for critical patients (ICU - Intensive Care Unit) and for stable ones (outpatient hospitalization), who need permanent care as well as an area of isolation dedicated to the management of infectious cases. This area has consulting rooms, hospitalization rooms (isolation) and completely separate access to the clinic circuit. Access to this area is possible only through specific filter systems.

The intensive care unit (ICU-dogs, ICU-cats) has specific equipment (cages of various sizes adapted to the species and size, connected to the centralized oxygen source or oxygen concentrators,

individual heating sources) and intensive therapy monitoring technique (infusion pumps and injectors, monitoring of complete vital functions).

For large animals there are premises at the ground level of UCEM and CSVs Ganeasa and Glina with specific equipment (cages of various sizes adapted to the species and size, infusion pumps and injectors, monitoring of complete vital functions).

**Table 4.3.1.c. Description of the premises for hospitalised animals**

| Room                                       | Surface sqm | No. of housing premises |
|--|-------------|-------------------------|
| Outpatient hospitalization dogs            | 28.30       | 10                      |
| Outpatient hospitalization cats            | 20          | 10                      |
| ICU hospitalization dogs                   | 39.40       | 15                      |
| ICU hospitalization large size dogs        | 37.75       | 4                       |
| ICU hospitalization cats                   | 39          | 15                      |
| Housing Room swine                         | 33.60       | 8-12                    |
| Housing Room equines                       | 67.73       | 4                       |
| Housing room large ruminants               | 54.62       | 4                       |
| Housing room small ruminants               | 32.73       | 8-14                    |
| Ganeasa CSV<br>(equines, swine, ruminants) | 50          | 3                       |
| Glina CSV<br>(equines, swine, ruminants)   | 30          | 2                       |

**Table 4.3.2.a. Description of the premises for clinical activities**

| Building                  | Room                                       | sqm   |
|---------------------------|--|-------|
| <i>Building 22</i><br>VTH | 4 Examination/ Consulting Room 1           | 9.14  |
|                           | 5 Examination/ Consulting Room 2           | 9.18  |
|                           | 6 Examination/ Consulting Room 3           | 9.16  |
|                           | 8 Surgery Consulting Room 1                | 9.17  |
|                           | 9 Surgery Consulting Room 2                | 13.70 |
|                           | 10 Obstetrics Surgery Consulting Room      | 17.45 |
|                           | 12 CT Control Room                         | 10.23 |
|                           | 13 CT Room                                 | 34.65 |
|                           | 14 Echography 1                            | 23.40 |
|                           | 15 Echography 2                            | 12.72 |
|                           | 16 Ophthalmology Consulting Room           | 12.78 |
|                           | 74 EAU (Emergency Admissions Unit) Cats    | 20    |
|                           | 75 EAU (Emergency Admissions Unit) Dogs    | 28.30 |
|                           | 76 Isolation Room Dogs                     | 37.20 |
|                           | 77 Isolation Room Cats                     | 12.50 |
|                           | 27 Internal Medicine Room 2                | 26.40 |
|                           | 28 Internal Medicine Room 3                | 26.90 |
|                           | 29 Internal Medicine Room 4 / Cardiology   | 26.90 |
|                           | 30 Physiotherapy Room                      | 13.35 |
|                           | 31 Outpatient Hospitalization Rooms - Cats | 18.50 |
|                           | 32 Outpatient Hospitalization Rooms - Dogs | 41.85 |
|                           | 33 Oncology Room                           | 27.80 |
|                           | 34 Internal Medicine Room 1                | 26.90 |
|                           | 48 ICU – Large Size Dogs                   | 37.75 |
|                           | 49 ICU Cats                                | 39    |
|                           | 50 ICU Dogs                                | 39.40 |
|                           | 67 Operating Room I                        | 32.20 |
|                           | 63 Operating Room II                       | 32.20 |
| 66 Operating Room III     | 32.20                                      |       |
| 64 Operating Room IV      | 32.20                                      |       |

|  |  |                     |
|--|--|---------------------|
| <i>Building 14</i>   | 7 Practical works Room<br>Internal Medicine and Clinical Lectures on Species   | 36 sqm/<br>11 seats |
|  | 8 Practical Works Room<br>Internal Medicine and Clinical Lectures on Species/<br>Therapeutics                        | 36 sqm<br>11 seats  |
|  | 9 Practical Works Room<br>Internal Medicine and Clinical Lectures on Species   | 36 sqm<br>11 seats  |
|  | 15 Practical Works Room<br>Reproduction, Obstetrics, Reproduction Disorders and Clinical<br>Lectures On Species      | 36 sqm<br>11 seats  |
|  | 16 Practical Works Room<br>Reproduction, Obstetrics, Reproduction Disorders and Clinical<br>Lectures on Species      | 36 sqm<br>11 seats  |
|  | 17 Practical Works Room<br>Reproduction, Obstetrics, Reproduction Disorders and Clinical<br>Lectures on Species      | 36 sqm<br>11 seats  |
|  | 21 Practical Works Room<br>Anaesthesiology / Emergencies in Veterinary Medicine                                      | 60 sqm<br>22 seats  |
|  | 23 MRI Room  | 46                  |
|  | 24 B Radiology Room  | 36                  |
|  | 24 C Radiology Room - Control Room   | 10                  |
|  | 26 Practical Works Room<br>Propaedeutics / Surgery and Clinical Lectures on Species<br>(Large Animal Operating Room) | 106 sqm<br>24 seats |
|  | 27 Oncology / Pets Consultation and Treatment Room   | 48 sqm<br>11 seats  |
|  | 28 Practical Works Room<br>Surgery and Clinical Lectures on Species  | 28<br>11 seats      |
|  | 28 A Practical Works<br>Surgery and Clinical Lectures on Species / Obscure Chamber<br>Ophthalmology                  | 8 sqm               |
|  | 32 Practical Works Room<br>Surgery and Clinical Lectures on Species  | 36 sqm<br>11 seats  |
|  | 33 Practical Works Room<br>Surgery and Clinical Lectures on Species  | 36 sqm<br>11 seats  |
|  | 34 Practical Works Room<br>Surgery and Clinical Lectures on Species  | 36 sqm<br>11 seats  |
|  | 35 Practical Works Room - Large Animals<br>Semiotics   | 72 sqm<br>23 seats  |
|  | 36 Practical Works Room<br>Semiotics / Radiology and Diagnostic Imaging  | 36 sqm<br>12 seats  |
|  | 44 Infectious Diseases, Preventive Medicine<br>And Clinical Lectures on Species<br>Vaccination Room                  | 18 sqm              |
| 46 Infectious Diseases, Preventive Medicine and Clinical<br>Lectures on Species<br>Consultation Room Small Animals | 36 sqm   |                     |
| 47 Infectious Diseases, Preventive Medicine<br>And Clinical Lectures on Species<br>Consultation Room Large Animals | 36 sqm   |                     |
| 52 Infectious Diseases, Preventive Medicine<br>And Clinical Lectures on Species<br>Practical Works Room            | 40 sqm<br>24 seats   |                     |
| 53 Infectious Diseases, Preventive Medicine<br>And Clinical Lectures on Species<br>Practical Works Room            | 36 sqm<br>12 seats   |                     |

|  |  |                    |
|--|--|--------------------|
|  | 88 Internal Medicine and Clinical Lectures on Species<br>Practical Works Room                                    | 36 sqm<br>12 seats |
|  | 102 Reproduction, Obstetrics, Reproduction Disorders and<br>Clinical Lectures on Species<br>Practical Works Room | 50 sqm<br>23 seats |

**Table 4.3.2.b. Description of the premises for diagnostic services including necropsy**

| Building                         | Room  | sqm   |
|----------------------------------|---|-------|
| <i>Building 3</i>                | Clinical Laboratory<br>Molecular Biology and Genetic Analysis | 70    |
| <i>Building 6</i>                | 14 Histopathology and Cytopathology Laboratory                | 15    |
| <i>Building 14</i>               | 10 + 13a + 13b Clinical Laboratory                            | 60    |
|                                  | 23 MRI Room   | 46    |
|                                  | 24 B Radiology Room A   | 36    |
|                                  | 24 C Radiology Room - Control Room                            | 10    |
| <i>Building 22</i><br><i>VTH</i> | 13 Computed Tomography Scan                                   | 34.65 |
|                                  | 12 Computed Tomography Scan – Control Room                    | 10.23 |
|                                  | 14 Echography 1   | 23.40 |
|                                  | 15 Echography 2   | 12.72 |
|                                  | 17 Necropsy Room  | 60    |

Detail elements in [Appendix IV.19](#).

Currently, the procedure for arranging a space dedicated to a plastination station is in full progress, which will facilitate the activity of the Anatomy.

**Description of the equipment used for clinical services: diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy etc.**

The equipment used for clinical services is the last generation and covers the full range of services for both small and farm animals ([Appendix IV.21](#)).

**Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of FSQ & VPH (slaughterhouses, foodstuff processing units etc.)**

Starting from 2020, the laboratory for processing meat and meat products was launched in the functional circuit, which offers the possibility of intramural preparation for FSQ & VPH, with the following specific equipment: packaging machine, hamburger press, vertical sausage stuffer, meat mixer, meat mincer, meat trolley, tenderising and slicing machine, vacuum machine, ice flakes machine, refrigerated cupboard, refrigerated table.

Regarding the extramural activity, visits were made to slaughterhouses, meat and meat products processing units.

**Table 4.3.3. Description of the premises used for the practical teaching of FSQ & VPH**

| Name of the company                 | Aim of activity                               |
|-------------------------------------|---|
| SC. Caprina Ferma Familie SRL       | Farm / Milk and goat milk products processing |
| SC Aviputna SRL                     | Obtaining, sorting eggs                       |
| SC Carpatic Lamb SRL                | Sheep slaughterhouse                          |
| SC Global Pro Carm SRL              | Meat processing                               |
| Intreprinderea Individuala Marasoiu | Honey processing                              |
| SC. Neptun-Ramnic SRL               | Cattle and swine slaughterhouse               |
| SC. Meridian Agroind SRL            | Milk and milk products processing             |
| SC. M&R. SRL                        | Meat products and meat preparations           |
| SC. Fermador SRL                    | Poultry slaughterhouse                        |
| SC Salbac Agricola SA               | Meat processing                               |

|                               |   |
|-------------------------------|---|
| SC. Euro King Impex SRL       | Cattle slaughterhouse                       |
| SC. Fenov SRL                 | Farm/ Milk processing                       |
| SC. Lactag. SRL               | Meat and meat product processing            |
| SCD Nucet                     | Fish farm                                   |
| SC. Imdia. SRL                | Meat and meat products processing           |
| SC. Eragro Nucet. SRL         | Farm/ Milk processing                       |
| Snack 4U Concept S.R.L        | Production and distribution of sandwiches   |
| SC. Bona Avis. SRL            | Poultry slaughterhouse                      |
| SC. Mambu. SRL                | Beef and pork meat processing               |
| SC. Apicola Costache SRL      | Processing of honey and bee products        |
| SC Real Company SRL           | Obtaining, sorting eggs                     |
| SC. Euroavi. SRL              | Poultry slaughterhouse                      |
| SC. Maria Trading SRL         | Cattle, sheep, goats, equine slaughterhouse |
| SC Brutus Impex SRL           | Cattle and swine slaughterhouse             |
| SC Transylvanian Products SRL | Buffalo farm / dairy unit                   |
| Stupina Moldovan Sânpetru     | Honey processing                            |
| S.C. Olympus S.A.             | Milk and milk products processing           |
| SC Tatcom Invest SRL          | Milk processing                             |
| SC Valmar 05 SRL              | Meat processing                             |
| S.C. Macrosuin S.R.L          | Meat processing                             |
| S.C. Necrisan S.R.L.          | Packing, sorting eggs                       |
| S.C. Rolex S.A.               | Milk processing                             |

**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 VTH, the Establishment 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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.**

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

The clinical circuit starts in the emergency admission unit (EAU), later the cases are directed to specialized consultations. A special area of the hospital is dedicated to the management of infectious cases, with access through specific filter systems and with facilities for consultations and hospitalization in isolation. VTH has complete imaging services (digital radiology, high-performance ultrasound, MRI, CT), performed in specialized rooms, with facilities according to the most demanding requirements. The surgical specialties have integrated facilities for carrying out the surgical interventions, being able to allow 8 surgical interventions simultaneously. Thus, there is an assembly of 4 operating rooms, fully equipped and providing a preparation area for the medical staff, a preparation area for the patient, an access area to the sterilization place, and a room for students, a place with glazed walls and a system for taking over and reproducing images and sounds from the operating room, facilitating real-time viewing of surgeries. VTH benefits from modern hospitalization rooms, both for critical and stable patients, who need permanent care.

Equines and large animals' emergencies are managed in building 14 where there are facilities for evaluation and emergency surgery (consultation room, sterilization room, surgeons' preparation room, operating room, recovery room, MRI, radiology, clinical laboratory) and in the hospitalization area of building 23. There are also operating rooms and hospitalization areas in the two CSVs in Ganeasa and Glina.

On-call service is provided 24/7 for ruminants, with DVMs and students available 24/7. There are two mobile clinic - vehicles, for the outside of the Faculty activities. In VTH and in CSVs (Glina, Ganeasa) there are examination and treatment rooms for ruminants.

On the 1<sup>st</sup> of March 2020 the largest emergency veterinary hospital in Romania was opened with all the necessary specialties and state-of-the-art facilities and equipment with an overall value of 1.6 million Euros.

VTH is authorized by the RCV ([Appendix IV.22.](#)) and the CSVs activity is organized in agreement with the concession contracts ([Appendix IV.3.](#)). The veterinary clinics (for EPT), the animal breeding units, the production and processing of food of animal origin, the associate laboratories are functioning based on authorization issued by the competent state institutions: NSVFSA, RCV ([Appendix IV.23.](#))

### **Description of the organisation and management of VTH and ambulatory clinics**

VTH is an integral part of the Faculty and is run by the Head of VTH appointed by the Rector ([Appendix IV.24.](#)).

The services are ensured 24/7, and general consultations are held daily (8 a.m.-4 p.m.) and in night shifts (4 p.m.-8 a.m., during weekends and public holidays - [Appendix IV.25.](#)).

The specialized consultations cover all pathologies, internal diseases respectively (with services dedicated to dermatology, neurology, cardiology, nephrology, physiotherapy,) obstetrics – gynaecology (with services of andrology, biotechnology), imaging (CT/MRI, digital radiology, ultrasound), surgery (with services of dentistry, ophthalmology), oncology, infectious diseases.

VTH has facilities for intensive care hospitalization, isolation hospitalization spaces and ambulatory hospitalization.

On call home services are also available, through veterinary ambulance with medical staff exclusively dedicated to emergency, accompanied by students.

### **Description on how VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students**

The activity of the students in VTH and the ambulatory clinics is taking place under direct coordination of the teaching staff and in strict accordance with the schedule of the academic year and also in accordance with the student practical training shift schedule. The students are participating in all points of VTH, in shifts, this way having direct access to the patient flow, beginning at the reception, continuing at the emergency triage and all the clinics, services and hospitalization spaces. The cases are dynamically followed; the students are actively participating, based on student theoretical and practical level. Upon reception and registration of the case in VTH, the owner is requested written permission to allow direct student participation in managing the case with and under supervision of the teaching staff member who is in charge of the case. ([Appendix IV.26.](#), [Appendix IV.27.](#), [Appendix V.1.](#)).

### **Statement that the Establishment meets the national Practice Standards**

According to current legislation, Decision no. 3/2009 of the RCV, the Law no. 160/1998 for organizing and practicing the veterinary profession, republished with subsequent modifications and completions, NSVFSA Order no. 17/2008 for approving veterinary sanitary Norms for the registration and official control of the units where medical veterinary assistance is provided and in correlation with respecting the minimal conditions regarding facilities and functioning, VTH is classified as a veterinary hospital since 2011 ([Appendix IV.22.](#)).

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

##### **Description of how all students can have access to all relevant facilities**

The clinical veterinary activity is carried out 24/7, throughout the year, in compliance with the procedures and protocols complying to the set of good clinical practices. The first step in the case circuit within VTH is represented by the registration of the case. Patient registration and completion of observation sheets is done in an integrated computer system (Digitail - patient management software). In order to facilitate the access of DVMs and students to the patient data base, VTH is equipped with multiple workstations both in the reception and in the consultation spaces, imaging examination, respectively hospitalization spaces, for online access on the platform and facilitating subsequent completions. Both students and DVMs have non-stop access to this system within VTH. The medical staff can directly use the digital patient management software from any mobile device connected to the internet, accessing the personal account and using the corresponding password. Thus, the cases and the investigations carried out in VTH can be visualized and this information can be easily integrated within the teaching process. All clinical services related to VTH and located in different buildings on campus, are connected via internet and have access to this software. They can make changes in patient records, respectively can add the results of additional investigations and can follow the evolution of cases.

After registering and taking over the case, the owners will have access only in certain areas, they will be allowed to stay in the reception area, waiting areas, veterinary pharmacy. After registering the case at the Reception, the clinical circuit continues in the Emergency Unit, where following the primary clinical examination and the medical triage, the cases are approached as follows:

- emergencies cases remain for stabilization within the Emergency Unit. Every day, 6 students and 2 DVMs manage exclusively the triage of cases and the stabilization of emergencies in this department.
- stable cases, which do not require interventions or emergency procedures according to the protocols used are directed to specialized consultations. The specialized consultations are carried out in the internal medicine, surgery, obstetrics-gynaecology, neurology, cardiology, dermatology, oncology, ophthalmology, physiotherapy clinics. Students participate actively, together with the teaching staff responsible for the teaching activity related to the clinic and the schedule.
- the services that complete the clinical activity are: laboratory (collection room, biochemistry-haematology laboratory, microbiology, molecular biology), integrated imaging (digital radiology, ultrasound, MRI, CT). The activities are carried out in dedicated spaces, with facilities according to the most demanding requirements, which offer students the opportunity to acquire special practical skills, respectively access to exceptional facilities. The laboratory and imaging service serve both internal cases and cases sent by colleagues from other veterinary clinics (referrals).
- the exception from the presented circuit is represented by the cases that, following the clinical triage, raise the suspicion of an infectious disease. These will be directed to a special area of VTH, dedicated to the management of infectious cases. This area is equipped with consulting rooms, hospitalizations (isolation) and with completely separate access to the clinic circuit. The access to this area is made through specific filter systems, directly from the Emergency Unit, thus totally limiting the access of these cases to the other areas of VTH.

The consultations can be carried out on an outpatient basis (ambulatory) or if the clinical context requires, the cases are hospitalized within VTH. VTH benefits from modern hospitalization spaces, both for critical and stable patients, who need permanent care. Students participate in the work carried out in ICU, as well as in the care and monitoring of patients, both during the practical work and during the practice, respectively in the guards. Owners' access is not allowed on VTH ground floor. The hospitalized cases can be visited only in compliance with VTH's procedures, respectively 15 minutes, between 3 p.m. and 4 p.m.

The surgical specialties benefit from complete facilities for carrying out the surgical interventions, being able to accommodate 8 surgical interventions simultaneously, with an intubated patient. Thus, VTH is provided with a set of 4 operating theatres: I. obstetrics-gynaecology, II. soft tissue surgery, endoscopy-laparoscopy, III. hard tissue surgery, IV. neurosurgery, ophthalmology.

The operating rooms have a medical staff preparing area, a patient preparing area and a direct access to the sterilization area. Each of the 4 operating theatres communicates directly with a space for students, a space with glass walls and a system for taking and rendering images from the operating theatres, facilitating real-time visualization, directly of surgeries. Thus, students can participate in surgeries with teachers, but can also follow the operation in real time.

The clinical activity by subjects and the students' practical training is carried out within VTH throughout the academic year and aims to cover the Day One Competences, according to the subject sheets and the case / species / student portfolio, respectively.

Based on the schedule, the students from the years 4, 5, 6 participate with the medical staff in the activities carried out in all these stages of the clinical circuit. In the reception area they develop their communication skills and effectively contribute to the registration of cases, then following the case to the clinical triage in the Emergency Unit, where they can participate in all medical procedures, under direct teaching staff coordination.

The participation of the students in the realization of the specialized consultations within the clinics is realized during the teaching program afferent to them and within the practical works for the years 4, 5, 6. Within the practical training of the students, each case is examined / treated individually by at least 1 student and 1 teaching staff member.

The medical staff prepares together with the students the individual observation sheets, which will appear in the consultation register of VTH, and the students will note these cases in their practical training logbooks. Each case is officially registered electronically in the patient management software.

VTH is completed with spaces for the medical staff and respectively for the students (locker rooms, night shift room for the medical staff, for students) so as to ensure the best conditions for the practice and development of teaching.

VTH respects the norms regarding the performance of the medical act at the highest level, in an environment aligned with the international standards, facilitating the access to exceptional veterinary medical assistance services.

**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 VTH.**

**Description of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients**

A special area of VTH is dedicated to the management of infectious disease cases. This area contains consultation rooms, reception (isolation reception), and access which is completely separated from the circuit of the rest of the clinic. After the clinic selection that is done in the reception unit, the cases with probable infectious risk are directed towards the isolation housing and treatment facility. The access to this area undergoes a system of specific filters for the medical staff. Inside VTH there are also isolation housing facilities which are separated for dogs and cats in specially designated individual spaces that have all the necessary equipment, separated for the two categories of species. The isolation spaces for dogs and cats respectively, have all the necessary facilities for intensive care and have a ventilation system which is separated from the rest of VTH and a UV sterilization system. The bio medical waste from this follows a different circuit from the main evacuation circuit of VTH. For large animals an isolator has been organized inside Glina CSV.

**Table 4.6.1. Description of the premises for housing isolated animals**

| Building           | Room                         | sqm   | no. places | Facilities  |
|--------------------|------------------------------|-------|------------|---|
| Building 22<br>VTH | 77 Isolation housing<br>dogs | 37.20 | 6          | Consultation tables, infusion pumps, syringe pumps, IV heaters, fridge, 3 spaces for large dog treatment – paddock type, cages, UV system |
|                    | 78 Isolation housing<br>cats | 12.50 | 6          | Consultation table, infusion pumps, syringe pumps, IV heaters, fridge, cat cages, vital signs monitor, UV system, scales                  |
| Glina CSV          | Large animals isolation      | 10    | 1          | monorail, manger, water trough locker room, personal shower.  |

**4.7 The Establishment 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.**

**Description of how and by who field veterinary medicine and Herd Health Management are taught to all students**

The institution owns two mobile clinics - a car Dacia Logan Dokker (5 seats) and a car Dacia Logan MCV (5 seats) which are used in concession by veterinarians who are part of the teaching staff of the Faculty.

In the practical activities of veterinary medicine in the field and the management of the health of the herds there are involved DVMs who currently carry out such clinical activities and epizootological surveillance, together with groups of 2 students who participate in these specific actions.

**Description of the vehicles and equipment used for the ambulatory clinic**

The faculty has 1 ambulance - 1 Dacia Logan MCV vehicle (2 seats) fully equipped with thermometer, stethoscope, otoscope, ophthalmoscope, speculum, restraint device, microchip reader, ultrasound, electrocardiograph, vital functions monitor, syringe pump, infusion, urinary catheters, surgery kit, instruments for sterilizing males and females, UV light lamp; all these features being completed with consumable material.

**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.**

**Brief description of the vehicles used for: transportation of students; transportation of live animals; transportation of cadavers / organs**

The transport of the students to the extramural facilities is done with the vehicles from the Faculty's car park:

- a. 2 ISUZU coaches with 27 seats / coach
- b. 1 IVECO coach with 31 seats
- c. 1 Volkswagen minibus with 8 seats

Additionally, the buses from the UASVMB car park are used; the buses have a capacity that varies between 18 and 55 seats.

To ensure the safety of students and staff and to prevent the spread of infectious agents the transport facilities are used alternatively for farms and food products units after proper disinfection. Also, in the same week the students visit only one farm in compliance with the biosafety measures.

Among the facilities of the Faculty there is a trailer for transporting large animals.

The transport of the cadavers / organs from the slaughterhouses is carried out with Dacia Van, which holds a veterinary sanitary authorization ([Appendix IV.13.](#)).

Category 2 and 3 wastes (animal by-products not intended for human consumption, biohazardous materials, etc.) are taken over weekly or as often as necessary by a specialized company ([Appendix IV.28.](#)).

**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 Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment 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.**

The proposals for the acquisition of equipment, services and rehabilitation of educational spaces come from the departments, in which the spaces related to the subjects are integrated and are centralized by the administrator. Acquisition procedures are established in accordance with the legislation in force and centralized inside the university.

The biosecurity manual ([Appendix IV.17](#)) establishes the standard operational biosecurity procedures applied in the Faculty by all employed staff, students and visitors. The biosecurity manual presents the purpose, scope, reference documents, terminology, rules of procedure and responsibilities, biological risk communication protocols, definitions relevant to standard biosecurity operational procedures, forms, files and records used, usable biocides, their spectrum and characteristics of action, microorganisms with biological risk, waste management, reportable diseases and biocidal products included in product type 4 that are approved in Romania. There is a record of approvals and revisions in the biosafety manual. The revisions are performed by the Faculty Biosecurity Commission, whenever necessary, at the request of the biosecurity officer. The plan for biosecurity measures for the prevention of COVID-19 is also available as annex 8 of the biosecurity manual.

The labour protection training for teachers is carried out by a teaching staff member appointed in each department, based on the documentation submitted by the specialized department within UASVMB (Office of Labour Protection and Civil Protection) and the individual training sheets on work safety, health and training in emergencies situations are completed.

The labour protection training for students is carried out at the beginning of each semester by the teaching staff involved in the teaching activity. For the practice periods, an additional general training is performed (by the accompanying teaching staff member) and specific to the place where the practice module is to take place (by the tutor).

In the practical work rooms, students wear protective equipment, depending on the specifics and requirements of each subject. Disposable equipment, after use, is packed in special bags / containers and taken over by the specialized company for denaturing ([Appendix IV.28.](#)). In the consultation, treatment and operation rooms, as well as in the necropsy and anatomy rooms, chemical and UV disinfection procedures are performed. There are chemical hoods in chemistry / biochemistry, microbiology and research laboratories. For the radiology service, periodic approvals are issued, which also involve the dosing of ionizing radiation for staff.

Within the subjects of Animal Welfare and Protection, Animal Welfare Management, students are familiar with the principles, norms and standards of animal welfare and protection in all sectors: at farm level, during transport and at the slaughterhouse level, knowledge and observance of freedoms animals.

Moreover, students are also involved in activities to assess the welfare of livestock in various locations: households, farms, slaughterhouses, zoos, etc. or for animals residing in the VTH where monitoring of housing conditions, microclimate as well as volunteer activities by students in animal care were performed.

At the level of the Faculty, there is a specific structure for approving scientific projects/ activities on animals in relation to the potential results of research and the intensity of animal damage, respectively the Bioethics Commission responsible for animal welfare, which operates according to European and

national legislation (*Law 43/2014 transposing Directive 63/2010 on the protection of animals used for scientific purposes*) ([Appendix IV.30.](#)).

Regular training of teaching and support staff throughout the Faculty on animal welfare and protection is done in compliance with current legislation, namely *Framework Law 205/2004 on animal protection, EC Regulation 1/2005 on the protection of animals during transport and related operations Regulation 1099/2009 for animal welfare at slaughterhouse level, evaluations according to the AMI grid, Law 60/2004 for pets, Law 43/2014 on the protection of animals used for scientific purposes.*

In the Faculty, procedures regarding good laboratory practice and good clinical practice are implemented.

The feedback from the students regarding the teaching and clinical activity is monitored through EVCAL platform, and for the clients there is a dedicated form ([Appendix IV.31.](#)).

#### **Comments on Standard 4**

The location of the Faculty in the centre of the capital and the provision in the teaching and clinical circuit of VTH with state-of-the-art facilities represent an advantage in increasing the number of pet cases. Regarding the reduced facilities for farm animals, and the limitations imposed by the biosecurity measures within the Faculty campus, they are compensated by those existing in CSVs and by inter-institutional collaborations with profile farms in the area adjacent to Bucharest.

Another significant aspect in the modernization of the Faculty infrastructure is represented by the profile of the buildings on the Faculty campus, which have a special regime (heritage buildings), for which the legal rehabilitation formalities are more complicated and time consuming.

Starting 2020, refurbishing works have started to the lecture theatre Prof. Paul Riegler.

The lighting system in the Faculty was upgraded in order to become environmentally friendly as part as a continuous plan in this regard.

In the context of the COVID-19 pandemic, a procedure for access and monitoring of students participating in face-to-face activities was implemented, and it was added as appendix to the biosecurity manual ([Appendix IV.29.](#)).

#### **Suggestions for improving on Standard 4**

Purchase of state-of-the-art equipment and taking into account the moral attrition of functional equipment;

Regular training of staff on national and European legislative changes implemented at national level regarding the upgrading procedures;

Flexibility of procedures in the new conditions imposed by the COVID 19 pandemic;

Finalizing and implementing the project for the construction of a large animal hospital.

Increasing capacity for students' transport.

### **STANDARD 5. ANIMAL RESOURCES AND TEACHING MATERIALS OF ANIMAL ORIGIN**

#### **Factual information**

**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.**

The Faculty has developed and supported a coherent strategy regarding the use of animal resources in the educational process. Thus, the subjects belonging to basic sciences, clinical sciences, pathology, animal production, food safety carry out their practical activity with the central objective of fulfilling the Day One Competences.

This strategy is based on the following principles:

- ensuring a sufficient number of healthy and sick animals or cadavers, in correlation with the number of students enrolled, for intra-mural activities;
- creation of a system for the collection, maintenance and storage of animal resources used for teaching and research purposes, for intra-mural activities;
- ensuring a sufficient number of field visits, allowing the use of animal resources from farms, CSVs, CSVDs, hospitals, slaughterhouses, for extra-mural teaching activities;
- the creation of mandatory practical training portfolio that make all parties involved aware of the minimum level of training and experience in a given field, in order to accomplish the recommended standards.

The institutional strategic plan of the Faculty in preclinical education provides for the use of live animals (frogs, laboratory mice, laboratory rats, birds, rabbits, horses, sheep) in order to train students to perform learned / in-depth procedures during practical work, competently, without a negative impact on scientific results and last but not least, on animal welfare and where virtual simulators and other alternative methods cannot be used.

The teaching material (laboratory animals) for the preclinical training belongs to the UCEM or is procured through public acquisition, based on the specific acquisition plan to the Faculty (see Standard 2).

All the procedures to which laboratory animals are subjected, as well as their accommodation and maintenance correspond and comply with the provisions of Law 43/2014 transposing Directive 2010/63 / EU on the protection of animals used for teaching / scientific purposes. In animal experiments performed at the level of basic subjects, related to the DPS, there are ethical limits to what is considered permitted under this Directive 2010/63 / EU and are acquired, exploited, euthanized and distorted according to European legislation.

In order to continuously develop the quality of the teaching process, within the preclinical subjects of the Faculty, students have at their disposal models of anatomical parts, moulds, mannequins, as well as computer simulators, of interactive type.

The main priority of this institution is represented by ensuring an exceptional quality of the preclinical science section, with a strong emphasis on the importance of basic sciences in student training, with an appropriate number / cover of experimental animals, as well as modern training centres.

For the development of these activities there are concluded agreements with training centres represented by various food processing units of animal origin (SC Neptun-Ramnic SRL, SC Meridian Agroind SRL, SC Tatcom Invest SRL, SC Caprina Ferma Familia SRL, SC Valmar 05 SRL, SC Global Pro Carm SRL, SC Snack 4U Concept SRL, SC Aviputna SRL, SC Lactag SRL etc.) ([Appendix V.2.](#)) during which, were carried out study visits coordinated by the teachers holding the course during the academic years: 2017-2018, 2018-2019 and, respectively, 2019-2020, creating the premises for students to accumulate and acquire skills in the fundamental medical-veterinary fields.

In this context, since the practical works within the preclinical subjects are mainly performed on animals (belonging to different species, depending on the type of chapter approached), the number of purchased laboratory animals also varies (frogs, mice, rabbits, birds, sheep, horses).

This objective was ensured in correlation with the integrated activities of training assessment, supervision and competence, taking into account the number of students, and the time required for a student to acquire these skills, as well as the number of animals used for his training (according to the practical work).

One of the main arguments for the use of live animals (frogs, birds, rabbits, laboratory mice, laboratory rats, sheep, horses) in the training of students is that they succeed in performing the procedures learned / in-depth during the practical work, in a real and competent way using these resources, without a negative impact on scientific results and last but not least, on animal welfare.

The practical works that involve the use of corpses and material of animal origin in the practical anatomical formation are carried out intramural. Dissections are performed on cadavers from the presented species (sheep and equines), such as dissections and processing of osteological material from exotic species (in particular cases where they occur), the sampled materials being used for the

elaboration of bachelor's theses / doctoral studies and then for the Anatomy museum within the Faculty. Each group of students benefit a sufficient number of cadavers. All viscera taken are preserved and used for teaching purposes.

The total number of animals used in preclinical subjects increased during the three years, as in addition to the veterinary medicine study programmes taught in Romanian and English languages, starting with the 2018-2019 academic year, they were also required for the veterinary medicine study programme teaching in French.

According to the subject sheets and the planning of the practical works, the practical haematology works include laboratory examinations (CBC, leukocyte formula, erythrocyte indices), parameters of the metabolic and enzymatic profile, collecting blood, by venous puncture, from animals (horses, cattle, birds, rabbits, dogs and cats).

The large number of frogs being worked on is justified by the fact that this species is used for various experiments in several practical works of Physiology and Pathophysiology, for several demonstrations (since the injury of an already spinalized frog is the same). The frogs used during the experiments carried out in the practical works are initially anesthetized or spinalized, then they are subjected to vivisection procedures. At the end of the experiments, they are euthanized according to the legal procedures in force related to the field. Some of the laboratory animals (rabbits, chickens, laboratory rats, laboratory mice) are used in experiments initiated during the practical work in a demonstrative manner. These animals are used in several groups of students successively, previously sedated, to avoid the unwanted or painful effects of the experimental manoeuvres performed. The species of mammals and birds used during the experiments initiated in the practical works are recovered at the end of the experiments, being reintroduced into UCEM, to be used later for other educational or research purposes. The laboratory animals used are housed in UCEM, which corresponds to legal standards and requirements, being accredited according to the legislative norms in force.

In the educational process, the Faculty gives and includes a special importance to the clinical education representing a significant weight in the strategic plan of the institution.

In this context, the presence of a 24/7 emergency service of VTH and the close collaboration with over 18 training centres in Romania is a stable and complete concept for our strategy.

The main priority of the Faculty is the provision of a modular clinical education, with an appropriate number / cover of modern training centres, targeting all animal species.

Teaching materials (pets, farm animals, exotic animals) for clinical training are provided by VTH, training centres and EPT.

VTH provides an appropriate institutional component designed to offer a reference centre for dogs and cats, ruminants, horses, birds and exotic animals.

The individually clinical activity of the students with the direct work on animals is ensured by the case load in an increasing dynamic in the last years within VTH and by the agreements with numerous training centres in different locations surround the capital. VTH is divided into the following departments: - EAU / reception (24/7) and clinics and outpatient services (day consultations): Internal Medicine, Obstetrics and Gynaecology, Surgery and Ophthalmology, Infectious Diseases, Anaesthesia-Intensive Care, Imaging, Laboratory. All cases from VTH as well as from UASVMB teaching locations (CSVs, farms) are examined 24/7, exclusively in the presence of students and at least one teaching staff member.

Starting with March 2020, the described clinical activity, from the Faculty campus, takes place in the new VTH and in the old VTH (until 2020, building 17).

In order to increase the quality of the teaching process, the Faculty provides animal mannequins of various species or models of anatomical parts in preclinical and clinical subjects prior to practical activity on the live animal, allowing and facilitating the natural transition to direct work with the animal.

For the development of these activities, agreements are concluded with the training centres represented by Belciugatele Didactic Station, the Research and Development Institute for the Breeding of Cattle Balotesti, S.C. ILYA AGRO SRL, S.C. Avicola Dragos Voda S.A., S.C. Toneli

Holding S.A., S.C. Koplax S.R.L., S.C. Unic Prodcum S.R.L., Gruiu Farm, Bucharest Zoo, SOC. Unic Prodcum S.R.L. Oltenita and the licensed Glina, Ganeasa, Cernica and Bucharest CSVs ([Appendix V.3.](#)) create the premises for students to accumulate and acquire clinical skills for the case studies encountered in clinical disciplines.

EPT is an off-campus practical training activity, under the supervision of a (non-academic) practitioner with external facilities approved by agreement.

The practical activity based on the integral examination of the cadavers (full necropsy) is carried out as a major part, within the subjects of Pathological Anatomy, Forensic Medicine and Necropsy Diagnosis, being a component part of the practical intramural activity. These examinations with effective lucrative component come mainly in addition to investigations for diagnostic purposes and from other subjects (infectious diseases, pathology by species), or are an integral part of the subjects' circuit that ends with / also with euthanasia of patients or their death.

The curriculum includes in a balanced manner and complies with the European regulations in force (Directive EU 36/2005, as amended; HG 469/2015) preclinical and clinical subjects that ensure an adequate share of the number of evaluated patients by the student, a report balanced between patients from different groups of species, between cases of first opinion and those sent by other clinics, between acute and chronic cases, between outpatient consultations and hospitalizations as well as between individual cases and group pathology.

The institution guarantees that students receive adequate practical training and acquire Day One clinical skills, through the portfolio of VTH patients / cases in which they are actively involved and through activities in training centres or private facilities in which students carry out a part of the practical training (farms, private clinics, CSVs).

The current situation with the number of intra-mural and extra-mural cases in terms of practical activity in large and small animals meets the ESEVT indicators.

In the activity carried out in VTH, each student receives the basic clinical training during the studies, having free and uniform access to all the clinical facilities of the other institution, based on the existing appointments in correlation with the schedule of clinical subjects, clinical rotations and practice scheduling. Each student in the clinical years covers a number of cases related to different species, in accordance with the personal portfolio, having access to all types of patients (first opinion cases, referrals, acute or chronic pathologies, ambulatory/ hospitalized) ([Appendix V.1.](#), [Appendix V.4.](#)). Each group of students has a coordinator for the practical clinical training, who verifies and manages any requests / problems, complaints that may occur during the academic year.

**Species ratio.** The main species approached within VTH practical training comprises companion animals, including exotic animals and horses, and the collaborations with teaching farms have contributed to a favourable balance and a fair relationship between pets and farm animals, represented by ruminants, pigs and birds.

**Clinical subjects' ratio.** The Faculty guarantees a correct balance between clinical subjects due to the structure and content of the approved and implemented curriculum. Within the clinical education, through the subjects prior to the clinical subjects, an easy and judicious transition to the direct clinical activity with the animal is ensured.

**First opinion cases to referrals ratio.** Regarding the clinics of internal medicine, surgery, infectious diseases and reproductive disorders, the case load on *horses and pigs* is almost entirely of first opinion (83.5%) with a pathology in a percentage of 35% - 40% of cases of emergency (overacute and acute gastrointestinal disorders, acute respiratory diseases), cardiological, dermatological and orthopaedic diseases, which enables adequate training in the clinical approaches of the most common diseases and which allow students to be involved, daily, in the administration therapy and clinical evaluation in dynamics.

Regarding the clinical examination of *ruminants*, approximately 87.3% of cases are of first opinion, mainly fore-stomach disorders, enteropathies, respiratory, reproductive, surgical and orthopaedic

disorders, thus allowing adequate training in the case of internal medicine, surgery, infectious diseases and reproductive disorders.

Regarding the *companion animals*' referrals to first opinion cases (intramural and extramural) ratio, the percentage of first opinion cases was 91.33%. For VTH, the record of cases sent from other clinics, is mentioned separately in the consultation register, being quantified monthly the number of cases sent vs. cases of first opinion.

**Acute to chronic cases ratio**, differs significantly depending on the species of animals, for the *equine* clinic, 61.45% of the cases consisted of acute diseases, in *ruminants* acute disorders were identified in a percentage of 61%, and in *pigs* 58.41% of diseases were of a chronic nature. Regarding the ratio between acute and chronic cases in companion animals, consulted in VTH, acute pathology represents 37.46%. In *exotic animals* was registered a predominantly acute pathology, and in *birds* a pathology balanced between the share of acute and chronic diseases.

**Outpatient consultations to hospitalizations ratio**. The hospitalization service for *large animals* was performed at a rate of 25% while outpatient consultations with 75% were aimed at gastrointestinal, respiratory and locomotor pathologies.

Outpatient consultations in VTH accounted for 96.6%, while hospitalizations 3.4% (intensive care, isolation) of all cases recorded in VTH. With the opening of the new hospital and the expansion of VTH facilities, the capacity for hospitalization has been considerably increased for both critical cases and those requiring isolation facilities.

**Individual cases to group pathology ratio** – within the clinical subjects, the preponderance was represented by individual cases, evaluated and approached clinically-therapeutically individually. The MSc clinical subjects (pathology of ruminants, pigs, birds) ensure a group / herd epidemiological and clinical surveillance through collective and individual group and individual clinical movements and evaluations in an organized and balanced case.

All educational and research activities involving the use of live animals comply with the rules on good practice and animal welfare.

In order to develop manual / practical skills in pre-clinical subjects, students use live animals and, depending on the practical work, they move on to making vivisections, only after demonstrating appropriate skills, obtained by examining the moulds and operating various specific simulation programs. Once students demonstrate adequate / appropriate skills to work on animals, they will be able to perform scientific experiments, always under the supervision of a teaching staff member, taking into account the potential impact of an inappropriate technique on animal welfare.

In order to develop the skills to perform practical laboratory activities, such as determining various haematological parameters (CBC), parameters of the enzymatic profile, mineral, etc., the student collects blood specimens from different species, or, as appropriate, collects different secretions or excretions of the animal organism, necessary for *in vitro* studies.

It is worth mentioning that the harvesting is done under the strict supervision of the teacher, in order to avoid altering the quality and conformity of the samples, so as not to affect the health of the animals or to have negative consequences on their welfare.

In this context, as a result of the different animal species use in practical work (birds, rabbits, ruminants, frogs, laboratory mice, etc.), students need to know the relevant sources of information on ethics, animal welfare and the implementation of principles of the 3Rs and at the same time be able to identify the health status and behaviour of the animals used in the experiments, to distinguish between a normal / healthy animal and one that shows signs of pain, suffering or stress, which may be the result of mishandling, improper anaesthesia or incomplete spinalization.

The practical activity based on the integral examination of the cadavers (full necropsy) is carried out as a major part, within the subjects of Pathological Anatomy and Forensic Medicine and Necropsy Diagnosis, being part of the practical intramural activity. Without being a dominant activity, the necropsy examination is performed intramural in other subjects, such as Infectious Diseases and Preventive Medicine and Aquatic Animal Medicine and Aquaculture. Moreover, taking into account

the specifics of the subject taught, there is a concentration of necropsy cases, by species: most of the necropsies on fish are performed within the subject Aquatic animal Medicine and Aquaculture. Also, some of the reported necropsies are performed extramural, in field conditions, under the coordination of teachers, in the compulsory subjects or in the MSc modules, namely: Management of rent-seeking animal diseases and Management of companion animals, sports and exotic. Note that these necropsies usually target large animals, which cannot be transported quickly to the Faculty, due to long distances, cadavers that can be examined during visits, those examined during external practice, or animals slaughtered out of necessity / organs confiscated at the end of the working day in the slaughterhouses visited. Regardless of the origin of the housings, students have the opportunity to examine all categories of species of interest for veterinary medical training ([Appendix V.1.](#), [Appendix V.4.](#)). We mention that in addition to the cases represented by complete necropsy, without being a dominant component, organs confiscated in the slaughterhouse are used for the purpose of preclinical training of students (year 3, Pathological Anatomy).

The necropsies are carried out, as the case may be, in the specially arranged necropsy rooms or in field conditions, respecting the norms of protection of the environment, animals and people. The transport of cadavers on the Faculty campus is done by using a special vehicle, authorized by a veterinarian, which allows the transport of corpses of small and medium animals ([Appendix IV.13.](#)). The collection of the cadavers is done in the refrigeration spaces of the Faculty, their examination being correlated with the teaching schedule of each year of study.

Horse necropsy is performed mainly on animals used for dual purposes, namely, necropsy diagnosis and practical work of Comparative Anatomy. Also, the necropsy of animals in field conditions targets dead animals in associations for the protection of abandoned horses, studs. Also, some of the necropsy animals were the subject of research contracts.

The endowments of the necropsy rooms allow us to ensure the biohazard standards for group 1 and 2 of pathogens ([Appendix IV.17.](#)). The distribution of cases per student takes into account the fulfilling of the minimum portfolio, represented by 2 farm animals / 2 pets / 1 exotic animal or birds.

The registration of the necropsy activity is done in the necropsy room register, depending on the cases received and the teaching schedule or through Excel summative documents, which reveal the activity per student / semester / total animals investigated. All primary documents (necropsy documents) are archived for a period of 5 years.

The protection equipment is provided by the Faculty, in order to ensure the standards of group 1 and 2 biohazard. The protection materials, as well as the biological waste resulting from the necropsy are denatured by contracting outsourced authorized services, provided by specialized companies ([Appendix IV.28.](#)).

**Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training**

| Species                          | Academic year<br>2019-2020 | Academic year<br>2018-2019 | Academic year<br>2017-2018 | Average |
|----------------------------------|----------------------------|----------------------------|----------------------------|---------|
| <i>Horses</i>                    | 4                          | 6                          | 5                          | 5       |
| <i>Sheep / goats</i>             | 20                         | 20                         | 20                         | 20      |
| <i>Exotic animals<br/>(lama)</i> | -                          | -                          | 1                          | 0.33    |

**Table 5.1.2. Healthy live animals used for preclinical training (animal handling, physiology, animal production, propaedeutics)**

| Species                   | Academic year<br>2019-2020 | Academic year<br>2018-2019 | Academic year<br>2017-2018 | Average |
|---------------------------|----------------------------|----------------------------|----------------------------|---------|
| <i>Ruminants*</i>         | 2                          | 2                          | 2                          | 2       |
| <i>Horses*</i>            | 2                          | 2                          | 1                          | 1.66    |
| <i>Companion animals*</i> | 20                         | 12                         | 10                         | 14      |
| <i>Poultry (Chicken)</i>  | 8                          | 12                         | 11                         | 10.33   |

|                        |     |     |     |        |
|------------------------|-----|-----|-----|--------|
| <i>Rabbits</i>         | 10  | 10  | 9   | 9.66   |
| <i>Frogs</i>           | 900 | 850 | 750 | 833.33 |
| <i>Laboratory mice</i> | 34  | 42  | 56  | 44     |
| <i>Laboratory rats</i> | 4   | 10  | 10  | 8      |

\* animal species that are used exclusively for paraclinical investigations - laboratory tests

**Table 5.1.3. Number of patients \*\* examined intra-mural (VTH, CVsS)**

| Species                    | 2019-2020 | 2018-2019 | 2017-2018 | Average |
|----------------------------|-----------|-----------|-----------|---------|
| <i>Ruminants</i>           | 1,185     | 1,990     | 2,601     | 1,925   |
| <i>Small ruminants</i>     | 69        | 268       | 565       | 300.6   |
| <i>Swine</i>               | 101       | 179       | 166       | 148.6   |
| <i>Companion animals</i>   | 10,086    | 7,879     | 7,445     | 8,470   |
| <i>Horses</i>              | 434       | 810       | 402       | 548.6   |
| <i>Poultry and rabbits</i> | 833       | 3,388     | 3,241     | 2,487   |
| <i>Exotic animals</i>      | 0         | 62        | 339       | 133.6   |
| <i>Others</i>              | -         | -         | -         | -       |

**Table 5.1.4. Number of patients \*\* examined extramural (in mobile clinics)**

| Species                    | 2019-2020 | 2018-2019 | 2017-2018 | Average  |
|----------------------------|-----------|-----------|-----------|----------|
| <i>Ruminants</i>           | 70        | 800       | 1,020     | 630      |
| <i>Small ruminants</i>     | 0         | 1,617     | 1,663     | 1,093    |
| <i>Swine</i>               | 0         | 194       | 175       | 123      |
| <i>Companion animals</i>   | 1,577     | 2,513     | 2,194     | 2,094.66 |
| <i>Horses</i>              | 48        | 453       | 484       | 328      |
| <i>Poultry and rabbits</i> | -         | -         | -         | -        |
| <i>Exotic animals</i>      | -         | -         | -         | -        |
| <i>Others</i>              | -         | -         | -         | -        |

**Table 5.1.5. Percentage (%) of first opinion patients - own, used for clinical training (both in VTH and in outpatient clinics, meaning tables 5.1.3 and 5.1.4)**

| Species                    | 2019-2020 | 2018-2019 | 2017-2018 | Average |
|----------------------------|-----------|-----------|-----------|---------|
| <i>Ruminants</i>           | 71.23     | 83.79     | 81.85     | 78.75   |
| <i>Small ruminants</i>     | 89.85     | 98.49     | 99.68     | 95.99   |
| <i>Swine</i>               | 87.12     | 89.54     | 90.58     | 89.08   |
| <i>Companion animals</i>   | 90.5      | 93.07     | 90.87     | 91.33   |
| <i>Horses</i>              | 81.12     | 96.43     | 85.77     | 92.60   |
| <i>Poultry and rabbits</i> | 81.03     | 98.05     | 98.70     | 92.50   |
| <i>Exotic animals</i>      | -         | 100       | 100       | 66.66   |
| <i>Others</i>              | -         | -         | -         | -       |

**Table 5.1.6. Cadavers used at necropsy**

| Species                    | 2019-2020 | 2018-2019 | 2017-2018 | Average |
|----------------------------|-----------|-----------|-----------|---------|
| <i>Ruminants</i>           | 5         | 73        | 48        | 42      |
| <i>Small ruminants</i>     | 17        | 109       | 56        | 60.66   |
| <i>Swine</i>               | 68        | 190       | 347       | 201.66  |
| <i>Companion animals</i>   | 238       | 419       | 373       | 343.33  |
| <i>Horses</i>              | 3         | 19        | 18        | 13.33   |
| <i>Poultry and rabbits</i> | 103       | 341       | 368       | 270.66  |
| <i>Exotic animals</i>      | 18        | 59        | 71        | 49.33   |

|   |     |     |    |        |
|---|-----|-----|----|--------|
| <i>Others:</i>                                      |     |     |    |        |
| <i>Fish</i>   | 14  | 9   | -  | 7.66   |
| <i>Organs confiscated from slaughterhouses (kg)</i> | 150 | 125 | 60 | 111.66 |

**Table 5.1.7. Number of visits to herds / farms / training locations in Animal Health Management and livestock**

| Species                | 2019-2020 | 2018-2019 | 2017-2018 | Average |
|------------------------|-----------|-----------|-----------|---------|
| <i>Ruminants</i>       | 56        | 120       | 134       | 103.3   |
| <i>Small ruminants</i> | 8         | 17        | 22        | 15.6    |
| <i>Swine</i>           | 4         | 5         | 4         | 4.33    |
| <i>Poultry</i>         | 5         | 11        | 19        | 11.6    |
| <i>Rabbits</i>         | 2         | 4         | 2         | 2.6     |
| <i>Aquatic animals</i> | -         | -         | -         | -       |
| <i>Others</i>          | -         | -         | -         | -       |

**Table 5.1.8. Number of visits to slaughterhouses and related units for FSQ training**

| Species                         | AY 2019-2020 | AY 2018-2019 | AY 2017-2018 | Average |
|---------------------------------|--------------|--------------|--------------|---------|
| <i>Ruminant slaughterhouses</i> | 3            | 3            | 3            | 3.00    |
| <i>Swine slaughterhouses</i>    | 3            | 1            | 4            | 2.66    |
| <i>Poultry slaughterhouses</i>  | 2            | 1            | 2            | 1.66    |
| <i>Related locations**</i>      | 5            | 8*           | 10           | 7.66    |

\*\* Units / Locations for the production, processing, distribution or consumption of animal origin food

Visits to slaughterhouses and related training units in the FSQ are extra-mural activities whose main objectives are to initiate future veterinarians in the hygiene and technology of food industry, applicable to the main food groups of animal origin. The aim is to acquire general knowledge on the basic concepts of animal slaughter technology, food preservation, and the application of hygiene rules on the general flows of obtaining the main food groups (meat and meat products, milk and dairy products, eggs, honey). For the same purpose, students have at their disposal video recordings made by teaching staff, in specialized units, recordings on the basis of which any observed deviations are identified and discussed.

In the planning of practical clinical training, the number and diversity of animals necessary to meet the objectives of the subjects in the teaching process are presented and distributed individually and assumed by taking note of the portfolio of cases involving distribution by type of activity ([Appendix V.1.](#), [Appendix V.4.](#)) prepared and assumed by those responsible (Dean, Head of Departments, Head of VTH).

**5.2. In addition to the training provided in the Establishment, 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 Establishment.**

The practical activity in the external locations is carried out together and under the academic supervision of the teaching staff from the clinical subjects.

The official DVM of the farm exposes the epidemiological and clinical context of the herd of animals on the occasion of every visit / presentation in the respective location.

The coordination of the organized visits with the groups of students to the animal holding is performed in accordance with the rotation of the clinics, depending on the requests and the new registered case, under the coordination of the subject holder and the Head of DCS.

Within the farms, the students perform sanitary-veterinary activities in the presence and under the coordination of the teaching staff, ensuring the acquisition and improvement of skills for clinical activities.

Students in the years 5 and 6 visit weekly with the conveyance of Faculty, according to a programme, the teaching farm or to the facilities with which the institution has agreements, accompanied by the teaching staff member, and they're organized in working groups of 2-3 students / animal, where they perform all specific activities, filling in the clinical observation sheet, application of containment techniques, clinical examination, behavioural assessment, assessment of feeding, evaluation of productive, reproductive and welfare standards, insurance prophylactic actions against infectious diseases and epidemiological surveillance, reproductive activities (oestrus detection, artificial insemination, diagnosis and monitoring of pregnancy, parturition assistance, neonatal care), foot health management, blood sampling for individual metabolic screening and effective, followed by therapeutic recommendations and profile ethical, individual and collective within the holding.

The practical activity of food analysis is carried out by working in teams, which are assigned practical tasks that are carried out under the supervision of the teaching staff member. During the activity, each team fills in a sheet (including the principle of the applied method, the concrete results obtained and their interpretation), which they return to the teaching staff member.

Teaching in slaughterhouses is carried out on different categories of species (cattle, pigs, poultry) with interest in organ inspection and flow inspection, being organized in 4 groups / day, two days, each semi-group accompanied by 1 teaching staff member plus 1 support staff member for a period of 2 - 6 hours / day.

#### **Training visits to the headquarters of food establishments.**

During visits to slaughterhouses and processing units, students identify and describe the characteristics of raw and auxiliary materials used in the food industry and participate in drawing up flowcharts specific to food groups of animal origin, as knowledge and understanding of food technology is a prerequisite for addressing and understanding the basic concepts related to the inspection and control of food of animal origin ([Appendix V.2.](#)).

#### **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 diagnostics approach together with a diagnostic decision-making.**

Patients in preoperative stabilization, postoperative care or under care in case of acute and chronic diseases, and respectively, emergencies, are monitored by specialized medical staff within VTH with the participation and direct involvement of students in within the internships / clinical modules, and respectively during the on-call service in which they are integrated.

The intra-mural clinical teaching activities in the year 4 are carried out in groups made up of a maximum of 10-12 students / teaching staff member in order to offer each student the possibility to participate directly and actively in the approach of the case from its takeover to its completion.

The content of the Curriculum of the Faculty for year 5 involves a modular system integrated with the development of intra-mural clinical activities in a certain clinical subject for 3 and a half weeks in groups of 10-12 students / teaching staff member (internal medicine, surgery, obstetrics, infectious diseases), summing up 7 successive sessions, 2 days a week, of 6 hours / day, cumulating a total of 12 hours per week, during which the students actually participate in all the activities of the specialized clinic, from taking over, registering, evaluating and preparing the clinical observation sheet, establishing diagnosis, recommendation and performing the specialized treatment and following the case in dynamics.

Extra-mural activities are carried out in working groups of maximum 2-3 students / teaching staff member, based on a schedule made and announced at the beginning of the semester and in these activities, students actually participate in solving cases.

Students in years 3, 4 and 5 are gradually involved in a logical succession in approaching and managing clinical cases, both intramural and extramural.

Students in year 3 achieve skills in the clinical approach of large and small animals working directly on live animals, restraining techniques and basic physical and functional examinations, specimen sampling, biological environments and tissue structures, administration and application of drugs and pharmacological techniques, basic surgical techniques on tissue or teaching support (materials with a texture similar to animal tissues) and accumulates knowledge on the protocols of sedation, analgesia, and anaesthesia in accordance with the physiological particularities of each species.

Students in years 4, 5, 6 carry out their teaching activity in VTH and in teaching farms, being fully involved in the management of patients / cases together and under the supervision of teaching staff.

In this framework, students are initiated in collecting anamnestic data, preparation of clinical observation sheets, are directly involved in guiding and defining the clinical-therapeutic management of the case, in performing the clinical examination, which involves the general examination of the patient, and functional and physical examination for each organ, respectively system, by means of clinical investigation, collection of biological samples, composition of presumptive diagnosis, methods and techniques recommended for confirmation of diagnosis and differential diagnosis, recommendation and application of additional therapeutic measures.

In the subjects preceding the clinical ones (semiology, propaedeutics, anaesthesiology) as well as in the first 4 weeks of year 4, students are presented general guidelines and specific examples by presenting a hypothetical case study to stimulate and ensure the individual development of clinical thinking and the integration of the pathophysiological context in the clinical-evolutionary ensemble of the studied case.

The main purpose of the integrated gradual initiation in the field of pathology directly stimulates and justifies the imperiousness of the individual bibliographic study of the student with the development of the team work capacity (working group on case).

#### **5.4. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient recording system) support the teaching, research and service programmes of the Establishment.**

Within the intra mural practical training, each case is examined / treated individually by at least 1 student and 1 teaching staff member, who will fill in together with the students official individual observation sheets, which will appear in the consultation register of VTH, and the students will note these cases in their practical training logbooks. Each case is officially recorded electronically in the patient management software.

Electronic registration for intra-mural practical training on campus (*companion animals, equine – VTH patients*) – Digital software. The sheets are archived in the reception of the clinics (responsible: Head of VTH).

Electronic registration for intra-mural practice in UASVMB clinics (*farm animals*) Marasoft software (Head of DCS). The sheets are archived at the DCS.

Within the extramural practical activity, each individual case is examined / treated by at least 1 student and 1 teaching staff member. The medical staff will fill in together with the students official individual observation sheets, which will be archived in writing and electronically (electronic records DCS), and students will note these cases in their practical training logbooks.

For visits and group examinations / treatments, respectively, observation sheets will be filled in and archived in printed forms and electronically (electronic DCS records). The printed form and electronic recordings are subsequently accessible to all students and teaching staff members, being used directly for both teaching and research programmes (student studies, doctoral research, statistical studies, etc.).

### Comments for improvement on Standard 5

In previous and in this present academic year, the clinical training in our Faculty registered some limits and changes in accordance with the national and global evolution of infection with COVID-19. Due to these we have adjusted and permanently properly approached and offered clinical training in our Faculty.

In this frame, the activities in VTH registered an important increasing of case loading, due to reduced working hours of the private clinics from Bucharest.

Regarding the clinical intra-mural and extra-mural activities for large animals was registered a moderate decreasing of case loading, due to the legal restriction related to the national pandemic status, when the visits, and the access possibility was severe reduced for students and teaching staff in farms and CSVs.

In addition to these, the access in private sector (farms, slaughterhouses, food processing units etc.) and the limited possibilities of transportation for students were restricted, and later were limited.

In our country, outbreaks of avian flue and African swine fever were registered and biosecurity measures applied by commercial farms conducted to sever restriction of external visitors (including our students).

The involvement of students in practical activities in non professional farms (i.e., backyards small familial farms) was able to cover these demands for large animal practice despite of progressively reduction of livestock in Romania.

The specific activities were adjusted and adapted, using in the same time alternative methods for learning (hypothetical cases, on-line video presentations of surgical interventions, video presentations of pathologically states etc.).

### Suggestions for improvement on Standard 5

Continuing the efforts in raising the case loading in VTH and CSVs, where the students are active involved.

Improving the case registration IT system of patients for students, in order to process easier the data and to obtain statistically information and analyses.

Identifying new farms and commercial units for developing agreements and opportunities for students practical training.

## STANDARD 6: LEARNING RESOURCES

### Factual information

**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.**

#### The institution's overall strategy on learning resources

The strategy of the Faculty regarding learning resources is integrated in the Strategic Institutional Development Plan of UASVMB which regulates the organization and functioning of the institution, in accordance with the Romanian Constitution, national legislation in the field of education, University's Charter and its own regulations in order to fulfil our assumed mission. In this context, the Library of the Faculty operates under the *Regulation of Organization and Functioning - Revised and added edition, approved in December 2019*, by the University Senate ([Appendix VI.1.](#)).

The mission and main strategic objectives of the library are based on the purpose for the existence of any university library, namely its users (students, PhD students, teachers and other categories) and their complex needs for information, study and research. In this context, the library makes available

to its users the information resources on various media in Romanian, English, French, etc. (traditional resources on paper: books, periodicals, electronic resources on analogue and digital media / accessible online: e-books, databases and platforms of scientific journals contracted by subscription within the National Anelis Plus Program). The library provides learning resources by carrying out a process of selective and balanced development of collections, in accordance with the structure of the university curriculum included in the annual Faculty Curriculum. This process is based on specific procedures for current and retrospective acquisition of publications, included in the flow of library activities (direct/ indirect acquisition, annual subscriptions through auctions, donations, internal-international exchange, transfers). Another strategic objective of the library is to ensure free and equal access to information for all users, constantly promoting the content of its collections and addressing ergonomic thinking appropriate to user requirements. The library primary ongoing focus to provide users with efficient access to resources for learning and research is fulfilled by continually improving the technical infrastructure and optimizing technologies.

### **User training on accessing and using the learning resources**

The library has implemented modern information technologies in order to facilitate and expand access to internal and external learning resources. This context has generated the need to train users to gain the skills to search, select, filter and use the necessary information. The library staff actively participates in the ongoing process of teaching the practical elements of IT literacy for accessing and using learning resources, through the practical activity within the subject of Scientific Information, Methods and Documentation Techniques. We teach students of year 1 the basic elements in the field of Information Literacy. In this context, all students of the first year of study carry out with the help of our librarians in the library, activities that relate to the following aspects: General training on the resources, organization and operation of the library; Training on accessing the library's online catalogue through the integrated Liberty 5 system that provides users with advanced search possibilities in the library database, as well as quick connections to catalogues of peer libraries; Specific training of users on accessing Anelis Plus platforms that contain important electronic learning and research resources (periodicals, e-books, abstracts, etc.) in the veterinary and related fields. The library constantly develops and promotes useful tutorials on access to the entire framework of information and resources it manages, offering them for consultation to the user public as follows: at all notice boards of the library on campus, in all reading rooms and the circulation of documents, on the library's website: [www.bibliotecafmvp.ro](http://www.bibliotecafmvp.ro). Periodically, the library organizes on its own or in collaboration with the companies providing electronic scientific resources platforms, training sessions, workshops, all with the same goal: education / continuous training of users (students, PhD students, teachers, support staff, etc.) for optimizing the access to the information contained in its own collections, respectively in the external electronic resources - Anelis Plus Platforms - purchased by contracting annual subscriptions. The qualified staff of the library constantly provides assistance / training to users who visit the library to search for and capitalize on information resources.

For any extra questions we have phone, email available to users that still need help.

### **The selection process for learning resources to be acquired and managed by the library in order to make them available to users.**

The learning resources found in the library are the result of a selection process and balanced development of information document collections, in accordance with the structure of the annual curriculum of the Faculty. For the development of the collections, the library collaborates with the Dean, the Heads of Departments, the coordinators of the study programmes in English and French, respectively the Vice-rector for scientific research within the UASVMB. The process of acquisition of learning resources is carried out according to the following specific procedures:

- At the beginning of each calendar year, the library requests from the Faculty departments information on the annual editorial plan of the Faculty which includes: textbooks, course materials, practical works, etc.) to be developed by the Faculty at the publishing house of the tutelary university *Ex Terra Aurum*);

- Based on an agreement approved by the university board of directors and the preparation of a report (by the library coordinator) for each title in the editorial plan, the university publishing house directs to the library a number of 30 copies, for cataloging, management and making available to students;
- For the publications that teachers develop in external publishing houses, the library also requests information through the Faculty departments, in order to carry out specific procedures for purchasing these publications;
- Electronic learning resources are directed to the library by teachers or publishers, following the assignment of the electronic ISBN, to be hosted on the library server and made available to students (in mobile online access, based on user and password) on the library's website [www.bibliotecafmrb.ro](http://www.bibliotecafmrb.ro);
- In order to purchase periodicals on paper (Romanian and foreign) by contracting annual subscriptions, the selection of titles proposed for acquisition is made in the same manner as the recommendations of teachers in the Faculty departments;
- The library constantly asks teachers, subject holders, recommendations in order to carry out the acquisition process, some titles of Romanian and foreign scientific books, which it considers necessary / useful to complete the bibliographic framework of the subjects in the curriculum;
- Regarding the electronic learning and research resources within the platforms and databases contracted by the university through the national Anelis Plus program, their selection is made through the collaboration of the library with the Dean and the Heads of Departments;
- In the rare situations in which certain teaching staff, PhD students, students request from the library certain publications that are not found in its collections, in this context the library uses a prompt prospecting on the publishing market for a rapid acquisition process; another quick option for making these materials available is that of the interlibrary loan made with the counterpart library (from the country or abroad) in which we identify the requested materials;
- The library participates in various educational book and teaching conferences in order to be up to date with the current veterinary medical field, thus being constantly prepared with new titles for the acquisition proposals.

**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 to students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).**

### **General description of the Library of the Faculty**

The library of the Faculty, the oldest library of its kind in the country, is a public law type specialized library and it is part of the national university education system. Through its activity, the library participates in the process of instruction, training and education as well as in the scientific research activity of the Faculty, making available the content of the collections it manages. Overall, the library has an infodocumentary fund of approximately 245,000 copies (library units) structured as follows: courses and textbooks, Romanian and foreign scientific books, treatises, doctoral theses, bachelor's theses, dissertation papers, dictionaries, atlases, encyclopaedias, Romanian and foreign fiction, Romanian and foreign periodicals, etc.

### **Library organization: compartments - services - access**

From a technical-organizational point of view, the Library is structured in the following compartments: Document Communication Unit (loan section and reading rooms); Collections Development Unit; Domestic and International Exchange Unit; Records and Organization of Collections Unit; Cataloging - Classification Unit.

### Staff and qualifications (FTE)

The library has a staff of 9 people, coordinated by a Head of Library Service with specialized training, postgraduate, master's and doctoral in the field of Library Science and Information Science who collaborates with the dean of the Faculty and reports to the Vice-rector for scientific research of the university. The structure of the team related to the positions in the organizational chart is: 1 position - Head of Library service, 7 positions - Librarian with higher education, 1 position - Heritage administrator - IT, 1 position - Administrative staff ([Appendix VI.2.](#))

### Work schedule of the library

The library operates in a regime of 8 working hours provided by the Romanian legislative framework, according to the library schedule.

**Table 6.2.1.** Work schedule of the library

| Period                                    | Interval  |
|---|---|
| <i>During regular attendance periods:</i> |   |
| Monday to Friday                          | 8:30 a.m. – 4:30 p.m.   |
| <i>During exams:</i>                      |   |
| Monday to Friday                          | 8:30 a.m. – 6:30 p.m.<br>(extensions available upon requests) |
| <i>During holidays:</i>                   |   |
| Monday to Friday                          | 8:30 a.m. – 4:30 p.m.   |

The library exhibits great flexibility and availability in terms of working hours with the public. In spite of the limited human resources available we successfully extended the programme according to the needs of students in the periods before and during exam sessions when the study requests at the reading rooms went far beyond 4:30 pm.

### Annual budget

The library prepares an annual Acquisition Plan correlated with the global need of the library to ensure optimal operation, through the following perspectives: range of information materials / learning resources, items, furniture, IT equipment, office supplies, maintenance, labour protection, courses, travel, dues, etc. The own expenses budget is configured according to this Acquisition Plan which is centralized by the financial-accounting department of the UASVMB, by supporting the specific procurement procedures for the elements included in this plan.

### Facilities: location of the library on campus, global space, number of rooms, number of seats

The library is located in the historic Faculty building erected in 1886 (building 2) and occupies two sides on the ground floor of the building and one side on the first floor. The total area occupied by the library today is about 800 square meters. The library has 3 reading rooms with free access to publications for its users, totalling 80 study places. In the table below we present some details of the reading rooms.

**Table 6.2.2.** The library studying rooms

| Room name                     | Building / floor     | Seats | Area (mp) |
|-------------------------------|----------------------|-------|-----------|
| Thesis and encyclopedias room | Building 2 / floor I | 20    | 70        |
| Periodicals room              | Building 2 / floor I | 20    | 70        |
| Web resource room             | Building 2 / floor I | 40    | 100       |

*The thesis and encyclopaedias room* → operates in free access to the shelf and offers readers courses, textbooks, Romanian and foreign scientific books, treatises, dictionaries, encyclopedias, atlases but especially doctoral theses, Bachelor's theses and dissertations ([Appendix VI.3.](#)).

*The periodicals room* → operates in free access to the shelf and offers readers periodical, Romanian and foreign publications in the veterinary medical field and related fields ([Appendix VI.4.](#)).

*WEB resource room* → offers library users the opportunity to access the library's online catalog through the Liberty 5 system, to consult the publications in the library that are on magnetic media, to search and capitalize on information from the Internet and bibliographic databases and full-text contracted by the university ([Appendix VI.5.](#)).

The document communication department is located on the ground floor of the building and performs all loan transactions and refunds of publications, requested by library users. This section also transmits to the reading rooms, those publications requested for study in the library which are not found in the regime of free access to the shelf, in the mentioned rooms. Users' access to the library is based on the access card issued to the document communication department. The other premises that represent storage spaces within the library are: scientific publications warehouse and periodical warehouse (building 2, ground floor); license works deposit, old book fund deposit and archive - building 2, floor 1.

**Table 6.2.3. Library equipment available to users**

| Room name                     | PCs | AC plug ins |
|-------------------------------|-----|-------------|
| Thesis and encyclopedias room | 6   | 6           |
| Periodicals room              | 6   | 6           |
| Web resource room             | 20  | 6           |
| Scanner documents → 1         |     |             |
| Printer → 1                   |     |             |

**Table 6.2.4. Library equipment available to staff**

|                 |   |
|-----------------|---|
| PCs             | 9 |
| Laptops         | 3 |
| Printers        | 5 |
| Servers         | 3 |
| Scanners        | 5 |
| Barcode readers | 5 |

### **Software available for bibliographic search**

The library has the Integrated Softlink Liberty 5 Library System, a product of Softlink Romania, as the IT system for libraries, equipped with extensive options for searching for scientific information in the library database, accessible in electronic format through the online catalogue at the web address: [www.bibliotecafmvb.ro](http://www.bibliotecafmvb.ro) Through the Softlink Liberty 5 system, we are currently restructuring the library's web page, where the online catalog - OPAC - is integrated, which contains the bibliographic records of the scientific book fund from the years 1970-2021. By accessing the web address of the library, information about the library and the existing collection of publications in the catalogue, information about the services offered, breaking news become available. Access to information has improved considerably, reducing the time of searching / retrieving publications and making them available to requesting users, thus increasing efficiency in order to prepare bibliographies, in-depth study, and specialized works ([Appendix VI.6.](#)).

### **IT facilities**

E-learning platform Students and teachers of the Faculty of Veterinary Medicine benefit from an e-learning platform managed by the IT Department of the University of Agronomic Sciences and Veterinary Medicine in which the Faculty is integrated - address: <https://fmvb.usamvb.ro>. The development of this e-learning platform is done progressively, thus, the teaching process carried out within the platform benefits from a wide range of tools for online teaching, forum, information, information transmission, evaluation, etc. ([Appendix VI.7.](#)).

### **Accessibility of e-learning resources (on-campus and off-campus)**

The electronic resources for learning and research that are made available to users in the form of electronic books and periodicals are purchased by the library as follows:

- by direct purchase from suppliers / publishers;
- through the domestic and international exchange of publications;
- by contracting the annual subscriptions by the university through the national programme Anelis+;

Access to these electronic resources is as follows:

- the e-books in the veterinary medical field purchased from CAB International can be accessed intranet from all over the Faculty campus, by recognizing the institutional IPs but also in mobile off-campus access regime based on user and password;
- the electronic resources included in the Legis legislative base, can be accessed on the basis of user and password both inside and outside the Faculty campus;
- the resources that represent electronic periodicals received in the internal and international exchange of publications can be accessed both inside and outside the Faculty campus in open access regime;
- for the electronic resources (books and periodicals) included in the Anelis Plus platforms, users have mobile access by generating a user and password, for access both inside and outside the Faculty campus. There is a WI-FI connection in all compartments of the library.

In order to expand and optimize students' access to information materials necessary for the study, the library will make during 2021, a Digital Repository that will contain courses, textbooks on paper, developed by Faculty teachers between 2000 - 2020 ([Appendix VI.8.](#)).

The realization of this digital collection will be done by scanning, processing and converting these materials into electronic version - .pdf format. The institutional digital collection will contain 284 titles, totalling 80,000 pages. These electronic learning resources will be available online to the students of our Faculty in an organized / controlled manner, they having the possibility to access them only on the basis of user and password by logging in the library catalogue → [www.bibliotecafm vb.ro](http://www.bibliotecafm vb.ro)

### **6.3. The Establishment 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.**

The process of acquiring books and contracting subscriptions for Romanian and foreign periodicals both in paper and electronic format in the form of scientific databases is carried out in accordance with the information requirements of each subject in the curriculum; each study subject (core, elective or optional) is supported from an info-documentary point of view by the existing publications at the library.

#### **Number of books and periodicals on paper – veterinary medicine**

- A total of 100,759 copies of books
- A total of 833 copies of doctoral theses
- Total 3071 copies of undergraduate works
- Total 36,607 periodic copies

#### **Number of books and periodicals on paper - other areas**

- Total 57,033 copies of books
- A total of 878 copies of undergraduate papers
- A total of 34,063 periodic copies

**Table 6.3.1. Number of electronic books and periodicals**

| Platform/ database name  | Total ebooks and electronic journals   |
|--|--|
| 1. <b>CAB International</b><br><a href="http://www.vetmedresource.org">www.vetmedresource.org</a><br><a href="https://www.cabdirect.org">https://www.cabdirect.org</a> | Total 1034 ebooks<br>→ 496 titles – veterinary medicine field                  |
| 2. <b>Springerlink - Journals</b><br><a href="http://www.springerlink.com">www.springerlink.com</a>  |  |
| 3. <b>Clarivate Analytics</b><br><a href="http://apps.webofknowledge.com">http://apps.webofknowledge.com</a>   | Total 3137 electronic publications<br>→ 512 titles – veterinary medicine field |
| <b>SCOPUS</b> <a href="https://www.scopus.com">https://www.scopus.com</a>  |  |
| <b>EBSCO</b> <a href="http://search.ebscohost.com">http://search.ebscohost.com</a>   |  |
| 4. <b>Nature Research</b><br><a href="https://mathscinet.ams.org/mathscinet">https://mathscinet.ams.org/mathscinet</a>   |  |
| 5. <b>Science Direct - Journals</b><br><a href="http://www.sciencedirect.com">www.sciencedirect.com</a>  |  |

Detailed information on the relevant collections (2000 - 2020) of the learning and research resources that the Faculty library makes available to its users can be found in the appendices ([Appendix VI.9.](#), [Appendix VI.10.](#), [Appendix VI.11.](#), [Appendix VI.12.](#), [Appendix VI.13.](#), [Appendix VI.14.](#), [Appendix VI.15.](#), [Appendix VI.16.](#), [Appendix VI.17.](#), [Appendix VI.18.](#), [Appendix VI.19.](#)).

#### Comments on Standard 6

The Faculty library is adequate in the process of training our Faculty students for the veterinary profession due to our vast specialized content in the field found in our present collections. We have a constant focus on keeping the field up to date through the continuous acquisition of courses, textbooks, scientific books, paper journals and e-books, through the subscriptions contracted through the Anelis Plus National Program. As a result of our efforts, our users have access to paper and electronic resources for learning and research in the field of veterinary medicine and related fields. Continuing education programmes for librarians and users are another axis of permanent involvement of the library. Librarians participate in training programmes organized yearly by the National Association of Romanian Librarians, the National Library of Romania, etc., in foreign language courses (English, French) organized by the Faculty in collaboration with the British Council and the French Institute in Bucharest. For user training, the library organizes trainings and practical sessions in order to develop the necessary skills for accessing and efficient use of all learning and research resources it manages ([Appendix VI.20.](#)).

In the context of the COVID-19 pandemic, the library expanded users' access to information resources by developing at a faster rhythm the internal electronic learning resources, the digital scientific repository 2000-2020. It also, offered the required fractions via e-mails or WeTransfer the content of paper materials in electronic format scanning.

#### Suggestions for improvement on Standard 6

- Purchase of special equipment for disinfecting and cleaning books → in order to eliminate bacteria, viruses, molds, dust, using high-performance and safe suction and filtration technologies by exposing materials to UV radiation using Nebula, Depulver, Sanitizer equipment;
- Equipping with new IT equipment → for permanent optimization of activities in order to provide quality information services;
- Creating a new library website;
- Reorganization of some spaces of the library → organization of one of the existing reading rooms for the manifestation of the users in the manner of free discussions, of the interactive learning in group and also for the interrogation of the online catalogue of the library;

- Acquisition of a management system for RFID information resources → in order to simplify, streamline and secure the flow of library activities;
- Creating a secure internet connection (VPN type) for user's access to electronic resources.

## **STANDARD 7. STUDENT ADMISSION, PROGRESS AND WELFARE**

### **Factual information**

**7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.**

**Formal cooperation with other Establishments must also be clearly advertised.**

In compliance with the domestic and European legal provisions and on the basis of university autonomy, the UASVMB and the Faculty have always defined and conducted an open and efficient university admission policy, translating into practice the principles regulating equal opportunity, set forth by the Constitution – the right to education, transparency and personal data protection. By making this policy available by means of all accessible communication resources at least 6 months prior to implementation, the candidates become acquainted with the admission process, the admission calendar, the specific features of the programmes of studies, the content of the programmes, the objectives of the Faculty, the material resources, the fees, the educational projects carried out within UASVMB/ the Faculty and the cultural and recreational activities ([Appendix VII.1.](#)).

Every year UASVMB provides the educational offer for the potential future students. Booklets and leaflets covering information on the programmes of studies, including the Veterinary Medicine programmes of studies taught in Romanian, English and French, organised by the Faculty, are printed. The information contained herein is available at [www.usamv.ro/admitere](http://www.usamv.ro/admitere); [fmvb.ro/french/admission](http://fmvb.ro/french/admission); [fmvb.ro/english/admission](http://fmvb.ro/english/admission).

In order to promote our Faculty, we invite senior years high school students to visit our premises during the [Open Doors Days](#) events, held on an annual basis. Also, our educational offer is made available due to our students' and graduates' volunteer effort or through short videos describing the programmes of studies taught in Romanian, English and French. During physical programme presentation events, the participants would receive printed promotional materials. When visiting the Faculty, the future candidates were guided by teaching staff or students of the Faculty.

The University website hosts all the agreements the University signed with partner states (<https://www.usamv.ro/index.php/ro/relatii-internationale/acorduri-bilaterale>) as well as national and international affiliations or other partnerships.

All procedures / regulations covering the admission process, learning / examination processes, appeals, expulsions, scholarships, student regulation, completion of the Veterinary Medicine programmes of studies taught in Romanian, English and French comply with Law 1 / 2011 and HG 469 / 2015 - which implement the requirements set forth by EU Directive 2005/36/CE, as amended - with the provisions of the University Charter and the Regulation regarding professional activity of the students (RPAS) ([Appendix I.2.](#), [Appendix III.6.](#), [Appendix III.11.](#)). These documents are supplemented by the admission or graduation examination methodologies, yearly revised and approved by University Senate. Academic life aspects - teaching activity schedule, tuition fees etc. - are also subjected to annual review by FC, and are approved by University Senate. All the documentation approved is subsequently uploaded on the UASVMB/FVM websites ([Appendix VII.1.](#), [Appendix VII.2.](#), [Appendix VII.3.](#), <http://www.fmvb.ro/studenti>). The students grades are uploaded on a dedicated platform – University Management System (UMS) - also available for the students ([https://www.student.usamv.ro/ums/do/secure/inregistrare\\_user](https://www.student.usamv.ro/ums/do/secure/inregistrare_user)).

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

Capacity for year 1 is regulated by ARACIS decision. Yearly the Ministry of education sets the number of available places ([Appendix III.1.](#), [Appendix III.7.](#)). Every year, the admission to Cycle I studies (Bachelor's degree studies) is regulated by Minister Order for the approval of the Framework - Methodology on the organisation of the admission, and by HG (for the current year - HG 299/2020 - *the data pertaining to our Faculty are covered in pages 11 and 23*) on the approval of the List of fundamental fields and specialisations / study programmes and of the structure of higher education institutions for the current academic year, as amended ([Appendix VII.4.](#)).

The number of yearly enrolled students is in line with the capacity for year 1 approved by ARACIS according to the resources provided by the Faculty and to the number of teaching and support staff.

**Table 7.2.1.a. Number of new students admitted to the Veterinary Medicine programme taught in Romanian**

| Type of students                  | 2019-2020* | 2018-2019  | 2017-2018  | Mean          |
|-----------------------------------|------------|------------|------------|---------------|
| <i>Standard students (budget)</i> | 206        | 196        | 181        | <b>194.33</b> |
| <i>Full fee students</i>          | 42         | 25         | 111        | <b>59.33</b>  |
| <b>Total</b>                      | <b>248</b> | <b>221</b> | <b>292</b> | <b>253.66</b> |

\* The last academic year before the visit

**Table 7.2.1.b. Number of new students admitted to the Veterinary Medicine programme taught in English**

| Type of students                  | 2019-2020* | 2018-2019 | 2017-2018 | Media        |
|-----------------------------------|------------|-----------|-----------|--------------|
| <i>Standard students (budget)</i> | 10         | 15        | 15        | <b>13.33</b> |
| <i>Full fee students</i>          | 23         | 18        | 6         | <b>15.67</b> |
| <b>Total</b>                      | <b>33</b>  | <b>33</b> | <b>21</b> | <b>29</b>    |

\* The last academic year before the visit

**Table 7.2.1.c. Number of new students admitted to the Veterinary Medicine programme taught in French**

| Type of students                  | 2019-2020* | 2018-2019 | 2017-2018 | Media        |
|-----------------------------------|------------|-----------|-----------|--------------|
| <i>Standard students (budget)</i> | 10         | 15        | 15        | <b>13.33</b> |
| <i>Full fee students</i>          | 20         | 19        | 13        | <b>17.33</b> |
| <b>Total</b>                      | <b>30</b>  | <b>34</b> | <b>28</b> | <b>30.66</b> |

\* The last academic year before the visit

**Table 7.2.2. Number of Veterinary Medicine students enrolled**

| Year of programme  | 2019-2020 | 2018-2019 | 2017-2018 | Mean          |
|--------------------|-----------|-----------|-----------|---------------|
| <i>First year</i>  | 292       | 276       | 318       | <b>295.33</b> |
| <i>Second year</i> | 263       | 297       | 265       | <b>275</b>    |
| <i>Third year</i>  | 287       | 244       | 217       | <b>249.33</b> |

|                    |             |             |             |               |
|--------------------|-------------|-------------|-------------|---------------|
| <b>Fourth year</b> | 222         | 199         | 184         | <b>201,66</b> |
| <b>Fifth year</b>  | 190         | 171         | 194         | <b>185</b>    |
| <b>Sixth year</b>  | 196         | 187         | 174         | <b>185,66</b> |
| <b>Total</b>       | <b>1450</b> | <b>1374</b> | <b>1352</b> | <b>1392</b>   |

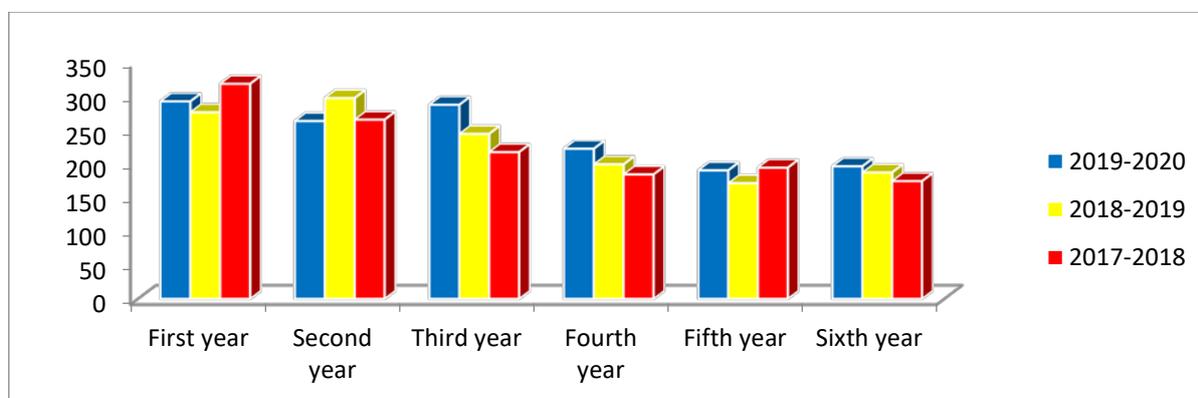


Fig. 7.2.1. Variation of the FVM students in the last 3 years

**Table 7.2.3. Number of annual graduates**

| <b>Type of students</b>  | <b>2019-2020</b> | <b>2018-2019</b> | <b>2017-2018</b> | <b>Mean</b>   |
|--------------------------|------------------|------------------|------------------|---------------|
| <b>Standard students</b> | 149              | 176              | 160              | <b>161.66</b> |
| <b>Full fee students</b> | 16               | 10               | 8                | <b>11.33</b>  |
| <b>Total</b>             | <b>165</b>       | <b>186</b>       | <b>168</b>       | <b>173</b>    |

**Table 7.2.4. Average length of studies**

| <b>Duration</b>                     | <b>% of the students who graduated on AY*</b> |
|-------------------------------------|---|
| + 0** (6 years)                     | 91  |
| + 1 year (7 years)                  | 7   |
| + 2 years (8 years)                 | 2   |
| + 3 years or more (9 years or more) | 0   |

\*\* The total duration of the studies matches the minimum number of years of the programme (e.g., 5 or 6 years)

**Table 7.2.5. Number of postgraduate students enrolled**

| <b>Programmes</b>   | <b>2019-2020</b> | <b>2018-2019</b> | <b>2017-2018</b> | <b>Mean</b> |
|---------------------|------------------|------------------|------------------|-------------|
| <b>Interns</b>      | -                | -                | -                | -           |
| <b>Residents</b>    | -                | -                | -                | -           |
| <b>PhD students</b> | 31               | 33               | 32               | 32          |
| <b>Others</b>       | -                | -                | -                | -           |

**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 Establishment 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 Establishment.**

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

In order to participate to the admission contest, the candidates must submit the Baccalaureate Diploma or equivalent, to prove the successful completion of secondary education. The citizens of the EU & EEA & SC must submit the certificate for recognition of studies issued by the Speciality Division within the Ministry of Education and the Certificate of Linguistic Competence in Romanian, issued by competent authorities in the Ministry of Education.

The candidates who meet the abovementioned admission requirements will participate to the admission contest and will be ranked according to the admission final average grade.

For the Veterinary Medicine programme taught in Romanian, the admission final average grade is calculated as arithmetic mean, as follows: 50% of the written test grade (multiple-choice test from two subjects: Biology and Organic chemistry, and 50% of the Baccalaureate final grade. In case of score equality, the differentiation criterion is the grade at the written test. If no separation is possible, the second criterion is the highest grade at the Baccalaureate exam, Romanian test.

For the Veterinary Medicine programme taught in English / French, the admission score yields in: 90% - the Baccalaureate score and 10% - community and / or animal welfare volunteer work. The differentiation criterion is the highest grade at the Baccalaureate exam or equivalent, Biology / Chemistry test ([Appendix VII.1.](#)).

The candidates who received an award at the international contests of Biology / Chemistry, recognised by the Ministry of Education, are admitted without exam, in compliance with admission methodology.

Admission of Romanians living abroad is based on the file submitted at the UASVMB headquarters - International Relations Office. According to the number of places assigned by the Ministry of Education, the candidates will be admitted on a file competition basis, taking into account the Baccalaureate score.

Admission of the socially and economically challenged candidates (coming from foster care centres, orphans, Romani people and disabled individuals) are based on the documentation certifying the abovementioned.

The Romani and graduates of high schools from the rural area candidates may apply for the dedicated places. The final score is obtained according to the same admission procedure applicable to standard students.

The methodology for the admission to Veterinary Medicine programmes taught in English and French refers to the candidates' selection criteria and the detailed calendar of the admission contest. The Veterinary Medicine programmes taught in foreign languages are also open for Romanian citizens as well as for EU / EEA / SC citizens as well as for non-EU citizens, under the effective laws. In 2019, we assigned 33 places for each foreign language programme, as follows:

- 10 budgeted places;
- 20 tuition-fee places;
- 3 tuition-fee places (non-EU citizens).

After completion of the admission contest, the files of the admitted candidates are submitted to the Ministry of Education for the issuance of the Letter of Recognition of secondary school studies for the EU/EEA/SC citizens, or the Letter of Acceptance for Studies in Romania, in case of non-EU citizens.

Every year the students undergo re-ranking according to their professional achievements. These matters are provided in the Learning Agreement ([Appendix VII.1.](#)).

In case of disabled candidates, the Faculty will consider any solution in accordance with the specific case providing indiscriminatory possibilities for participation in admission contest under similar conditions for all candidates. We provide the disabled candidates all the necessary resources to help them access and conduct the required activities. Moreover, we provide cost-free accommodation in the UASVMB/FVM student dormitory, during the admission process.

Regarding the admission board, the FC propose the admission commission specifying the role assigned to each member of the commission. The composition of the commission is validated by the AB and approved by University Senate ([Appendix VII.1.](#)). On an annual basis, the presidents and secretaries of the admission commission and the representatives of Faculty secretariat undergo training in terms of using the admission platform. At the Faculty level, training covers operating data staff and also the staff in charge with supervision in the examination rooms.

Every year, each programme taught in a foreign language has a corresponding commission. The candidates submit the admission application and the required documentation, either virtually or physically, to the admission commission for the Veterinary Medicine programmes taught in English and French.

Appealing the results of the contest-based admission is stipulated by Article 10 of [Appendix VII.1 \(Annex 3 of the Admission Methodology, pp. 17\)](#).

#### **Art. 10. Appeals**

*(1) Appeals against the content of the competitive examination questions are filed with the Faculty admission commission and submitted to the UASVMB Registrar within 2 hours from the end of the written exam. Failure to proceed in due time entails the impossibility of filing the appeal.*

*(2) Appeals against the content of the exam contest questions shall be analysed by a specialty commission designated for this purpose. In the event the commission finds that some questions are not properly written, such questions are cancelled (the decision to cancel the questions shall be recorded in a report signed by all the commission members). Cancelling the questions results in cancelling the points corresponding to the specific questions for all the candidates. Following the analysis of the appeals, the points communicated in the exam room may be modified.*

*(3) Appeals against the score at the written test are filed with UASVMB Registrar within 24 hours since the results are made available (starting from the date and the hour they are posted). The candidates are allowed to appeal only their own scores.*

*(4) The examination forms making the object of the appeal against the score at the written exam shall undergo a new review by rescanning and conventional correction in the presence of the candidate. Final results are posted within 24 hours.*

All the admission-related information is available on [UASVMB website](#), and on Faculty website: [www.fmvb.ro/admitere](#), [www.fmvb.ro/english/admission](#) and [www.fmvb.ro/french/admission](#). Such information is updated on an annual basis and for each admission session.

Also, the information is posted on the notice board of the Faculty during the entire period of the admission process and is communicated to the candidates by means of 'Candidate's Guide' booklet, released on an annual basis at the Faculty level.

The admission procedure is unique, with no difference between the budgeted students and the full-fee-paying students. The full-fee-paying students are the candidates who already completed a budget-based programme as well as the rest of the candidates according to the admission score.

The enrolment capacity is approved by ARACIS ([Appendix III.1.](#)) following periodical assessment (every 5 years).

In terms of the educational resources, our Faculty is considering to permanently expand concerning the educational spaces (VTH, UCEM, Laboratory for processing meat and meat products), periodical

purchase of equipment, furniture, supplies necessary for the proper development of the teaching activity.

The staff policy of the Faculty targets mainly the organization of contest for the vacancy places of teaching assistants and lecturers, in order to provide the necessary staff for carrying out the teaching activities (in the past 5 years we have organized contests for covering 26 teaching assistant places and 16 lecturer places). In some specific cases, we also collaborate with associated teaching staff.

There is a balance between the number of animals and the number of students. There is a great number of animals being examined within the VTH. For large animals we have collaboration agreements with farms / entities in the field, on which students can perform clinical work ([Appendix IV.4.](#)).

The number of enrolled students and their distribution in accordance with the available spaces and resources are correlated with the number of cases and meet the biosecurity requirements.

In terms of student's welfare, the Faculty aims to ensure for our students all the necessary resources to satisfy their basic needs. Therefore, we provide proper accommodation both in Cotroceni and Herastrau campuses; there are also provided two cantinas, one in each campus. In Herastrau campus there is a medical facility and competent medical staff to offer the students advice and proper treatment. The safety of students and staff is ensured by the security system implemented within the Faculty and university (security company, surveillance equipment etc).

The Faculty provides the students access to learning resources by means of the [educational platform](#) and the [Faculty library website](#). In the abovementioned campuses we maintain and developed a wireless network enabling communication and information exchange. The appealing nature of the academic environment resides in the learning facilities and resources and in the quality of the teaching and support staff. The staff is hired only based on contests and according to their high professional competence.

Also, the students enjoy a properly equipped gym and generous outdoor recreation spaces in both campuses. There is a Career Counselling and Orientation Centre (CCOC) which provides the students psychological counselling, if requested, and organises activities which helps improve life satisfaction and contribute to student's welfare (<http://consiliere.usamv.ro/despre-noi/misiune>).

The number of students prospected for the next 3 years takes into account the capacity approved by ARACIS, the future graduates' employment rate and the dynamics of farm and companion animals.

**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.**

The candidate comes in person to register and to attends the written examination. The required admission documentation contains also the medical certificate attesting that the potential student is fit to enrol for the Veterinary Medicine programme. We mention that there were no situations of registration applicants with disabilities or illnesses, but the Faculty has the resources to manage this potential situation, so they can achieve, in the spirit of equal opportunities principle, the Day One Competences.

**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 Establishment 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 Establishment 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.**

The teaching activity schedule covers the periods of teaching and learning activities, the exam session, practical training and holidays and is made available at the beginning of the academic year on Faculty website – [www.fmvb.ro](http://www.fmvb.ro). There are 2 exam sessions, 1 retake session and 1 exam session open for the students who failed the retake ([Appendix VII.2.](#)). Access to exam sessions is based on

attendance to lectures, labs and seminars and on assessment of practical competences. Passing the exams is proof of the acquisition of theoretical and practical knowledge.

Failing some exams, within the limit of the number of credits allocated for the academic year, will enable the students to pass only in the next academic year; these failed exams can be retaken according to a pre-established schedule. In case the student fails again, according to the RPAS he/she must repeat the year. Should such a situation occur in the final year of study, the students will be able to pursue again only those subjects they did not successfully complete during an additional study year, all the abovementioned aspects are covered by the RPAS ([Appendix III.11.](#)).

The students who were not able to take the exams for objective reasons (for instance, medical issues) may request, based on supporting documents, a special exam session. Such a request is approved by FC.

In case of midterms, if they are eliminatory tests, we organise recovery periods so that students are given the opportunity to better prepare themselves and take the final exam. Tutoring and consultations support low-achieving students. In case of failure to pass the graduation exam, within 5 years from completion of studies, the graduates can register for this exam either in the usual session (July) or in the September/February sessions. All information on the review and the evaluation outcomes are posted on the Faculty website and on the UMS platform and through direct communication with the Secretariat and designated Vice-Deans.

The decrease in the number of students is most evident in the first two academic years, when some students realize they have other desires for professional development and choose other study programmes. During this period, the performance of students is lower compared to the next academic years. There are multiple underlying explanations and they relate primarily to the transition from preuniversity to higher education, the amount and difficulty of knowledge, the way in which examination and student-staff relationship are carried out, the educational environment, and the student undergoing a period of coping with the new conditions. On the other hand, during the first two years of study the level of knowledge is gradually harmonized. Overall, this situation is reflected in the success rate, where we can clearly notice an increase in the students' performance in years 5 and 6.

The admission methodology (procedures, criteria etc) is reviewed annually by the university and suggestions for modification / improvement can be made by the Faculty. The FC issues proposals, the University Senate approves them, the designated Vice-Rector and the General Secretariat update the methodology and the Central and Faculty commissions implement the changes. All the changes that have occurred are visible in the documents posted on the university/Faculty websites.

For example, in order to select high-achieving candidates, we have been organising written examinations – weighting 50% of the final score of the competitive examination – since 2014. Since 2016, the automatic scanning of the forms filled out by the candidates on completion of the written test (under security and anonymity conditions) has been introduced in the examination room, with the confidential specification of a preliminary result – this considerably decreasing the emotional pressure of the candidates.

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

The provisions on exclusion are contained in the RPAS, Chapter IV, point C. The exclusion of students may occur by personal application, if they drop out of the Faculty, withdraw for personal reasons or request the transfer to another Faculty of veterinary medicine. Other situations of exclusion are disciplinary offenses, failure to pay the tuition fee, unjustified absence, lack of request for repeat of the year under conditions of non-promotion. The facts are being analysed by the University in order to issue the exclusion decision.

Students are entitled to challenge their personal test results and the development of the exam within 24 hours from the exam or on receipt of the grade. The examination of the complaint is carried out within three days by the FC, in the presence of the teaching staff, and the decision following the analysis will be given to the student within one day. The general framework is set out in the RPAS, Chapter III, Art. 34 – 36. The oral exams cannot be appealed. For the graduation examinations, the appeal manner is specified in Art. 15 ([Appendix VII.3.](#)).

As already mentioned, there is a separate procedure to appeal the content of the subjects and the final result in the admission methodology, Annex 3, Art. 10 ([Appendix VII.1.](#)). The Appeal Commission for the admission and graduation examinations are appointed by Rector decision.

**7.7 Provisions must be made by the Establishment 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).**

After the admission, under the guidance of the admission commission and with the assistance of volunteer students, the admitted candidates fill in the Learning Agreement and at the beginning of the academic year, based on the Rector's decision, they become students. From the beginning of year 1, they are assigned to a tutor (Dean of the year), a teaching staff member appointed by the Dean. For foreign language study programmes there is a programme responsible who ensures permanent communication with students and actively involves in solving their problems. A special contribution to year 1 students' organization is provided by the representatives of the students' association ([ASMV](#)). All year 1 students receive the student guide ([Appendix VII.5.](#)).

At the beginning of the academic year, they are also assigned a secretary involved in the organisation on groups, the management of grade books, cards and certificates of studies, school records, scholarships and other specific services. The Secretariat is the structure ensuring the maintenance of records, the ranking of students, the issuing of documents upon request, the archiving of documents. Regarding the teaching process, each teaching staff member provides tutoring as scheduled. In addition, tutoring is appointed on weekends as well, if needed.

CCOC (<http://consiliere.usamv.ro/>) provides career-related advice and guidance. Its general objective is to promote lifelong learning through various educational activities that meet the needs of a knowledge-based society. Yearly, CCOC presents its activities and projects to veterinary students. Our students have also been involved in many of its activities.

CCOC covers professional and psychological counselling activities, leisure activities and the acquisition of new skills and competences. We make available for the students a properly equipped medical facility, sports facilities and two student associations (Facebook [@asmvbucuresti](#), [ivsabucharest](#)), one of them with international affiliation.

Students have the opportunity to express their dissatisfaction at meetings with Faculty representatives: Vice-Deans for education and for students' affairs, study programmes responsables, and depending on the situation, other guests with specific answers to the problems are participating. Another way of sending concerns/complaints/questions is by e-mail. All requirements are analysed and resolved as quickly as possible.

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

The Dean of the year can be the interface between students' needs and wishes and academic management, without exposing students. Student issues are assessed by the FC Commission on Student Affairs, which submits proposals for opinion/approval to the FC.

Students are represented in the decision-making structure – FC and in the University Senate (see Introduction), in this way they participate in the analysis and decisions of these structures and can express their needs, comments and participate in their resolution.

We believe that the system that provides protection and anonymity to students and allows them to express their suggestions and dissatisfaction freely is the one provided by EVCAL platform. In this virtual space, students can register views on the teaching process as well as on support services (dormitory, canteen, library, secretariat etc.). The Dean, the Rector, and the Head of FEQAC have access to the contents of these records.

### **Comments on Standard 7**

In general, we believe that the system of admission and progress for students is a good one, which allows for a performance-based selection of candidates. Within the Faculty there are separate structures for different activities and student problems. The distance between the two campuses is a potential disadvantage in the schedule of student activities, as well as the provision of medical advice in case of emergency.

Teaching staff and students will continue to visit high schools and participate in educational fairs to inform future candidates for veterinary studies. These information campaigns can better prepare the candidates and help reduce the rate of abandonment thereafter. In the context of COVID-19 pandemic, the 2020 admission contest was carried out under specific conditions (online platform for candidates' registration and examination in compliance with GDPR - the candidates were able to find their results according to the registration number automatically generated by the platform, which can be accessed based on a password). The written exam was conducted online on dedicated e- platform, respecting the same criteria as in previous admissions (same number and share of questions). By randomization, each candidate received the same set of questions, but their sequence as well as the sequence of the answers for each question are different ([website www.fmvb.ro / admitere](http://www.fmvb.ro/admitere)). Access to the platform for taking the written test was also made in a safe manner, based on the personal transmission of credentials. In the same context, communication with students was made online, by e-mail, by WhatsApp groups, in Zoom meetings (communication during practical training, communication with year representatives etc.). In this way, questions were quickly and formally answered and some professional issues were resolved.

### **Suggestions for improvement on Standard 7**

The establishing of a medical facility and psychological staff at the Faculty, useful to both students and staff. The aim is to develop the well-being of the students and teaching staff by: understanding the concept of well-being, assessing well-being and finally finding ways to improve well-being.

As regards the admission procedures, we will continue to support the admission examination, trying to assess the predisposition of candidates for veterinary medicine on the basis of volunteering prior to admission, and perhaps to add expert questions along with general knowledge questions. We aim to extend the selection of students only through a written examination, which would increase the level of training for future students. In the same direction, we intend to organize modules of theoretical training for future candidates.

Another proposal is to create facilities for students with children.

Sometimes teaching and administrative activities take too many steps and bureaucracy needs to be simplified, especially in administrative work.

The Faculty can start a study on why students drop out of the veterinary lectures so that future action is based on a better understanding of the problem.

## STANDARD 8. ASSESSMENT OF STUDENTS

### Factual information

**8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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.**

UASVMB structure that is outlining guidelines for student assessment strategy is the Vice-Rector for Education. This structure ensures the link between the Ministry of Education and University, disseminates the procedures, methodologies and regulations made by different departments (QAD) and the University Senate commissions (Education, Research and Quality Assessment), which also includes, the Dean of the Faculty and the student representative. The decisions taken at the University level are implemented within the Faculty.

Student evaluation is an important component of the educational process and ultimately certifies the adequate preparation of students or graduates. Student evaluation is regulated at University level through documents, regularly reviewed, endorsed by the AB and approved by the University Senate. In the Faculty, the evaluation of students is analysed in the FC and based on the teachers or students' requests, the evaluation manner being this way improved. The most important documents are:

1. Regulation of Student Professional Activity in UASVMB ([Appendix III.11.](#));
2. Examination Methodology for Assessing Student Professional Activity in UASVMB;
3. Regulation for Development of Curriculum of Study Programmes of UASVMB ([Appendix III.8.](#)).

The evaluation process takes place in the time period covered by documents issued annually by the Faculty (Academic Schedule), based on a general framework issued by the university (Frame Structure of the Academic Year). Thus, the summative assessment is done in two examination sessions (the winter session - after the first semester and the summer session - after second semester), overdue/failed exams session and re-examination session. The continuous evaluation will be accomplished through various types of examination during the semester, adapted to the subject specific and provided in the subject teaching period (laboratory tests, ongoing evaluation).

The university documents can be accessed at the address <http://www.usamv.ro/index.php/ro/despre-usamv/documentele-universitatii>, but they are also displayed at the secretary's noticeboard; the educational chart is displayed at the noticeboard that corresponds to each year of study and on the Faculty website. Moreover, subject study sheet with information concerning the examination methods is displayed on the subjects' noticeboards.

Within Faculty's Curriculum, drawn up under the Regulation for Development of Curriculum of Study Programmes of UASVMB it is specified the evaluation manner for each subject and the number of ECTS.

Students participate directly in establishing the exam dates, in agreement with the head of the discipline. They also have individual access to the evaluation results via UMS - University Management System. The progression from one year to another is based on credits earned as follows:

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

Students can earn the missing credits during the next academic year, with the possibility of attending to the exams, out of the aforementioned examination sessions, in four days of examination, scheduled for each subject from curriculum (two in the first semester and two in the second semester).

Regardless the form of evaluation, the assessment of knowledge in practical works/seminary will represent 25-60% of the final grade. Examinations can be written (preferred) or oral. All of this information is presented in the subject study sheet that is displayed at the beginning of the academic year/semester, at the subject noticeboards and presented to students at the beginning of each semester.

Every teaching staff member, depending on experience and the obtained results, can require the changing of the examination type, based on a proper argumentation. The request is presented and analysed in the FC (decision-making body), which can approve it.

Regarding the Graduation Examination, after passing all the exams corresponding to compulsory and optional subjects from Curriculum, the graduates take this complex examination that consists of two distinct tasks: one written exam and one practical exam, which refers to Task 1 and oral presentation of Bachelor Thesis, being the Task 2 (the thesis has personal research component). All the details on how to prepare and pass the Graduation Examination are covered annually by the RPAS (Art. 46, 55 and 56) ([Appendix III.11.](#)), the Examination Methodology for Assessing Student Professional Activity in UASVMB (Part II Art. 11-18) and in the procedure of organizing and conducting graduation examination ([Appendix VII.3.](#), [Recommendations for Bachelor thesis – online version](#)).

To properly evaluate the acquisition of skills and abilities, each subject applies different types of assessment, adapted to the subject specific. These types of evaluation are periodically reviewed and may change if it is requested. Each subject has stipulated the method of assessing within the subject study sheet. The evaluation methods are:

- theoretical knowledge is assessed through colloquium, oral exams and written exams, which take place in well-established periods of time (examination sessions);
- preclinical skills are assessed by the direct performance of the student of various tests in the laboratory (e.g. dissection, biochemical measurements, gross and microscopical examination);
- clinical skills are assessed by clinical examinations (the student has a portfolio for every clinical subject that consists of a number of animals fully monitored in the university clinic) and examinations carried out under field conditions (farms);
- the development of personal skills is developed and evaluated in some subjects, such as:
  - o emergency medicine creates the environment for student' adaptation in order to work in stressful conditions,
  - o supporting teamwork activities - reports, consultation spreadsheets, necropsy worksheet,
  - o communication skills – oral presentations in front of the colleagues, within scientific student symposium, colloquies and oral exams,
  - o development of professional skills and career orientation, ethics and academic integrity, volunteering - are subjects in which students are trained towards the development of transversal skills.

**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 Establishment 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.**

The method of taking the exams, the way of verifying knowledge and the weight of each verification type is mentioned in the disciplines' descriptions at no. 10 – Evaluation. In the same document, at no. 8 the mandatory bibliography is mentioned. The disciplines' descriptions are posted on the noticeboard of each subject at the beginning of each semester, so that students are timely informed. Optionally, each member of the teaching staff can present the evaluation method during the course or practical works ([Appendix III.3.](#)).

According to each discipline's characteristics and the regulations mentions in the disciplines' descriptions, the final grades are whole numbers ranging from 1 to 10. The final grade is comprised of 40-60% laboratory activity and 60-40% theoretical knowledge evaluation in the case of preclinical subjects and some clinical disciplines. In the clinical subjects and some preclinical subjects, the practical exam can be eliminatory, passing it (obtaining the grade 5) allowing entrance in the theoretical exam.

Failing of certain discipline' exam from the former year does not obstruct the exam taking from the next university year. The passing barrier exists in the second university year (students with failed exams from the 1<sup>st</sup> year cannot pass into the 3<sup>rd</sup> year, and so forth). Additionally, through the ECTS System (Bologna Convention) and in accordance with Romanian legislation (Law 1/2011), passing from one year to the next is conditioned by accumulating a certain number of ECTS (according to RPAS (Art. 47)).

A great number of subjects have written exam, students having this way the right to see their evaluated paper and request explanations regarding the obtained grades. The teaching staff must offer mentorship, as well. The students have individual access to the UMS, in which the teaching staff transcript the grades obtained after examination/ colloquies and semestrial ongoing assessments (before the aforementioned winter and summer session). The students must report any inconsistency between the obtained grade and the one recorded on the platform.

There are cases in which the evaluation feedback is provided in the end of examination, in order to discuss the exam subjects and their corresponding solving methods.

The results of the written exams may be contested by the students based on the provisions mentioned in the RPAS (Art. 34-36). Thus, the appeals are written by the students, they are analysed by the FC, and the response is forwarded in written format to the student. According to art. 31 of the same regulation, the dean can cancel the results of the final evaluations in any proven situation of deviation from the University regulations.

**8.3 The Establishment 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.**

Periodically, meaning once a year, the Academic Management Report of the Faculty is drawn up, a report included in the overall University Report, as well. One chapter of this report concerns the level of passing the exams, which is an indicator of the education process. The issue of the report is generated by the teachers from the management structures and the head teachers from each Departments. Every year, a Quality Report is prepared by the FEQAC, which contains elements related to teaching and examination, from the students' point of view. Based on this information, at the request of the teachers or at the proposal of the FC, the evaluation manner and their eliminatory character can be modified. The last major rectification was made in the 2016-2017 academic year. The commission that dealt with this change was made up of the Dean, Vice-Deans and Faculty's Heads of Departments. After approval by the FC, the Heads of Departments communicated to entire teaching staff.

Each teaching staff member due to continually improve own educational process, to improve their teaching-learning methods and implicitly the evaluation method. If the teaching staff member notices that the learning outcomes are below expectations, compared to the established evaluation modalities, a change in the evaluation manner can be propose. The proposal is analysed in the FC and receives a resolution.

Proposals for changes in the teaching and evaluation methods can be made by the teaching staff, being based on the students' evaluation results.

In order to have a close connection between the learning outcome and the evaluation methods which attest the acquirement of the Day One Competences, after an analysis carried out by FEQAC, the abilities that were acquired by the student after passing the examination have been introduced in the subject study sheet.

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

**The Establishment 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.**

Through the system of transferable credits, implemented at national level, the appropriate training of the students is certified and implicitly, by promoting a subject, the accumulation of abilities and skills for each student is ensured.

In the last 4 years, a system of monitoring the effective activity of the students has been implemented by introducing individual portfolios. The situations are recorded in the personal logbook or in the form of practical evidence (observation sheets, necropsy documents, registrations on the Digitail software). This activity is regulated by the practical procedure.

Our Faculty students actively participate in the learning process through different methods. Thus, within the clinical subjects, they are encouraged to participate in all stages of the clinical examination, as the second hand in the surgical interventions. Another method is the participation of the students from the first academic years to the activities of those of the last academic years - thus achieving an increase of the motivation level and an awareness of the need to go through all the learning stages and a much easier information transfer.

Another manner to encourage learning is by granting awards and scholarships based on performance. And last but not least, through the evaluations of the teachers and of the subjects by the students, they have the opportunity to dynamically participate in the activity of modelling the learning process.

**8.5 Methods of summative and formative assessment must be valid and reliable and to encompass a variety of approaches. The direct evaluation of clinical skills and of those of day one competence (some of these can be performed through patient simulations) must be a significant component of general evaluation process. Also, it must include the quality control of student portfolios, to ensure that all clinical procedures, practical training and practical training planned into the study programme have been fully completed by each individual student.**

Considering the Internal Procedure regarding the progress of clinical activities and forensic/necropsy diagnostic activities, as well as those corresponding to years 3, 4, 5, and 6 students' internships, the Day One Competences are provided by the Faculty.

In addition to this methodology, the teaching staff act permanently in the direction of increasing the level of awareness of student training needs, in order to ensure the competencies, by specific insertion of these requests into subjects' study sheets (action initiated and finalized by FEQAC).

In this way, the teaching staff must be conscious and responsible for adjusting student training, in order to teach them and evaluate their specific competencies for each discipline. Nevertheless, the specific professional competencies are ensured by specific subjects (preclinical, clinical, animal productions, food safety and quality, veterinary public health), all the subjects in the curriculum being actively involved in building of specific and transversal skills and competencies.

As a final form of evaluation, within Graduation Examination, the Day One Competences are tested by writing and practical exam (choosing by „pull-it-out” method from either clinical subjects, subjects related to food inspection and necropsy diagnosis) and by oral presentation of Bachelor Thesis (with a scientific research component).

### **Comments on Standard 8**

Within the Faculty there is a mechanism that allows the assessment and adjusting of students' evaluation system as a system by which students can influence the teaching-learning process. The EVCAL platform can extract useful information to improve the educational process.

Students' evaluation consists of a wide range of methods, specific and adapted to each subject (writing exams, colloquiums, ongoing assessment during semester, oral exams, practical exams), which give students the opportunity to acquire their Day One Competences.

Students are directly involved in making decisions regarding the veterinary education. They are part of the committees (FEQAC) and management structures (The FC and the University Senate) and they freely express their point of view.

It is considered that the current system of evaluation requires improvements that take into account all the factors involved in the educational process: students, teachers and even employers. Thus, it is also recommended to also consider students' performances by applying the current evaluation system, as well as the level of teachers' training regarding the IT technology of teaching/evaluation and finally, the training needs of the new graduates according to the employers' requirements. It is well-known that without a strong infusion of funds intended strictly for this field, it is unlikely to achieve a consistent qualitative leap. The process in which Faculty is engaged is in progress, it is an active and a flexible one, the outcome being beneficial for all those involved.

### **Suggestions for improvement on Standard 8**

It is planned to design and implement an individual student logbook, which will be based on achievement of the Day One Competences. Each stage of evaluation and attestation of the competence acquisition will be checked by each coordinating activity teacher. In support of this new-created record, all the support documents issued currently will be maintained.

It is desired to continue the process of awareness of teaching staff member and students in the direction of quality culture. For this, we propose an intensive training programme for teaching staff in the field of current teaching methods used in medical education (including veterinary education).

It is also considered the development of an e-learning department and a specific Faculty structure, in order to manage the IT design of the teaching / learning process.

## **STANDARD 9. ACADEMIC AND SUPPORT STAFF**

### **Factual information**

**9.1 The Establishment 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.**

The recruitment of the academic and support staff of the Faculty, possessing the abilities required to perform the tasks covered by the job description, is carried out according to the [\*Methodology on the organisation and development of the process of filling in the teaching and research openings – POB-02\*](#) (approved in the Senate meeting of 11 December 2018) and the [\*Procedure on the organisation and development of the competitions for filling in the non-teaching openings or temporary openings – POB-03\*](#), under the supervision of the Legal Office of the UASVMB, in compliance with the domestic regulations, namely [\*Minister Order no. 6129/2016 on the approval of the minimal required standards for granting the academic titles, the research and development professional ranks, the PhD supervisor title and the habilitation certificate pp.52\*](#) and [\*the Labour Code\*](#).

The teaching staff, the associated staff and the PhD students undertaking teaching and assessment activities completed the Teaching Staff Training Department (TSTD, DPPD in Ro) module within the UASVMB, postgraduate lectures, levels I and II. The prerequisite for recruitment is the completion of the psycho-pedagogical training programme level II (Art. 32 from [\*POB-02\*](#)). TSTD initiates ongoing instruction courses for the teaching and supervision staff ([\*ROF DPPD\*](#) art. 6 and 7). The programmes organised by TSTD comply with the Romanian legislation, the educational policy

and strategies promoted by the Minister of Education, the domestic and international standards on the competences of the teaching and management and supervision staff and aim at helping the teaching and management staff in higher education build psycho-pedagogical competences and develop their career.

Teaching and support staff undergo monthly themed-based learning on occupational safety and health and emergency management, conducted by competent staff of the Office for Occupational Safety and Emergency, supervised by the operational management of the faculty, while observing the biosecurity procedures ([Appendix IV.17.](#)).

**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 Establishment’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.**

**Table 9.2.1. Academic staff\*\* of the veterinary programme**

| Type of contract                           | 2019-2020* | 2018-2019 | 2017-2018 | Mean   |
|--|------------|-----------|-----------|--------|
| <i>Permanent (FTE)</i>                     | 89.27      | 85.87     | 79.96     | 85.03  |
| <i>Temporary:</i>                          | 85.11      | 77.74     | 66.47     | 76.44  |
| <i>PhD students (FTE)</i>                  | 15.45      | 10.42     | 11.18     | 12.35  |
| <i>Practitioners (FTE)</i>                 | 3.41       | 2.50      | 2.52      | 2.81   |
| <i>Veterinary academic staff. (FTE)</i>    | 55.53      | 52.89     | 41.65     | 50.02  |
| <i>Non-veterinary academic staff (FTE)</i> | 8.97       | 8.90      | 6.27      | 8.05   |
| <i>Other specialists (FTE)</i>             | 1.75       | 3.03      | 4.84      | 3.21   |
| <i>Total (FTE)</i>                         | 174.38     | 163.61    | 146.43    | 161.47 |

\* The last full academic year prior the Visitation

\*\* All staff included in this table must have received a training to teach and to assess undergraduate students. Practitioners involved with EPT are not included in this table.

**Table 9.2.2. Percentage (%) of veterinarians in academic staff**

| Type of contract       | 2019-2020* | 2018-2019 | 2017-2018 | Mean  |
|------------------------|------------|-----------|-----------|-------|
| <i>Permanent (FTE)</i> | 91.03      | 89.88     | 88.52     | 89.81 |
| <i>Temporary</i>       | 88.87      | 85.64     | 86.56     | 87.02 |

**Table 9.2.3. Support staff of the veterinary programme**

| Type of contract       | 2019-2020* | 2018-2019 | 2017-2018 | Mean  |
|------------------------|------------|-----------|-----------|-------|
| <i>Permanent (FTE)</i> | 93.00      | 92.5      | 96.00     | 93.83 |
| <i>Temporary</i>       | 1.00       | 1.00      | 1.00      | 1.00  |
| <i>Total (FTE)</i>     | 94.00      | 93.50     | 97.00     | 94.83 |

**Table 9.2.4. Research staff of the Establishment**

| Type of contract       | 2019-2020* | 2018-2019 | 2017-2018 | Mean |
|------------------------|------------|-----------|-----------|------|
| <i>Permanent (FTE)</i> | 0.00       | 0.00      | 0.00      | 0.00 |
| <i>Temporary</i>       | 9.76       | 6.45      | 5.35      | 7.19 |
| <i>Total (FTE)</i>     | 9.76       | 6.45      | 5.35      | 7.19 |

### **Prospected number of FTE academic and support staff of the veterinary programme for the next 3 academic years**

The initiation of Veterinary Medicine study programmes taught in English (in 2014) and in French (in 2017), respectively, results in an average annual increase in FTE by 9%. Having in view that the French-taught programme has been organised for four years now and that the number of students enrolled for the English-taught programme has tripled, but also considering the improvement of the teaching staff – student communication, we estimate an overall success rate of the programme at least similar to the one recorded in the past 3 years.

The total number of teaching and support staff, their qualifications and abilities are deemed sufficient and appropriate aspects for the proper operation of the programme and for the fulfilment of the mission of the Faculty, as shown in tables 9.2.1-9.2.4. Nearly 90% of the full-time teaching staff and 87% of part-time teaching staff (calculated as FTE. Table 9.2.2) involved in veterinary training are veterinarians. Therefore, more than 2/3 of the information received by the students is provided by professionals in veterinary medicine.

The assessment of the teaching staff of the UASVMB is conducted according to the Procedure on the periodical assessment of the quality of the teaching staff activity (Code: P-5-01) ([Appendix I.11.](#)) coordinated by the QAD within UASVMB through the designated person in the QAD, the Vice-Rector for EQA, and FRQA, on [EVCAL platform](#). Assessment of the teaching staff reveals information on the teaching activity, research activity and the academic community activity in the previous calendar year (1 January – 31 December) and it is the weighted arithmetic mean of self-assessment (paragraph 6.2 of P-5-01), of peer-review (paragraph 6.3 of P-5-01), of the assessment conducted by the students (paragraph 6.4 of P-5-01) and of the assessment performed by the academic management (paragraph 6.5 of P-5-01), based on the objectives and responsibilities covered by the job description, in correlation with the subject description.

### **Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)**

The PhD student at DSVM within UASVMB may conduct teaching activities resulting in 4 to 6 agreed hours per week, according to Art. 164, paragraph 3 of Law 1/2011 and to [Doctoral Thesis Agreement](#), Art.8. Therefore, the temporary teaching assistant are recruited according to the teaching activity conducted and to assessment under *Procedure on periodical assessment of the quality of the teaching staff activity (Code: P-5-01)* and selected as per the *Methodology on the organisation and development of the process of filling in the teaching and research openings - POB-02*.

### **Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff**

Generally, support staff is recruited either from the final year students knowledgeable in a particular field, or from the former employees of research institutes following downsizing, possessing competencies in the field, or from the graduates of agricultural secondary education institutions, and selected according to the *Procedure - POB-03*.

### **Description of the formal rules governing outside work, including consultation and private practice, by staff working at the Faculty**

According to Law 1/2011, the teaching workload consisting in teaching and research activities (instruction, seminar, lab, guidance for the preparation of the Graduation Theses, guidance for the preparation of the PhD Theses, other teaching, practical and research activities, assessment work, tutoring, conferences, assistance for student associations, members of educational councils and commissions) results in 40 hours per week (Art. 287(1)). The teaching staff may conduct teaching and research work in other higher education or research institutions based on the written consent of the University Senate as per Law 1/2011. (Art. 288(3)) and the *University Charter (Appendix I.2.)*. Private counselling by the full-time teaching staff shall not be subjected to the approval of the

University Senate; however, the extra workload must meet the provisions set forth by the Labour Code (section 1).

**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 Establishment 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. 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.**

#### **Description of the peculiarities of the work contract for academic staff**

The teaching staff has the opportunity to develop and extend their teaching and assessment expertise by pursuing teaching, research and pedagogical training made available through the NPCPDV of GARV and through CCOC within UASVMB <https://www.usamv.ro/index.php/ro/20-stiri/204-centrul-de-consiliere-si-orientare-in-cariera-agricons-agritin>. The centre provides continuing professional training in accordance with the current and future labour market requirements by organising initiation, specialisation and improvement training courses open for the teaching and non-teaching and management and supervision staff, by using classical teaching systems and e-Learning systems. Starting with 17 January 2020, the UASVMB is a Certiport Authorised Testing Centre <https://consiliere.usamv.ro/cursuri/perfectionare/competente-digitale/>, a leading provider of entry level certification exam development in partnership with Microsoft, Adobe and Autodesk, which organises free digital skills courses for the teaching staff, by CCOC. Also, the centre provides support activities for research projects management and for the facilitation of the academic environment – socio-economic environment partnership as well as for international cooperation development by transnational projects and actions on common interest matters.

The budget policy of the Faculty covers continuing professional development of the teaching staff involved in the programmes of studies taught in English and French and participation in various scientific events in the field.

Excellence in teaching and research is rewarded by the merit award according to the [\*Procedure for granting the Merit Award - P 20 0\*](#).

According to the national legislation, the job description of each teaching staff member includes the workload covering teaching, research and continuing training. The academic positions filled by competition or promotion provide the teaching staff stability and continuity translated in permanent employment agreements, while continuing training programmes help the staff develop sound competencies in their area of expertise.

**9.4 The Establishment 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 Establishment'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.**

[The operational plan 2020 of the UASVMB](#) and [Institutional development strategic plan for 2016-2020](#) are the proof of the implementation of a well-defined and comprehensive programme for the professional development of the teaching and support staff. The staff contributes to the decision-making process within the institution, as per the University Charter and the ROF of the UASVMB ([Appendix I.6.](#)). Decisions covering the content of the academic activity, staff policies, economic,

financial and administrative activity, heritage protection are made in compliance with the law and the university autonomy principles based on the proposals forwarded by the members of the department, endorsed by the DC, FC, AB and analysed and approved by the University Senate. Therefore, following discussions at the department level, proposals for filling in the openings by promotion / competition are submitted. The criteria for filling in the teaching openings are transparent and explicit and are set according to Minister Order no. 6129/2016 and to the *Methodology* – POB-02 and cover equally all teaching and research activities as well as other scientific activities.

**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.**

Assessment of the teaching staff by the students was initiated in 2006. Various assessment methods have been applied, from printed forms (an extremely laborious and time-consuming method), to electronic assessment, currently in place. Assessment is regulated by: Procedure on periodical assessment of the quality of teaching staff activity (P-5-01); Regulation of QAD ([Appendix IX.1.](#)), Regulation of FEQAC. The documents are posted on the [website of the UASVMB](#).

A single quality assessment platform (EVCAL) has been developed within the UASVMB. It serves for the biannual assessment of the teaching staff by the students. Therefore, the students can freely and under the strictest confidence, express their view on the teaching process, the assessment modalities, and can generally express their satisfaction with the teaching activity and the course pursued. Assessment is conducted after the winter and summer exam sessions.

The individual assessment reports may be requested by the teaching staff based on a well-established procedure which allows the monitoring of the teaching staff requesting the report. The information is entirely used on an annual basis in the Quality Report elaborated at the faculty level by FEQAC. The Quality Report along with the resulting Action Plan are part of the Quality Report at the university level, posted on the website of the UASVMB.

**Comments on Standard 9**

A more efficient teaching – learning process requires an increase in the number of teaching and support staff. Moreover, we aim at hiring specialised research staff, to improve the Faculty visibility nationally and internationally.

**Suggestions for improvement on Standard 9**

In order to improve teaching staff performance, we aim at identifying some financial solutions to enable the organisation of mentorship programmes for granting the diplomat title, or some specialisations organised by ESAVS – for covering the main clinical subjects.

We propose the initiation of the competition for granting the merit award on 5 categories according to the academic rank (Professor, Associate Professor, Lecturer, Teaching Assistant) and also for the support staff, to encourage performance, while having in view the equality of opportunity principle. Adjusting the questionnaires and the grading modality based on the criteria and subcriteria underlying the assessment of the teaching staff, to the Veterinary Medicine field.

**STANDARD 10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION**

**Factual Information**

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

**Research-based veterinary education**

Research-based veterinary education and the promotion of scientific research are major objectives assumed by the Faculty and the University ([Appendix I.3.](#), [Appendix I.4.](#)). The Faculty supports the increase of the importance and role of scientific research in the activity of teaching academic staff

members and students and subsequently the integration of the new research findings in veterinary education, based on their own research activities and on research scientific literature, stimulating the interest of students for *evidence-based medicine*.

Scientific research is a fundamental component of the activity of teaching academic staff members, as they have included scientific research activities in the field of subjects in the teaching workload they cover. The academic teaching staff members carry out high quality scientific research on relevant topics of veterinary medicine, integrated in scientific papers and publications in prestigious international journals ([Appendix X.1.](#)) and are committed to apply the latest scientific knowledge in their lectures.

The research activity is carried out as contracted research (research grants won through national and international competitions) (Table 10.1.1), non-contracted research (own research projects), and PhD-students' projects, either within the research teams that carry out projects with national or international funding, or in teams within the subjects of Departments that have specialized laboratories, as well as within the Clinics and the integrated research centres of the University.

PhD professors coordinate undergraduate students in carrying out research activities related to the Graduation thesis (which is a compulsory research project for graduation), thus having the possibility of transferring knowledge to students, by supervising laboratory experiments, clinical research studies, analytical activities, critical reviews etc.

Professors having the quality as PhD coordinator propose, develop and coordinate research projects of PhD students in the field of Veterinary Medicine. Currently, there are 21 Professors PhD coordinators, of which 20 within the DSVM (from OIDUS - UASVMB) (Table 10.3.3).

Yearly, teaching staff and students attend the proceedings of the University International Conference (<http://agricultureforlife.usamv.ro/>), "Agriculture for Life, Life for Agriculture", in which the Faculty has a dedicated section 4 - *Veterinary Medicine*, where there are presented and discussed latest research findings covering all aspects of the curriculum: *Fundamental Sciences; Clinical Sciences; Animal Production; Public Health and Food Quality Control; Experimental Medicine; Veterinary Education*. Also, the students present the results of the scientific research carried out under the supervision of a teaching academic staff member at their dedicated symposium - [Session of Scientific Communications of Students of FVMB](#), organized annually since 2016.

Periodically, the Faculty organizes workshops, round tables, symposia on various topics with prestigious Key-note speakers, that are opened for all academic community.

Therefore, students have the opportunity to participate in discussions with researchers on recent developments in the field, experiencing the transfer of scientific knowledge into practice.

**Table 10.1.1. List of the major funded research programmes in the Establishment which were on-going during the last full academic year prior the Visitation (AY\*2019-2020 )**

(this table may be substituted by an Establishment list of ongoing research projects) /

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

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

## **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.**

Evidence-based veterinary medicine and commitment for research are reflected in the curriculum. Therefore, at the curricular courses of *Scientific information, methods and techniques of documentation* (semester 1, 28 hours, 2 ECTS), *Techniques of molecular biology applied in veterinary medicine* (semester 4, 56 hours, 2 ECTS), *Management of scientific research activity* (semester 10, 42 hours, 2 ECTS) students (i) acquire a portfolio of specific skills and abilities for documentation and bibliographic research, (ii) are introduced to the methodology of scientific research and techniques relevant for the scientific research, and (iii) receive basic knowledge about writing a scientific paper, respectively. Subsequently, students demonstrate these skills by writing essays, report cases or others in various subjects, and mainly in carrying out and writing their Graduation thesis.

Also, students are supported and encouraged to carry out research activities, for the completion of Graduation thesis, but also by their involvement in various research projects, integrated into the research teams of projects undergoing within the Faculty.

**The Graduation thesis**, with a subject proposed by the student and supervised by a teaching academic staff member with competences in the chosen subject, is compulsory for graduation. Students choose the subject and research subject since the fourth academic year or earlier and at the beginning of the sixth year it is mandatory to establish the final title. The Graduation thesis has the character of a research project, with a bibliographic study (based on scientific literature) and a part of own research, with specific research activities carried out under the supervisor's coordination. The results are analysed and discussed referring to recent literature (*evidenced-based medicine*) and subsequently the relevance of the study is highlighted. Therefore, students apply the scientific information, critical review and recognize the importance of *evidence-based medicine* and lifelong learning.

The Graduation thesis must comply with rules for structuring and writing style specific to a scientific paper (i.e., *Introduction, Material and methods, Results and discussions, Conclusions, Bibliography*) (the rules are available at [www.fmvb.ro/ro](http://www.fmvb.ro/ro)). The thesis is presented orally to the plenary Graduation Commission and is evaluated by the Commission members by grades (minimum 5, for passing), representing approx. 1 / 3 of the final grade of the graduation exam.

Thus, under the coordination of supervisors and by collaborating with researchers to undertake the Graduation thesis, students gain in-depth knowledge and expertise in doing scientific research and they can participate in research projects (on a non-compulsory basis) conducted in various subjects, as members of the research team or volunteer.

The Graduation thesis can be verified by using an anti-plagiarism platform (Turnitin).

The Faculty organizes annually the *Scientific Communications Session of the Students* where the students present the results of their own research projects, from the graduation thesis or other research projects carried out under the supervision of a teacher, and the best papers are awarded.

Students also attend conferences, symposia, workshops organized regularly in the Faculty, experimenting the lifelong learning.

**10.3. The Establishment 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.**

**Table 10.3.1. Number of students registered at postgraduate clinical training (ex. PhD, internships, residencies)**

| <b>Trainings</b>                                  | <b>2019-2020<br/>AY*</b> | <b>2018-2019<br/>AY-1</b> | <b>2017-2018<br/>AY-2</b> | <b>Mean</b>  |
|---|--------------------------|---------------------------|---------------------------|--------------|
| <b><u>Interns</u></b>                             |                          |                           |                           |              |
| <i>PhD students</i> (internal clinical rotations) | 17                       | 19                        | 22                        | 18.33        |
| <b><u>Residents (EBVS disciplines)</u></b>        |                          |                           |                           |              |
| <i>European College of Animal Reproduction</i>    | 1                        | 1                         | -                         | 0.66         |
| <b>Others</b> (non-EBVS programmes)               | 0                        | 0                         | 0                         |              |
| <b>Total</b>                                      | <b>18</b>                | <b>20</b>                 | <b>22</b>                 | <b>20.00</b> |

\* The last full academic year prior the Visitation

**Table 10.3.2 Number of students registered at postgraduate (PhD, others) research training**

| <b>Degrees</b>      | <b>2019-2020<br/>AY *</b> | <b>2018-2019<br/>AY-1</b> | <b>2017-2018<br/>AY-2</b> | <b>Mean</b>  |
|---------------------|---------------------------|---------------------------|---------------------------|--------------|
| <i>PhD Students</i> | 119                       | 117                       | 114                       | <b>116,7</b> |

\* The last full academic year prior the Visitation

**Table 10.3.3. Number of students registered at other postgraduate programmes in the Establishment but not related to either clinical or research work (including any external / distance learning courses)**

| <b>Program</b>   | <b>2019-2020<br/>AY *</b> | <b>2018-2019<br/>AY-1</b> | <b>2017-2018<br/>AY-2</b> | <b>Mean</b> |
|--|---------------------------|---------------------------|---------------------------|-------------|
| <i>Master of Expertise of Agri-food products</i>                         | 8                         | 0                         | 1                         | <b>3.00</b> |
| <i>Master in Control and Expertise of Organic Food, Halal and Kosher</i> | 3                         | 3                         | 0                         | <b>2.00</b> |
| <b>Total</b>   | <b>11</b>                 | <b>3</b>                  | <b>1</b>                  | <b>5.00</b> |

\* The last full academic year prior the Visitation

**Prospected number of students registered at post-graduate programmes for the next 3 academic years.**

The Faculty predicts a stable number (115) of PhD students (with approx. 25 / entries / exits per year), compared to the previous 3 years. The number of PhD students per year is established at the OIDUS-UASVMB level and depends on the national doctoral funds provided by the Ministry of Education and its distribution to all PhD programmes within the OIDUS-UASVMB.

**Description of how the postgraduate clinical trainings of the Establishment contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided /**

To ensure lifelong learning, teachers and students are encouraged to attend different events - postgraduate clinical trainings in various veterinary specializations organized by the Faculty or by national or international scientific institutions and societies.

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

The Faculty organizes courses, workshops, seminars (Table 10.3.4) that offer to all teaching academic staff members and students' opportunities for professional development.

PhD students, veterinarians, residents are involved in the education of students, where appropriate, some of them as teaching assistants. PhD students with budget funding have formal teaching responsibilities of 4-6 hours / week, integrating the knowledge acquired through their own professional training in seminars and clinical activities designed for students.

Clinical cases are managed by teaching staff during of clinical specialty training courses and the rotating clinical trainings together with undergraduate students and PhD students. Conflicts between students and categories of graduates (PhD students, residents) on case management are not identified, because, on the one hand, the number of cases available is sufficient, on the other hand, cases are selected in different approaches of complexity, according to their education programme.

### **Description of how the continuing education programmes provided by the Establishment are matched to the needs of the profession and the community**

The Faculty is actively involved in the continuing education of veterinarians, being a centre of continuous education for all stakeholders. Its mission for lifelong learning is assumed through the Strategic Plan. In this respect, the Faculty consults periodically closely with veterinarians, professional bodies and veterinary authorities (GARV, RCV, NSVFSA etc.) and potential employers regarding the needs of the profession. This allows both the development of continuing education courses and the adaptation of the curriculum (within the limits of the legal framework).

According to the requirements of the RCV, veterinarians possessing a certificate of free practice must accumulate 120 points of continuing education annually (Decision 48/2014; <https://cmvro.ro/>).

The Faculty participates in the NPCPDV of GARV and collaborates with the GARV (the national scientific and professional organization), the RCV (which professionally certifies and attests participation in courses) and the CSVs for improving the level of knowledge, skills and professional attitudes, in order to increase the quality of the medical act and the level of performance.

The Faculty has 27 teaching academic staff members registered in the *National Register of Continuing Education Providers* (<https://agmv.ro/cedmvc/>) who provide the lectures on theoretical and practical trainings that are planned by the *Centre for Education and Continuing Professional Development* (CEDPC) for veterinarians from nine counties in the southeast of Romania (Table 10.3.4.). Currently, CEDPC organizes annually 4 basic quarterly lectures, each with two themes, conducted through the branches of GARV, by continuing education providers from all the faculties of veterinary medicine, based on a collaboration agreement and with the support of the county CSVs.

The courses included in the NPCPDV of GARV are proposed by the Scientific Board, discussed and adapted periodically, in accordance with the needs of the profession. The main target groups of these courses are practitioners, veterinarians working in FSQ & VPH and State Veterinary Officers. Depending on the requests of veterinarians from different areas, additional courses can be organized, with topics of local interest, under the same conditions of coordination and collaboration. Priority is given to situations in which severe epizootics or other emergencies occur, when emergency programmes are drawn up - which require training by veterinary health authorities. The courses are credited with 20 education points, and the participants receive nominal certificates of attending. The educational programme realized through CEDPC is available on the web page of the Faculty (<http://fmvb.ro/articole/181-link-uri-utile>) and of GARV (<https://agmv.ro/snec/>).

The Faculty also offers other types of continuous training activities, e.g., workshops, symposia, round tables, on current topics for veterinary practice (Table 10.3.4.) ([Appendix X.2.](#)). It also organizes annually *the International Conference of the University* (<https://agricultureforlife.usamv.ro>) with wide national and international participation, offering opportunities for continuing education.

**Table 10.3.4. Continuing education courses provided by the Establishment**

(courses within the National Programme for Education and Continuing Professional Development – NPCPDV &amp; others)

| Courses   | Number of attendees |           |           |
|---|---------------------|-----------|-----------|
|   | 2019-2020           | 2018-2019 | 2017-2018 |
| Course I PPDPC/2019 (February-March) with the themes:<br>1. Analgesia techniques, products and protocols for animal surgery.<br>2. Differential elements in food poisoning.   | 2088                | -         | -         |
| Course II PPDPC / 2019 (April-May) with the themes:<br>1. Potentially emerging infectious diseases in small ruminants.<br>2. Mycotoxins and mycotoxicoses in animals: curative-prophylactic options.  | 1946                | -         | -         |
| Course III PPDPC / 2019 (August-September) with the themes:<br>1. Management of the puerperal period in cows.<br>2. Pharmacology and therapeutics of urinary diseases.  | 1828                | -         | -         |
| Course IV PPDPC / 2019 (October-November) with the themes:<br>1. The complex of respiratory diseases in calves.<br>2. Management and control of the main parasitic diseases in pigs.  | 1530                | -         | -         |
| Course I PPDPC / 2018 (February - March) with the themes:<br>1. Dietary nutrition in animals.<br>2. Analgesia techniques, products and protocols for animal surgery.  | -                   | 2269      | -         |
| Course II PPDPC / 2018 (April-May):<br>1. Methods of rapid diagnosis in infectious diseases in farm animals<br>2. Mycotoxins and mycotoxicosis in animals: clinical and paraclinical aspects.   | -                   | 2141      | -         |
| Course III PPDPC / 2018 (August-September) with the themes:<br>1. Management of uterine infections in cows.<br>2. Endoscopy - a method of certainty in the pathology of the respiratory system in horses.   | -                   | 2027      | -         |
| Course IV PPDPC / 2018 (October-November) with the themes:<br>1. Diagnosis and therapy of gastroenteritis in young farm animals.<br>2. Management and control of the main parasitic zoonoses.   | -                   | 1729      | -         |
| Course I PPDPC / 2017 (February - March) with the themes:<br>1. Suspicion, confirmation and control of avian influenza.<br>2. The relevance of the haematological and biochemical examination of blood, in the early diagnosis of organopathies and systemic diseases in animals. | -                   | -         | 2400      |
| Course II PPDPC / 2017 (April-May) with the themes:<br>1. Strategic anti-epizootic approaches in classical and African swine fever<br>2. Diagnosis and control of helminthoses in livestock   | -                   | -         | 2336      |
| Course III PPDPC / 2017 (August-September) with the themes:<br>1. Diagnosis and treatment of obstetric diseases in cows, sheep and goats.<br>2. Anti-nutritive factors and natural and anthropogenic pollutants in animal feed.   | -                   | -         | 2203      |
| Course IV PPDPC / 2017 (October-November) with the themes:<br>1. Topographic disorders and abdominal emergencies in horses.<br>2. Animal welfare of economic interest.  | -                   | -         | 1762      |
| Courses with additional topics  | 746                 | 716       | 1003      |
| <b>Other continuing education courses provided by the Establishment</b>   |                     |           |           |
| <i>Laboratory diagnostic of Feline Infectious Disease (FELV, FIV, FIP)</i>  | 18                  | -         | -         |
| <i>Veterinary Pathology Symposium</i>   | 62                  | -         | -         |
| <i>Workshop Ultrasound in emergencies</i>   | -                   | 30        | -         |
| <i>Workshop Emergency maneuvers</i>   | -                   | 35        | -         |
| <i>Introduction to inhalation anesthesia in dogs and cats</i>   | -                   | 17        | -         |
| <i>Basics in loco-regional anesthesia and analgesia</i>   | -                   | -         | 14        |
| <i>Cataract surgery</i>   | -                   | -         | 11        |
| <i>Veterinary Ophthalmology Conference</i>  | -                   | -         | 55        |

#### **10.4 The Establishment 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.**

The Faculty has its own strategy on scientific research, included in the Strategic Plan of the Faculty ([Appendix I.3.](#)) and the University, approved by the University Senate and implements medium- and short-term operational programmes ([Appendix I.4.](#)). The strategic plan for scientific research is analysed and approved by FC. At the level of FC there is a *Commission for Scientific Research* ([Appendix I.7.](#)) with specific responsibilities, such as coordination, orientation and evaluation of the scientific research activities, according to the Research Strategy of Faculty and University. Elaboration of the scientific research strategy of the University, as well as the monitoring achieving its objectives are attributions of the [Scientific Research Council](#).

At the University Senate there is a *Commission for Scientific Research*, whose attributions include the analysis and approval of regulations, strategies, plans and reports related to the scientific research. The annually reports on the results of scientific research are presented and analysed at the Departments and Faculty levels, in February of each year. *The Annual Report of the Faculty* and the *Annual Report of the University* contain information about the research activity, such as specific indicators based on which achievement of the objectives of the *Strategic Plan* is evaluated, aiming at integrating the research activity in the veterinary education ([Appendix I.13.](#)).

The Faculty and the University have developed a culture of the internal quality of educational and research activities. At the University level, operate QAD and CQAC, and at the Faculty level, there is FEQAC, which coordinates the application of the evaluation forms that are applied within the programme of Veterinary Medicine, in compliance with the institutional procedures and the decisions of the FC.

All relevant programmes for research and continuing education are subject to the approval of the FC, the decisions of the FC being supported by specific advisory committees (i.e., *Commission for Education*, *Commission for Scientific Research*, *Commission for student affairs*) ([Appendix I.7.](#)).

With regard to the postgraduate training through PhD program, research topics and other continuing education programmes for PhD students are subject to the approval of the management of the DSVM, *the Doctoral School Council* and, when appropriate, the approval of CDUS-OIDUS.

With regard to the DSVM, OIDUS-UASVMB (as Institution Organizing Doctoral University Studies, which integrates the Doctoral Schools within the University), has developed and also periodically applies a procedure for evaluation and internal monitoring of the evolution of doctoral schools, among the evaluated criteria being mandatory: the scientific activity of Professors PhD coordinators; the research infrastructure and logistics necessary to carry out the research activity; the procedures and subsequent rules on the basis of which the doctoral studies are organized; PhD students, according to all ([Appendix X.3.](#)).

All university study programmes (Bachelor, MSc, and PhD) developed by the Faculty and University are evaluated by ARACIS (<https://www.aracis.ro>), an affiliated body of the European Association for Quality Assurance in Higher Education (ENQA) and meet all mandatory requirements and standards verified by quality indicators.

#### **Comments on Standard 10**

The Faculty supports teaching staff and students in their research and orientation for lifelong learning and evidence-based medicine. However, the Faculty is aware of the weaknesses related to education through research activity, which are a direct consequence of underfunding of education in general, and of scientific research, in particular, reflected in: reduced funds attracted by research grants; low number of researchers and research technicians, etc.

#### **Suggestions for improvement on Standard 10**

- developing own financed projects for young researchers to orient them for a research-career;
- extension and development of internship programmes on various veterinary specialties;
- encouraging and support young people to specialise through EBVS residencies;
- intensifying efforts for accessing international research projects.

## ESEVT INDICATORS



### ESEVT Indicators

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

### Comments on Indicators

The number of teaching staff members is in a continuously increasing in accordance with the dynamic of students' number.

In the last two academic years there were occupied new 11 positions for teaching staff, in correlation with the existent vacancy positions in our Faculty's departments.

This increasing of the number of teaching assistants will be continued also in the next future, correlated with the actual number of vacant positions.

### Suggestions for improvement on Indicators

-

## LIST OF ABBREVIATIONS AND GLOSSARY

|                   |   |
|-------------------|---|
| <b>AB</b>         | <b>Administration Board</b>   |
| <b>ARACIS</b>     | <b>Romanian Agency for Quality Assurance in Higher Education</b>                            |
| <b>ANS, INS</b>   | <b>National Statistical Databases</b>   |
| <b>ASMV</b>       | <b>Association of Students in Veterinary Medicine</b>                                       |
| <b>CBC</b>        | <b>Counting Blood Cells</b>   |
| <b>CCOC</b>       | <b>Career Counselling and Orientation Centre</b>  |
| <b>CDSVM</b>      | <b>Council of Doctoral School in Veterinary Medicine</b>                                    |
| <b>CDUS</b>       | <b>Council for Doctoral University Studies</b>  |
| <b>CEDPC</b>      | <b>Centre for Education and Continuing Professional Development</b>                         |
| <b>CNATDCU</b>    | <b>National Council for Attestation of University Degrees Diplomas and Certificates</b>     |
| <b>CQAC</b>       | <b>Central Quality Assurance Commission</b>   |
| <b>CSV</b>        | <b>Concessionary Sanitary Veterinary Circumscriptions</b>                                   |
| <b>CSVD</b>       | <b>County Sanitary Veterinary Directions</b>  |
| <b>CT</b>         | <b>Computer Tomography</b>  |
| <b>CUPED</b>      | <b>Codes of University Professional Ethics and Deontology</b>                               |
| <b>DAPPH</b>      | <b>Department of Animal Production and Public Health</b>                                    |
| <b>DC</b>         | <b>Department Council</b>   |
| <b>DCS</b>        | <b>Department of Clinical Sciences</b>  |
| <b>DPS</b>        | <b>Department of Preclinical Sciences</b>   |
| <b>DS</b>         | <b>Didactic Station</b>   |
| <b>DSVM</b>       | <b>Doctoral School in Veterinary Medicine</b>   |
| <b>DVM</b>        | <b>Doctor of Veterinary Medicine</b>  |
| <b>EAEVE</b>      | <b>European Association of Establishments for Veterinary Education</b>                      |
| <b>EAU</b>        | <b>Emergency Admission Unit</b>   |
| <b>EBVS</b>       | <b>European Board of Veterinary Specialization</b>  |
| <b>EC</b>         | <b>European Commission</b>  |
| <b>ECTS</b>       | <b>European Credit Transfer and Accumulation System</b>                                     |
| <b>EEA</b>        | <b>Emergency Admission Unit</b>   |
| <b>EM</b>         | <b>Extramural Practical Training</b>  |
| <b>EPT</b>        | <b>External Practical Training</b>  |
| <b>EQA</b>        | <b>Evaluation and Quality Assurance</b>   |
| <b>ESCO</b>       | <b>European Skills, Competences, Qualifications and Occupations</b>                         |
| <b>ESEVT</b>      | <b>European System of Evaluation of Veterinary Training</b>                                 |
| <b>ESG</b>        | <b>Standards and Guidelines for Quality Assurance in the European Higher Education Area</b> |
| <b>EU</b>         | <b>European Union</b>   |
| <b>EVCAL</b>      | <b>Own Dedicated Platform for EQA</b>   |
| <b>FC</b>         | <b>Faculty Council</b>  |
| <b>FEQAC</b>      | <b>Faculty Evaluation Quality Assurance Commission</b>                                      |
| <b>FRQA</b>       | <b>Faculty Responsible for Quality Assessment</b>   |
| <b>FSQ</b>        | <b>Food Safety and Quality</b>  |
| <b>FTE</b>        | <b>Full-Time Equivalent</b>   |
| <b>FVM</b>        | <b>Faculty of Veterinary Medicine</b>   |
| <b>GARV</b>       | <b>General Association of Romanian Veterinarians</b>  |
| <b>GDPR</b>       | <b>General Data Protection Regulation</b>   |
| <b>HCOP</b>       | <b>Human Capital Operational Programme</b>  |
| <b>HG</b>         | <b>Government Decision</b>  |
| <b>ICU</b>        | <b>Intensive Care Unit</b>  |
| <b>IM</b>         | <b>Intramural Practical Training</b>  |
| <b>ISCO</b>       | <b>International Standard Classification of Occupations</b>                                 |
| <b>ISO</b>        | <b>International Organization for Standardization</b>                                       |
| <b>IT</b>         | <b>Information Technology</b>   |
| <b>IVSA</b>       | <b>International Veterinary Students' Association</b>                                       |
| <b>LAW 1/2011</b> | <b>National Law of Education</b>  |
| <b>MRI</b>        | <b>Magnetic Resonance Imaging</b>   |
| <b>MSC</b>        | <b>Master of Science</b>  |
| <b>NPCPDV</b>     | <b>National Programme of Continuing Professional Development of Veterinarians</b>           |
| <b>NQF</b>        | <b>National Qualifications Framework</b>  |
| <b>NQRHE</b>      | <b>National Qualification Register for Higher Education</b>                                 |
| <b>NSVFSA</b>     | <b>National Sanitary Veterinary and Food Safety Authority</b>                               |
| <b>OIDUS</b>      | <b>Organizing Institution of Doctoral University Studies</b>                                |

|                    |   |
|--------------------|---|
| <b>PCCDI</b>       | <b>Complex Project Realized in Research-Development-Innovation Consortium</b> |
| <b>PDCA</b>        | <b>Plan Do Check Adjust</b>   |
| <b>POB</b>         | <b>Operational Procedure</b>  |
| <b>QA</b>          | <b>Quality Assurance</b>  |
| <b>QAD</b>         | <b>Quality Assurance Department</b>   |
| <b>RCV</b>         | <b>Romanian College of Veterinarians</b>                                      |
| <b>RFID</b>        | <b>Radio-Frequency Identification</b>   |
| <b>ROC</b>         | <b>Romanian Occupations Classification</b>                                    |
| <b>ROF</b>         | <b>Regulation of Organization and Functioning</b>                             |
| <b>RPAS</b>        | <b>Regulation Regarding the Professional Activity of the Student</b>          |
| <b>SC</b>          | <b>Swiss Confederation</b>  |
| <b>SC...SRL</b>    | <b>Private Limited Company</b>  |
| <b>SCD</b>         | <b>Research Didactic Station</b>  |
| <b>SER</b>         | <b>Self Evaluation Report</b>   |
| <b>SOP</b>         | <b>Standard Operational Procedures</b>  |
| <b>SOP HRD</b>     | <b>Sectorial Operational Programme for Human Resources Development</b>        |
| <b>STB</b>         | <b>Bucharest Public Transportation Company</b>                                |
| <b>SWOT</b>        | <b>Strengths, Weaknesses, Opportunities, and Threats</b>                      |
| <b>TSTD (DPPD)</b> | <b>Teaching Staff Training Department</b>                                     |
| <b>TURNITIN</b>    | <b>Anti-plagiarism platform of UASVMB</b>                                     |
| <b>UASVMB</b>      | <b>University of Agronomic and Veterinary Medicine of Bucharest</b>           |
| <b>UCEM</b>        | <b>University Centre of Experimental Medicine</b>                             |
| <b>VTH (UEH)</b>   | <b>Veterinary Teaching Hospital (University Emergency Hospital)</b>           |
| <b>UMS</b>         | <b>University Management System</b>   |
| <b>VM</b>          | <b>Veterinary Medicine</b>  |
| <b>VPH</b>         | <b>Veterinary Public Health</b>   |

## LIST OF APPENDICES

| <b>Appendix ID.<br/>(folder/file)</b> | <b>Title/Content of the Appendix</b>                     |
|---------------------------------------|--|
| <b>I.1.</b>                           | ECOVE Decision 2016 FVMB                                 |
| <b>I.2.</b>                           | Charter of UASVMB  |
| <b>I.3.</b>                           | Strategic plan FVMB                                      |
| <b>I.4.</b>                           | Operational plan FVMB                                    |
| <b>I.5.</b>                           | UASVMB Organization Chart                                |
| <b>I.6.</b>                           | ROF of UASVMB  |
| <b>I.7.</b>                           | FC Commissions   |
| <b>I.8.</b>                           | Projects SOP HRD Partners                                |
| <b>I.9.</b>                           | Decision CQAC  |
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