



**UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN**  
**FACULTY OF VETERINARY MEDICINE**

**SELF EVALUATION REPORT**

for the European Association of Establishments for Veterinary Education

Full Visitation, 21-25 March 2022

**January, 2021**

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## Introduction

### *Brief history of the Faculty of Veterinary Medicine*

The Faculty of Veterinary Medicine in Olsztyn (FVM) was founded as the Veterinary Division at the Faculty of Animal Science of the Higher School of Agriculture on April 4, 1966. On October 1, 1966, 30 students started the first year of the veterinary course. The Veterinary Division was transformed into the Veterinary Faculty on September 1, 1967. The Faculty was given the right to confer the DVM degree in 1968, and habilitation in 1971. At the same time, it was granted the right to confer the title of professor in veterinary sciences. The name of the Faculty was changed into the Faculty of Veterinary Medicine on September 1, 1994. Since 1999, the FVM has been a part of the University of Warmia and Mazury in Olsztyn (UWM). The Faculty was positively evaluated by EAEVE for the first time in 2005. The last full visitation took place in 2012 and resulted in the “Conditionally approved” status due to one major deficiency, i.e. “Insufficient number of necropsies for instructional purposes”. The re-visitacion in 2016 resulted in the “Approved” status.

### *Main features of the FVM*

The FVM is one of the seven establishments for veterinary education in Poland. It is located in north-eastern Poland, in Olsztyn, the capital city of Warmia and Mazury region. The teaching and research staff comprise 94 persons, including 19 full professors and 24 university professors. The Faculty offers five-and-a-half-year veterinary studies which are highly popular. There are over 1,000 candidates for the first year of studies (ca. 5 people per place). The studies have received the accreditation of the Polish Accreditation Committee (PAC) until 2027 (the last visitacion was in 2021). The FVM also offers specialisation courses for practitioners (4 semesters within the state examination system) in 7 fields of veterinary medicine. The Doctoral School at the UWM in cooperation with the FVM provides PhD studies in veterinary medicine (DVM). The FVM is also a very active research centre. Each year the academic staff publish over 100 scientific articles in IF journals, and ca. 25% of these papers are published in journals of the first quartile (Q1) of the JCR list. The FVM has category A in the scientific evaluation of the Polish Ministry of Science and Higher Education. It provides 24/7 clinical services for companion animals, farm animals and horses.

### *Brief summary of the main developments since the last Visitation*

Since the last ESEVT visitacion, the curriculum has been modified in order to be adapted to the requirements of the Decree of the Minister of Science and Higher Education of July 17, 2019 on the Standard of Veterinary Education to Prepare for the Profession of a Veterinarian. In accordance with the above Standard, for the teaching cycles that started in the academic years 2018/19 and 2019/20, the number of ECTS credits was increased from 330 to 360 by an increase in the number of elective subjects taken during the studies. In turn, for the teaching cycle that started in the academic year 2020/21 and later, further changes were introduced that were expected both by the Standard of veterinary education and by the requirements of internal and external stakeholders. The total number of teaching hours was increased, the number of hours of clinical rotations was adjusted, and students were given the opportunity to study subjects of their choice with a total weight of 31 ECTS points. The offer of elective subjects was extended by introducing subjects requested by students in the survey on the education process and during consultations in the time of the development of the new curriculum. The requests resulted in the introduction of 17 new subjects to choose from, which currently gives the FVM students a total of 54 elective subjects. In addition, in the matters not regulated by the Standard of veterinary education, such as the arrangement of subjects in the education cycle, their duration or the

maximum number of hours, many demands of students, academic teachers and external stakeholders were implemented.

The FVM was granted the status of the National Scientific Leading Centre (KNOW) in the area of veterinary sciences for 2015-2019, as a member of the “Healthy Animal - Safe Food” Scientific Consortium. The activities of KNOW were focused on two areas: the Development of Young Scientists’ Careers and the Development of Research Potential. The former included the financing of research projects of young scientists, 6-month POST-DOC internships in leading foreign research centres, short-term scientific internships and active participation in scientific conferences. KNOW also founded the Joint Doctoral School, where 45 doctoral students pursued their doctoral theses based on a system of grants financed by the Consortium. The studies’ curriculum included a one-month internship abroad. At the FVM, doctoral theses were completed by 9 persons, all of whom obtained their degrees within the planned timeframe. Within the Development of Research Potential area, financing was provided for, i.a., the introduction of state-of-the-art research methods, staff training, attendance in conferences and publication of scientific articles. Within the framework of KNOW’s operation, the staff and PhD students of the FVM completed 7 POST-DOC internships and 48 foreign short-term internships, participated in 42 courses and workshops, 133 foreign conferences and 17 national conferences. Additionally, publication costs for 52 scientific articles were funded. Since 2019 the FVM has been a beneficiary of the Regional Initiative of Excellence (RID) - a project which funds scientific research, publication of papers in open access system, participation in foreign conferences, research missions, workshops, trainings, internships and consultations with foreign experts.

Since the last visitation of EAEVE experts, the teaching, clinical and research infrastructure has been considerably developed and improved. The new building housing the Mobile Clinic for farm animals and horses was constructed in the years 2019-2020 and approved for use in October 2021. Moreover, a new part housing the horse operating suite and boxes for large animals was added to the existing building of the FVM. The most important modernisations (overhauls) have been conducted in the parts of buildings housing the Department of Anatomy and the Department of Pathological Anatomy. The new laboratories, like the Laboratory of Immunopharmacology and Laboratory of Three-Dimensional Imaging of Cells and Tissues and Correlative Microscopy, have been organised. The existing facilities have been improved by the purchase of new equipment like endoscopes, ultrasonographs, biochemical analysers, a flow cytometer, HPLC systems, qPCR cyclers and the Zebrafish husbandry system.

#### *Major problems and threats*

Difficulties in the organisation of extramural classes due to restrictions related to the epizootic (ASF, avian influenza) and epidemic (Covid-19) conditions are the current major problems of the FVM. The most significant threats include the increased costs of staff employment and infrastructure maintenance unaccompanied by an adequate increase in the government subsidy, as well as the decline in the number of animal production farms in the region.

Version and date of the ESEVT SOP which is valid for the Visitation: ESEVT SOP 2019 as amended in September 2021.

## **Area 1. Objectives, Organisation and QA Policy**

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

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

The mission of the FVM is:

- ✓ education of veterinary science graduates able to handle a wide variety of health, welfare and management problems with farm and companion animals,
- ✓ conducting high quality research to support the development of both general and veterinary knowledge and the research-based teaching process,
- ✓ high-quality veterinary care for all animal species provided by the Faculty clinics,
- ✓ development of continuous post-graduate education,
- ✓ transfer of knowledge to business and government institutions and to society.

The above, in detail, is done through:

- ✓ continuous improvement of the practical training of students according to international (ESEVT) and national (PAC) guidelines,
- ✓ continuous development of clinical services,
- ✓ motivation system encouraging the academic staff to publish their research results in top international journals and apply for research projects supported by Polish and international organisations,
- ✓ evaluation of the academic staff in terms of teaching and research activities,
- ✓ development of didactic, research and clinical infrastructure of the Faculty,
- ✓ cooperation with external institutions and organisations.

The FVM is absolutely committed to fulfilling its mission to prepare students for excellent careers in which they will take responsibility for animal health, public health and environment protection. Graduates of the FVM must realise how knowledge is created and shared among scientists, and between science and practice. Their knowledge, skills and competences should enable them to enter all branches of the veterinary profession. Moreover, they must understand the importance of lifelong learning. Graduates must follow rules of professional ethics in their decisions, the interactions with other veterinarians and customers, and the interaction between humans and animals.

The curriculum is based on European Directives (2005/36/EC, 2013/55/EU) and the Decree of the Minister of Science and Higher Education of July 17, 2019 on the standard of education preparing to practise veterinary medicine (Dz. U. 2019 poz. 1364). The research-based training programme covers all fields of basic, preclinical and clinical education. No special tracks in the veterinary programme are available in the core curriculum. However, the students' choices of elective subjects reflect their particular fields of interest. Moreover, extramural holiday practices provide students with the opportunity to work more on their preferred animal species. The FVM has an efficient quality assurance system (details in description for standard 1.4).

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

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

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

### 1.2.1 General information

**Table 1.2.1. Details of the FVM**

|  |  |
|--|--|
| Name:  | Faculty of Veterinary Medicine   |
| Address:   | Oczapowskiego 14, 10-719 Olsztyn, Poland   |
| Telephone:   | +48 89 5233 993  |
| E-mail:  | medwet@uwm.edu.pl  |
| Website:   | www.wet.uwm.edu.pl/o-wydziale  |
| Head of the Faculty:                               | Dean: Prof. Bogdan Lewczuk, PhD, habilitated doctor<br>Vice-Dean for Studies: Prof. Przemysław Sobiech, PhD, habilitated doctor<br>Vice-Dean for Development: Agata Bancercz-Kisiel, PhD, habilitated doctor, university professor |
| Persons responsible for the veterinary curriculum: | Vice-Dean for Studies: Prof. Przemysław Sobiech, PhD, habilitated doctor<br>Vice-Dean for Development: Agata Bancercz-Kisiel, PhD, habilitated doctor, university professor  |
| Head of Companion Animal Clinic:                   | Prof. Andrzej Rychlik, PhD, habilitated doctor   |
| Head of Farm Animal and Horse Clinic:              | Wojciech Barański, PhD, habilitated doctor, university professor   |

The Faculty is a part of **the University of Warmia and Mazury in Olsztyn**

Address: **Oczapowskiego 2, 10-719 Olsztyn, Poland**

Telephone: **+48 89 5233 385**

Fax: **+48 89 5234 456**

Website: **www.uwm.edu.pl**

E-mail: **rektor@uwm.edu.pl**

The University of Warmia and Mazury (UWM) in Olsztyn is the largest university in the region and an important research and development centre. It was established on September 1, 1999 as a continuation of academic traditions of three academic educational institutions: Agricultural and Technical Academy in Olsztyn, Higher School of Pedagogy in Olsztyn and Warmian Theological Institute. The UWM comprises 16 faculties and 2 higher education institutions. There are ca. 18,000 students altogether. The University is authorised to confer doctoral degrees in 22 and postdoctoral degrees in 16 scientific disciplines. The University employs nearly 2,000 academic teachers, including about 200 full professors, about 470 persons holding the degree of habilitated doctor, and nearly 800 persons holding the degree of doctor.

#### **Official authorities overseeing the Faculty of Veterinary Medicine:**

Rector: Jerzy Andrzej Przyborowski, PhD, habilitated doctor, university professor

Vice-Rector for Development and Financial Policy: Mirosław Gornowicz, PhD, habilitated doctor, university professor

Vice-Rector for Research and Scientific Policy: Prof. Jerzy Jaroszewski, PhD, habilitated doctor  
Vice-Rector for Education: Paweł Wysocki, PhD, habilitated doctor, university professor  
Vice-Rector for Student Affairs: Sławomir Przybyliński, PhD, habilitated doctor, university professor

Vice-Rector for International Affairs: Prof. Paweł Wielgosz, PhD, habilitated doctor  
Vice-Rector of the School of Medicine: Prof. Sergiusz Nawrocki, PhD, habilitated doctor  
Chancellor (Administrative Director): Bogusław Stec, MSc  
Bursar: Agnieszka Choma-Meus, MSc

### **1.2.2. Organisation of the FVM and description of the decision-making process**

The FVM is managed by the Dean, who is responsible for all aspects of the functioning of the Faculty, and represents the Faculty before other University authorities.

The main competences of the Dean include:

- 1) preparation of the Faculty's development strategy consistent with the development strategy of the University;
- 2) supervision over the research, teaching, and organisational activities of departments and other structures;
- 3) applying to the Rector with a request to change the organisational structure of the Faculty;
- 4) appointment of the Dean's committees and the Dean's proxies;
- 5) conducting employment procedures at the Faculty;
- 6) organisation of cooperation between the Faculty and both domestic and foreign institutions;
- 7) preparation of detailed plans of study courses;
- 8) distribution of teaching assignments among the organisational units of the Faculty;
- 9) implementation, together with the Faculty Teaching Quality Assurance Team, of the educational quality policy for studies;
- 10) supervision of postgraduate studies and other forms of education conducted at the Faculty;
- 11) management of the Faculty's movable and immovable property, excluding civil law transactions;
- 12) management of the financial resources of the Faculty in accordance with the authorisation and the applicable financial and accounting regulations;
- 13) cooperation with the Faculty Council of the Student Self-Government;
- 14) organisation of the work of the Dean's Council.

The Rector appoints the Dean for a 4-year term of office. When choosing a Dean, the Rector may take into account the candidacies proposed by the Dean's Council. The Rector may dismiss the Dean at any time in the event of failure to comply with obligations. At the request of the Dean, the Rector appoints Vice-Deans for the term of office. The Vice-Dean is the Dean's plenipotentiary within the scope of the power of attorney.

The Dean's Council is a consultative body consisting of the Dean as its chairperson, Vice-Deans, the Chairperson of the Scientific Council, the heads of departments and other units, and the Chairperson of the Faculty Council of the Student Government. The competences of the Dean's Council are determined by the Statute and its own regulations.

The responsibilities of the Chairperson of the Scientific Council include:

- 1) monitoring, on an ongoing basis, the effects of the scientific activity of the academic staff with respect to the evaluation requirements;
- 2) preparation of the scientific discipline for evaluation (the Minister of Education and Science evaluates scientific disciplines, not faculties; the FVM comprises one discipline – veterinary medicine);
- 3) supervision over the procedure for awarding academic degrees;
- 4) cooperation with the Research Council of the Doctoral School;

- 5) cooperation with the Dean in the field of education;
- 6) applying to the Rector, via the Dean, to establish, terminate or change the employment of research staff;
- 7) 9) applying for awards, including the Rector's awards for scientific activity.
- 8) The Rector appoints the Chairperson of the Scientific Council from among two candidates proposed by the Scientific Council, for a 4-year term of office.

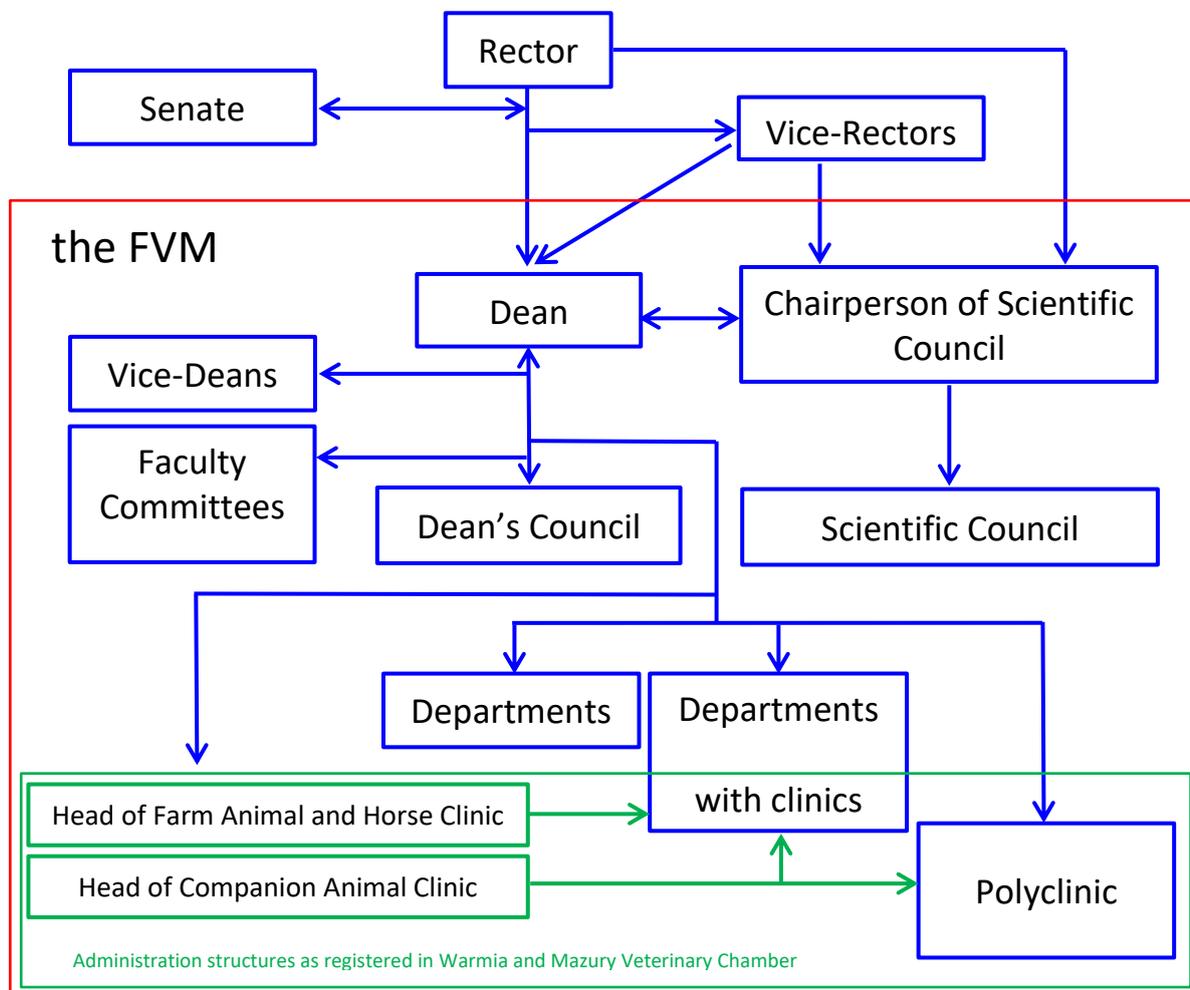


Figure 1.2.2 The FVM organisational structure diagram

The Scientific Council is a collegial body competent in:

- 1) creating policies for the development of the scientific discipline of veterinary medicine;
- 2) conducting habilitation and doctoral procedures, including the decision on the conferral or refusal to confer academic degrees;
- 3) cooperation with the Scientific Council of the Doctoral School;
- 4) cooperation with the University Education Council.

The Scientific Council consists of 12 to 30 members (currently 30), 75% of whom are professors or university professors. The members of the Scientific Council are nominated by the Rector based on their scientific efforts. The Council is appointed for a 4-year term of office.

The Faculty Committees are both the consultative and decisive bodies depending on their character and competences. The Faculty Committee for the Assessment of Academic Teachers is appointed by the Rector in consultation with the Dean. The other committees are appointed by the Dean.

**Table 1.2.2. Faculty Committees**

| No | Name  | Composition   | Function  |
|----|---|---|---|
| 1  | Faculty Committee for the Assessment of Academic Teachers (FCAAT) | 13 persons, representatives of all areas of veterinary sciences and all academic positions, representatives of trade unions, undergraduate and PhD students | Periodic evaluation of the academic staff in terms of scientific, teaching and organisational activity  |
| 2  | Faculty Staff Committee (FSC)                                     | 9 persons, representatives of all areas of veterinary sciences  | Preparation of rules and regulations concerning the hiring, promoting, evaluating, and rewarding of employees; issuing opinions on Dean's decisions in personnel matters        |
| 3  | Faculty Curriculum Committee (FCC)                                | 15 persons, representatives of all areas of veterinary sciences, representatives of undergraduate and PhD students  | Improvement and evaluation of the curriculum  |
| 4  | Faculty Team for Education Quality Assurance (FTEQA)              | 14 persons, representatives of all areas of veterinary sciences, representatives of undergraduate and PhD students, and employers                           | See description of Standard 1.4.  |
| 5  | Faculty Animal Welfare Committee (FAWC)                           | 4 persons   | Evaluation of animal welfare, including visitation of animal housing premises, preliminary evaluation of applications to the Local Ethical Committee for Experiments on Animals |
| 6  | Faculty Biosafety Committee (FBC)                                 | 4 persons, experts in infectious diseases   | Preparation of biosafety instructions and recommendations, periodical evaluation of biosafety procedures  |

**Dean's Representatives:**

- ✓ Faculty Erasmus+ Coordinator for Students' Mobility - Prof. Aleksandra Platt-Samoraj, PhD, habilitated doctor
- ✓ Faculty Erasmus+ Coordinator for Teaching Staff Mobility and Students' traineeships - Joanna Wojtacka, PhD, habilitated doctor, university professor
- ✓ Faculty Supervisor for Students with Disabilities - Prof. Jarosław Całka, PhD, habilitated doctor
- ✓ Dean's Proxy for Student Scientific Groups – Zenon Pidsudko, PhD, habilitated doctor, university professor
- ✓ Dean's Proxy for Studies in English – Joanna Wojtacka, PhD, habilitated doctor, university professor
- ✓ Head of Companion Animal Clinic – Prof. Andrzej Rychlik, PhD, habilitated doctor
- ✓ Head of Farm Animal and Horse Clinic – Wojciech Barański, PhD, habilitated doctor, university professor
- ✓ Faculty Labour Inspector - Dariusz Barski, PhD
- ✓ Dean's Proxy for Radiological Protection – Joanna Bajon, PhD
- ✓ Dean's Representative for Animal Experiments - Piotr Podlasz, PhD, university professor

**The Faculty comprises 16 departments (without internal structure):**

- ✓ Department of Animal Anatomy – Head: Prof. Jerzy Kaleczyc, PhD, habilitated doctor
- ✓ Department of Histology and Embryology – Head: Prof. Bogdan Lewczuk, PhD, habilitated doctor
- ✓ Department of Clinical Physiology – Head: Prof. Jarosław Całka, PhD, habilitated doctor
- ✓ Department of Pharmacology and Toxicology – Head: Prof. Jerzy Jaroszewski, PhD, habilitated doctor
- ✓ Department of Pathophysiology, Forensic Veterinary Medicine and Administration – Head: Prof. Krzysztof Wąsowicz, PhD, habilitated doctor
- ✓ Department of Pathological Anatomy – Head: Iwona Otrocka-Domagala, PhD, habilitated doctor, university professor

- ✓ Department of Microbiology and Clinical Immunology – Head: Prof. Andrzej K. Siwicki, PhD, habilitated doctor
- ✓ Department of Parasitology and Invasive Diseases – Head: Prof. Rajmund Sokół, PhD, habilitated doctor
- ✓ Department of Epizootiology – Head: Prof. Wojciech Szweda, PhD, habilitated doctor
- ✓ Department of Clinical Diagnostics – Head: Prof. Andrzej Rychlik, PhD, habilitated doctor
- ✓ Department of Internal Medicine with Clinic – Head: Prof. Andrzej Pomianowski, PhD, habilitated doctor
- ✓ Department of Surgery and Radiology with Clinic – Head: Yauheni Zhalniarovich, PhD, habilitated doctor, university professor
- ✓ Department of Animal Reproduction with Clinic – Head: Prof. Sławomir Zduńczyk, PhD, habilitated doctor
- ✓ Department of Avian Diseases – Head: Prof. Andrzej Koncicki, PhD, habilitated doctor
- ✓ Department of Veterinary Prevention and Feed Hygiene – Head: Łukasz Zielonka, PhD, habilitated doctor, university professor
- ✓ Department of Veterinary Protection of Public Health – Head: Beata Wysok, PhD, habilitated doctor, university professor

#### **1.2.4. Description of formal collaboration with other VEEs**

The FVM is a member of the “Healthy Animal - Safe Food” Scientific Consortium which includes the Faculty of Veterinary Medicine in Warsaw, National Veterinary Research Institute – State Research Institute in Puławy, the Institute of Genetics and Animal Biotechnology of the Polish Academy of Sciences (PAS) in Jastrzębiec and the Institute of Animal Reproduction and Food Research of PAS in Olsztyn. This Consortium received the status of Leading National Research Centre (KNOW) for the years 2015-2019. The KNOW status largely supported the research activity of the FVM, especially the PhD students and young scientists. Unfortunately, the KNOW programme was not continued by the Ministry of Education and Science.

The Faculty cooperates in the field of teaching and science with a number of foreign faculties of veterinary medicine. The list of foreign universities cooperating with the FVM in Olsztyn is given below:

- ✓ Complutense University of Madrid, Spain
- ✓ University of Las Palmas, Gran Canaria, Spain
- ✓ University of Extremadura, Spain
- ✓ CEU Cardenal Herrera University, Valencia, Spain
- ✓ Catholic University, Valencia, Spain
- ✓ University of Cordoba, Spain
- ✓ Justus Liebig University, Giessen, Germany
- ✓ University of Naples Federico II, Italy
- ✓ University of Teramo, Italy
- ✓ University of Sassari, Italy
- ✓ University of Piza, Italy
- ✓ University of Perugia, Italy
- ✓ Afyon Kocatepe University, Turkey
- ✓ Uludag University, Bursa, Turkey
- ✓ Mehmet Akif Ersoy University, Burdur, Turkey
- ✓ University of Ljubljana, Slovenia
- ✓ University of Liege, Belgium
- ✓ University of Porto, Portugal
- ✓ Trakia University, Stara Zagora, Bulgaria

- ✓ University of Applied Sciences, Vilnius, Lithuania
- ✓ University of Veterinary Medicine, Budapest, Hungary
- ✓ University of Veterinary Medicine and Pharmacy in Kosice, Slovakia
- ✓ University of Zagreb, Croatia
- ✓ “Ss. Cyril & Methodius” University in Skopje, Macedonia
- ✓ Kazakh National Agrarian Research University, Almaty, Kazakhstan
- ✓ A. Baitursynov Kostanay State University, Kostanay, Kazakhstan

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

#### **1.3.1. Summary of the strategic plan with SWOT analysis**

The Development Strategy for the FVM for the years 2014-2020 was approved by the Faculty Board on January 18, 2013 and then updated on November 22, 2013 and May 26, 2015. The strategic goals defined in this document were: 1) to offer a high quality veterinary curriculum, continuously evaluated and improved with respect to the needs of the society and economy, 2) to perform high quality modern scientific research based on national and international research programmes, 3) to introduce teaching in English, 4) to improve the Faculty infrastructure through modernisation of the existing teaching and research facilities, and construction of the Teaching Clinical Centre. The main achievements and issues concerning the implementation of this strategy are presented in section 1.3.2.

The implementation of the new legal regulations on higher education in Poland (the Law on Higher Education and Science - Act of July 20, 2018) resulted in changes in the philosophy of preparation of development strategies. According to the new regulations, the UWM management prepared a project of a joint strategy for the entire University, which involved tasks related to the specific goals of the faculties. After several consultation steps, the current development strategy was adopted by Resolution No. 47 of the Senate of the University of Warmia and Mazury in Olsztyn of January 29, 2021 on the Adoption of the Development Strategy of the University of Warmia and Mazury in Olsztyn for 2021-2030. Then, a detailed plan for the implementation of the strategy was set out in the Resolution No. 48 of the Senate of the University of Warmia and Mazury in Olsztyn of January 29, 2021 and, as a consequence, the faculties prepared action plans on the implementation of the strategy. The Action Plan for the Faculty of Veterinary Medicine for 2021 resulting from the implementation of the University Development Strategy adopted by Resolution No. 47 of the Senate of the UWM in Olsztyn of January 29, 2021 was approved by the Dean’s Council on March 19, 2021 (for details see section 1.3.2.).

The key goals of the University Development Strategy adopted by Resolution No. 47 of the Senate, related to the FVM, are as follows: 1) increase in the research quality to fulfil the criteria of the “Research University Programme” in 2028, 2) development of the study offer and improvement of teaching quality, 3) creation of the perfect study environment and the opportunities for comprehensive personal development for students, PhD students and teachers, 4) improvement of the management system, and 5) promotion of the University and the faculties. The strategy comprises all goals defined by the FVM, including the construction of the Companion Animal Clinic for the FVM until 2028.

#### **SWOT analysis**

##### **Strengths**

- 1) Highly qualified academic staff (19% full professors and 21% university professors) and the system of academic promotion based on rigorous criteria.
- 2) High percentage of teachers with veterinary training (over 90%).

- 3) Modern and continuously expanded teaching infrastructure.
- 4) State-of-the-art research laboratories.
- 5) Effective teaching quality assurance system, supported by the excellent work of the Faculty Teaching Quality Assurance Team.
- 6) A comprehensive curriculum.
- 7) Post-graduate studies on offer.
- 8) Good relationship between the students, academic staff and the Dean's office administration.
- 9) Outstanding scientific output (over 100 publications per year in IF journals obtained by fewer than 90 persons of the research staff).
- 10) High position of the Faculty in the Polish Scientific Evaluation System (category A, status of National Leading Scientific Centre in the years 2015-2019), which positively influences the income to the Faculty budget.
- 11) Satisfactory budgetary situation, especially when compared to other University faculties; effective autonomy in expenditures.
- 12) Good relationships with other institutions and companies.

### **Weaknesses**

- 1) Low number of technical staff.
- 2) Low salaries of both technical and academic staff.
- 3) Lack of legislative solutions supporting the training of European diplomates.
- 4) Problems with recruitment of veterinarians for 24/7 clinical duties.
- 5) Inadequate space for the companion animal clinical service.
- 6) Student admission system based on the applicants' final secondary school results, which results in the recruitment of students who have no predispositions for the job or false job expectations.

### **Opportunities**

- 1) Participation of the FVM in the government-supported projects, which enables the academic staff to raise their clinical and teaching qualifications.
- 2) Preliminary approval of the financial support for the construction of the new building of the Companion Animal Clinic by Warmia and Mazury Marshal's administration and the Ministry of Development Funds and Regional Policy.
- 3) Possibility of the further development of premises for teaching subjects related to both farm and companion animals, as well as food hygiene, in the close neighbourhood.
- 4) High interest in the studies at the UWM veterinary faculty, expressed by a high number of candidates per place.
- 5) Localisation of the FVM in an agricultural region.
- 6) Possibility to provide education in English because of the change in the interpretation of the regulations regarding the commercial use of the Faculty infrastructure financed from the EU funds.

### **Threats**

- 1) The increasing costs of staff employment and infrastructure maintenance (energy) unaccompanied by an adequate increase in the government subsidy for the University.
- 2) Difficulties in the organisation of extramural classes due to the restrictions related to the epizootic (ASF, avian influenza) and epidemic (Covid-19) conditions.
- 3) Decline in the number of animal production farms in the region.
- 4) Decreased interest in the veterinary studies due to a shrinking job market.
- 5) Shortage of qualified applicants for the academic positions.

### 1.3.2. Summary of the operating plan with a timeframe and indicators of its objectives' achievement

The implementation of the operating plan defined by the strategy for the FVM's development for the years 2014-2020 is presented in Table 1.3.2.1.

**Table 1.3.2.1 The implementation of the operating plan defined by the strategy for the FVM's development for the years 2014 – 2020**

| No   | Planned activities   | Evaluation of the plan's implementation as of December 31, 2020           |
|--|--|---|
| <b>Enhancement of teaching quality</b>             |  |   |
| 1  | Development of species education teams   | Completed   |
| 2  | Development of the Companion Animal Clinic   | Partially completed (the employment rate of specialists is still too low) |
| 3  | Development of Farm Animal and Horse Clinic  | Completed   |
| 4  | Increased market competitiveness of the Faculty's diagnostic and clinical services                 | Completed   |
| 5  | Development of cooperation with slaughterhouses and food plants                                    | Partially completed because of Covid-19 situation                         |
| 6  | Decreased student group size   | Completed   |
| 7  | Increased availability of premises for self-learning   | Completed   |
| 8  | Increased use of computer technology, including the Internet, in learning and self-learning        | Completed   |
| 9  | Increased financing of the teaching process  | Completed   |
| 10   | Increased interaction with external stakeholders in terms of the curriculum improvement            | Completed   |
| 11   | Support of student mobility  | Completed   |
| 12   | Further improvement of the Faculty Teaching Quality Management System                              | Completed   |
| 13   | Development of academic staff competences  | Completed   |
| 14   | Promotion of the idea of continuous education  | Completed   |
| <b>Research quality enhancement</b>                |  |   |
| 1  | Improvement of the criteria for academic promotion   | Completed   |
| 2  | Salary system depending on the quality of scientific output and teaching activity                  | Completed   |
| 3  | Improvement of the academic staff evaluation   | Completed   |
| 4  | Support system for academic staff internships in the leading scientific and education institutions | Completed   |
| 5  | Improvement of PhD studies   | Completed   |
| 6  | Applying for large scientific grants   | Completed   |
| 7  | Enhancement of publication quality   | Completed   |
| <b>Introducing the teaching in English</b>         |  |   |
| 1  | Veterinary studies for foreign students (complete curriculum with a fee)                           | Moved to the new strategy because of legal restrictions                   |
| 2  | Involvement of foreign specialists in the teaching process   | Moved to the new strategy because of Covid-19 situation                   |
| <b>Improvement of the Faculty's infrastructure</b> |  |   |
| 1  | Modernisation of the buildings of the Departments of Anatomy and Pathological Anatomy              | Completed   |
| 2  | Development and modernisation of the clinical infrastructure                                       | Completed   |
| 3  | Construction of the Mobile Clinic station  | Completed   |
| 4  | Construction of the building for the Companion Animal Clinic                                       | Moved to the new strategy   |
| 5  | Modernisation of research laboratories   | Completed   |
| 6  | Improvement of the FVM's promotion   | Completed   |

The implementation of the operating plan for the year 2021 is presented in Table 1.3.2.2

**Table 1.3.2.2. The implementation of the operating plan for the year 2021**

| No | Planned activities  | Evaluation of the plan's implementation as of December 31, 2021 |
|----|---|---|
| 1  | Monitoring of the publishing activity as preparation for the evaluation of scientific disciplines*            | Completed according to the time schedule                        |
| 2  | Verification of the staff's statements related to the evaluation of scientific disciplines*                   | Completed   |
| 3  | Preparation of criterion III descriptions for the evaluation of scientific disciplines*                       | Completed   |
| 4  | Preparation of criteria for redistributing the additional portion of the academic staff salary                | Completed   |
| 5  | Implementation of tasks supported by the Regional Initiative of Excellence Programme                          | Completed   |
| 6  | Analysis of the possibility to apply for Horizon Europe (HE) grants, promotion of HE at the Faculty           | Completed   |
| 7  | Removal of formal barriers to the commercial use of the FVM infrastructure                                    | Completed at the FVM, delayed outside the FVM                   |
| 8  | Development of cooperation with enterprises, promotion of the Faculty's laboratory offer                      | Completed   |
| 9  | Preparation of the preliminary application for the funding of the Companion Animal Clinic                     | Completed   |
| 10 | Preparation of the equipment specifications for the project of the Companion Animal Clinic                    | Completed   |
| 11 | Preparation of the final application for the project of the Companion Animal Clinic                           | Completed   |
| 12 | Preparation of terms of reference for the tender for the construction of the Companion Animal Clinic building | Postponed   |
| 13 | Analysis of the economic conditions of organising the English division  | Completed   |
| 14 | Preparation of terms of reference for a tender to select a foreign students recruiting company                | Completed   |
| 15 | Preparation of the draft version of the self-assessment report for EAEVE                                      | Completed   |
| 16 | Preparation of the final version of the self-assessment report for EAEVE                                      | Completed   |
| 17 | Employment of visiting professors   | Not completed because of Covid-19                               |
| 18 | Completion of tasks of the POWR grant   | Not completed because of Covid-19                               |
| 19 | Renovations of the premises   | Completed   |
| 20 | Providing more bicycle parking spaces and charging points for electric vehicles                               | Not completed because of external causes                        |
| 21 | Including the FVM in the monitoring and alarm systems development project                                     | Completed   |
| 22 | Modernisation of the Faculty website service  | Not completed because of technical problems                     |

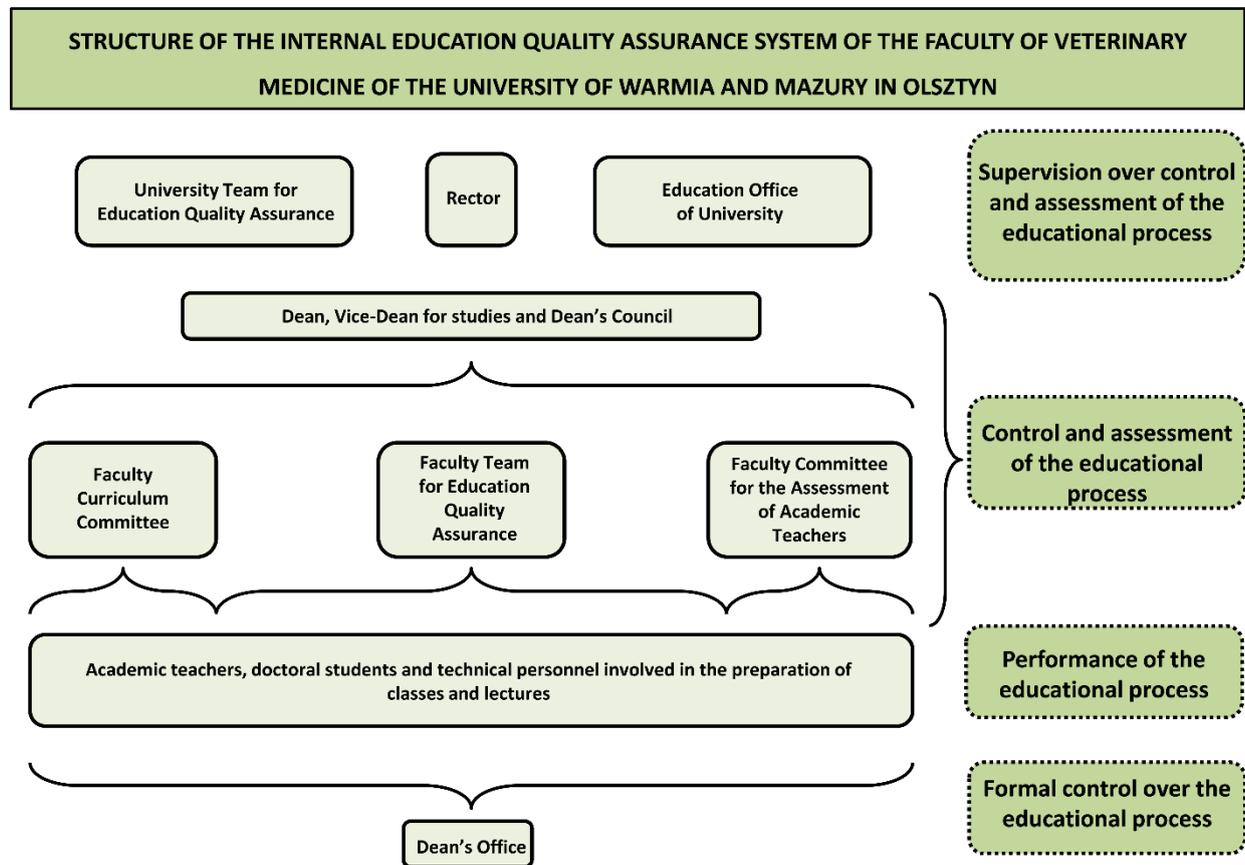
\*The evaluation of scientific disciplines according to their achievements in the years 2017-2021 will be performed in 2022. The deadline for the data upload to the evaluation platform is January 15, 2022. This evaluation is extremely important to the FVM and the University.

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

The Internal Education Quality Assurance System (IEQAS) of the Faculty of Veterinary Medicine, which is a part of the IEQAS of the University of Warmia and Mazury in Olsztyn, guarantees the high quality of education in the field of veterinary medicine. The IEQAS implemented by the Faculty of Veterinary Medicine consists of the following main elements:

- 1) in terms of educational vision: policies and activities for continuous monitoring and improvement of education quality;

- 2) in terms of functional mechanisms: sets of principles, standards and rules implemented in the form of procedures/regulations/resolutions for managing various aspects of the educational process;
- 3) in terms of structure and organization:



### Main tasks and areas of activity of the IEQAS of the Faculty of Veterinary Medicine of the University of Warmia and Mazury in Olsztyn

#### 1) Educational process:

- ✓ To improve the system for verifying the achievement of specific educational outcomes through: improving/optimizing the methods for verifying the achievement of educational outcomes, improving/optimizing the system of academic credits, examinations and student evaluation principles, analyzing the results of course credit tests and examinations, conducting regular inspections covering all courses and types of educational activities, conducting regular questionnaire assessments covering all courses and types of educational activities, monitoring and evaluating student training and internship programs for consistency with the adopted educational outcomes,
- ✓ To evaluate and initiate positive changes in the physical educational environment, in particular education infrastructure, access to the Internet and databases, library resources and financial support for students,
- ✓ To develop and update university curricula/study programs,
- ✓ To gather and analyze opinions and to improve the educational process in collaboration with potential employers,
- ✓ To monitor the system and procedures of allocating ECTS credits to different courses,
- ✓ To analyze complaints/problems (reported by students and academic teachers) concerning the educational process, to implement the required diagnostic and remedy measures, and to develop effective protocols for resolving education complaints,

- ✓ To determine the principles and procedures for accumulating, processing, analyzing, interpreting and using data relating to educational activities and outcomes.

## **2) Faculty Staff:**

- ✓ To assure the highest quality of the faculty staff by implementing effective personnel policies and developing principles for assessing academic teachers,
- ✓ To regularly inspect classes and lectures taught by academic teachers and doctoral students,
- ✓ To conduct regular questionnaire assessments of academic teachers and doctoral students,
- ✓ To implement mechanisms that motivate academic teachers to achieve the highest quality standards in education by awarding performance-based bonuses.

## **3) Students and graduates:**

- ✓ To analyze and adequately respond to the problems reported by students (by implementing procedures for handling complaints and problems),
- ✓ To promote student participation in University life,
- ✓ To involve students in research programs in the Faculty of Veterinary Medicine,
- ✓ To expand the scope of international student exchange programs,
- ✓ To organize regular meetings for students, academic teachers and University authorities,
- ✓ To monitor graduate careers,
- ✓ To monitor the achievement of educational outcomes in graduates: self-assessment (questionnaire assessment) and assessment of employers (Internship Council).

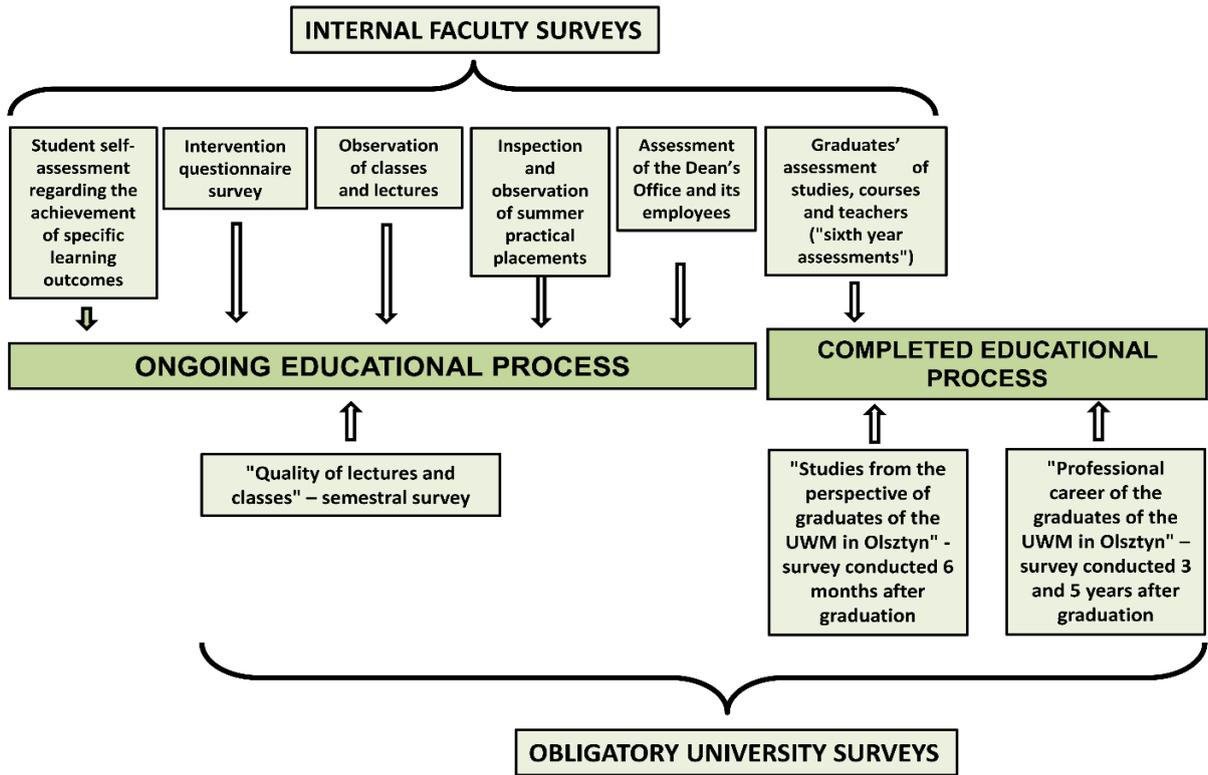
## **4) Transparency in access to information about the educational process.**

The Faculty Team for Education Quality Assurance (FTEQA) is a key element of the IEQAS. The FTEQA controls and evaluates the educational process and actively participates in the optimization of the educational process by formulating recommendations (for the Faculty's authorities and academic teachers) for resolving challenges and problems relating to different aspects of the educational process. The main procedures/tools for assessing and controlling the quality of education are presented in the diagram below. The questionnaires for all of the above QA assessment procedures are presented in the "Written assessment procedures for QA" Appendix of the report.

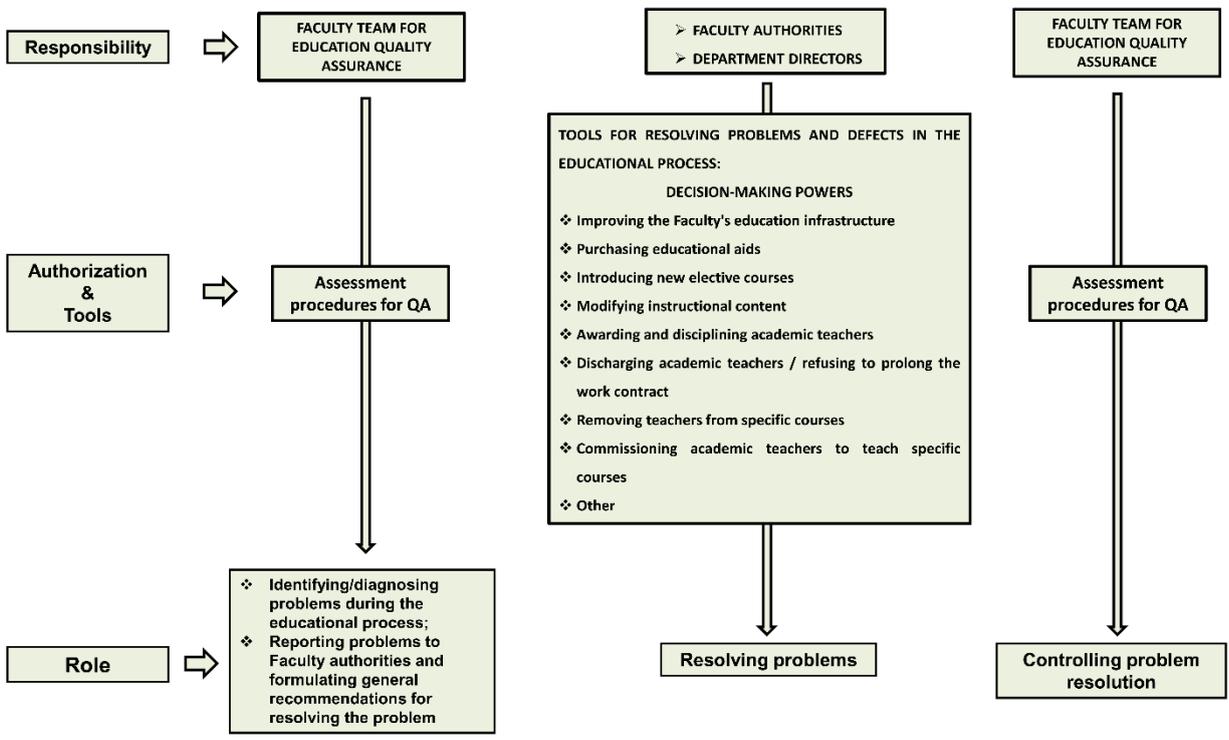
The student self-assessment questionnaire for evaluating the achievement of learning outcomes in all courses taught at the FVM is a particularly important mechanism of education quality assessment (Appendix D.2.; Survey on achievement of learning outcomes (WSZJK-A-MW-6)]. The questionnaire has been designed and implemented by the Faculty to enable students to evaluate their achievement of learning outcomes (instead of evaluating the teaching of specific courses only), and it contributes valuable information about the quality of education in the Faculty. The questionnaire is one of the most important sources of data about student perceptions of the anticipated learning outcomes, and it constitutes an indispensable and integral element of the Faculty's system for verifying the learning process which is described in a dedicated procedure [Appendix D.12.; The system for the verification of the achievement of presumed learning outcomes (WSZJK-O-MW-1)].

The described assessment procedures for QA facilitate regular, comprehensive and detailed analyses of the quality of the educational process in the field of veterinary medicine. The FTEQA generates reports detailing the results of questionnaire assessments and analyses, and, if required, reports these problems to the Faculty's authorities and/or formulates recommendations for the Faculty's authorities and academic teachers regarding the optimal methods of resolving the identified defects/problems in the educational process. The division of competences between the FTEQA, the Faculty's authorities and department directors in the ongoing assessment-control/adjustment-repair cycle is presented in the below diagram.

## WRITTEN ASSESSMENT PROCEDURES FOR QUALITY ASSURANCE



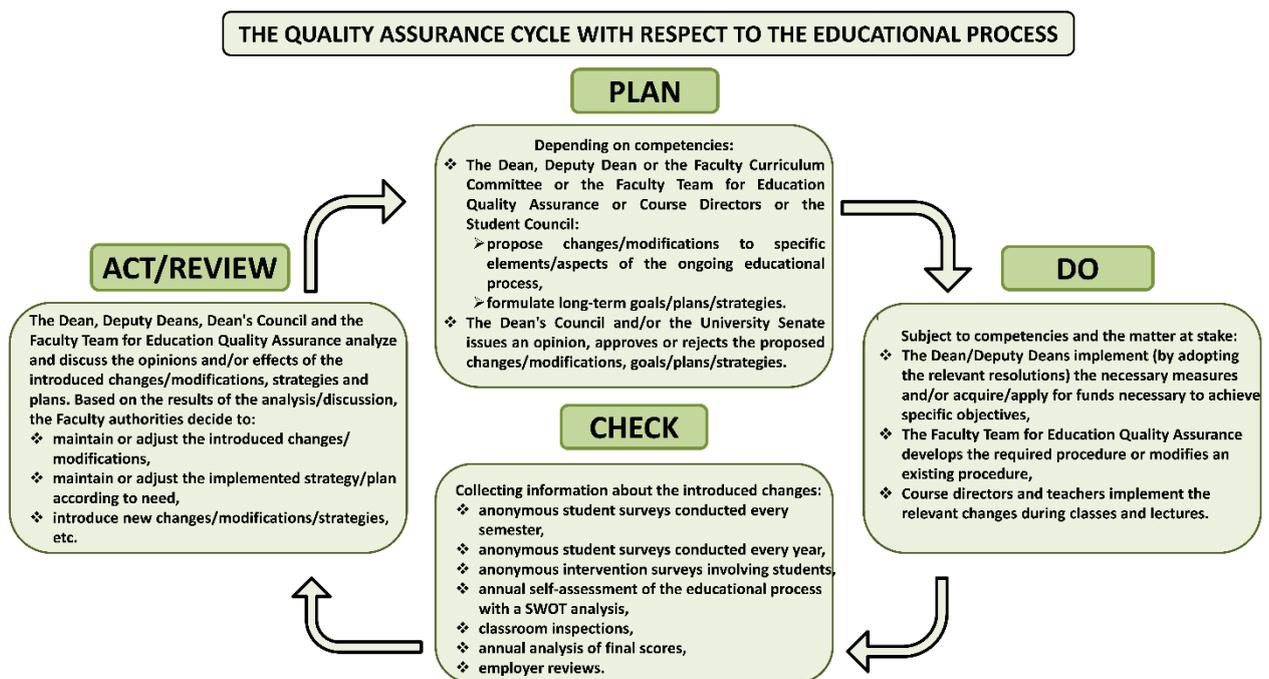
## ROLE OF THE FACULTY TEAM FOR EDUCATION QUALITY ASSURANCE, FACULTY AUTHORITIES AND DEPARTMENT DIRECTORS IN THE PROCESS OF IDENTIFYING/RESOLVING PROBLEMS/DEFECTS IN THE EDUCATIONAL PROCESS



The Faculty modifies the study plan by changing the distribution of specific courses in the study program in response to the opinions and comments (including those voiced in questionnaire assessments) expressed by both internal and external stakeholders (Internship Council). Academic teachers regularly update instructional content to account for the progress in veterinary sciences and clinical practice. The range of elective courses is expanded on an ongoing basis. Seventeen new elective courses have been introduced to the new education cycle which currently comprises 57 courses.

The final scores for all exams (including pass rates on different dates in the exam schedule) and the credits awarded for all courses are analyzed in detail at the end of the academic year (Appendix D.7.; Annual summary and analysis of final grades). The results of the analysis are processed to determine whether exam pass rates, the distribution of students who take exams on different dates in the exam schedule, and the distribution of final exam scores and course credits are within the norm (in view of the level of difficulty in different courses and other considerations) and do not raise objections.

Generally, the PDCA cycle looks very different depending on what is being evaluated. Closed loop processes relating to the identification and resolution of educational problems are presented in the previous diagram. Irrespective of the above, the Faculty of Veterinary Medicine has adopted the following PDCA cycle:



Each year, the FTEQA and the Vice-Dean for studies develop a detailed Faculty self-assessment form that accounts for all elements of the educational process and is closely related with the educational process. The self-assessment form is based largely on a SWOT (strengths, weaknesses, opportunities, and threats) analysis of the entire educational process. If required, recommendations regarding the optimization/improvement/updating of the entire educational process are formulated for the Faculty's authorities and department directors based on the results of the SWOT analysis. In the following year, the FTEQA analyzes whether the formulated recommendations and guidelines have been implemented in the current academic year and reports the results in the self-assessment form.

It should be noted that the FTEQA plays an active and creative role in ensuring the highest quality of education in the field of veterinary medicine by developing practical procedures (based on clear and transparent modes of action) that systematize, regulate and optimize various aspects of

the educational process. To date, the FTEQA has developed and implemented 29 such procedures (Appendix D.12.), including: Absence of a student from an examination, test or another form of earning a credit; Analysis and interpretation of results of a quality assessment of lectures and classes obtained from a survey conducted via the USOSweb system; Development and updating of the plan and programme of studies in the course of studies; Diagnostic-corrective procedure in the scope of the educational process; Documenting the course of studies from matriculation to obtaining credits in the final semester of full-time graduate or post-graduate (PhD) studies, using the tools available in the USOS system; General principles for the development of documentation by the Faculty Team for Assurance of the Quality of Education; Inspection and observation of summer practical placements; Observation of online classes and lectures; Observation of classes and lectures; Periodic assessment of academic teachers concerning their teaching activity, evaluated with the use of a survey; Preparation of admission criteria and determination of the enrolment limits for the first year of full-time studies and for doctoral studies; Procedure for settling complaints and considering applications submitted by students; Recommended manner of administering a third attempt at the end-of-semester test or another form of gaining a course credit; Resources for education and support to students and PhD students; Rules for entering credits for courses and examinations in protocols in the USOS system; Rules for assignment of courses to teachers according to the obligatory teaching load; Rules for conducting and documenting online examinations; Rules for conducting and documenting written and oral examinations in stationary mode; Rules for the evaluation of students' learning outcomes; Rules for the proceedings in the conferment of a PhD degree; Selection and quality assurance of the teaching staff; Students' insight into semester tests and examination papers, and rules for archiving written tests and examination; Survey on achievement of learning outcomes; The diagnostic and corrective procedure in a case a course or an academic teacher obtains a negative assessment in an assessment survey; The ECTS assignment of credits to courses; The system of the flow and publishing information in the scope of the educational process; The system for the verification of the achievement of presumed learning outcomes; Transfer of credits obtained in another course of studies or another university; Verification and improvement of the resources of tangible assets, including the educational and research infrastructure.

- ✓ The Faculty guarantees fully transparent access to questionnaire assessments which are published (as annual reports) on the website of the Internal Education Quality Assurance System (<http://uwm.edu.pl/wszjkwmw/ankiety.htm>);
- ✓ Each year, the Faculty self-assessment form and the results of the SWOT analysis are also published on the IEQAS website (<http://uwm.edu.pl/wszjkwmw/>)
- ✓ In addition, the Chairperson of the FTEQA presents and discusses the results of all questionnaire assessments, final evaluations of all courses and the self-assessment form during Dean's Council meetings which are attended by student representatives;
- ✓ All 29 procedures relating to the quality of the educational process are published on the website of the Internal Education Quality Assurance System (<http://uwm.edu.pl/wszjkwmw/procedurywydzialowe.htm>).

The faculty is positively evaluated and accredited by Polish Accreditation Committee (PAC), a full member of the ENQA. The University and the Faculty observe internal and external standards and guidelines in the operationalisation and implementation of quality targets, in particular:

- ✓ European Standards and Guidelines for Quality Assurance in Higher Education
- ✓ Directive 2005/36/EC of 27 October 2005 amended by Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013
- ✓ Act of July 20, 2018 - Law on Higher Education

- ✓ Act of 3 July 2018, provisions introducing the Act - Law on Higher Education
- ✓ Regulation of the Minister of Science and Higher Education of September 29, 2011 on education standards for veterinary and architecture studies
- ✓ Regulation of the Minister of Science and Higher Education of July 17, 2019 on the standard of education to prepare for the profession of a veterinarian
- ✓ Statute of the University of Warmia and Mazury in Olsztyn, 2020

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

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

The cooperation of the FVM with the external stakeholders is carried out on various levels of the Faculty activity. To improve this cooperation, the Faculty Patronage Board (FPB) was established in 2014. The Board comprised representatives of private practitioners, animal breeding companies, government veterinary administration, veterinary self-government, feed and pharmaceutical companies, as well as stakeholders representing different areas of economic and administrative activity in the region and the country. One of the most important tasks of the FPB is to advise on the improving and updating the curriculum in those aspects which are not strictly regulated by the educational standard for veterinary studies. The veterinary curriculum of the FVM, prepared in response to the new standard for veterinary education in Poland (Dz. U. 2019 poz. 1364) was discussed at the meeting of the FPB on December 10, 2019. Cooperation with the Board and external stakeholders is also used to obtain feedback on the learning outcomes achieved by the Faculty graduates in terms of knowledge, skills and social competences. For this purpose, the Dean sends a graduate evaluation questionnaire to the employers with an invitation to fill it in and thus express their opinion on the matter.

The FVM has signed 158 cooperation agreements with stakeholders representing District Veterinary Inspectorates, veterinary clinics, swine, cattle and poultry farms, feed manufacturers, animal slaughterhouses and animal products processing plants.

The members of the academic staff perform numerous functions in the expert groups operating within the government institutions responsible for animal disease control and public health protection. For example, Professors Andrzej Koncicki and Wojciech Szweda are members of the Sanitary and Epizootic Council at the General Veterinary Inspectorate of Poland and the Crisis Staff at the President of the City of Olsztyn. Professor Andrzej Koncicki is the Chairperson of the Scientific Council of the National Veterinary Institute - National Research Institute in Puławy, and Professors Jerzy Jaroszewski and Wojciech Szweda are members of this Council. In addition, Professors Maciej Gajęcki, Andrzej Koncicki, Przemysław Sobiech, Józef Szarek and Krzysztof Wąsowicz are members of the Regional Council of the Warmia and Mazury Veterinary Chamber.

The FVM operates a knowledge promotion platform called the Warmia and Mazury Veterinary Portal, created in 2011 as a result of a project titled "Establishment of the Warmia and Mazury Veterinary Portal along with the Construction of Databases and Digitalisation of Resources", co-financed by the EU funds. The portal has over 20,000 registered users and 50-100 thousand visits per month. The FVM webpage is a part of this portal and provides data about objectives, as well as research and teaching activities of the FVM. It also provides current information on the veterinary studies and the FVM students' activities.

Each year, the FVM prepares a brochure for student applicants with the information on admission and the curriculum. The University organises an Information Days event dedicated to prospective students, where the study programmes and potential employment destinations are presented. During the event, the candidates have an opportunity to visit student teaching laboratories, clinics and research laboratories of the FVM. The visits are organised by the Faculty Council of the Student Government, which gives the candidates a chance to talk with the veterinary students.

The professional and economic fate of the graduates is analysed by the University administration using the survey method and the results are published on the UWM and the Faculty webpages. The information on the current ESEVT status of the Faculty is to be found on the FVM webpage, as are the latest Self Evaluation Reports and Visitation Reports.

**1.6. The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**

The project of the new University strategy, which includes all aspects of the FVM strategy, was prepared by the Rector Council comprising the Rector, Vice-Rectors, Deans of all faculties, Chancellor, representatives of trade unions, a representative of the University Council of the Student Self-Government and a representative of the University Council of the PhD Student Self-Government. The Deans had the possibility to present and discuss the project of the strategy at the meetings of the Dean's Council. Having discussed the strategy issues, the Dean of the FVM postulated to introduce to the strategy an additional task, namely the "Construction of the Companion Animal Clinic building with the purchase of equipment" and this proposal was approved by the Rector Council. The project of the University strategy was also reviewed by the University Board, consisting of external experts and stakeholders. After consultations, the strategy was adopted by the Senate. The strategy was communicated to the staff, students and stakeholders via the University website. The adoption of the strategy was followed by the preparation of the "Action Plan for the Faculty of Veterinary Medicine for 2021". The plan was discussed by the Dean's Council and finally approved by the Dean of the FVM. The Dean is obligated to present the report on the completion of the "Action Plan for the Faculty of Veterinary Medicine for 2021" to the Rector.

The Dean of the FVM evaluates all aspect of the Faculty functioning and presents annual reports on this analysis to the Dean's Council (previously, up to 2019, to the Faculty Council). The meetings of all members of the Faculty's staff are periodically organised by the Dean. According to the latest update to the University statute, such meeting are obligatory.

The veterinary studies are under continuous supervision of the FTEQA (for details see description of Standard 1.4.). The results of the Team's evaluations are published on the FVM webpage. At the University level, there is the University Teaching Quality Assurance Team which supervises the faculty teams. The classes are periodically controlled by the department heads. The studies are also accredited every 6 years (or every 2 years in the case of deficiencies) by the Polish Accreditation Committee. The self-evaluation reports and visitation reports are published on the University and the FVM webpages. The Internal Auditing Team of the University performs audits of processes and actions related to all aspects of the University functioning.

The resolutions of the Senate and the decisions of the Rector are available to staff, students and stakeholders on the University webpage in the "Public information bulletin" section which is

obligatory in Poland. The information about the Faculty committees and their composition, the most important decisions of the Dean, as well as resolutions of the Dean's Council and Scientific Council, are available on the FVM webpage. Additionally, the information is sent to particular departments or to each person of the staff via electronic mail.

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

The FVM was positively evaluated by EAEVE for the first time in 2005. The last full visitation took place in 2012 and resulted in the "Conditionally approved" status because of one major deficiency, i.e., "Insufficient number of necropsies for instructional purposes". During the following 3 years the major deficiency was corrected by an increased exposure of the students to large animal post-mortem examinations. Moreover, the vast majority of minor deficiencies was also corrected. The Interim Report prepared in 2015 contained a point-by-point description of how the deficiencies had been corrected. The re-visitation in 2016 resulted in the "Approved" status. The remarks concerning the corrections and improvements given in the reports following the 2012 and 2016 visits to the FVM are still consequently considered in decisions regarding all aspects of the Faculty's functioning. Since 2016, there have been several important and positive changes in the Faculty infrastructure, the clinical and laboratory services, the financial conditions and expenses on teaching, which are presented in the Introduction. A new curriculum with more practical training was introduced as a result of the new legal regulations in Poland.

**Comments on Area 1**

The recent years were the time of substantial changes in the organisation of higher education and science in Poland. The discussion on preparation of these changes was officially initiated by the government in February 2016 and the new regulations, generally known as "Law 2.0" or "Constitution for Science", were adopted by the Polish Parliament in July 2018. The decision of the Parliament entailed a long process of implementation of these regulations. The universities had to prepare new statutes and change their organisation. The period of discussion on the new law stopped some of the ongoing changes at universities and caused concern among the staff about their academic careers. An important change introduced by the new law was that the faculties lost their position as highly autonomous scientific and teaching units. Competences related to academic promotion and higher education were moved from the faculties to the Rector and the Senate. Following the changes, the faculties are no longer obligatory parts of universities.

During the implementation of the new law, the UWM maintained its faculty-based structure. However, the faculties lost some of their competences. The faculty boards, which were the most important collegial body in the previous Polish system of higher education, had to be abolished. The faculty boards decided about the curriculum and academic promotion. Currently, the Senate has to approve all changes in the curriculum. Academic promotions are within the competence of a new collegial body, the scientific council, which is independent of the dean. The new organisation was implemented on October 1, 2019.

**Suggestions for improvement in Area 1**

The Companion Animal Clinic and the Farm Animal and Horse Clinic, which have the status of veterinary clinics in the registry of animal health establishments, should also be separate units in the Faculty structure. It is planned to transform the Polyclinic (currently a separate unit) into a Companion Animal Clinic, and to separate the Farm Animal and Horse Clinic from the Department of Reproduction with Clinic. These changes require current vacancies to be filled and new posts to be created. The changes related to the Companion Animal Clinic will be connected with the construction of the new building.

## Area 2. Finances

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

The largest part of the income to the University budget is the government subsidy. The other sources of the budget income comprise, among others, the research grants, fees for educational services, and payments for research services. At the University administration level, the government subsidy is divided into two parts. The first one is used to cover the costs of central administration and services, renovations and maintaining of premises, investments, international cooperation, the University library, student self-government, PhD student self-government, student culture activities, student sports, and student research activity. The other one is distributed among faculties and used to cover their expenditures. The rules for the distribution of the subsidy among the faculties are similar to the rules governing such distribution among the universities in Poland. The most important factors affecting the subsidy level are: 1) the number of students corrected for study costs and 2) the number of academic staff and their academic positions corrected for the scientific category in the last evaluation and for the cost factor of research. The scientific category largely influences the level of subsidy, therefore the faculties pay special attention to publishing activity and grant applications. The values of correction factors for study and research costs are also important for the subsidy level and they are at satisfactory levels for veterinary medicine (both are 3.5 in a scale up to 4). It should be noted that the increase in subsidy for the faculty due to the employment of a new person does not cover the salary of this person.

The dean receives information about the subsidy for the faculty and prepares the budget plan for a calendar year which also includes other revenues and all expenditures. The part of subsidy dedicated to cover the research costs is defined by the Rector Office, however, as far as other expenditures are concerned, the deans have large autonomy. The most important for the FVM is the possibility to define the level of expenditures for teaching and to prepare its own investment plan. Since 2021, it is also possible to include the cost of renovations. The faculty budget plan is approved by the Rector. The expenditures from subsidy may be made up to December 31. After this date, the remaining part of the subsidy becomes part of the University's general fund used to finance investments. The difference between revenues and expenditures at the end of the year is the bottom line. A negative annual balance sheet result requires the preparation of an improvement plan by the dean, however, some faculties exhibit a negative balance for several years. The FVM belongs to faculties with the highest positive balance, recently extending 900,000 euro, because of the scientific category, the number of students, the academic staff positions and the number of scientific grants. The positive balance of the FVM is an important argument in the discussion of the Faculty's investments from the University's general fund.

The regulations described above were introduced in 2016 and had a very positive impact on the functioning of the FVM. They largely increased the expenses for teaching (from 25,000 euro per year in 2016 to over 100,000 euro per year in 2017), and for investments (from 25,000 euro in 2019 to 100,000 euro in 2020, and to 200,000 euro in 2021). The possibility to make extraordinary expenses for teaching proved crucial during the pandemic conditions in the academic year 2019/2020, since the FVM was able to very quickly purchase additional animals and materials of animal origin for the organisation of classes in special conditions.

The FVM has a transparent system of allocation of the financial resources from the subsidy to the departments. The part of the subsidy dedicated to cover the research costs is allocated to the

departments on the basis of their publication activity over the previous four years. The departments prepare the teaching cost estimation, including the data on the cost of materials and services for conducting classes. These documents are verified by the Dean and the Vice-Dean for studies, and used for allocation of the financial resources to the departments. If the real costs are higher than estimated or new opportunities to improve classes have emerged (e.g. an additional visit to a food production plant), the departments receive additional funding. The FVM prepares a yearly plan of purchase of small equipment for teaching laboratories and clinics, as well as a yearly plan of investments and modernisations. The implementation of both plans is financed directly from the FVM budget.

In the years 2015-2019, the FVM had additional funding from the Ministry of Science and Higher Education in the annual amount of 400,000 euro, owing to its Leading National Research Centre in Veterinary Sciences status. The funding covered the costs of research performed by young scientists, scholarships for 6-month internships in leading research institutions, scholarships for PhD students, costs of attendance in conferences, and publication costs.

In the years 2019-2022, the FVM has been participating in the “Regional Initiative of Excellence” project which provides additional support of 110,000 euro per year, which is not included in the Faculty budget. The project supports mainly the publishing costs in the open access system and attendance costs at conferences and workshops.

The FVM students do not pay tuition fees. There is a payment for the repeating of subjects, which varies from 120 to 360 euro (euro per hour). The University candidates pay an admission fee of 17.7 euro.

**Table 2.1.1. Annual expenditures in the last 3 years (in euro)**

| Area of expenditure      | 2019             | 2020             | 2021             | Mean             |
|--------------------------|------------------|------------------|------------------|------------------|
| Personnel                | 3,830,848        | 3,904,910        | 3,950,120        | 3,895,293        |
| Operating costs          | 2,061,034        | 2,021,252        | 2,130,452        | 2,070,913        |
| Maintenance costs        | 191,820          | 181,252          | 250,000          | 207,691          |
| Equipment                | 232,618          | 159,000          | 223,200          | 204,939          |
| Others*                  | 476,786          | 266,592          | 380,530          | 374,636          |
| <b>Total expenditure</b> | <b>6,793,106</b> | <b>6,533,006</b> | <b>6,934,302</b> | <b>6,753,471</b> |

\*The costs of foreign language classes and sports classes for the FVM students

**Table 2.1.2. Annual revenues in the last 3 years (in euro)**

| Revenues source                  | 2019             | 2020             | 2021             | Mean             |
|----------------------------------|------------------|------------------|------------------|------------------|
| Public authorities (subsidy)     | 5,259,164        | 5,873,893        | 6,089,133        | 5,740,730        |
| Tuition fee (standard students)* | 13,004           | 11,440           | 12,440           | 12,295           |
| Tuition fee (full fee students)  | 0                | 0                | 0                | 0                |
| Clinical services                | 568,461          | 602,526          | 658,777          | 609,921          |
| Diagnostic services              | 192,451          | 244,101          | 251,666          | 229,406          |
| Other services                   | 26,705           | 41,229           | 48,536           | 38,823           |
| Research grants                  | 387,611          | 567,518          | 589,523          | 514,884          |
| Continuing Education             | 181,271          | 217,950          | 220,545          | 206,588          |
| Donations                        | 0                | 0                | 0                | 0                |
| Other sources**                  | 445,555          | 9,770            | 8,044            | 154,456          |
| <b>Total revenues</b>            | <b>7,074,222</b> | <b>7,568,427</b> | <b>7,878,664</b> | <b>7,507,104</b> |

\*Payment for the repeating of subjects

\*\*The KNOW subsidy and the payments for procedures for the academic promotion of persons outside the University

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

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

**Table 2.1.4. Overheads from services and research grants**

| No | Project or activity   | Total overheads            | Distribution between |                |
|----|---|----------------------------|----------------------|----------------|
|    |   |                            | University budget    | Faculty budget |
| 1  | Commercial full-time studies  | 40%                        | 50%                  | 50%            |
| 2  | Commercial part-time studies  | 20%                        | 100%                 | -              |
| 3  | Postgraduate studies  | 30%                        | 50%                  | 50%            |
| 4  | Courses and other teaching activities                                   | 15%                        | 50%                  | 50%            |
| 5  | Procedures for the academic promotion of persons outside the University | 30%                        | 50%                  | 50%            |
| 6  | Scientific grants   | Depending on the agreement | 33.3%                | 66.6%          |
| 7  | Organisation of symposia and conferences                                | 10%                        | 50%                  | 50%            |
| 8  | Research services   | 15%                        | 50%                  | 50%            |
| 9  | Clinical and diagnostic services  | 15%                        | 50%                  | 50%            |

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

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

The financial self-sufficiency of clinical services is not required by the University regulations, the Rector or the Dean. The veterinarians in the clinics are academic teachers and PhD students prepared for teachers' work. The hours of their work in the clinics are included in the teaching/working hour limit, or paid extra. The teaching quality in the clinics is regularly evaluated by the FTEQA. The income from clinical services is used to cover the cost of medicines and materials, and the remaining amount is spent on extra payment for veterinarians. The overheads are paid only to the University (7.5%). The Mobile Clinic has a negative financial result and the loss is covered by the FVM budget. The purchases of equipment for the clinics is paid by the FVM budget.

The FVM has large autonomy concerning the use of their resources to implement its strategic plan and to ensure high teaching quality. The details of financial process are presented in the description of Standard 2.1. The faculty decides autonomously about the educational expenditures and has its own plan of investments and modernisations. The algorithm governing the distribution of the subsidy among the faculties of the UMW ensures positive financial balance of the FVM at an appropriate level of expenditures for teaching, and a reasonable level of own investment costs. The finances of the FVM are also supported by research grants and special programmes. There are two limitations on the FVM financial autonomy: 1) the increase in employment requires the approval of the Rector (academic staff) or Chancellor (technical staff),

2) the Rector (academic staff) or Chancellor (technical staff) decides about the increase in the basic salary.

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

The decision process regarding infrastructure expenditures and investments is presented in Figure 2.4. The budget allocation procedures are presented in the description of Standard 2.1.

**Table 2.3.1. List of the major ongoing and planned investments for developing, improving and/or refurbishing facilities and equipment, and the origin of the funding**

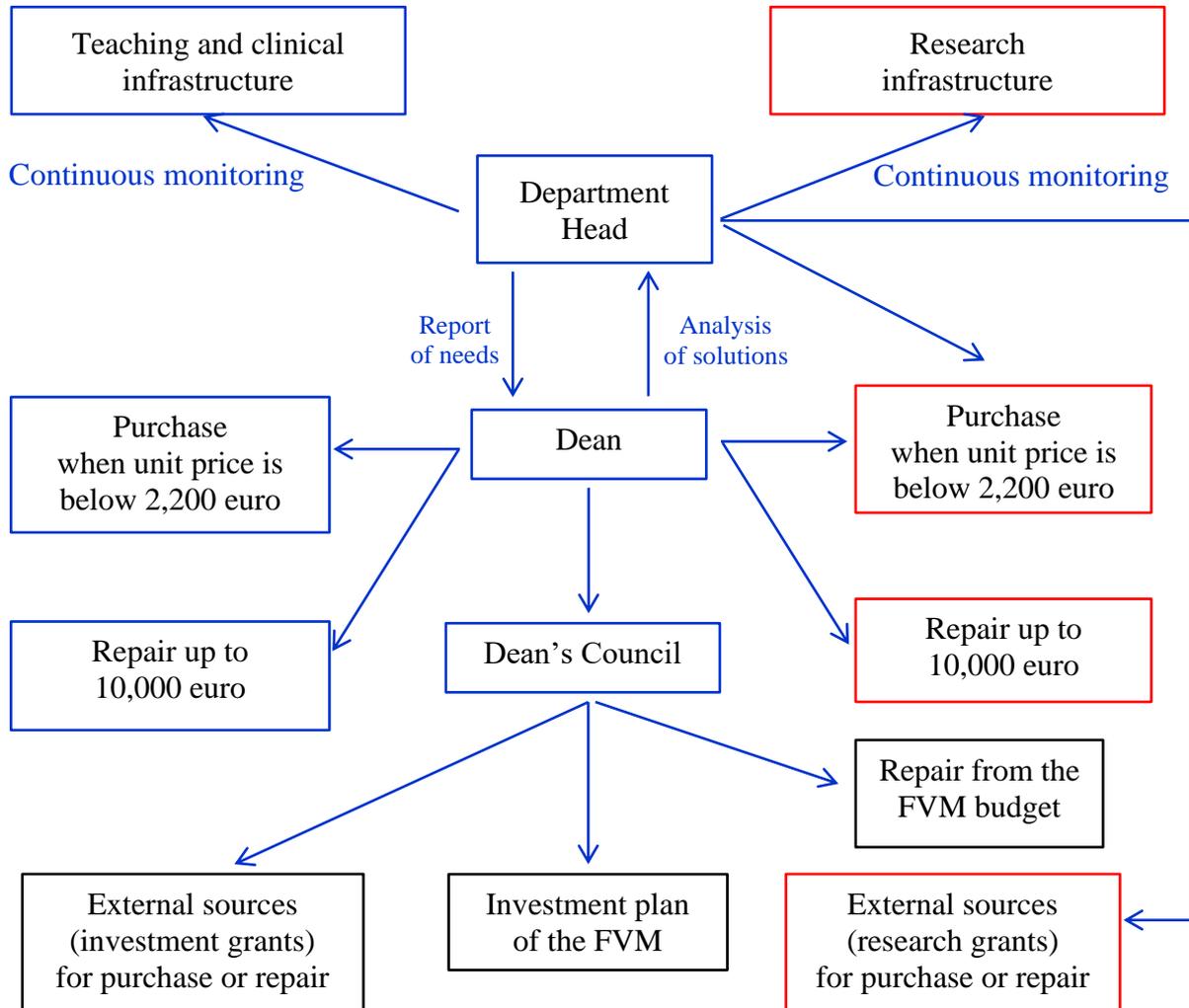
| No | Investment specification   | Date        | Origin of funding                               |
|----|--|-------------|---|
| 1  | Purchase of a computed tomography system with a table for horses and adaptation of premises                    | 2022        | “EnFoodLife” project                            |
| 2  | Inhalation anaesthetic machine for companion animals for CT room   | 2022        | “EnFoodLife” project                            |
| 3  | Inhalation anaesthetic machine for horses for CT room  | 2022        | “EnFoodLife” project                            |
| 4  | Stationary digital RTG   | 2022        | “EnFoodLife” project                            |
| 5  | C-arm RTG  | 2022        | “EnFoodLife” project                            |
| 6  | Workstation with Amira software  | 2022        | “EnFoodLife” project                            |
| 7  | Whole Body Plethysmography system for mice   | 2022        | “EnFoodLife” project                            |
| 8  | SPF cages system for mice  | 2022        | “EnFoodLife” project                            |
| 9  | Equipment for the parasitology diagnostic laboratory   | 2022        | “Innovation in quality food technology” project |
| 10 | Equipment for the microbiology diagnostic laboratory   | 2022        | “Innovation in quality food technology” project |
| 11 | Immunospot Analyser  | 2022        | “Innovation in quality food technology” project |
| 12 | RT-PCR machine   | 2022        | “Innovation in quality food technology” project |
| 13 | Fluorescence microscope  | 2022        | “Innovation in quality food technology” project |
| 14 | Cell culture incubator   | 2022        | “Innovation in quality food technology” project |
| 15 | Physiological recorder   | 2022        | “Innovation in quality food technology” project |
| 16 | Digital registration system for tissue preparation in the necropsy room  | 2022        | “Innovation in quality food technology” project |
| 17 | RTG for the necropsy room  | 2022        | “Innovation in quality food technology” project |
| 18 | Investments and modernisation of premises from the FVM budget – the specification will be approved in May 2022 | 2022        | the FVM budget                                  |
| 19 | Renovation of the main hall in the building at Oczapowskiego Str. 14   | 2022        | the University budget                           |
| 20 | Installation of a new elevator in the building at Oczapowskiego Str. 13  | 2022        | the University budget                           |
| 21 | Social kitchen and leisure space for students in the building at Oczapowskiego Str. 13                         | 2022        | the FVM budget                                  |
| 22 | Investments and modernisation of premises from the FVM budget – the specification will be approved in May 2023 | 2023        | the FVM budget                                  |
| 23 | Renovation of the remaining parts of corridors in the building at Oczapowskiego Str. 13                        | 2023        | the University budget                           |
| 24 | Construction of the Companion Animal Clinic building   | 2023 - 2026 | Marshal of the voivodship                       |
| 25 | Investments and modernisation of premises from the FVM budget – the specification will be approved in May 2024 | 2024        | the FVM budget                                  |
| 26 | Purchase of equipment for the Companion Animal Clinic  | 2026        | Marshal of the voivodship                       |
| 27 | Special facility for meat hygiene teaching   | 2026-2027   | ?   |
| 28 | Simulation-based teaching facilities   | 2026 - 2027 | ?   |

**Table 2.3.2 Prospective expenditures and revenues for the next 3 years (in euro)**

|              | Year 2022 | Year 2023 | Year 2024 |
|--------------|-----------|-----------|-----------|
| Revenues     | 8,000,000 | 8,200,000 | 8,400,000 |
| Expenditures | 7,800,000 | 8,000,000 | 8,200,000 |
| Balance      | 200,000   | 200,000   | 200,000   |

**2.4. Decision process regarding infrastructure expenditures and investments**

Needs analysis and decision process



Purchase procedure:

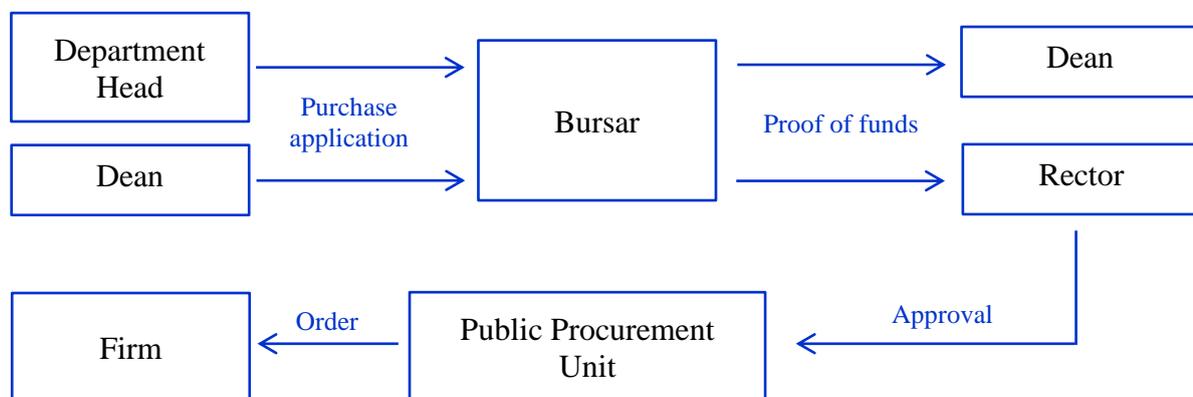


Figure 2.4. Decision process regarding infrastructure expenditures.

## **Comments on Area 2**

Over the last five years, there has been a significant improvement in the financial capacity of the Faculty. The current budget situation of the FVM can be described as satisfactory and allows for the completion of many tasks. It should be emphasised that the FVM has a large autonomy in expenditures. However, there is a significant risk of its deterioration due to rising inflation in Poland and increasing energy costs. The government has planned an increase in the pool of funds for financing subsidies to universities by 2% in 2022 in relation to 2021, while the inflation may exceed 10%. The biggest problem is the considerable increase in energy costs. In view of the risk of the budget balance deterioration, both the University and the FVM are careful in making decisions which have long-term effects on expenditures, including the employment of new persons and salary increases.

## **Suggestions for improvement in Area 2**

None

## Area 3. Curriculum

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

### **3.1.1. Description of the educational aims of the VEE and the general strategy for the design, resources and management of the curriculum**

The FVM provides a comprehensive programme of veterinary education in accordance with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1, scientific research in the discipline of veterinary sciences, as well as veterinary services.

#### **Educational aims of the VEE:**

The first educational aim is to provide a curriculum and the teaching resources required to obtain the professional title of *lekarz weterynarii* (lek. wet.), an equivalent of U.K. Veterinary Surgeon (VS) and U.S. Doctor of Veterinary Medicine (D.V.M). Graduates of FVM in Olsztyn are prepared to independently practice the profession of a veterinarian and undertake work, among others in facilities for the treatment of various species of animals, in the structures of the Veterinary Inspection, sanitary and epidemiological stations, veterinary laboratories, pharmaceutical companies, but also in scientific and research facilities and administrative institutions requiring veterinary knowledge.

The second educational aim is to provide opportunities for further education to postgraduate veterinarians. The outstanding students can continue their studies at the 4-year Doctoral School, which may result in obtaining a PhD degree. For veterinarians who already work in various fields of veterinary medicine, the Faculty conducts postgraduate training leading to obtaining specialization diplomas in the fields of animal reproduction, dog and cat diseases, equine diseases, ruminant diseases, hygiene of slaughter animals and food of animal origin, veterinary prevention and feed hygiene and veterinary surgery, pathology and use of laboratory animals.

The third educational aim is to encourage and provide lifelong learning opportunities for all veterinary graduates. Today, the great potential of the veterinary profession cannot be achieved without a commitment to lifelong learning. FVM carries out this mission through the Warmia and Mazury Veterinary Portal. It is not only a platform for communication with students, but also with graduates who, after logging in, have access to a range of materials related to the latest knowledge in the field of veterinary medicine.

### **3.1.2. Description of the legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the VEE has to change the curriculum**

Studies in the field of veterinary medicine prepare for the profession with the use of requirements specified in the Decree of the Minister of Science and Higher Education of July 17, 2019 on the standard of veterinary education to prepare for the profession of a veterinarian. The decree specifies that the curriculum should contain totally at least 5,200 hours and 360 ECTS, and studies should last at least 11 semesters. The veterinary study program based on the assumptions of the above standard was adopted by the UWM Senate Resolution No. 682 dated April 7, 2020. The number of hours realized during studies, including internships, is 5393, and the number of ECTS points needed to complete the studies is 360.

The standard of veterinary education determines the Faculty's degree of freedom by the number of hours that may be allocated as per the Faculty's vision. The Faculty has no influence on the minimum total number of hours and the minimum number of basic hours assigned to particular groups of subjects. These numbers can be increased, but there is no additional funding from the Ministry of Science and Higher Education. Consequently, the Faculty must cover any additional expenses related to the increase in the number of hours itself. Any change to the subjects, the number of teachings hours and ECTS number or the allocation of subjects have to be approved by UWM Senate. The person responsible for the course develops the detailed content of the course, which should meet the requirements of the standard of veterinary education. The project is then reviewed by the Faculty Curriculum Committee, FTEQA, Dean's Council and then is put on the agenda of the UWM Educational Council and the change is introduced by a resolution of the UWM Senate. This means that the FVM can update the content of education along with the development of knowledge, adapting it to the needs of the socio-economic environment, internal and external stakeholders.

### **3.1.3. Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.**

The education system in the FVM in Olsztyn is constantly monitored by FTEQA. The main tools used to control the quality of education are:

a) Internal faculty questionnaires on:

- ✓ evaluation of studies, subjects and teachers by graduates (annually)
- ✓ students' self-assessment in terms of achieving learning outcomes (every two years)
- ✓ evaluation of the activities of the dean's office and its employees (every two years)

b) University-wide survey research entitled:

- ✓ "Quality of lectures and classes" (each semester)
- ✓ "Studies from the perspective of graduates of the University of Warmia and Mazury in Olsztyn" (6 months after graduation)
- ✓ "Professional fate of a UWM graduate in Olsztyn" (3 and 5 years after graduation).

c) Hospitations of didactic classes.

All of these tools enable regular, comprehensive and thorough quality control of the implementation of veterinary education. FTEQA prepares reports on the results of the above-mentioned questionnaires and their analyses. If necessary, it makes recommendations on how to handle with emerging challenges related to the education process or to solve problems related to various aspects of this process, which were revealed in the research. Curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified by the FTEQA and corrected by the FCC.

### **3.1.4. Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations**

Prior to the start of the clinical rotations in the 10th and 11th semesters, students participate in the core pre-clinical and clinical classes. Basic clinical classes in the 3rd, 4th, 5th and 6th years of study include: clinical and laboratory diagnostics, parasitology and invasiology, general surgery and anaesthesiology, diagnostic imaging, farm animal diseases (infectious diseases, internal medicine, reproduction, surgery), equine diseases (infectious diseases, internal medicine, reproduction, surgery), dog and cat diseases (infectious diseases, internal medicine, reproduction, surgery), avian diseases, as well as practical veterinary training (EPT) after the 8th and 10th semesters (320 hours in total). Classes are carried out with the use of laboratory experiments done by students, demonstrations of experiments, didactic animals, CPR dummies, specialized computer programmes, movies, multimedia presentations, patients, etc.

### **3.1.5. Description of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) and the direct involvement of undergraduate students in it**

For students of 5th and 6th years, the clinical rotations are conducted in small groups. The students rotate through the large and small animal clinics and practice reproductive medicine, infectious diseases, internal medicine, surgery and avian diseases (a total of 360 hours, for details, see Table 3.1.3). Students carry out clinical rotations intramurally as well as extramurally. The FVM has two veterinary clinics: The Clinic for Companion Animals and The Clinic for Farm Animals and Horses. The Clinic for Companion Animals includes the Polyclinic and clinics of the Department of Animal Reproduction with a Clinic, the Department of Epizootiology, the Department of Internal Medicine with a Clinic and the Department of Surgery and Radiology with a Clinic. The Clinic for Farm Animals includes the Mobile Clinic and clinics in the above-mentioned departments. The Polyclinic and Mobile Clinic operate 24 hours a day, seven days per week, year-round, and students participate in clinical rotation in both clinics in groups of up to 3-4 persons. Extramural clinical rotation concerns mainly farm animal diseases and avian diseases and is carried out by the Mobile Clinic, as well as on farms (Bałdy, Kozaki and Radziejmy). During rotation, students participate in regular clinical duties, are actively involved in in-patient and ambulatory work, attend seminars and exercises on practice-relevant topics and compile their own case reports. It is expected that the students apply their acquired knowledge in a problem-based approach and practise recognising clinical problems, developing diagnostic and therapeutic plans as well as practicing the relevant hands-on skills.

### **3.1.6. Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track). Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students.**

The slaughterhouses and food production plants cooperating with the FVM are approved and fulfil all requirements regarding EU registration and approval. All practical classes are performed in groups of 20 students and are conducted by two academic teachers, one official veterinarian or an employee responsible for the quality of production and one auxiliary (five students/teacher). Access/transport to the plants and the provision of personal protective clothing are guaranteed by the faculty.

Within the course of "Hygiene of slaughter animals and meat" practical training of students is done in one external slaughterhouse of cattle and swine (The WARMIA Meat Production Plant in Biskupiec) located 40 km away from the faculty and in one poultry slaughterhouse (The INDYKPOL Meat Production Plant) located within the city borders. Students undergo practical field classes in the cattle slaughterhouse (3 h), in the swine slaughterhouse (3 h), and in the poultry slaughterhouse (3 h). Practical field classes in the poultry slaughterhouse are carried out twice in selected years: once to acquaint students with the requirements for animal welfare during transport, and the second time covering pre- and post-mortem inspection. Due to the fact that the students visit slaughterhouses in which regular production process takes place, and because they are not licenced to perform official activities, they accompany and observe the work of the official veterinarian during ante- and post-mortem examination.

Within the course of "Hygiene of animal origin products", the first practical classes (3 h) are held in a meat processing plant (The WARMIA Meat Production Plant in Biskupiec). Students are introduced to veterinary conditions and the production process of cutting and shearing of bovine and swine semi-carcasses. Special attention is paid to the points dedicated to food safety – GHP and GMP rules implemented and working in the plant and those related to the food safety system based on HACCP rules. The following practical field classes (3 h) are held in a meat processing

plant producing minced meat and raw meat products (OSI Food Solutions Sp. z o.o. in Ostróda). The plant is designed and constructed in visitor-friendly way that means that the presence of students does not impact the production area and food safety but gives full view of the process. Students can follow each production stage and procedures very easily. This plant also serves as an example to teach students the rules of Food Defence. In the next semester, students follow practical classes in a plant (The SZWADERKI Fish Farm and Fish Processing Plant in Szwaderki) that breeds, harvests and processes freshwater fish (3 h). The students become practically familiar with the requirements for primary production, starting from hatching through all stages of fish harvesting and processing (salt treatment, smoking, pickling).

As part of the "Milk hygiene" course, practical classes are held at the dairy cattle farm in Bałdy (2 h) which is owned by the University (UWM). The students analyze documents that are obligatory on the farm.

All above practical field classes are a simulation of an official inspection. Post-control documents are filled in as a follow-up during on-site classes in the department.

Next, practical field classes are run in a technological production hall that is located on the campus at the Faculty of Food Sciences (UWM) (2 h). It is a dairy hall designed for didactic and experimental purposes. The students review the conditions and requirements for milk processing in numerous directions.

The elective subjects offered in a given semester are selected by the student from the so-called "bag of subjects". They have been grouped in such a way to enable students to gradually develop their knowledge in an area of interest. Students enroll in individual subjects electronically. In case of increased interest, it is possible to create an additional group.

Logbooks are used by all students to document the achievement of all core practical and clinical activities during clinical rotations and EPT.

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

|   | Year                           | Hours of training                                  |          |                           |                                |                          |               |         | Total  |
|---|--------------------------------|--|----------|---------------------------|--------------------------------|--------------------------|---------------|---------|--------|
|   |                                | Lectures   | Seminars | Supervised self-learning* | Laboratory and desk based work | Non-clinical animal work | Clinical work | Others* |        |
| a | First                          | 309  | 30       | 939                       | 250                            | 120                      | 0             | 43      | 709    |
| b | Second                         | 353  | 150      | 801.5                     | 180                            | 113                      | 0             | 36      | 796    |
| c | Third                          | 319  | 30       | 852                       | 306                            | 105                      | 15            | 38      | 775    |
| d | Fourth                         | 368  | 0        | 825                       | 209                            | 9                        | 317           | 46      | 903    |
| e | Fifth                          | 300  | 20       | 891.5                     | 221                            | 39                       | 370           | 52      | 950    |
| f | Sixth                          | 105  | 0        | 439.5                     | 63                             | 27                       | 235           | 32      | 430    |
| g | Total mandatory subjects (a-f) | 1754   | 230      | 4748.5                    | 1229                           | 413                      | 937           | 247     | 4563   |
| h | EPT                            | 0  | 0        | 60.5                      | 0                              | 240                      | 320           | 10      | 560    |
| i | TOTAL (g+h)                    | 1754   | 230      | 4809                      | 1229                           | 653                      | 1257          | 257     | 5123** |
| j | Total required electives       | types of training differ in different electives*** |          |                           |                                |                          |               |         | 270    |
|   | TOTAL Curriculum (g+h+j)       |  |          |                           |                                |                          |               |         | 5393   |

\* supervised self-learning and consultations are not included in the total number of teaching hours, but included in ECTS value calculation

\*\* includes all mandatory subjects and all EPT, not including minimum electives required

\*\*\* total hours of different types of training depends on the students choice of electives

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

|  |  | Subject  | Lectures | Seminars | Supervised self-learning* | Laboratory and desk based work | Non-clinical animal work | Clinical animal work | Others (consultations)* | Total |  |
|--|--|--|----------|----------|---------------------------|--------------------------------|--------------------------|----------------------|-------------------------|-------|--|
| <i>Basic subjects</i>                                |  | Medical physics  | 10       |          | 41                        | 20                             |                          |                      | 4                       | 30    |  |
|  |  | Chemistry (inorganic and organic sections)                       | 15       |          | 41                        | 15                             |                          |                      | 4                       | 30    |  |
|  |  | Animal biology, zoology and cellbiology                          | 45       |          | 118.5                     | 45                             |                          |                      | 8                       | 90    |  |
|  |  | Feed plant biology and toxic plants <sup>1</sup>                 |          |          |                           |                                |                          |                      |                         |       |  |
|  |  | Biomedical statistics  | 10       |          | 28                        | 20                             |                          |                      | 2                       | 30    |  |
| <i>Specific veterinary subjects</i>                  | <i>Basic Sciences</i>  | Anatomy, histology and embryology <sup>2</sup>                   | 140      |          | 517                       | 70                             | 150                      |                      | 16                      | 360   |  |
|  |  | Physiology   | 60       |          | 161                       | 45                             | 30                       |                      | 6                       | 135   |  |
|  |  | Biochemistry   | 60       |          | 176                       | 75                             |                          |                      | 6                       | 135   |  |
|  |  | General and molecular genetics                                   | 30       |          | 86                        | 30                             |                          |                      | 4                       | 60    |  |
|  |  | Pharmacology, pharmacy and pharmacotherapy                       | 69       |          | 207                       | 76                             |                          |                      | 8                       | 145   |  |
|  |  | Pathology <sup>3</sup>   | 90       |          | 174                       | 75                             | 15                       |                      | 6                       | 180   |  |
|  |  | Toxicology   | 30       |          | 41                        | 45                             |                          |                      | 4                       | 75    |  |
|  |  | Parasitology   | 45       |          | 129                       | 60                             |                          |                      | 6                       | 105   |  |
|  |  | Microbiology   | 60       |          | 166                       | 75                             |                          |                      | 6                       | 135   |  |
|  |  | Immunology   | 30       |          | 71                        | 15                             |                          |                      | 4                       | 45    |  |
|  |  | Epidemiology   | 0        |          | 28                        | 30                             |                          |                      | 2                       | 30    |  |
|  |  | Information literacy and data management <sup>4</sup>            | 7        |          | 33.25                     | 25                             |                          |                      | 1                       | 32    |  |
|  |  | Professional ethics and communication <sup>5</sup>               |          |          |                           |                                |                          |                      |                         |       |  |
|  |  | Animal health economics and practice management <sup>6</sup>     |          |          |                           |                                |                          |                      |                         |       |  |
|  |  | Animal ethology <sup>7</sup>                                     |          |          |                           |                                |                          |                      |                         |       |  |
|  |  | Animal welfare <sup>7</sup>                                      |          |          |                           |                                |                          |                      |                         |       |  |
|  | Animal nutrition <sup>8</sup>  | 45   |          | 84       | 60                        |                                |                          |                      | 6                       | 105   |  |
|  | <i>Clinical Sciences</i>   | Obstetrics, reproduction and reproductive disorders <sup>9</sup> | 120      |          | 215                       | 10                             |                          | 150                  | 20                      | 280   |  |
|  |  | Diagnostic pathology <sup>10</sup>                               | 45       |          | 144                       |                                |                          | 75                   | 6                       | 120   |  |
|  |  | Medicine <sup>11</sup>   | 245      | 20       | 643                       | 158                            |                          | 207                  | 38                      | 630   |  |
| Surgery <sup>12</sup>                                |  | 60   |          | 241      |                           |                                | 105                      | 16                   | 165                     |       |  |
| Anesthesiology                                       |  | 15   |          | 43       |                           | 15                             | 15                       | 2                    | 45                      |       |  |
| Clinical practical training in common animal species |  |  |          | 186      |                           |                                | 360                      | 22                   | 360                     |       |  |
| Preventive medicine                                  |  | 30   |          | 84       | 60                        |                                |                          | 6                    | 90                      |       |  |
| Diagnostic imaging                                   |  | 18   |          | 70       | 10                        |                                | 25                       | 2                    | 53                      |       |  |
| Therapy in common animal species <sup>13</sup>       |  |  |          |          |                           |                                |                          |                      |                         |       |  |
| Propaedeutics of common animal species <sup>14</sup> |  | 45   |          | 174      |                           | 75                             |                          | 6                    | 120                     |       |  |
| <i>Animal Production</i>                             | Animal Production, including breeding, husbandry and economics <sup>15</sup> | 30   |          | 84       |                           | 45                             |                          | 6                    | 75                      |       |  |
|  | Herd health management <sup>16</sup>   |  |          |          |                           |                                |                          |                      |                         |       |  |

|  |  |    |     |    |    |   |     |
|--|--|----|-----|----|----|---|-----|
| Food Safety and Quality, Veterinary Public Health and One Health Concept | Veterinary legislation including official controls and regulatory, veterinary services, forensic veterinary medicine and certification <sup>17</sup> | 45 | 71  | 30 |    | 4 | 75  |
|  | Control of food, feed and animal by-products <sup>18</sup>   | 53 | 110 | 40 | 27 | 8 | 120 |
|  | Zoonoses <sup>19</sup>   | 30 | 41  | 15 |    | 4 | 45  |
|  | Food hygiene and food microbiology <sup>20</sup>   | 59 | 123 | 61 | 40 | 6 | 160 |
|  | Food technology <sup>20</sup>  | 23 | 83  | 24 | 8  | 6 | 55  |

- 1) Executed as a part of compulsory subjects Agronomy, Animal nutrition and feed science, Biology and Toxicology
- 2) Executed as a compulsory subjects Animal anatomy, Histology and embryology and Topographical anatomy
- 3) Executed as a part of compulsory subjects Pathomorphology and Pathophysiology
- 4) Executed as a compulsory subjects Information technology and Protection of intellectual property
- 5) Executed as a part of compulsory subjects Anesthesiology, Avian diseases, Bee diseases, Fish diseases, Fur animal diseases, History of veterinary and deontology, Internal, Infectious diseases, Reproduction and Surgery of horses, farm animals, dogs and cats, Protection and use of experimental animals
- 6) Executed as a part of compulsory subjects Veterinary economics and Administration and veterinary legislation
- 7) Executed as a part of Ethology, Welfare and Animal Protection
- 8) Executed as a compulsory subjects Animal nutrition and feed science and Dietetics
- 9) Executed as a compulsory subjects Reproduction and obstetrics of farm animals, horses, dogs and cats and Andrology and insemination
- 10) Executed as a part of Pathomorphology
- 11) Executed as a compulsory subjects: Avian Diseases, Bee Diseases, Fish Diseases, Fur Animals Diseases, Internal and Infectious diseases of horses, farm animals, dogs and cats
- 12) Executed as a compulsory subjects Surgery of farm animals, horses, dogs and cats
- 13) Executed as a part of Pharmacology and courses of the group of *Clinical Sciences*
- 14) Executed as a part of Clinical and laboratory diagnostics
- 15) Executed as a compulsory subjects Animal husbandry and breeding, Technologies in animal production and as a part of the Economics
- 16) Executed as a part of compulsory subjects Veterinary prevention, Infectious diseases of farm animals and Internal diseases of farm animals
- 17) Executed as a compulsory subjects Administration and veterinary legislation and Veterinary Jurisprudence
- 18) Executed as a part of compulsory subjects Feed hygiene, Hygiene of meat and slaughter animals, Hygiene of animal origin products, Milk hygiene, Public health protection in the situations of hazard
- 19) Executed as a compulsory subjects Zoonoses and Public health protection in the situations of hazard
- 20) Executed as a part of compulsory subjects Hygiene of meat and slaughter animals, Hygiene of animal origin products, Milk hygiene

\*) Consultations are not included in the total number of teaching hours

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

| Types   | List of clinical rotations (Disciplines/Species) | Duration (hours) | Year of programme |
|---|--|------------------|-------------------|
| <b>Intra-mural (VTH)</b>  | Dog and cat diseases                             | 112              | 5, 6              |
|   | Farm animal diseases                             | 6                | 5, 6              |
|   | Equine diseases                                  | 17               | 5, 6              |
|   | Avian Diseases                                   | 31-34*           | 5, 6              |
| <b>Ambulatory clinics (Farms and shelters visits during clinical rotations)</b> | Dog and cat diseases                             | 8                | 5, 6              |
|   | Farm animal diseases                             | 114              | 5, 6              |
|   | Equine diseases                                  | 63               | 5, 6              |
|   | Avian diseases                                   | 6-9*             | 5, 6              |
| <b>FSQ &amp; VPH</b>  | none   | n/a              | n/a               |
| <b>Electives</b>  | none   | n/a              | n/a               |
| <b>Other (specify)</b>  | none   | n/a              | n/a               |

\*number of hours in ambulatory clinics in Avian diseases rotation are different due to the capabilities of individual facilities

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

|   |  | Subject   | Lectures                       | Seminars | Supervised self-learning<br>Laboratory and desk based work | Non-clinical animal work | Clinical animal work | Others (consultations)* | Total |    |
|---|--|---|--------------------------------|----------|--|--------------------------|----------------------|-------------------------|-------|----|
|   |  |   |                                |          |  |                          |                      |                         |       |    |
| <i>Specific veterinary subjects</i>           | <i>Basic Sciences</i>                                  | Clinical pharmacology   | 10                             |          | 18   | 20                       |                      | 2                       | 30    |    |
|   |  | Cytological and histopathological evaluation of fluids and animal tissues | 10                             |          | 18   | 20                       |                      | 2                       | 30    |    |
|   |  | Drug technology   | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Eye histophysiology with elements of pathology                            | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Clinical pharmacokinetics   | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Molecular diagnostics of infectious diseases                              | 10                             |          | 18   | 20                       |                      | 2                       | 30    |    |
|   |  | Neurophysiology   | 5                              |          | 8  | 8                        | 2                    | 2                       | 15    |    |
|   |  | Parasitological diagnostics in breeding animals                           | 10                             |          | 18   | 20                       |                      | 2                       | 30    |    |
|   |  | Pathophysiology of lower vertebrates and birds                            | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Pharmacognosy   | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Physiology of exotic animals  | 5                              |          | 8  | 10                       |                      | 2                       | 15    |    |
|   |  | Rodent anatomy  | 5                              |          | 8  | 5                        | 5                    | 2                       | 15    |    |
|   |  | The use and pathology of laboratory animals                               | 10                             |          | 18   | 12                       | 8                    | 2                       | 30    |    |
|   |  | <i>Clinical Sciences</i>  | Amphibian and reptile diseases | 5        |  | 8                        | 8                    |                         | 2     | 2  |
|   | Basics of modern aquaculture                           |   | 5                              |          | 8  | 8                        | 2                    |                         | 2     | 15 |
|   | Behavioral disorders of dogs and cats                  |   | 5                              |          | 8  | 6                        | 4                    |                         | 2     | 15 |
|   | Biotechnology of bovine reproduction                   |   | 5                              |          | 8  | 8                        |                      | 2                       | 2     | 15 |
|   | Biotechnology in horse reproduction                    |   | 5                              |          | 8  | 8                        |                      | 2                       | 2     | 15 |
|   | Bovine reproduction                                    |   | 7                              |          | 8  | 2                        |                      | 6                       | 2     | 15 |
|   | Breeding invertebrate diseases                         |   | 5                              |          | 8  | 8                        |                      | 2                       | 2     | 15 |
|   | Cardiology of dogs and cats                            |   | 6                              |          | 8  | 3                        |                      | 6                       | 2     | 15 |
|   | Dermatology of dogs and cats                           |   | 5                              |          | 8  | 4                        |                      | 6                       | 2     | 15 |
|   | Diagnosis and therapy of eye diseases in dogs and cats |   | 8                              |          | 8  |                          |                      | 7                       | 2     | 15 |
|   | Diseases of alpacas and llamas                         |   | 5                              |          | 8  | 8                        | 2                    |                         | 2     | 15 |
|   | Diseases of game and non-domestic animals              |   | 7                              |          | 8  |                          | 8                    |                         | 2     | 15 |
|   | Emergency medicine for dogs and cats                   |   | 7                              |          | 8  |                          |                      | 8                       | 2     | 15 |
|   | Gastroenterology of dogs and cats                      | 5   |                                | 8        | 6  |                          | 4                    | 2                       | 15    |    |
| Infectious diseases of neonates               | 5  |   | 8                              | 10       |  |                          | 2                    | 15                      |       |    |
| Laboratory medicine                           | 5  |   | 8                              | 10       |  |                          | 2                    | 15                      |       |    |
| Newborn and young animal diseases             | 7  |   | 8                              | 4        |  | 4                        | 2                    | 15                      |       |    |
| Organization of good veterinary practice      | 5  | 6   | 8                              | 4        |  |                          | 2                    | 15                      |       |    |
| Ornamental bird diseases                      | 5  |   | 8                              | 2        |  | 8                        | 2                    | 15                      |       |    |
| Ornamental fish diseases                      | 5  |   | 8                              | 8        |  | 2                        | 2                    | 15                      |       |    |
| Otolaryngology of dogs and cats               | 5  |   | 8                              | 4        |  | 6                        | 2                    | 15                      |       |    |
| Poultry histopathology                        | 6  |   | 8                              | 9        |  |                          | 2                    | 15                      |       |    |
| Practical anesthesiology of companion animals | 8  |   | 8                              |          |  | 7                        | 2                    | 15                      |       |    |
| Reproduction of small animals                 | 6  |   | 8                              | 4        |  | 5                        | 2                    | 15                      |       |    |

|   |  |  |    |    |    |    |    |    |   |    |
|---|--|--|----|----|----|----|----|----|---|----|
|   |  | Selected problems in the diagnostics and therapy of equine internal diseases | 5  |    | 8  | 8  |    | 2  | 2 | 15 |
|   |  | Small ruminant diseases  | 5  |    | 8  | 4  |    | 6  | 2 | 15 |
|   |  | Ultrasonography  | 10 |    | 18 |    | 10 | 10 | 2 | 30 |
|   |  | Veterinarian in the European Union and other countries                       | 5  | 4  | 8  | 6  |    |    | 2 | 15 |
|   |  | Veterinary dentistry   | 5  |    | 8  | 2  |    | 8  | 2 | 15 |
|   |  | Veterinary hematology  | 10 |    | 18 | 20 |    |    | 2 | 30 |
|   |  | Veterinary neurology   | 5  |    | 8  | 4  |    | 6  | 2 | 15 |
|   |  | Veterinary ophthalmology   | 6  |    | 8  | 6  |    | 3  | 2 | 15 |
|   |  | Veterinary practice marketing and management                                 | 10 | 10 | 18 | 10 |    |    | 2 | 30 |
|   |  | Veterinary vaccinology   | 10 |    | 18 | 20 |    |    | 2 | 30 |
| <b>Animal Production</b>  |  | Acquisition and sanitary estimation of bee products                          | 7  |    | 8  |    |    | 8  | 2 | 15 |
|   |  | Basics of modern aquaculture   | 5  |    | 8  | 8  | 2  |    | 2 | 15 |
|   |  | Farm animals behavioral disorders  | 7  |    | 8  | 4  | 4  |    | 2 | 15 |
|   |  | Problems of large-scale cattle breeding                                      | 10 |    | 18 |    | 10 | 10 | 2 | 30 |
|   |  | Problems of large-scale pig breeding   | 10 |    | 18 |    | 10 | 10 | 2 | 30 |
| <b>Food Safety and Quality, Veterinary Public Health and One Health Concept</b> |  | Eco food   | 5  |    | 8  | 10 |    |    | 2 | 15 |
|   |  | Food quality assurance systems   | 7  |    | 8  | 8  |    |    | 2 | 15 |
|   |  | Laboratory examination of food of animal origin                              | 5  |    | 8  | 10 |    |    | 2 | 15 |
|   |  | Quality and safety of Polish traditional food                                | 8  |    | 8  | 7  |    |    | 2 | 15 |
|   |  | Sensory analysis of food   | 5  |    | 8  | 10 |    |    | 2 | 15 |
|   |  | Veterinary inspection of trade and customs                                   | 5  |    | 8  |    | 10 |    | 2 | 15 |

\* supervised self-learning and consultations are not included in the total number of teaching hours, but included in ECTS value calculation

### Optional courses proposed to students (not compulsory)

As part of the Project POWR.03.05.00-00-Z310/17 "Development Program of the University of Warmia and Mazury in Olsztyn, Task 5: Workshops for FVM students" practical workshops were organized for 100 students in the last 4 semesters of their studies. Workshops were conducted by foreign scientists (after the outbreak of the Covid-19 by Polish specialists). Students were recruited according to a ranking taking into account, *inter alia*, grade point average and other scientific achievements. Workshops on Clinical diagnosis of ruminant diseases, Endoscopy of small animals, Methodology and interpretation of cytological fine-needle biopsy, Basic grooming course (60 hours) or LC-MS liquid chromatography coupled with mass spectrometry were realized.

**3.2. Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

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

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

#### 3.2.1. Description of how the study programme meets the objectives

The programme and plan of studies in the field of veterinary medicine in Olsztyn enable the

achievement of all the learning outcomes. The key educational content is closely related to the results of scientific activities conducted in the field of veterinary medicine. Education aimed at achieving the assumed learning outcomes is conducted by persons with professional or scientific competencies and experience in the scope appropriate for the conducted activities. It should also be emphasized that education aimed at achieving intended learning outcomes is conducted only by persons with scientific achievements in the veterinary discipline or the license to practice the profession of a veterinarian, as well as knowledge and experience adequate to the subject matter of the classes. The selection of the content and methods of education is supervised by the head of the subject, who, based on their professional experience, including teaching and scientific achievements, develop and verify the thematic scope of the classes and update the curriculum content of the subjects they conduct.

### **3.2.2. Description of how the study programme promotes an academic environment conducive to learning**

The FVM in Olsztyn has high national scientific category (A) and is authorized to confer doctoral and postdoctoral degrees in the field of veterinary medicine, which proves the stable scientific and research potential of the staff. The publishing achievements of academic teachers conducting their education are closely related to the veterinary discipline. An important item in the publications of the teaching staff are publications supporting the didactic process: textbooks, scripts or chapters in books. Students acquire competencies related to conducting scientific activity by including them in research carried out by experienced and highly qualified academic teachers of FVM, both within 19 Student Scientific Groups (SSG) and as part of grants. Joint scientific publications and participation of students in scientific conferences are enumerated among numerous effects of this activity. The quality of the research carried out by SSG is evidenced by the fact that in the years 2018-2020, students were co-authors of seven original articles published in Poultry Science, British Poultry Science, Toxins, and Animals. For their reports, they received 16 awards at the annual International Seminar of Student Scientific Associations and eight awards for presentations at the National Competition of Student Scientific Associations of the Polish Society of Veterinary Sciences.

### **3.2.3. Description of how the study programme encourages and prepares students for self-learning and lifelong learning**

Personal learning progress is assessed using written and oral exams, self-assessment, personal feedback, practical verification of skills etc. Even during studies, students have the opportunity to participate in courses designed for lifelong learning (POWR) and develop their theoretical knowledge and practical skills. The activity of 19 SSG gives students the opportunity to develop their passions and research interests. FVM students are also initiators and co-organizers of various scientific meetings, including International Turtle Day and the International Seminar of Student Scientific Associations. Another form of encouragement and preparation for students for self-learning and lifelong learning is the promotion of the activity within the local branch of IVSA (International Veterinary Student Association). In 2017-2020, students associated in this organization (with the organizational and material support of the Dean's authorities) organized (for the entire student-faculty community) 23 lectures and specialist and scientific workshops, eight webinars and three student exchanges with students from veterinary departments from Great Britain, Romania and France.

### **3.3. Programme learning outcomes must:**

- ✓ **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- ✓ **include a description of Day One Competences**
- ✓ **form the basis for explicit statements of the objectives and learning outcomes of**

#### **individual units of study**

- ✓ **be communicated to staff and students**
- ✓ **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

#### **3.3.1. Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes**

Veterinary education is conducted in various forms: lectures, auditorium, practical, farm, laboratory and computer exercises, seminars, as well as clinical rotation and EPT. Out of the total number of 5,393 teaching hours, 1,853 (34.3%) are conducted in the form of lectures, 2,980 (55.3%) in the form of exercises, and 560 (10.4%) in the form of EPT. The methods of education are aimed at achieving the assumed learning outcomes and activating students to work independently, e.g. by preparing and delivering presentations, discussions, performance of experiments, measurements and observations in the laboratory, preparation of reports on experiments, self-examination of the patient and performing medical and veterinary activities under the supervision of an academic teacher who participates in surgical procedures and conducts an autopsy. Due to the nature of veterinary education, all classes are held with the direct participation of an academic teacher or specialists – practitioners. Pursuant to the Resolution of the UWM Senate No. 528 of June 25, 2019, lectures are conducted by academic teachers with the academic title of professor or postdoctoral degree, as well as academic teachers with a doctoral degree, after obtaining a positive opinion and authorization from the Dean's Council.

#### **3.3.2. Description of how the VEE ensures that the learning outcomes fit with the ESEVT Day One Competences**

National regulations and ESEVT Day One Competencies are fully included in the curriculum and the associated definition of learning outcomes and course content. Thus, passing the compulsory examinations proves that the student has the requisite knowledge and skills. Additionally, regular graduate surveys make it possible to check whether the assumed outcomes have been achieved. In addition, the FTEQA has regular meetings to investigate the completeness and actuality of the FVM learning outcomes.

#### **3.3.3. Description of how (procedures) and by who (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised**

The learning outcomes necessary to complete the programme of veterinary study in Poland are specified in the Regulation of the Minister of Science and Higher Education of July 17, 2019 on the standard of veterinary education. The learning outcomes are assessed and revised in accordance with FTEQA procedures: Rules for the evaluation of students' learning outcomes (WSZJK-O-MW-2), Survey on achievement of learning outcomes (WSZJK-A-MW-6), The system for the verification of the achievement of presumed learning outcomes (WSZJK-O-MW-1) (Appendix D. 12). The FCC and FTEQA ensure the correctness of assigning learning outcomes by the head of subjects. They also coordinate activities aimed at improving the professional development of lecturers, organization, infrastructure and personnel resources, as well as the content and time schedule. The activities and decisions of the FCC and FTEQA are reported to the staff, students and stakeholders via the Faculty webpage.

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

- ✓ **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- ✓ **oversee QA of the curriculum, particularly gathering, evaluating, making change and**

**responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**

- ✓ **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- ✓ **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

The Faculty has a procedure called Development and updating of the plan and programme of studies in the course of studies (WSZJK-PS-MW-1) (Appendix D.12). Due to the current standard of veterinary education, it is impossible to introduce fundamental changes to the education program in the field of veterinary medicine. However, in response to the opinions (expressed in surveys mentioned in 1.4.) of internal and external stakeholders (Faculty Patronage Board), the Faculty can make some changes to the plan of the study, changes in the distribution of individual subjects during studies, elective subjects, content of subjects, etc. All proposed changes to the study programme are considered by the FCC, then the FTEQA and the Dean's Council. If they are justified, their introduction to the programme of the study requires UWM Senate acceptance after the recommendation of the UWM Educational Council. The programme of each course is published on the official webpage of the Faculty, all changes in the curriculum are also communicated via the official webpage of the Faculty. The content and the expected effects of the course are described in syllabuses. Based on the results of the detailed analysis of FTEQA, interventive inspections are conducted if necessary.

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

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

External Practical Training (EPT), thanks to which the student develops practical skills in the field of performing the profession of a veterinarian, takes place under the supervision of academic teachers and veterinarians, with the employees of the Veterinary Inspection also participating in the training process. In accordance with the requirements of the Regulation of the Minister of Science and Higher Education of July 17, 2019, on the standard of veterinary education to prepare for the profession of a veterinarian, students of the veterinary studies at FVM in Olsztyn carry out the following EPT: breeding after semester 4 (80 hours), clinical after semesters 8 and 10 (320 hours in total) and at the Veterinary Inspection after semesters 8 and 10 (160 hours in total). The place of the breeding and clinical EPT implementation is chosen by the student – it is one of the elements of adapting the learning process to the diverse needs of individual students. However, the clinical EPT site must meet the relevant requirements. The places of the EPT at the Veterinary Inspection have been selected as part of the Faculty's cooperation with the Chief Veterinary Officer. Their list is available for students. The breeding, clinical and Veterinary Inspection EPT programs, their regulations and templates of practice logbooks are available on the FVM website.

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

| Subjects     |   | Minimum duration(weeks) | Year of programme          |
|--------------|---|-------------------------|----------------------------|
| pre-clinical | Breeding practice   | 2 weeks (80 hours)      | After 2 <sup>nd</sup> year |
| clinical     | Clinical practice (private practice or clinic; companion animals or production animals) | 4 weeks (160 hours)     | After 4 <sup>th</sup> year |
|              | Clinical practice (private practice or clinic; companion animals or production animals) | 4 weeks (160 hours)     | After 5 <sup>th</sup> year |
| FSQ & VPH    | Veterinary inspection practice  | 2 weeks (80 hours)      | After 4 <sup>th</sup> year |
|              | Veterinary inspection practice  | 2 weeks (80 hours)      | After 5 <sup>th</sup> year |

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

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

**3.6.1. Description of how the EPT providers are linked to the VEE (a copy of one of the agreements to be provided in the appendices), assess the students and provide feedback to the VEE**

In order to ensure the effectiveness of education during clinical EPT, FVM has formulated requirements to be met by an EPT facility to which students are referred for clinical training. These include: 1) provision of services by at least two veterinarians, including at least one with the title of specialist, 2) at least 5,000 patient visits per year, 3) treatment and operating room, 4) X-ray and ultrasound machines. Units admitting students certify that they meet the above requirements in the "Agreement for the implementation of internships for students of veterinary medicine", the current model of which is set out in Regulation No. 35/2019 of the Rector of UWM in Olsztyn of May 6, 2019. In order to ensure the best conditions for the implementation of EPT in the Veterinary Inspectorate, in 2019 an agreement was signed between the Chief Veterinary Officer and the Dean of the FVM on cooperation in the field of EPT. On the basis of this agreement, the Chief Veterinary Inspectorate, making appropriate arrangements, determines the possibilities of implementing the EPT programme in the indicated Veterinary Inspectorates. The list of inspectorates, in which it is possible to implement the EPT programme, is updated annually and submitted to the FVM by the end of February of a given year. Supervisors of all EPT are invited to give feedback to the VEE. A copy of one of the agreements is provided in the Appendix 3.6.

**3.6.2. Name of the academic person(s) responsible for the supervision of the EPT activities**

Breeding practice – Dr Mirosław Michalski

Clinical practice – Dr Artur Stopyra

Veterinary inspection practice – Dr Małgorzata Gomółka-Pawlicka

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

**3.7.1. Description of the implications of students in the preparation, recording and assessment of their EPT**

Students may choose the EPT organizing facility, which is then verified by the Faculty to meet standards for hosting the students. There are contractual agreements between the Faculty and the

training providers. On-site inspection of the teaching quality is carried out on all types of EPT, according to the FTEQA procedure Inspection and observation of summer practical placements (WSZJK-A-MW-8) (Appendix D.12). EPT coordinator supports preparations for individual EPT and informs students about the associated forms, evidence and requirements. The completed EPT is confirmed and assessed by the EPT coordinator upon presentation of the logbook with confirmation of the activity description by the EPT supervisor.

### **3.7.2. Description of the complaint process in place concerning EPT**

The method of resolving complaints submitted by students is regulated by the Faculty procedure (WSZJK-O-MW-7). Complaints are submitted by students directly to the Vice-Dean for Studies or through the Year Tutor, academic teachers and representatives of the student government. Complaints and applications submitted by students may be in written form (traditional or electronic, using the USOS IT system) or orally, and the oral application is registered with a memorandum of service with the signatures of the submitting and receiving persons. Complaints submitted by students are examined by the Vice-Dean for Studies if they concern matters that are easy to explain and resolve. More complex applications, requiring formal verification are analyzed by the Presidium of the Dean's Council or by a specially appointed committee/team. They are always composed of representatives of the student government and the Year Tutor of the student who filed the complaint.

#### **Comments**

- ✓ Some senior personnel do not speak English and have communication problems with English-speaking students from Erasmus.

#### **Suggestions for Improvement**

- ✓ New subjects: “One health” and “Herd health management” are scheduled to be introduced in the new educational cycle. The content of the various current subjects will be combined into two subjects to enable students to approach these important issues comprehensively.

## Area 4. Facilities and equipment

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

The FVM is located on the UWM campus, which is situated in Kortowo, in the southwest district of Olsztyn (Appendix C). The campus is commonly known as the most beautiful academic campus in Poland. It occupies an area of 161 hectares and is partially surrounded by a massive forest complex and comprises three lakes, including Lake Kortowskie, the largest and most beautiful. On the campus, students are provided with everything they need for studying and for living: teaching buildings, library, sports halls and recreation areas (including a beach and small marina), dormitories, shops, services and clubs. Students can take part in the activities of many groups, e.g. devoted to sports, diving, tourism, photography, music, dance, theatre, etc. Kortowo is a home of a renowned national student festival, called “Kortowiada”. The distance from the university campus to a large shopping center is about 2 km, to the old town is about 4 km and to the city center is about 5 km. Bus and tram lines connect Kortowo with other districts of the town. The university campus consists of three parts: (i) Kortowo I, the old part with some historic buildings; the rector’s office, buildings of eight faculties and dormitories; (ii) Kortowo II, the modern part of the campus with a library, a conference center and the premises of three faculties including the FVM and (iii) Kortowo III, the part where farms with teaching animals belonging to the Faculty of Animal Bioengineering and a building of the Regional Informatics Centre (with the Faculty of Mathematics and Computer Science) are located. The university is the owner of four educational-research farms located in the Warmińsko-Mazurskie Voivodship, with the area of farmlands extending over 5 000 hectares.

The FVM occupies three buildings located at Oczapowskiego Street 13, 14 and 16. The total area of these buildings is approximately 18 000 m<sup>2</sup>. The building at Oczapowskiego Str. 14 was constructed in the late 1970s and the building complex at Oczapowskiego Str. 13 was constructed in 1980s. Both premises have been thoroughly modernized and expanded, mostly in the years 2008-2012 and 2017-2020. Renovations and minor modernizations are consecutively performed every year. Since the last visitation of EAEVE experts, the most important modernizations have been conducted in the parts of the building complex at Oczapowskiego Str. 13 situating the Department of Anatomy (Part J) and the Department of Pathological Anatomy (Part D). Moreover, the building at Oczapowskiego Str. 14 has been expanded by a new part (625 m<sup>2</sup>) with a horse operating suite and boxes for large animals. The third building (725 m<sup>2</sup>) at Oczapowskiego Str. 16, housing the Mobile Clinic for farm animals and horses, was constructed in the years 2019-2020 and was approved for use in October 2021. The FVM development strategy for the next five years involves the construction of a building (2200 m<sup>2</sup>) for a companion animal clinic in the years 2023-2026, which will be located close to the mobile clinic building. All facilities have Internet access via the university network. Wireless internet is provided by the Eduroam network.

Concerning the maintenance of the buildings, the chancellor, in co-operation with the deans of faculties, prepares a schedule of renovations and modernizations for the upcoming year. However, since the budget for renovations is relatively low (approximately 45 000 Euro per year for FVM), some parts of the FVM buildings still require renewal. Since 2020, it is possible to cover the cost of additional renovations and modernizations of premises from the faculty budget and this possibility is excessively used by the FVM (almost 134 000 Euro in years 2020-21). The cost of repairs of equipment used in research and education is covered by the FVM budget or special grants from the Ministry of Education and Science.

The FVM has successfully applied for grants in a number of external programs co-supported by the EU to finance the modernization and development of its infrastructure, i.e. construction of new parts of buildings and the purchase of scientific and clinical equipment (Appendix 4.1). The FVM is a leader in the acquisition and use of external financing sources for infrastructure development among the UWM faculties.

The premises of the FVM meet the requirements of Polish and EU legal regulations. The technical inspections of the building are carried out every year by qualified external auditors and their results are noted in the building documentation. The state of fire protection is continuously monitored by the University Fire Protection Section and occasionally by the City Fire Brigade in Olsztyn. Health Safety is controlled annually by the Occupational Health and Safety Department of UWM and periodically by the Sanitary Inspector in Olsztyn. Inspections are also carried out by the Labour Inspectorate. The facilities for animals are inspected by the Faculty Welfare Committee, the Faculty Biosecurity Committee and the Veterinary Inspectorate in Olsztyn.

**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.**

FVM has an adequate number of lecture halls, laboratories, training facilities, self-learning and seminar rooms for the veterinary medicine course. The lecture halls, laboratories and training facilities are well-equipped.

#### **4.2.1. Premises for lecturing**

Three lecture halls, equipped with high-quality multimedia projectors (double in lecture halls No. 1 and 2, single in hall No. 3), computers, sound systems and interactive tables are located in the FVM (Table 4.2.1). The faculty also uses the M.G. Diterich lecture hall (350 places) in the Faculty of Humanities building and the Conference Hall (597 places) in the Conference Centre building, which are both located near the FVM. The M.G. Diterich hall is used for lectures for first-year students (because of the number of students) and the Conference Hall - for ceremonies such as graduation. A small number of lectures (usually performed by persons from outside the FVM) are organized in the lecture halls of other faculties.

**Table 4.2.1. Premises for lecturing**

| Hall   | No. 1                             | No. 2                               | No. 3                               |
|--|-----------------------------------|-------------------------------------|-------------------------------------|
| Name   | Lecture hall of Prof. H. Janowski | Lecture hall of Prof. K. Markiewicz | Lecture hall of Prof. S. Tarczyński |
| Location   | Oczapowskiego Str. 13             | Oczapowskiego Str. 14               | Oczapowskiego Str. 13               |
| Places   | 204                               | 187 + 17* = 204                     | 120                                 |
| Total number of places in lecture halls: 511 + 17* = 528 |                                   |                                     |                                     |

\* - additional row of desks could be added on demand

#### **4.2.2. Premises for group and practical work**

The FVM has 25 teaching laboratories and seminar rooms designed for work with groups ranging from 12 to 70 students (Table 4.2.2). The teaching laboratories are well-equipped according to

the subject (for details, see Appendix 4.2). Their equipment is continuously updated and inspected in terms of user safety. Teaching laboratories and seminar rooms are administrated by the departments. Some teaching laboratories are also used as seminar rooms.

The laboratories and necropsy halls are signposted with safety information and emergency exit signs. They are equipped with hand washing and hand disinfection facilities, eye washing stations, first aid kits and fire extinguishers.

**Table 4.2.2. Premises for group and practical work**

| No | Name  | Places | Location                                 | Designed for teaching areas  |
|----|---|--------|--|--|
| 1  | Histology teaching lab                          | 30     | Oczapowskiego 13, room 103               | Histology and embryology, cell biology   |
| 2  | Parasitology teaching lab                       | 27     | Oczapowskiego 13, room 119               | Biology, parasitology and invasiology, insects diseases  |
| 3  | Microbiology teaching lab                       | 24     | Oczapowskiego 13, room 160               | Microbiology   |
| 4  | Immunology teaching lab                         | 16     | Oczapowskiego 13, room 142               | Immunology   |
| 5  | Physiology and Pharmacology teaching lab        | 28     | Oczapowskiego 13, room 1                 | Physiology, pharmacy, pharmacology   |
| 6  | Pathophysiology teaching lab                    | 24     | Oczapowskiego 13, room 32                | Animal pathophysiology, general and veterinary genetics  |
| 7  | Toxicology teaching lab                         | 22     | Oczapowskiego 14, room 102/2             | Toxicology, environmental protection   |
| 8  | Animal nutrition and feed science teaching lab  | 28     | Oczapowskiego 13, room 3                 | Animal nutrition and feed science, veterinary prevention, feed hygiene   |
| 9  | Infectious diseases teaching lab                | 20     | Oczapowskiego 13, room 28                | Infectious diseases of dogs and cats, infectious diseases of livestock   |
| 10 | Training room for infectious diseases           | 20     | Oczapowskiego 13, section 105B, room 1   | Infectious diseases of dogs and cats, infectious diseases of livestock, fish diseases  |
| 11 | Bird Disease Training Room                      | 12     | Oczapowskiego 13, room 17                | Avian diseases   |
| 12 | Histopathology teaching lab                     | 32     | Oczapowskiego 13, section 105D, room 102 | Histopathology   |
| 13 | Necropsy room I for anatomy teaching            | 25     | Oczapowskiego 13, section 105J, room 11  | Anatomy  |
| 14 | Necropsy room II for anatomy teaching           | 25     | Oczapowskiego 13, section 105J, room 14  | Anatomy  |
| 15 | Necropsy room for pathomorphology               | 24     | Oczapowskiego 13, section 105D, room 20  | Pathomorphology  |
| 16 | Auditorium of necropsy room for pathomorphology | 70     | Oczapowskiego 13, section 105D, room 70  | Pathomorphology  |
| 17 | Animal reproduction skills lab                  | 30     | Oczapowskiego 14, room 22                | Reproduction, andrology and insemination   |
| 18 | Internal medicine skills lab                    | 30     | Oczapowskiego 14, room 24                | Internal diseases,   |
| 19 | Clinical diagnostic skills lab                  | 30     | Oczapowskiego 14, room L-28              | Clinical diagnostics   |
| 20 | Food hygiene teaching lab                       | 30     | Oczapowskiego 14, room F-20              | Hygiene of products of animal origin, milk hygiene,  |
| 21 | Food hygiene computer room                      | 24     | Oczapowskiego 14, room F-19              | Hygiene of animals for slaughter, hygiene of products of animal origin, milk hygiene, protection of public health in emergencies |
| 22 | Computer lab                                    | 24     | Oczapowskiego 13, room 05                | Information technology, biostatistics and documentation methods, veterinary prevention, veterinary epidemiology                  |
| 23 | Seminar room                                    | 42     | Oczapowskiego 13, room 18                | -  |
| 24 | Seminar room                                    | 24     | Oczapowskiego 13, room 118               | -  |
| 25 | Seminar room                                    | 30     | Oczapowskiego 14, room RTG - B           | Imaging diagnostics  |

#### **4.2.3. Premises for study and self-learning, leisure**

Many seating places suitable for study and recreation are located in different parts of the FVM buildings. It is possible to eat and drink in all of these spaces. A separated area with five computers connected to the university network is available for students from 7.00 to 22.00 on working days and from 7.00 to 16.00 at weekends on the first floor of the building at Oczapowskiego Str 13. The University Library is located in the vicinity of the FVM (within 10 min walking distance) and offers the possibility to reserve (on-line) private rooms for learning. Moreover, comfort areas with mobile, soft sitting furniture for individual and groups work (with access to wireless Internet, computers and scanners), and quiet work areas with access to computers, wireless Internet and printing services are available for students in the library. Rooms for quiet work are also located in dormitories. The Faculty Council of the Student Government has its own office room in a building at Oczapowskiego Str. 13.

The teaching laboratories, seminar rooms and clinical premises are open for students outside classes hours as needed. Moreover, additional places are available in some premises even during normal working hours for students who wish to use the resources for self-learning. Necropsy rooms dedicated for self-learning have been organized in the Department of Anatomy and the Department of Pathological Anatomy. Clinical departments also provide areas for self-learning during normal working hours. During self-learning on the FVM premises, the students are supervised by teachers or technicians, especially concerning personal safety.

#### **4.2.4. Canteens and buffets**

The canteen “Center” with 200 places, self-service and a wide choice of meals is situated in the Conference Center, in the direct vicinity of the FVM buildings. It is very popular among the students and staff of the FVM. Moreover, the “Movie Buffet” buffet is located in the building of the Faculty of Humanities, also in the direct neighbourhood of the FVM. Several canteens and bars are also located in Kortowo I, close to dormitories.

#### **4.2.5. Locker rooms, accommodation for on-call students, sanitary**

Both buildings of the FVM have central locker rooms (with service staff), which are open from 7.00 to 22.00 at Oczapowskiego Str 13 and 24/7 at Oczapowskiego 14. Additional locker rooms or locker boxes are located on the premises, which require special sanitary regimes, i.e. necropsy rooms, the microbiology teaching lab, the immunology teaching lab, the food hygiene teaching lab and clinical facilities.

In the new building of the Mobile Clinic, there are two rooms (2 beds in each) with toilets and showers for the accommodation of students on emergency service. The kitchen is also available in this building. In the Polyclinic, students have a separate social room with toilet and shower. The location and size of toilets meet the Polish legal regulations. Showers are available for students in toilets located at the necropsy rooms and clinical facilities.

#### **4.2.5. Research laboratories**

The FVM has modern research laboratories with up-to-date equipment (for details, see Appendix 4.3). The research laboratories are also used for teaching when the topics of classes require the use of special instruments, i.e. electron microscopes in the cell biology course. Moreover, the research facilities are also used by students working in student research groups and by PhD students. Single person or, occasionally, double person office rooms are provided to the academic staff and PhD students. Technicians use social rooms or office rooms, depending on their job characteristics.

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

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

#### 4.3.1. Premises for animal housing

The FVM has sufficient space to accommodate animals needed for teaching, clinical and research activities. The premises provide suitable conditions and animal care by qualified personnel. They are under the continuous supervision of the Faculty Welfare Committee and the Faculty of Biosafety Committee. Following the results from these audits, the premises have been renovated and modernised to provide the best husbandry, welfare and management standards. The premises for animals are subject to a number of legal regulations. Farm animals (except poultry) kept for educational and research purposes must be registered by the Agency for Restructuring and Modernisation of Agriculture (ARMA). The FVM has been approved for breeding and using animals for education and research purposes by the Ministry of Education and Science. The procedures on animals performed for teaching and research purposes must be approved by the Local Ethical Committee for Animal Experiments in Olsztyn. Welfare and biosafety are controlled by the Veterinary Inspectorate.

**Table 4.3.1. Premises for animal housing at the FVM without isolation facilities**

| Species                        | Housing purpose   | Number of places       |
|--------------------------------|---|------------------------|
| Horses                         | Healthy animals for teaching, research animals, hospitalized animals <sup>1</sup> | 18                     |
| Cattle                         | Healthy animals for teaching, research animals, hospitalized animals <sup>1</sup> | 14                     |
| Small ruminants                | Healthy animals for teaching, research animals, hospitalized animals <sup>1</sup> | 12                     |
| Pigs                           | Healthy animals for teaching,   | 12 - 18 <sup>2</sup>   |
|                                | Research animals  | 20 - 40 <sup>2</sup>   |
| Dogs                           | Healthy animals for teaching <sup>3</sup> ,                                       | 14                     |
|                                | Hospitalized animals  | 14                     |
| Cats                           | Hospitalized animals  | 20                     |
| Rabbits                        | Research animals  | 12                     |
| Chicken                        | Healthy animals for teaching  | 45 - 150 <sup>2</sup>  |
| Chicken, turkeys, ducks, geese | Research animals  | 100 - 500 <sup>2</sup> |
| Pigeons                        | Research animals  | 120                    |
| Fish – consumable species      | Research animals  | up to 640 kg           |
| Fish – <i>Danio rerio</i>      | Research animals  | 5 000                  |
| Frogs – <i>Xenopus laevis</i>  | Healthy animals for teaching  | 50                     |

1) the places are located in different parts of the farm animal and horse clinic and can be used according to the current needs

2) depending on the size of animals

In addition to the animal housing in its own premises, the FVM also has access to animals (horses, ewes, goats, llamas and alpacas) in the facilities of the Faculty of Bioengineering, which are located in Kortowo III, within walking distance from the FVM. The faculty provides veterinary care for these animals. Moreover, the students visit farms belonging to both UWM (Bałdy - 25 km from Olsztyn, Bałcyny – 55 km from Olsztyn) and to private farmers.

#### 4.3.2. Premises and equipment used for clinical activities and diagnostic services, including necropsy

Clinical and diagnostic services in the FVM are functionally divided into three parts: 1) the Companion Animal Clinic, 2) the Farm Animal and Horse Clinic and 3) the Veterinary Diagnostic Laboratory. Each of these parts is registered by the Warmia and Mazury Veterinary

Chamber as a clinic or veterinary laboratory as required by Polish law. The Companion Animal Clinic comprises the Polyclinic (open 24/7), the Reproductive and Obstetrics Division, the Internal Diseases Division, the Surgery Division and the Infective Diseases Division. The Farm Animal and Horse Clinic includes the Mobile Clinic (working 24/7), the Reproductive and Obstetrics Division, the Internal Disease Division, the Infective Disease Division and the Surgery Division. The diagnostic laboratory comprises a haematology lab, a biochemical lab, a microbiological lab, a mycology lab, a parasitology lab, a histopathology lab, a cytology laboratory, a serological laboratory of mammalian diseases, a diagnostic molecular biology laboratory of mammalian diseases, a serological laboratory of avian disease diagnostics, and a molecular biology laboratory of avian disease diagnostics. The histopathological laboratory provides diagnostic services to many veterinary laboratory companies and private veterinary clinics in Poland. The number of samples analysed in this lab is constantly increasing: 2017 – 16,000, 2018 – 17,000, 2019 – 19,000, 2020 – 20,000 and 2021- 22,000 samples.

**Table 4.3.2.1. Premises and equipment used by the Companion Animal Clinic**

| No | Name                                 | Part of clinic             | Location | Special equipment   |
|----|--------------------------------------|----------------------------|----------|---|
| 1  | Consultation room I                  | Polyclinic                 | 106L     | -   |
| 2  | Consultation room II                 | Polyclinic                 | 106L     | USG with Doppler  |
| 3  | Intensive care room                  | Polyclinic                 | 106L     | Drive Oxygen Concentration 10L De Vilbiss   |
| 4  | Vaccination room                     | Polyclinic                 | 106L     | -   |
| 5  | Dentistry room                       | Polyclinic                 | 106      | IM3 GS Deluxe dental station  |
| 6  | Laboratory                           | Polyclinic                 | 106L     | Haematological analyzer IDEXX ProCyte 4DX<br>Blood biochemical analyzer IDEXX Catalyze One<br>Urine analyzer IDEXX VetLab UA<br>Centrifuge<br>Equipment for blood smear staining (detection of Babesia Canis)<br>Microscope   |
| 7  | Computed tomography room             | Polyclinic                 | 106L     | Siemens Healthineers CT   |
| 8  | X-ray facility                       | Surgery Division           | 106L     | RTG Multax 320 with digital scanner, mobile radiographic generator RALCO, Vita Flex CR Carestream   |
| 9  | Operating room for emergency cases   | Polyclinic                 | 106L     | Narkovet Anaesthesia Unit Eickemeyer anaesthesia monitor LifeVet8 C   |
| 10 | Dog hospital                         | Polyclinic                 | 106L     | -   |
| 11 | Cat hospital                         | Polyclinic                 | 106L     | -   |
| 12 | Electrocardiography examination room | Polyclinic                 | 106      | Electrocardiograph BTL LT, holter EKG Mortara.  |
| 13 | Ultrasonography room                 | Polyclinic                 | 106      | USG with Doppler Aloka 4000<br>USG with Doppler Arietta 65  |
| 14 | Endoscopy room                       | Polyclinic                 | 106      | Videotoskop OLYMPUS:<br>videogastroskop GIF 145,<br>videokolonoskop CF 165L,<br>fiberoendoskop URF P5,<br>fideoendoskope Fuji:<br>processor EP 600, videogastroskop EG 600WR, videogastroskop 580NW2,<br>monitor Ambu aView,<br>rigid endoscope<br>ventilation anaesthesia system<br>cardiomonitor PM-9000,<br>pulse Oximeter Monitor,<br>oxygen concentrator |
| 15 | Consultation room III                | Internal Diseases Division | 106W     | -   |
| 16 | Electrophysiology diagnostic room    | Internal Diseases Division | 106W     | Multipurpose electrodiagnostic examination device Viasys Nicolette Viking Quest, EEG examination device Viasys Nicolette Viking Quest.  |

|    |   |                             |       |  |
|----|---|-----------------------------|-------|--|
| 17 | Reproduction and obstetrics consultation room | Reproduction Division       | 106P  | Wolf vaginoscope for bitches, Olympus hysteroscope for bitches   |
| 18 | USG room                                      | Reproduction Division       | 106P  | Ultrasound scanner SAOTE SyLab 30Vet GOLD  |
| 19 | Reproduction and obstetrics operating room    | Reproduction Division       | 106P  | Ventilation anaesthesia system, cardiomonitor  |
| 20 | Surgery consultation room                     | Surgery Division            | 106Ch | -  |
| 21 | Surgery room I                                | Surgery Division            | 106Ch | Ventilation anaesthesia system, cardiomonitor, surgery table, surgical instrument tables, shadowless lamps, coagulation unit,  |
| 22 | Surgery room II                               | Surgery Division            | 106Ch | Ventilation anaesthesia system, cardiomonitor, surgery table, surgical suction pump, BBraun syringe infusion pump, drMach LED3 shadowless led lamps, surgical instrument tables, Erbe coagulation unit for argon plasma coagulation  |
| 23 | Surgery room III                              | Surgery Division            | 106Ch | Ventilation anaesthesia system, cardiomonitor, cold light sources: REMA, STORZ, STRYKER; endocameras: SOPRO, REMA, STRYKER, PRECOPTIC; insufflation machines: NONA, REMA, STORZ; endovideo recorder: PANASONIC; endomonitors: REMA, PANASONIC; endoprinter: SONY; arthroshever: FMS duo; arthropump: FMS duo; cold light sources: REMA, STORZ, STRYKER; endocameras: SOPRO, REMA, STRYKER, PRECOPTIC; insufflation machines: NONA, REMA, STORZ; endovideo recorder: PANASONIC; endomonitors: REMA, PANASONIC; endoprinter: SONY; arthroshever: FMS duo; arthropump: FMS duo; |
| 24 | Ophthalmology examination room                | Surgery Division            | 106Ch | Tonometer TonoPen XL (Reichert, USA), double channel ERG/VEP (Acrivet, Germany), surgical microscope (Shin-Nippon OP-2, Ohira Co., Ltd, Japan), portable digital slit lamp (Hawk Eye, Dioptrix, France)  |
| 25 | Consulting room                               | Infective Diseases Division | 105B  | -  |

**Table 4.3.2.2. Premises and equipment used by the Farm Animal and Horse Clinic**

| No | Name   | Part of clinic                            | Localisation | Special equipment   |
|----|--|---|--------------|---|
| 1  | Mobile clinic                                | For details see: Standard 4.7 description |              |   |
| 2  | Examination room for horses I                | Reproduction Division                     | 106P         | Portable ultrasound scanner ESAO MyLabOneVet  |
| 3  | Examination room for horses II               | Reproduction Division                     | 106P         | Portable ultrasound scanner Honda HS-1500   |
| 4  | Examination room for cattle/skill room       | Reproduction Division                     | 106P         | Portable ultrasound scanner Draminski 4Vet Slim                                     |
| 5  | Surgery room for horses with anaesthesia box | Reproduction Division                     | 106P         | Surgery table for horses, other equipment in delivery                               |
| 6  | Examination room for large animals I         | Internal Diseases Division                | 106W         | Portable ultrasound scanner Draminski   |
| 7  | Examination room for large animals II        | Internal Diseases Division                | 106W         | Portable ultrasound scanner Draminski   |
| 8  | Surgical room for large ruminants and swine  | Surgery Division                          | 106Ch        | Surgery table for ruminants and swine, shadowless lamps, surgical instrument tables |

|    |   |                             |                 |  |
|----|---|-----------------------------|-----------------|--|
| 9  | Surgical room for horses with anaesthesia box | Surgery Division            | 106Ch           | Anesthesia machine for inhalation anesthesia for horses, respirator for horses, a lifting system with spreading rails for transporting an anesthetized horse, surgery table for horses, arthroscope column, drMach LED3 shadowless led lamps, Surgical instrument tables |
| 10 | Horse examination area                        | Surgery Division            | 106Ch           | Portable USG ESAOTE MyLab 5, Portable X-Ray Machine  |
| 11 | MRI room                                      | Surgery Division            | 106CH           | MRI Vet Grande ESAOTE 0.25 T cardiomonitor with pulseoximeter  |
| 12 | Fish examination room                         | Infective Diseases Division | 105B (basement) | Microscopes, centrifuge  |

**Table 4.3.2.3 Premises and equipment used by the Diagnostic Laboratory**

| No | Name  | Localisation   | Equipment   |
|----|---|--|---|
| 1  | Biochemical laboratory  | Oczapowskiego Str. 14, room W105                             | Biochemical analyser Accent-200 (Cormay), coagulology analyser Croag-Chrom 3003 (Bio-ksel), urine analyser Clinitec-50 (Siemens), acid-base balance analyser Rapidlab - 348 (Siemens), microplate reader (Biokom), immunochemical analyser VIDAS (bioMérieux)   |
| 2  | Haematological laboratory                                     | Oczapowskiego Str. 14, room W15                              | Haematological analyser ADVIA 2021i (Siemens), haematological analyser ABX ABC VET (Horiba).  |
| 3  | Bacteriological laboratory                                    | Oczapowskiego Str. 13, room 142                              | Laminar flow chamber, refrigerators, incubators, gas burners, densitometer, microscopes, general equipment for bacteriological studies  |
| 4  | Mycological laboratory  | Oczapowskiego Str. 13, room 136                              | Laminar flow chamber, refrigerators, incubators, gas burners, densitometer, microscopes, general equipment for mycological studies  |
| 5  | Parasitological laboratory                                    | Oczapowskiego Str. 13, room 122A                             | Laminar flow chamber, centrifuges, thermomixer, PCR thermocycler, microspectrophotometer, microscopes and stereomicroscopes, refrigerators, freezers, incubator, autoclave  |
| 6  | Histopathology laboratory                                     | Oczapowskiego Str. 13, part D, rooms 14, 15, 19, 20, 113-121 | Sampling table Rezon, fume hood, automatic tissue processor Leica TP1020, embedding center Lecia HistoCore Arcadia, bone decalcification equipment, rotary microtomes, cryostat Leica CM1520, automated stainer with integrated coverslipping workstation Leica ST5010XL-CV5030, immunotrainer, light microscopes with digital cameras Olympus, slide scanner with colour and monochrome cameras Panoramic Midi (3D-Histech). |
| 7  | Cytology laboratory   | Oczapowskiego Str. 14, room P4                               | IVOS Sperm Analyzer, light microscope Olympus BX50 with camera.   |
| 8  | Serological laboratory of mammalian diseases diagnostic       | Oczapowskiego Str. 13, room 28                               | Microplate reader Biogened, centrifuges Eppendorf, refrigerators, general laboratory equipment.   |
| 9  | Molecular biology laboratory of mammalian diseases diagnostic | Oczapowskiego Str. 13, room 7                                | Thermocycler (Eppendorf), real-time thermocycler Rotor Gene (Corbett Research), thermomixer (Eppendorf), two centrifuges Eppendorf, centrifuge Gilson.  |
| 10 | Serological laboratory of avian disease diagnostics           | Oczapowskiego Str. 13, room 16                               | Automatic pipetting station Eppendorf EpMotion, centrifuge with cooling Beckman-Coulter Allegra X-15R, microplate reader Biotek Elx 800, automatic plate washer Biotek Elx50,   |
| 11 | Molecular biology laboratory of avian disease diagnostics     | Oczapowskiego Str. 13, room 050                              | Automatic pipetting station Janus, automatic tissue homogenizer, ultrafreezer, PCR and qPCR thermocyclers, thermoblock, thermomixer, three laminar chambers, centrifuges, gel imaging system (Gel Doc XR+), dishwasher, two autoclaves, water purifying system.   |

## Necropsy premises

The necropsy facility, which is located at the Department of Pathological Anatomy, was modernised in 2018 to ensure the highest work comfort and biosecurity to staff and students. The whole necropsy area has a separate ventilation system with negative pressure. Students enter this area via sanitary sluices. The necropsy facility comprises a large necropsy room, a small necropsy room (used for self-learning), a refrigeration room, and an equipment disinfection and cleaning area. A large necropsy room is equipped with a necropsy table for large animals (three ton capacity), three necropsy tables for middle and small animals (300 kg capacity), four movable tools tables, four sets of sectioning tools (knives, scissors, tweezers, secateurs, hand saws and electric saw, chisel, tape measures and rulers), a balance for weighing corpses (up to 1000 kg), a balance for weighing organs, extraction station for organ sampling and stereoscopic microscope. It is separated from an auditorium for 70 persons by a glass wall. A small necropsy room is equipped with necropsy tables for middle and small animals, a set of sectioning tools and a freezing chamber. An electronic system enables the live-streaming and recording of necropsies.

Necropsies of birds are performed in the Bird Disease Training Room (Oczapowskiego 13, room 17) and necropsies of fish in the Training Room For Infectious Diseases (Oczapowskiego 13, section 105B, room 10) and the Fish Examination Room (Oczapowskiego 13, section 105B, basement)

### 4.3.3. The premises used for the practical teaching of FSQ & VPH

#### Slaughterhouse facilities

Students take practical classes in the field of ante- and post-mortem inspection of cattle and pigs in an external slaughterhouse (the “WARMIA” Meat Production Plant) and ante- and post-mortem inspection of poultry in an external slaughterhouse (the “INDYKPOL” Meat Production Plant). In addition, at the INDYKPOL plant, students conduct practical classes to discuss animal welfare during transport, taking into account the principles of disinfecting the means of transport. There is also close cooperation with these establishments in order to obtain didactic material for students and to conduct scientific research.

**Table 4.3.3.1. Slaughterhouse facilities**

| Name of the company   | Address                         | Distance from the university* |
|---|---------------------------------|-------------------------------|
| The “WARMIA” Meat Production Plant  | Olsztyńska 1, 11-300 Biskupiec  | 40 km                         |
| The “INDYKPOL” Meat Production Plant  | Jesienna 3, 11-041 Olsztyn      | 11 km                         |
| The Didactic and Research Poultry Slaughterhouse (University of Warmia and Mazury in Olsztyn) | Oczapowskiego 5, 10-719 Olsztyn | 0 km                          |

\*Transport to each food processing plant located outside the campus is provided by the Faculty.

During the extraordinary conditions resulting from the COVID-19 pandemic, the practical classes in external slaughterhouses were largely limited. In order to ensure the proper implementation of the program in this subject, the post-mortem inspection of swine was carried out in the necropsy rooms of the faculty. For this purpose, swine half-carasses and sets of offals and the visceral system, both meeting the requirements of edible products and having disqualifying features (defects), were purchased from the swine slaughterhouse. Pre-mortem inspection and post-slaughter processing were presented to students using multimedia materials. In terms of familiarizing students with the subject of pre- and post-mortem inspection of poultry, practical classes were conducted in the didactic and research poultry slaughterhouse, constituting part of the teaching facilities of the University of Warmia and Mazury in Olsztyn.

## Foodstuff processing units

The students undergo practical training in five different establishments of foodstuff processing in order to familiarize them with the requirements for meat, dairy and fishery products.

**Table 4.3.3.2. Foodstuff processing units**

| Hygiene of Animal Origin Products  |                                   |                               |
|--|-----------------------------------|-------------------------------|
| Name of the company  | Address                           | Distance from the university* |
| The “WARMIA” Meat Production Plant   | Olsztyńska 1, 11-300 Biskupiec    | 40 km                         |
| “OSI Food Solutions”   | Górka 15, 14-100 Ostróda          | 35 km                         |
| The “SZWADERKI” Fish Farm and Fish Processing Plant  | Szwaderki 13a/1, 11-015 Szwaderki | 30 km                         |
| Milk Hygiene   |                                   |                               |
| Name of the company  | Address                           | Distance from the university* |
| Farm of dairy cattle<br>(didactic and research station – a unit of the University of Warmia and Mazury in Olsztyn)                     | Bałdy 1 , 10-687 Olsztyn          | 20 km                         |
| Technological production hall<br>(The Dairy Education and Research Center - a unit of the University of Warmia and Mazury in Olsztyn ) | Oczapowskiego 7, 10-719 Olsztyn   | 0 km                          |

\*Transport to each food processing plant located outside the campus is provided by the faculty.

In the “WARMIA” meat production plant, exercises are performed by a butcher and academic staff who conduct professional training in the practical aspects of meat processing and sausage and deli production. In the “OSI Food Solutions” plant, students can follow the production of minced meat and raw meat products. The exercises are performed by food technology and academic staff. In the “SZWADERKI” Fish Farm and Fish Processing Plant, the students follow the production of various fish products starting from primary production to the final product. The exercises are performed by a food quality manager and academic staff.

At the dairy cattle farm, the students receive practical training in the hygiene of milk harvesting, control and storage. The exercises are performed by a milk technologist and academic staff.

In the Technological Dairy Production Hall, the students are practically introduced to the processes, requirements and production lines of different dairy products. The exercises are performed by academic staff.

In each plant, special attention is paid to the points dedicated to food safety – the GHP and GMP rules implemented and followed in the plant and those related to the food safety system based on the HACCP rules.

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

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

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

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

The Polyclinic provides on-site veterinary service, including intensive care and hospitalisation for companion animals 24 hours per day, including holidays. This clinic is the only veterinary facility available 24/7 in Olsztyn. The nearest clinic working in this regime is located in Gdańsk, approximately 160 km from Olsztyn. The Polyclinic is equipped with its own diagnostic laboratory, surgery room, hospitalisation premises for dogs and cats, diagnostic equipment including USG with Doppler, as well as access (24/7) to digital RTG and CT, which are located nearby. From 8.00 to 20.00, there are usually three veterinarians on duty in the polyclinic and at nights there are 1 or 2. They are assisted by senior students and technicians. The duties are performed by academic staff from different departments, ensuring research-based and evidence-based clinical training for students. Two veterinarians are employed in the Polyclinic as clinical academic teachers and one as a support staff person. At night, the veterinarian on-duty has the possibility to call another specialist for help.

The Polyclinic works in close collaboration with other divisions of the Companion Animal Teaching Clinic. The patients are referred to surgery, reproduction and obstetrics and internal medicine divisions as needed. These divisions are usually open from 8.00 to 15.00 and outside these hours, if this is required by the patient condition. A common informatics system (KlinikaXP) connects all parts of the clinic. Specialized consultations are provided in the fields of dermatology, gastroenterology, cardiology, urology, neurology, haematology, oncology, stomatology, reproduction and obstetrics, surgery with orthopaedics. The Companion Animal Clinic is well-equipped (Table 4.3.2.1) and offers a range of veterinary services exceeding that available in the private sector, i.e. high-quality USG service, computed tomography, magnetic resonance imaging, state-of-art endoscopy, electroencephalography (including hearing testing), electromyography and wide range of laboratory tests.

The veterinary service for farm animals and horses is provided 24 hours per day, including holidays by the Mobile Clinic. A detailed description of the mobile clinic is given in chapter 4.7. Admission of horses and ruminants for diagnostics and treatment in the stationary clinics is possible 24/7, and the transport of large animals can be provided by the FVM.

The students have practical training in the clinics in groups not exceeding four persons per one veterinarian on duty. The clinic meets the national practice standards as defined by the “Act of 18 December 2003 on animal health institutions” (Dz.U. 2004, 11, 95). They are under the supervision of the State Veterinary Inspectorate and the Warmia and Mazury Veterinary Chamber. The teaching activities in clinics are evaluated according to the quality assurance system of the faculty. The procedures of good clinical research practice have been implemented by the FVM.

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

The students have access to all diagnostic and therapeutic facilities in the resources of the FVM (given in Table 4.3.2.1, 4.3.2.2, 4.3.3.3) during classes and clinical rotations. They also have access to some research facilities during classes and their activities in student research groups. Taking USG as an example, the students are practically instructed during the subject “Clinical diagnostics”, and they then practice with older stationary ultrasound instruments located in the classroom during the subject “Internal diseases of dogs and cats”, work with portable instruments

during the subject “Internal diseases of farm animals” and “Reproduction of farm animals” both in the faculty clinics and on the farms, and are finally involved in diagnostics with state-of-the-art instruments during clinical rotations. Additional possibilities include attendance in the facultative subject “Ultrasound diagnostics” or participation in the student research groups: “Imaging techniques in small animal diagnostics” and “Veterinary obstetricians”.

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

The isolation facilities are located in the building complex at Oczapowskiego Str. 13. The area where these premises are located is surrounded by a fence.

#### Isolation Pavilion for Horses and Cattle

The building comprises two completely separated parts. Each part includes an animal box, a sanitary lock and a feed store. The sanitary lock is equipped with a shower. The feed store has access from outside and inside. The building is connected to a chemical sewage disinfection system and equipped with mechanical ventilation, and electrical heating.

#### Observation Block for Rabies-Suspected Animals

The observation block for rabies-suspected animals is located in building G. It is used for the observation of dogs, cats, raccoon dogs, foxes and other free-living small animals suspected to be infected with the rabies virus. It contains five special cages with runs for dogs, a room with five cages for cats, a room with cages for the observation of other mammals and a necropsy room. The runs for dogs are roof-covered and secured by two fences. The security is provided by an electronic system. Cameras enable observation of the animals via the Internet.

#### Pavilion for Mammalian Infectious Diseases

The pavilion is located in part B of the building complex and is connected with the main part through a sanitary lock. It contains a bacteriological laboratory, a serological laboratory, a room for student group work, a social room, a consulting room for small animals (with a separate entrance from the outside) and an animal part. The consulting room for small animals is equipped with an examination table, a small surgery lamp, UV lamps, five cages for small animals, an injection cage and an oxide therapy box. The animal part is separated from the other parts of the pavilion by air-proof doors. It consists of three small isolation rooms for pigs, a large isolation room with three pigpens, a corridor with an entrance from the outside and a storeroom. Each animal room is equipped with HEPA filtration systems for supply and exhaust air. The pavilion is divided into zones with a gradient of negative air pressure in relation to the outside and the main building. The ventilation system is connected to an electric generator to ensure an undisturbed negative pressure gradient. The pavilion has a separate system of sewage disposal. Security is provided by an electronic system.

#### Pavilion for Experimental Bird Infections

A separate building equipped with HEPA filtration systems for supply and exhaust air, a chemical sewage disinfection system and an electric generator. The building consists of eight completely isolated boxes for birds (ca 7.5 m<sup>2</sup> each), sanitary locks, “clean” and “dirty” corridors and a laboratory room equipped with a biohazard laminar flow cabinet and autoclave. It is divided into three zones with a gradient of negative air pressure in relation to the outside.

The pavilion allows accommodating: 1,172 broiler chickens (20 animals/m<sup>2</sup>), 586 turkey poults (10/m<sup>2</sup>), 234 adult turkeys (4/m<sup>2</sup>) or 351 – 469 hens (6-8/m<sup>2</sup>).

## Rodent Vivarium

The rodent vivarium is located in building 105G. It consists of 1) a room for the breeding of specific-pathogen-free animals (SPF), 2) a laboratory room for work with SPF animals, 3) a room for normal rat breeding, 3) a room for normal mice breeding, 4) a washing room (equipped with cage washer, cage autoclave, racks and stainless table), 5) storerooms, 6) a changing room for stuff (with shower, toilets), 7) a social room and 8) a behavioural investigation room. The room for SPF animals is equipped with a cage change station, a rack with individually ventilated cages and “Uni Protect” airflow cabinet. The ventilation system ensures HEPA filtration of the intake air and a gradient of positive pressures in relation to the outside. The highest pressure is kept in the SPF section. Security is provided by an electronic system.

**Table 4.6.1. Number of places in isolation facilities**

|                         |                         |
|-------------------------|-------------------------|
| farm animals and horses | 2                       |
| dogs                    | 11 (6 and 5)            |
| cats                    | 5                       |
| Pigs                    | 20 - 30 <sup>1</sup>    |
| poultry                 | 200 – 1100 <sup>1</sup> |
| rats                    | 1000                    |
| mice                    | 1000                    |

1) depending on the size of animals

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

The Mobile Clinic at the FVM started in 2003 and is open 24/7 for the whole year and is obligatory for all students in the 10th and 11th semesters. There is a veterinarian and 2-3 students on duty for 24h. The shift starts at 20.00 and lasts till 20.00 the next day. The phone number to the Mobile Clinic (0048 601 800 700) is known to all clients and is also written on the FVM website. Most of the patients are cows, with a smaller number of horses, small ruminants, lamas and alpacas. In the past, there were also pigs, but due to an African Swine Fever outbreak in the region, there are no pig farms around. The maximum distance the veterinarian and students drive is 60 km around Olsztyn. The Mobile Clinic offers all services (internal, infection, surgery, obstetrics,) for cattle and small ruminants, although some cases are sent to the FVM. Horses, llamas and alpacas are visited by a veterinarian on duty, and if the case requires extended diagnosis or is complicated, it is sent to the FVM. During the visit, students examine the animals (except rectal palpation in horses), give medicines and vaccines (all routes) and put dressings on wounds, claws and hooves. In surgical cases, students choose their role (assistance to the veterinarian or preparation of the animal, etc.), and they are responsible for preparation of the surgical field, instruments, giving the medicines and all so-called “dirty help”. While driving to the visits, the veterinarian and students discuss the case, prognosis etc.

The Mobile Clinic building is located on Oczapowskiego Street 16 and includes: the office of the Mobile Clinic, a garage for four cars, a laboratory, a pharmacy, a store for the equipment, a storeroom for wasted syringes, needles etc., two rooms for students on duty, one room for the veterinarian on duty, one room for guests, Erasmus students etc., a small lecture hall and offices for veterinarians working at the Mobile Clinic.

**Table 4.7.1. Cars for the mobile clinic and herd health visits**

| No | Model                | Description  |
|----|----------------------|--|
| 1  | VW Transporter T6    | A car used for the visits during the duty; there are six places for a vet and students, shelves for medicines and equipment necessary for the service  |
| 2  | Opel Combo           | A car used for herd health visits and study trials   |
| 3  | Renault Kangoo       | A car used for herd health visits and study trials   |
| 4  | MAN TGE 3.180 Furgon | A new car that will be used by Mobile Clinic for driving to the visits. The car was ordered in May 2021 and should be delivered to the FVM in March/April 2022   |
| 5  | MAN TGE 3.180        | A new car that will be prepared for the transport of animals to the FVM from the farms and owners of farm animals and horses. The car was ordered in May 2021 and should be delivered to FVM in March/April 2022 |

Equipment: ultrasound machines – Dramiński 4Vet and Dramiński iScan, Storz set for endoscopic operation of left displacement of the abomasum, a portable blood analyser (Celercare V5) and a glucometer

Equipment that will be bought in 2022: portable X-ray unit, digital radiography system, trimming chute

There is a special elective subject” Problems in large scale cattle breeding” with lectures, seminars and visits to the farms. Students participate in the visits according to the schedule. During the visit, they examine cows for pregnancy and the health status of the uteri and ovaries. They can evaluate ultrasound images, and when they gain more experience (in the second semester), they can also perform ultrasound examinations. They give medicines, vaccinate and evaluate nutrition and BCS.

#### **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.**

Transportation of students for extramural activities is provided by outside companies (currently: ALL-MIT AUTOMOBILE Andrzej Fabisiak, and PTO Lipnicki), which are chosen in a tender procedure by the University administration. The company has to fulfil all legal regulations related to human transportation. The staff of the FVM responsible for the organization of extramural activities order the vehicles directly from the company. The cost of transportation is covered by the faculty.

The FVM has a special car for animal transportation (Volkswagen LT46). A new car for animal transportation (MAN TGE 3.180) has been ordered and will be delivered in March/April 2022. Animal transportation is performed under the permission and control of the Veterinary Inspectorate.

Delivery of cadavers for necropsy is performed by a company (currently: PHU W. Czaplińska), which is specialized in the collection of dead animals from farms. The firm is chosen in a tender procedure and has to follow all legal regulations related to the collection of cadavers and their transportation. The cadaver collection point for the university, registered by the State Veterinary Inspection, is at the Department of Pathological Anatomy and is another source of cadavers for teaching purposes. Parts of healthy animals from slaughterhouses are transported by a Volkswagen Caravelle T5, which belongs to the FVM.

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

**and farm services, including a regular monitoring of the feedback from students, staff and clients.**

The changes in the facility, equipment and biosecurity are decided by the Dean, usually after consultation with the Dean's Council and/or the Faculty Biosecurity Committee. They are communicated to the staff and students by publication on the Faculty webpage, via e-mail and personally by the department heads. The monitoring of the implementation of changes is done by the Dean, the Dean's proxies or heads of departments.

The Occupational Health and Safety Department of the UWM is responsible for the preparation of instructions and recommendations concerning the labour and teaching safety. These documents are available on the UWM webpage and the most important ones are sent to the University community via e-mail. Safety instructions are displayed in conspicuous places in the teaching, clinical and research laboratories and in office rooms. Evacuation signs and lights are mounted in the corridors. Candidates for employment undergo an initial training in health and safety protection. Next, a specific training is provided in the Faculty's units. Periodic trainings, usually performed every 3 or 5 years, are obligatory for employees. Each student undergoes compulsory basic occupational health and safety training at the beginning of the first semester of the studies, and then a specific training in the Faculty's departments at the beginning of each subject. This training includes issues of fire safety.

Health protection conditions and labour safety is under continuous surveillance of the Occupational Health and Safety Department of the UWM and the Faculty Labour Inspector. The inspections of all departments of the FVM are made once per year, usually at the beginning of a new academic year. The inspection comprises the control of technical conditions of premises and safety equipment, first aid supplies, the presence of characteristics of toxic substances and the staff's medical certificates. It also includes interviews with the staff about labour conditions. The protocol from the inspection is handed to the Dean and used as a guide for the further improvement of the labour conditions. The FVM is also periodically controlled by the Sanitary Inspector in Olsztyn and the Labour Inspectorate in Olsztyn.

The Dean's Proxy for Radiological Protection is a qualified Radiation Protection Officer approved by the Polish Atomic Agency, and is responsible for radiological safety at the Faculty. Radiological safety is periodically controlled by the Polish Atomic Agency.

Considering the extraordinary importance of biosafety, the Dean appointed the Faculty Biosafety Committee. The main objectives of its activity include the protection of staff, students, and clients from zoonoses, creating a safe environment for patients under the care of the clinics and for research animals, educating students through practical application of proper biosecurity procedures, educating clients in adequate zoonoses prophylaxis. The Committee is responsible for the preparation of biosafety instructions and recommendations, periodical evaluation of biosafety procedures and the control of the Faculty units in terms of biosafety. Currently, the Committee is formed by four experts: Chairperson Prof. Wojciech Szweda, PhD, habilitated doctor, Prof. Andrzej Koncicki, PhD, habilitated doctor, Łukasz Zielonka, PhD, habilitated doctor, and Zbigniew Procajło, PhD. It should be noted that Prof. Wojciech Szweda and Prof. Andrzej Koncicki are members of the Sanitary and Epizootic Council at the General Veterinary Inspectorate of Poland. The FVM manual for biosecurity, health and safety - "Guidelines for Infection Prevention and Control in Animal Clinics and Departments" is given as Appendix 4.4. Biosafety is also periodically controlled by the Veterinary Inspectorate in Olsztyn.

Waste management is determined and controlled by the University administration. The communal waste needs to be sorted for recycling. The disposal of hazardous and special waste is the responsibility of appointed coordinators. The coordinators ensure that the waste is packed and labelled appropriately and that all transport documents and waste transport are in order.

Cadavers and animal waste from the University are collected in the Department of Pathological Anatomy.

Clinical studies at the FVM are conducted according to the GL9 guideline: Good Clinical Practice (GCP) of the International Cooperation on Harmonisation of Technical Requirements for Registration of Veterinary Medicinal Products (VICH). The GCP procedures have been implemented at the FVM in the course of the research project entitled “The Studies on Innovative Immunostimulatory Drug for Animals”, conducted in the years 2013-2015.

Since 2013, the FVM has been awarded with a Good Laboratory Practice certificate in pharmacokinetic studies.

### **Comments**

The location of the FVM on periphery of the campus and the city and at the periphery of enables the development of clinical activities related to both companion animals (Olsztyn has 170 000 citizens) and farm animals (Warmia and Mazury is an agriculture region) in one place. The current and planned buildings of the FVM are situated in close proximity. Several investment projects which have been completed by the FVM have resulted in the modernisation of the teaching facilities for practical work and the research laboratories. Over the last three years, the most important improvements have been made in the buildings housing the Departments of Anatomy and Pathological Anatomy. Moreover, the facility of the large animal clinic was considerably enlarged by the construction of a new part containing animal boxes and a horse surgery suite. The Mobile Clinic Station was finished and is currently in the process of equipping. Unfortunately, there were troubles in tender procedures, partially related to the pandemic situation, which resulted in a delay in the delivery of new cars and some pieces of equipment for the Mobile Clinic and the new surgery suite, and in the construction of a new computer tomography facility and the purchase of a new CT machine.

The most important project for further development of FVM is the construction of a new building for the Companion Animal Clinic (see Appendix 4.5). It will be situated in the vicinity of the Mobile Clinic, in front of the building at Oczapowskiego 14. The planned build-up area is 2 170 m<sup>2</sup>, the ground floor area - 1891,88 m<sup>2</sup>, and the upper floor area - 1148,74 m<sup>2</sup>. The entire clinical activity concerning small animals (except that requiring isolation facilities) will be moved to the new building. The reception area with waiting rooms, ambulatory with specialized cabinets, imaging diagnostics (RTG, CT, MRI), animal hospital with intensive care and physiotherapy will be located on the ground floor. There will also be lockers and social rooms for students. The upper floor will be occupied by an operating suite with four operating rooms, office rooms and a social room for staff. It is expected that the construction of the new building will start in 2023, and the new clinic will be ready within three years.

The relocating of clinical activity to the new building will free up space for the organisation of modern simulation-based teaching facilities in the parts of the building at Oczapowskiego Str. 13 currently used by the divisions of reproduction and obstetrics, internal diseases and surgery.

The rooms currently used by the Polyclinic will be reconstructed and adapted according to the requirements for performing post-mortem inspection of the carcasses of various species of food animals. The plans include the installation of semi-automated lines with hoists and hooks/rotatable stirrups allowing to hang swine, cattle and poultry carcasses and their offals. There will also be a separate space serving as a cold store for teaching material. Hand and shoe disinfection stations and equipment disinfection points will be installed. Changing rooms and space for storage of student belongings are also planned.

### **Suggestions for improvement**

In addition to the infrastructure development activities which have been established in the operating schedule of the university and the faculty (and described above), there are also some other issues to be improved. It is necessary to arrange comfortable areas for students for leisure and relaxation. It is planned that the first two comfortable areas for students will be organised in 2022. Moreover, some spaces in the buildings of FVM and their surroundings still require renovation.

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

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

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

### **5.1.1. Description of the global strategy of the FVM the use of animals and material of animal origin for the acquisition by each student of Day One Competence**

The global strategy of FVM for the acquisition by each student of Day One Competence included in the curriculum, in accordance with ESEVET, is to provide students with adequate clinical training on patients and pre-clinical training on healthy animals and material of animal origin (cadavers, internal organs). Furthermore, for the reduction of usage of live animals and promoting animal welfare, training simulators (e.g. BreednBetsy) are gradually implemented. The FVM has enough resources to organize classes with animals and materials of animal origin. During classes with live animals, their welfare is maintained in accordance with legal regulations.

### **5.1.2. Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation, e.g. numbers of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (one-day clinic) and hospitalisations, balance between individual medicine and population medicine**

The strategy of the FVM to ensure that every student receives core clinical training is to provide students with access to a variety of clinical cases and to conduct clinical training in small groups in real-life situations. The FVM strives to improve clinical services and to achieve an appropriate balance between different cases, species and situations. However, this is not always possible due to specific situations beyond the control of the FVM, e.g. regional specificity of animal farming (no rabbit farms) or ASF outbreak. Necessary changes are identified through the existing feedback information system (inspections of practical classes, student surveys, statistical analyses of caseload) and external evaluation by the Polish Accreditation Committee. The results of internal and external evaluation are presented and discussed at the Dean's Council and FPB of FVM, which makes appropriate recommendations.

### **5.1.3. Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed**

For training in anatomy, the cadavers of dogs, cats and rabbits are obtained from the Companion Animal Clinic of FVM following the agreement of the owners to their use for didactic and scientific purposes. Animals such as pigs, small ruminants and hens are obtained from farms and euthanized in the Department of Anatomy. Equine cadavers are donated by breeders. Rat cadavers are obtained from companies that sell them as food for exotic carnivores. Animal body parts, i.e. internal organs and limbs, are obtained from slaughterhouses. Fresh preparations are used on an ongoing basis in classes and/or kept briefly in refrigerators if necessary.

The fixed material such as body parts of dogs and cats are stored immersed in a fixative in hermetically sealed plastic containers in a cooled room. The composition of the fixative (per 10 litres) is as follows: 4 litres of 96% ethyl alcohol, 1 litre of glycerol, 0.25 litre of 36% formalin and 4.75 litres of H<sub>2</sub>O. The fixative is administered intra-arterially, via the common carotid artery. The volume of the injected fixative corresponds to approximately 15% of animal body

weight. The storage solution (10 litres) contains 4 litres of 96% ethyl alcohol mixed with 6 litres of water.

Osteology classes are conducted using an abundant collection of isolated bones and complete skeletons. It should be emphasized that the Department of Anatomy has a plastination laboratory and thus a large collection (over 100) of plastinated (very durable and non-toxic) preparations of various parts of the body of domestic animals. The preparations are a valuable didactic material and are constantly used in teaching. Permanent air-dried preparations of respiratory organs (tracheas with lungs) and the digestive tract (stomachs, intestines) of particular species are also used during classes.

As mentioned, all preparations and biological wastes are securely collected and stored in hermetically sealed plastic containers or freezers/refrigerators, and intended for disposal if necessary.

The sources of cadavers for training in pathology are:

- ✓ naturally dead or euthanized animals from Faculty Veterinary Clinics, private owners or veterinary clinics from the city of Olsztyn and the surrounding area, whose owners agreed to have them used for academic purposes,
- ✓ diseased animals euthanized in Department of Pathological Anatomy,
- ✓ naturally dead animals in the shelter and private zoos,
- ✓ cadavers delivered by the authorities for forensic necropsy,
- ✓ cadavers of animals that died in other units of the UWM (e.g. university farms),
- ✓ experimental animals (mostly piglets) from the University Units,
- ✓ a specialized company that, thanks to an agreement signed with UWM, delivers the carcasses of ruminants, piglets and horses.

The disposal of the cadavers and material of animal origin for training in anatomy and pathology occurs according to the National and European law regulations. All cadavers and biological waste are stored in cooling chambers - which meets the requirements specified in “Regulation (EC) No 1774/2002 of the European Parliament and of the Council of 3 October 2002 laying down health rules concerning animal by-products not intended for human consumption”. Cooling chambers are approved and remain under control by Polish veterinary authorities (veterinary number 28627702). The cadavers and material of animal origin are collected by a specialized company which meets the requirements specified in Regulation (EC) No 1069/2009 of the European Parliament and of the Council of 21 October 2009 laying down health rules as regards animal by-products and derived products not intended for human consumption and repealing Regulation (EC) No 1774/2002 (Animal by-products Regulation).

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

|                   | 2020/21   | 2019/20   | 2018/19   | Mean |
|-------------------|---|---|---|------|
| Cattle            | 4 (internal organs: tongue, larynx, trachea, lungs, hearts, kidneys, liver, female and male genital organs) | 4 (internal organs: tongue, larynx, trachea, lungs, hearts, kidneys, liver, female and male genital organs) | 4 (internal organs: tongue, larynx, trachea, lungs, hearts, kidneys, liver, female and male genital organs) | 4    |
| Small ruminants   | 2 (fresh cadavers)  | 2 (fresh cadavers)  | 2 (fresh cadavers)  | 4    |
| Pigs              | 30 (fresh limbs without muscles)<br>2 (fresh cadavers)  | 28 (fresh limbs without muscles)<br>2 (fresh cadavers)  | 28 (fresh limbs without muscles)<br>2 (fresh cadavers)  | 31   |
| Companion animals | 20 (fixed cadavers)<br>8 (fresh cadavers)<br>15 (freshly frozen isolated dog heads)                         | 20 (fixed cadavers)<br>8 (fresh cadavers)<br>15 (freshly frozen isolated dog heads)                         | 20 (fixed cadavers)<br>8 (fresh cadavers)<br>15 (freshly frozen isolated dog heads)                         | 43   |

|                     |  |  |  |    |
|---------------------|--|--|--|----|
| Equine              | 1 (fixed cadaver)<br>10 (freshly frozen limbs)                 | 1 (fixed cadaver)<br>10 (freshly frozen limbs)                 | 1 (fixed cadaver)<br>10 (freshly frozen limbs)                 | 11 |
| Poultry and rabbits | 20 (fresh hen cadavers)<br>10 (freshly frozen rabbit cadavers) | 20 (fresh hen cadavers)<br>10 (freshly frozen rabbit cadavers) | 20 (fresh hen cadavers)<br>10 (freshly frozen rabbit cadavers) | 30 |
| Aquatic animals     | 0  | 0  | 0  | 0  |
| Exotic pets         | 0  | 0  | 0  | 0  |
| Others              | 60 (freshly frozen rat cadavers)                               | 60 (freshly frozen rat cadavers)                               | 60 (freshly frozen rat cadavers)                               | 60 |

**Table 5.1.2 Healthy animals used for pre-clinical training**

| Species           | 2020/2021 | 2019/20 | 2018/2019 | Mean |
|-------------------|-----------|---------|-----------|------|
| Cattle            | 12        | 11      | 11        | 11   |
| Small ruminants   | 10        | 14      | 12        | 12   |
| Pigs              | 10        | 11      | 12        | 11   |
| Companion animals | 13        | 11      | 11        | 12   |
| Equine            | 14        | 12      | 13        | 13   |
| Poultry & rabbits | 617       | 712     | 527       | 619  |
| Exotic pets       | 0         | 0       | 0         | 0    |
| Other (specify)   |           |         |           |      |
| Rats              | 10        | 10      | 10        | 10   |
| Danio rero larvas | 1060      | 1060    | 1060      | 1060 |

**Table 5.1.3 Number of patients seen intra-murally**

| Species           | 2020/2021 | 2019/20 | 2018/2019 | Mean  |
|-------------------|-----------|---------|-----------|-------|
| Cattle            | 18        | 38      | 33        | 30    |
| Small ruminants   | 30        | 49      | 58        | 46    |
| Pigs*             | 0         | 0       | 0         | 0     |
| Companion animals | 19598     | 20534   | 19978     | 20037 |
| Equine            | 180       | 225     | 203       | 203   |
| Poultry & rabbits | 347       | 349     | 351       | 349   |
| Exotic pets       | 330       | 355     | 437       | 374   |
| Other (specify)   | 0         | 0       | 0         | 0     |

\* As pigs are not delivered to FVM clinics, students complete 25 hours of clinical rotations on Agri-Plus pig farms in Radziejmy (19-500 Banie Mazurskie) and Kozaki (19-500 Gołdap), with whom the FVM has a cooperation agreement. Under the supervision of a veterinary surgeon, they carry out preventive and therapeutic procedures. Approximately 2000 pigs are examined and treated annually with student's participation.

**Table 5.1.4 Number of patients seen extra-murally**

| Species                            | 2020/2021 | 2019/2020 | 2018/2019 | Mean   |
|------------------------------------|-----------|-----------|-----------|--------|
| Cattle                             | 16661     | 18848     | 18900     | 18136  |
| Small ruminants                    | 539       | 519       | 1264      | 774    |
| Pigs                               | 14        | 28        | 10        | 17     |
| Companion animals                  | 16        | 15        | 70        | 34     |
| Equine                             | 482       | 218       | 241       | 314    |
| Poultry & rabbits                  | 96968     | 185850    | 344477    | 209098 |
| Exotic pets                        | 28        | 25        | 30        | 28     |
| Other (specify)                    |           |           |           |        |
| Alpacas                            | 10        | 24        | 2         | 12     |
| Fish (in tons)                     | 660       | 208       | 220       | 363    |
| Ornamental fish (No. in thousands) | 300       | 200       | 700       | 400    |
| Fry (No. in thousands)             | 950       | 200       | 750       | 633    |
| Bee colonies                       | 200       | 185       | 180       | 188    |

**Table 5.1.5 Percentage (%) of first opinion patients used for clinical training**

| Species | 2020/2021 | 2019/20 | 2018/2019 | Mean |
|---------|-----------|---------|-----------|------|
| Cattle  | 93        | 88      | 89        | 90   |

|                   |     |     |     |     |
|-------------------|-----|-----|-----|-----|
| Small ruminants   | 90  | 92  | 91  | 91  |
| Pigs              | 0   | 0   | 0   | 0   |
| Companion Animals | 51  | 54  | 55  | 53  |
| Equine            | 89  | 82  | 85  | 85  |
| Poultry & rabbits | 90  | 90  | 90  | 90  |
| Exotic pets       | 30  | 30  | 30  | 30  |
| Other (specify)   |     |     |     |     |
| Fish              | 80  | 80  | 80  | 80  |
| Bee colonies      | 100 | 100 | 100 | 100 |

**Table 5.1.6 Cadavers used in necropsy**

| Species           | 2020/2021 | 2019/20 | 2018/2019 | Mean  |
|-------------------|-----------|---------|-----------|-------|
| Cattle            | 98        | 115     | 129       | 114   |
| Small ruminants   | 88        | 81      | 74        | 81    |
| Pigs              | 74        | 80      | 55        | 70    |
| Companion animals | 310       | 305     | 312       | 309   |
| Equine            | 15        | 19      | 16        | 17    |
| Poultry & rabbits | 10        | 8       | 12        | 10    |
|                   | 1413*     | 1453*   | 1336*     | 1401* |
| Aquatic animals   | 920**     | 530**   | 681**     | 710** |
| Exotic pets       | 16        | 16      | 15        | 16    |
| Other (specify)   |           |         |           |       |
| Zebra             | 1         | 0       | 0         | 0.3   |
| Antelope          | 1         | 1       | 0         | 0.6   |
| Roe deer          | 4         | 5       | 3         | 4     |
| Alpaca            | 3         | 2       | 5         | 3.3   |
| Wolf              | 1         | 1       | 2         | 1.3   |

\* Necropsies of poultry cadavers performed at the Department of Avian Diseases

\*\* Necropsies of fish cadavers performed at the Department of Epizootiology

**Table 5.1.7 Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management**

| Species                      | 2020/2021 | 2019/20 | 2018/2019 | Mean |
|------------------------------|-----------|---------|-----------|------|
| Cattle                       | 275       | 325     | 331       | 310  |
| Small ruminants              | 25        | 22      | 18        | 22   |
| Pigs                         | 3         | 3       | 3         | 3    |
| Poultry                      | 22        | 23      | 34        | 26   |
| Rabbits                      | 0         | 0       | 0         | 0    |
| Aquatic animals (fish farms) | 47        | 33      | 43        | 41   |
| Other (specify)              |           |         |           |      |
| Apiaries                     | 10        | 8       | 9         | 9    |

**Table 5.1.8 Number of visits in slaughterhouses and related premises for training in FSQ**

| Species                           | 2020/2021      | 2019/20        | 2018/2019 | Mean |
|-----------------------------------|----------------|----------------|-----------|------|
| Ruminant slaughterhouses          | 1 <sup>A</sup> | 1 <sup>A</sup> | 1         | 1    |
| Pig slaughterhouses               | 1 <sup>A</sup> | 1 <sup>A</sup> | 1         | 1    |
| Poultry slaughterhouses           | 1              | 1              | 2         | 1.3  |
| Related premises                  |                |                |           |      |
| Meat production plant             | 1 <sup>A</sup> | 2              | 2         | 1.6  |
| Fish processing plant             | 1 <sup>A</sup> | 1 <sup>A</sup> | 1         | 1    |
| Dairy farm                        | 1 <sup>A</sup> | 1 <sup>A</sup> | 1         | 1    |
| Milk technology hall <sup>A</sup> | 1              | 1              | 1         | 1    |
| Other (specify)                   | 0              | 0              | 0         | 0    |

<sup>A</sup> Virtual walk

**5.1.4. Description of how (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

With the exception of clinical patients, the use of animals for teaching purposes requires the approval of the Local Ethics Committee for Animal Experiments. At the faculty level, the Faculty Curriculum Committee (FCC) and the heads of departments are responsible for the use of animals in teaching. The FCC is the Faculty advisory body responsible for the curriculum. The committee consists of 13 academic teachers and representatives of students and doctoral students. This committee works under the guidance of the Vice-Dean for Development of the Faculty. The Dean of the FVM usually participates in the meetings of FCC. The heads of departments are obligated to provide sufficient resources in order to maintain continuity of classes and, in case of shortages, implement necessary actions. The number of patients is usually presented and analysed annually at the Dean's Council and FPB.

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

### **5.2.1 Description of the organisation and management of the teaching farms and the involvement of students in its**

During courses of Animal Breeding and Husbandry (taught at Faculty of Bioengineering) as well as Technologies in Animal Production (FVM), students have the opportunity to gain practical experience in animal production at University farms (small ruminants farm and equestrian centre located in Olsztyn, a dairy farm in Bałdy - 25 km from Olsztyn) and at private farms:

- 1) Gospodarstwo Rolne Paweł Policht, 11-030 Purda, Nowa Wieś (dairy farm)
- 2) Rolnicza Spółdzielnia Produkcyjna "Kieźliny" w Kieźlinach, ul. Domagały 3, 10-371 Olsztyn (poultry farm)
- 3) Ferma Agri-Plus, Samin, 14-110 Dąbrówno (pig farm)

Moreover, students have obligatory practice in animal production during summer vacation after the second year of studies (80 h).

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

### **5.3.1 Description of how and by who the nursing care skills are implemented and taught to undergraduate students**

The nursing care skills are implemented in a two-step process. First, during practical classes at the departments: Diagnostics, Internal Medicine, Surgery, Animal Reproduction, Infectious Diseases and Parasitology by the teaching staff (veterinarians) employed at these departments. The second step is the practice during clinical rotation with different species (small animals, horses, farm animals) in the last two semesters under the supervision of the veterinarian on duty or dedicated for the clinical rotation with students. Students have the possibility to examine animals, learn how to take samples for laboratory tests (blood, urine, faeces, swabs etc.) and how to administer medicines. They take care of the stationary patients, i.e. monitor their health status (measuring temperature, heart and respiratory rate etc.), feeding, control the wounds after surgical operations, etc. In the subject of Dietetics, students learn the principles of the nutrition of sick animals.

### **5.3.2 Description of the group size for the different types of clinical training (both intra-murally and extra-murally)**

During clinical training, 4 - 6 students are assigned for a week to each of the clinical units: Polyclinic, Mobile Clinic and the following Departments: Surgery and Radiology with Clinic, Internal Medicine with Clinic, Animal Reproduction with Clinic, Epizootiology and Avian Diseases. In the above-mentioned units and departments, the group is divided into smaller groups

of 2-3 persons, and they participate in those small groups in clinical activities with different species together with the veterinarians on duty. Students participate both in day and night shifts at the Polyclinic and Mobile Clinic.

### **5.3.3 Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication biosecurity procedures (both intra-murally and extra-murally).**

During clinical classes and rotations, students perform clinical activities under the supervision of the teacher, including anamnesis, clinical examination, collecting samples for laboratory tests, imaging diagnostics and treatment of diseases in various species. Students interpret test results and take part in making the diagnosis. In intra-mural clinical training, students assist the veterinarian during the visit, examine the patients and administer medicines (train all types of injections and oral application). Students are allowed to examine horses entering the clinic, but due to security concerns, they are not allowed to perform it in the field conditions (extra-mural visits). Students participate in preparation for surgical operations (preparation of the animal, surgical tools, team and field), assist during surgical operations and help with anaesthesia, as well as perform activities associated with postoperative care. For a post-mortem examination, students perform a necropsy, take tissue samples and write a post-mortem report. They participate during the visits of patients that require highly specialized procedures, e.g. endoscopic examinations, neurological and cardiological examinations, tomography and magnetic resonance imaging (MRI). Biosecurity and animal welfare regulations are presented at the practical classes of different subjects, and during clinical training they have the opportunity to observe and apply them in practice. The clinical activities are carried out in accordance with the principles of biosecurity.

During extra-mural clinical training, students also practice how to restrain animals of different species, examine the animals, suggest diagnosis and treatment and also administer medicines (given intravenously, intramuscularly, subcutaneously, orally) and collect samples for additional examinations. During surgical and obstetrical cases, students are responsible for the preparation of the operating field and assisting the veterinarian during the operation. They are also trained on how to fill the treatment charts. Students know the procedure of how to deal with the owners of the animals that require euthanasia, they listen to the talk between the vet and the owner and can discuss the case later on.

As pigs are not delivered to FVM clinics, students complete 25 hours of clinical rotations on Agri-Plus pig farms in Radziejmy (19-500 Banie Mazurskie) and Kozaki (19-500 Gołdap), with whom the FVM has a cooperation agreement. Under the supervision of a veterinary surgeon, they carry out preventive and therapeutic procedures. Approximately 2000 pigs are examined and treated annually with student's participation.

In addition, students can have clinical training on a voluntary basis at the animal shelter clinic in Olsztyn and at several private animal clinics cooperating with the FVM:

- 1) Klinika Weterynaryjna OLWET s.c., 10-404 Olsztyn, ul. Lubelska 16
- 2) Przychodnia Weterynaryjna, Weterynaryjne Centrum Zwierząt Lew s.c., 10-686 Olsztyn, ul. Wilczyńskiego 26
- 3) Przychodnia Weterynaryjna dla Małych Zwierząt DOGMED s.c., 10-229 Olsztyn, Al. Wojska Polskiego 46
- 4) Przychodnia Weterynaryjna PULSAR , 10-691 Olsztyn, ul. Wiecherta 27a
- 5) Przychodnia weterynaryjna „Kanvet”, Olsztyn. Liliowa 37

### **5.3.4 Description of the procedures used to allow the students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management**

After clinical training, students have to prepare description of the cases and procedures, they encountered during that time, in the logbook. Students meet the veterinarian with whom they were on duty or dedicated to clinical rotation to discuss the cases, treatment success or failure and they are evaluated on the basis of their activity and knowledge during clinical training. They also have the opportunity to analyse medical records and discuss them with the teachers. During extra-mural clinical training, students discuss the cases, prognosis, etc., with the veterinarian when they drive to the next visit. At the Mobile Clinic, they prepare a short presentation of a single selected case from their duty and present it to all students. This procedure allows describing different cases to other students, and they can simultaneously observe the effects of the treatment. In addition, the veterinary portal of FVM contains descriptions of some interesting diagnostic and therapeutic procedures.

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

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

Clinics of the FVM have an electronic patient record system – Klinika XP. All data on diagnostic procedures and treatment are available in this system. Students have access to medical records to follow a patient's history. They learn how to work with the system and how to enter data into it. In this way, they become familiar with keeping records.

Veterinarians and students on duty in the Mobile Clinic complete paper charts (created on the basis of the governmental design) during the visit and the data are later entered into Klinika XP software. This way of record-keeping is obligatory for the veterinary service for farm animals because the original document must be left at the farm (it includes *inter alia* the duration of the withdrawal period for milk and meat), and the veterinarian also has a copy.

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

The animals are used for educational and scientific purposes according to European and national law regulation (Directive 2010/63/EU of the European Parliament and of the Council of 22 September 2010 on the protection of animals used for scientific purposes; The Act on the protection of animals used for scientific or educational purposes of 21 January 2015). The use of animals for scientific and teaching purposes requires the approval of the Local Ethics Committee for Animal Experiments. In the educational process, animal welfare is strictly respected. All clinical procedures are performed in a way to minimize stress and pain. Alternative teaching methods using simulators are being introduced. The welfare of animals used for educational and research activities is supervised by the FAWC.

### **Comments**

The number of small animal patients seen intra-murally is sufficient for appropriate clinical training and is expected to remain stable in the future. The number of cases of ruminants and horses seen seen-extramurally is higher than their number intra-murally. This is due to the specific nature of veterinary services for these animal species. Most cases are treated on-site in barns or stables, and only some of the more difficult cases are referred to clinics. The decrease in the number of ruminants and horses in 2020/2021 was related to the reconstruction of facilities for these animal species. For biosecurity reasons (ASF), pigs are not referred to the FVM clinics

and access to large pig farms is very limited. The FVM had an agreement with large pig farms in Radkiejmy (8400 pigs) and Kozaki (4800 pigs), where students take clinical rotations (25 h) in groups of 3-4 persons. Under the supervision of a veterinarian, students take an active part in all veterinary procedures, i.e. vaccination, castration, operation of hernia, blood sampling, application of medicines, etc.

Due to the extraordinary conditions resulting from the COVID-19 pandemic and ASF restrictions, all practical classes in FSQ in the approved slaughterhouses were suspended by the Official Veterinarian. For this reason, the post-mortem inspection of swine was carried out in the Department's training rooms. Swine half-carcasses and sets of offals and the visceral system, both meeting the requirements of edible products and having disqualifying features (defects), were delivered from the swine slaughterhouse. Pre-mortem inspection and post-slaughter processing were presented to students with the use of multimedia materials. For pre- and post-mortem inspection of poultry, practical classes were conducted in the didactic poultry slaughterhouse of the university. This slaughterhouse is not an approved establishment and the meat obtained there does not enter the market. Admission to it is not dependent on the decision of the Official Veterinarian.

We are currently negotiating with the private owners of dairy farms about the possibility to buy their diseased cows which they want to sell to the slaughterhouse (e.g. lame, right displacement of abomasum) to treat them at the Faculty and, if successful, they would be returned to the farm and the owners would pay for the treatment. If there is a treatment failure, the FVM would use the animal for necropsy and teaching purposes.

### **Suggestions for improvement**

The construction of the companion animal clinic is planned for next years. The preliminary construction plan is already available. This will certainly improve clinical service and the practical teaching of students in this area.

The purchase of more teaching simulators is planned.

Due to limited access to large pig farms and slaughterhouses, virtual visits should be offered to students to a greater extent.

## **Area 6. Learning resources**

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

### **6.1.1 Description of the general strategy of the VEE on learning resources**

The University Library in Olsztyn is a university organizational unit carrying out educational service and scientific tasks. This establishment is not limited to the veterinary field. It also functions as a public science library available to the inhabitants of the city, region and the whole country. The Library was established on September 1, 1999, as a result of the merging of two libraries: the Library of Agricultural-Technical Academy (founded in 1951) and the Library of the Higher Pedagogical School (founded in 1974). In October 2007, a modern Library building located in the Kortowo II University campus was put into use. The new facility allowed scattered collections to be combined and improved the standard of services provided. The building has an integrated system of managing the network of electronic devices (BMS – known as an “intelligent building”). The Library is equipped with devices for digitalizing collections, a vacuum fumigation chamber (for the disinfection of library collections and archive files) and an electronic system for securing collections. The UWM Library provides users with all kinds of library services and information resources for study and research. It serves the FVM students and personnel in terms of educational, research and professional work. University Library is responsible for the development by drafting and adopting general regulations and professional recommendations in the field of librarianship and for the training of library staff.

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

Library training is carried out in electronic form via the Moodle UWM platform. The platform provides training materials and a preparation test, which students are required to pass by the end of the first semester of study. New students, who will have access and to the learning resources have to use the “First log-in in the system” option in the tab “My Account” on the Library website. All instructions are provided on the website of the Library. In addition, there is a help desk and telephone help line if student has questions related to the use of the Library account. The Library account may also be activated by the library staff on duty in the Library. On the website, it is possible to watch instructional movies.

### **6.1.3. Description of how (procedures) and by who (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented assessed and revised.**

The Vice-Rector for Research and Regional Cooperation is responsible for the direct supervision of the University Library. The rector’s advisory authority is the Library Board (LB), which is comprised of representatives of Library, faculty councils, and students. The Library Director submits an objective and financial project plan of the library and is responsible for its completion upon validation. Modalities on how the budget shall be spent are decided by the Library Board while the Library Director is responsible for managing the resources in accordance with the decisions made by the LB. Each Faculty at the UWM has a designated liaison librarian, who works closely with the Dean's Office and the Faculty institutions and with whom teachers and

researchers can contact in all matters related to library and information services. The liaison librarian can also be invited to relevant meetings at the FVM. Teachers and researchers can express their wishes to the Library by email at any time and requests for books are actively sought by the library personnel before starting the new academic year. Both staff members and students can make an acquisition proposal for the library collections through a web form. All suggestions are considered in relation to the current library's collection development policy and the available funds. The library acquires new material primarily in e-form. Serials and databases are acquired yearly. Information regarding e.g. new e-learning resources and courses are communicated to the FVM teachers' email list by the designated contact persons.

The Library has an advisory board whose members represent the staff and students of the Faculties and independent institutes of the campus, library staff, and stakeholders. The advisory boards can establish permanent or temporary working groups to support their operation

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

**The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the 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).**

**Table 6.2.1 Staff (FTE) and qualifications**

| Staff   | FTE   |
|---|-------|
| Professional library staff (staff with university degree) | 97.5  |
| Experts   | 6     |
| Other library staff                                       | 17    |
| Total   | 120.5 |

### **6.2.1 Opening hours and days**

The library is open from Monday to Saturday from 8.00 a.m. to 8.00 p.m. In the period immediately preceding the examination sessions and during the session, working hours are extended (until 22.00). During the coronavirus pandemic, the library is open Monday through Friday from 8.00 to 18.00, Saturdays from 8.00 to 15.00, with two half-hour breaks for disinfection.

### **6.2.2. Annual budget and facilities (location in the campus, global space, number of rooms, number of seats) and equipment (number of computers and of electrical connections for portable PCs)**

The annual budget of the UWM University Library is about 300 000 €, most of which is invested in electronic resources, hard books, and journals.

The University Library is located near the FVM. The global space is 19423 square meters. The UWM University Library offers: 720 reading places, 159 computer stands, 227 electrical connections for portable PCs, 8 individual work cubicles, ten places for work for people with disabilities, four lecture rooms (with 150 seats altogether), and a conference room with 350 seats, three public scanners, three devices for self-borrowing of books (SelfCheck), a 24-hour drop box for returning books and vending machines with snacks and hot drinks. Furthermore, power supply and wireless internet connection (EDUROAM) are available throughout the Kortowo Campus.

### **6.2.3. Available software for bibliographical search**

The ALEPH library catalogue is used. The links to e-resources in ALEPH and the Search function on the Library's website support remote access. ALEPH includes all e-periodicals in the Library. The Book Navigator is an e-book service in which e-books are accessible with a UH user ID. The library provides access to multiple databases such as Scopus and Web of Science

### **6.2.4. Subsidiary libraries**

There are currently no subsidiary libraries on campus. Teachers often have the key books in their discipline in their own offices and these books can be made available to students.

### **6.2.5. Description of the IT facilities and of the e-learning platform (dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials).**

The FVM uses an educational platform called the Warmia and Mazury Veterinary Portal. The "Specialist knowledge" section dedicated to students and veterinarians is divided into thematic parts in accordance with the course of study: Anatomy and functioning of a healthy organism, Etiology and pathogenesis, Pharmacology and toxicology, Diagnostics, Animal reproduction, Surgery, Animal diseases, Veterinary public health protection, Animal production and Administration and Forensic veterinary medicine. Within these parts, lower-order categories are distinguished (e.g. "Detailed Histology" and later "Endocrine System"), which significantly facilitates the search for specific content. There are over 300 publications in the "Specialist knowledge" section. The portal allows the publishing of special materials: microscopic photos of very large sizes that users can view using the Zoomify browser built into the portal on any device (even a smartphone), 3D models, movies and downloads. The possibility of presenting virtual microscopic slides made it possible to create and place unique histological and histopathological atlases in the network. A great advantage of the portal is a solution that allows for publishing of multimedia articles, including the posting of slide scans, 3D objects and files for download, by the Faculty employees and other authorized persons. Each subject has a dedicated subpage with information and materials for students.

In addition to the Warmia and Mazury Veterinary Portal, the Moodle educational platform and the MS Teams distance learning and group work program are also used in the education of students in the field of veterinary medicine. The hardware/server side of Moodle and Teams and most IT services are maintained by the IT Centre that provides general technical help to staff and students for all IT-systems through its Helpdesk. The University's Regional IT Centre provides support and training courses for Moodle, Teams and other supported e-learning tools as well as the lecture streaming/recording services. The FVM has a designed contact person in IT Centre.

### **6.2.6. Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the VEE and access to resources through a hosted secured connection e.g. Virtual Private Network (VPN))**

The Library users (students, postgraduate students, employees) may access databases subscribed by the Library from any computer, including those outside the campus network. However, the databases can be accessed from non-campus network computers by the users with valid Library accounts. The students of the FVM have an access to a wireless network (Wi-Fi) in the form of EDUROAM (Education Roaming) services, which can be used in all University buildings in which it is launched. Students also can use public computer workstations which are available in the Library. In addition, the distribution of IT infrastructure at the FVM allows the use of Internet resources during classes and preparation for classes. In the training rooms, at workstations for students, more than 70 computers with Internet access are installed. In the building situated on

Oczapowskiego Str. 13, a quiet work area with five computers, connected to the university network, is available from 6.00 to 22.00 for all students of the Faculty.

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

**Table 6.3.1. Number of veterinary and other (e-) books and (e-) periodicals**

|                        | Printed material | e-material |
|------------------------|------------------|------------|
| Veterinary books       | 62 069           | 22 326     |
| Veterinary periodicals | 351              | 15 915     |

In the UWM University Library there are a total of 1,082,711 volumes including 824,962 books, 192,085 periodicals and 65,664 units of special collections. Currently, the Library provides access to 69 electronic databases with 19 related to veterinary medicine. The databases related to veterinary medicine are listed below:

- ✓ Agro
- ✓ BZCZ
- ✓ CAB Abstracts
- ✓ Cambridge Journals
- ✓ DeGruyter eJournal
- ✓ eBook Academic Collection (EBSCOhost)
- ✓ EBSCOhost
- ✓ IBUK Libra
- ✓ JoVE (Journal of Visualized Experiments)
- ✓ JSTOR
- ✓ Electronic books licenced (Elsevier, Springer i Wiley)
- ✓ Medline
- ✓ ProQuest
- ✓ ScienceDirect
- ✓ Scopus
- ✓ SIGŹ
- ✓ SpringerLink
- ✓ Web of Science Core Collection
- ✓ Wiley Online Library

**6.3.1. The available learning resources to students including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)**

Many courses in the FVM are Moodle-based and Teams-based blended learning courses that utilise e-learning methods and materials. Diagnostic and formative assessment is provided e.g. with interactive quizzes before and during the course. There is also summative assessment with electronically administered peer-reviewed assignments or exams using multiple-choice questions. Some courses provide live streaming and/or recordings of lectures.

These blended learning formats have become increasingly important in conveying content to students in a flexible and repeatable way. Consequently, the FVM strongly supports the development and implementation of such formats through technical support and funding.

In skill labs training there are anatomical collections, anatomical models, mannequins, simulators and virtualization programmes available. This means that, while the use of live animals is not eliminated, their use can be reduced when learning of certain invasive techniques (venipuncture, cardiology, anesthesiology) in the interests of animal welfare.

### **Comments**

The IT infrastructure available at the University is developed, technically advanced, well supported by IT Centre and very useful, especially the Moodle and Teams platforms.

The University Library is very well equipped and its resources are sufficient to support the teaching process at the FVM.

Upon student request, the library borrows educational materials from other libraries, both domestic and foreign.

### **Suggestions for improvement**

It would be advisable for the annual budget of the library to be larger.

Continuous expansion of the collection with paper books and new sources of digitalised didactic materials is needed.

## Area 7. Student Admission, Progression and Welfare

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

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

**Formal cooperations with other VEEs must also be clearly advertised.**

Information on education at the UWM for future veterinarians is provided in Polish on the official Faculty webpage<sup>1</sup>, being the part of Warmia and Mazury Veterinary Portal. In the part “O wydziale” (About the Faculty)<sup>2</sup> it presents information on the structure of the Faculty, organization of the academic year, curriculum, guidance for applications, admissions and course of study, recruitment procedure for candidates and many others. The portal offers the possibility of publishing special materials: very large microscope photos that users can watch with the built-in Zoomify portal viewer on any device (even a smartphone), 3D models, videos and downloads. The possibility of virtual presentations of microscopic specimens allow creating and uploading unique histological and histopathological atlases to the internet. The great advantage of the portal is the wide spectrum of information presented, which provides candidates with the image of the veterinarian profession. The webpage also provides information on student life, perspectives, job summaries and application methods, as well as a SSG<sup>3</sup>, IVSA Olsztyn<sup>4</sup>, the student council<sup>5</sup> and the ERASMUS and MostAR programmes<sup>6</sup>. An “Open Day” is also organized for Polish candidates, and during the pandemic, a film<sup>7</sup> promoting veterinary studies at the UWM in Olsztyn was prepared. The Faculty does not offer full fee studies or studies in English.

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

**Table 7.2.1. Number of new veterinary students admitted by the VEE**

| Type of students  | 2020/21*   | 2019/20    | 2018/19    | Mean       |
|-------------------|------------|------------|------------|------------|
| Standard students | 274        | 289        | 301        | 288        |
| Full fee students | 0          | 0          | 0          | 0          |
| <b>Total</b>      | <b>274</b> | <b>289</b> | <b>301</b> | <b>288</b> |

\* The last full academic year prior the Visitation

**Table 7.2.2. Number of veterinary undergraduate students registered at the VEE**

| Year of programme | 2020/21     | 2019/20     | 2018/19     | Mean        |
|-------------------|-------------|-------------|-------------|-------------|
| First year        | 282         | 266         | 267         | 274         |
| Second year       | 211         | 194         | 199         | 201         |
| Third year        | 157         | 162         | 176         | 165         |
| Fourth year       | 160         | 163         | 156         | 160         |
| Fifth year        | 159         | 154         | 153         | 155         |
| Sixth year        | 159         | 157         | 146         | 154         |
| <b>Total</b>      | <b>1128</b> | <b>1096</b> | <b>1097</b> | <b>1109</b> |

<sup>1</sup> <http://wet.uwm.edu.pl/>

<sup>2</sup> <http://wet.uwm.edu.pl/o-wydziale/>

<sup>3</sup> <http://wet.uwm.edu.pl/o-wydziale/kola-naukowe/>

<sup>4</sup> <http://wet.uwm.edu.pl/o-wydziale/ivsa-olsztyn-2/>

<sup>5</sup> <http://wet.uwm.edu.pl/o-wydziale/samorzad-studencki/>

<sup>6</sup> <http://wet.uwm.edu.pl/o-wydziale/wymiana-studentow-erasmus-mostar/>

<sup>7</sup> <https://www.youtube.com/watch?v=n4d7YljjnM8>

**Table 7.2.3. Number of veterinary students graduating annually**

| Type of students  | 2020/21    | 2019/20    | 2018/19    | Mean       |
|-------------------|------------|------------|------------|------------|
| Standard students | 156        | 152        | 137        | 148        |
| Full fee students | 0          | 0          | 0          | 0          |
| <b>Total</b>      | <b>156</b> | <b>152</b> | <b>137</b> | <b>148</b> |

**Table 7.2.4. Average duration of veterinary studies**

| Duration          | % of the students who graduated on 2020/21 |
|-------------------|--|
| + 0**             | 69.87                                      |
| + 1 year          | 23.08                                      |
| + 2 years         | 5.77                                       |
| + 3 years or more | 1.28                                       |

\*\* The total duration of the studies – 5,5 years

**Table 7.2.5. Number of postgraduate students registered at the VEE**

| Programmes   | 2020/21   | 2019/20   | 2018/19   | Mean      |
|--|-----------|-----------|-----------|-----------|
| <b>Polish Specialization Trainees – together</b>       | 256       | 251       | 257       | 254       |
| Animal reproduction                                    | 23        | 23        | 28        | 25        |
| Diseases of dogs and cats                              | 65        | 65        | 67        | 66        |
| Diseases of horses                                     | 42        | 41        | 40        | 41        |
| Diseases of ruminants                                  | 31        | 26        | 26        | 28        |
| Hygiene of slaughter animals and food of animal origin | 45        | 42        | 42        | 43        |
| Pathology and the use of laboratory animals            | 18        | 18        | 18        | 18        |
| Veterinary Surgery                                     | 32        | 36        | 36        | 35        |
| <b>PhD students</b>                                    | <b>15</b> | <b>17</b> | <b>34</b> | <b>22</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 of the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

### **7.3.1. Selection criteria**

The criteria for admission to veterinary studies are specified in the UWM Senate Resolution No. 718 of June 23, 2020<sup>7</sup> and FTEQA procedure Preparation of admission criteria and determination of the enrolment limits for the first year of full-time studies and for doctoral studies (WSZJK-R-MW-1) (Appendix D.12). Candidate registration takes place in an electronic form, operated by the Internet Candidate Registration System. Recruitment is based on the ranking of the sum of the % of points obtained in the secondary school final exams (the so-called “new matura” exam) from the written part of the “matura” exams in three of five subjects covered by the qualification procedure (biology, chemistry, physics, mathematics, modern foreign language to choose from). At the basic level, the number of % obtained on the secondary school-leaving examination certificate is equal to the number of points in the qualification and the results from the extended level are multiplied by 2. In the case of candidates holding an IB Diploma (International Baccalaureate), the result of the matriculation examination given on the IB diploma is multiplied by the factor 13.33. The secondary school final exams certificates obtained abroad are considered equivalent to the secondary school final exams certificates in Poland if they contain a clause on

the right to apply for admission to higher education in the country where the certificate is issued. The Establishment sets the limits of points required for the acceptance of the candidates, e.g. 360 points in the last recruitment. During the admission process for 2021/2022, there were 1276 candidates, and 294 of them were accepted.

<http://bip.uwm.edu.pl/node/7377>

### **7.3.2. Policy for disabled and ill students**

In accordance with the UWM Senate Resolution No. 718 of June 23, 2020<sup>7</sup>, if a disabled person applies for admission to studies, the Faculty Selection Committee, may, at the request of the candidate, use a different procedure for conducting the examination, taking into account the assessment of the disability and the specificity of a given field of study.

### **7.3.3. Composition and training of the selection committee**

The Faculty Admission Committee is appointed for one year by the Dean. It consists of three members who need to pass the preliminary training on the Faculty and then at the Students Affairs Office (SAO). In accordance with the UWM Senate Resolution No. 718 of June 23, 2020<sup>7</sup>, the Faculty Selection Committee shall prepare a ranking list of candidates based on the percentage results.

### **7.3.4. Appeal process**

Students who are not admitted receive a rejection letter from the Faculty Admission Committee. The candidate may appeal against the decision of the Faculty Admission Committee to the Rector within 14 days from the date of delivery of the rejection letter. The Rector's decision is final.

### **7.3.5. Advertisement of the criteria and transparency of the procedures**

All procedures and requirements are available on the website of UWM in both Polish<sup>8</sup> and English<sup>9</sup>. The SAO can be contacted if candidates have questions about application procedures or recruitment.

### **7.3.6. Description of how the Establishment adapts the number of admitted students to the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin**

The number of veterinary students admitted each year in UWM is limited to approximately 280. This number of admitted candidates is adjusted to our resources.

Lectures are conducted for the whole year or a whole group of people in the case of elective subjects. Classes are carried out in groups of 16 to 20 students. In order to ensure high-quality education and achieve the assumed learning outcomes, especially in the area of skills, about 30% of exercises are conducted in small groups, i.e. 8-10 students. These are mainly classes carried out in laboratories, mortuaries, at microscopic and computer stations, as well as field and clinical classes in close contact with the patient. The number of healthy and diseased animals, materials of animal origin, teaching facilities, as well as biosecurity and welfare requirements are not taken into account – the VEE must adjust them to the number of students enrolled.

### **7.3.7. Description of the prospective number of new students admitted by the VEE for the next 3 academic years**

The projected number of new students admitted by the FVM for the next three academic years is 270-280 students.

## **7.4. There must be clear policies and procedures on how applicants with disabilities or**

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<sup>8</sup> <http://www.uwm.edu.pl/kandydaci/rekrutacja-kolejne-lata>

<sup>9</sup> <http://www.uwm.edu.pl/en/study-at-uwm/how-to-apply>

**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.**

All admitted students are required to present a medical statement confirming no contradiction to undertake veterinary studies. Once admitted, the students with disabilities or chronic illnesses can contact the Dean's Plenipotentiary for Disabled Students, who helps disabled students in solving problems related to their individual needs and limitations, and actively cooperates with the University Office for Disabled Students. A student with a disability, in justified cases, may apply for adapting the classes to the individual needs resulting from the type of disability, in particular, to receive written teaching materials from the teacher; recording the course of classes on sound recording devices; the use of specialized equipment enabling or facilitating education; changing the form of credits from written to oral or from oral to written; extending the time of passing the test and others, resulting from the type of student's disability. The employees of the Faculty participate in training sessions organized by the Office for Persons with Disabilities, such as first aid or functioning of disabled students in the academic environment. UWM in Olsztyn undertakes continuous activities aimed at elimination of all barriers preventing people with disabilities from accessing academic education. From January 1, 2020, the University is implementing the project "Sail of Opportunities – UWM Accessibility Model", the funding of which was obtained in the "Accessible University" programme established by the National Center for Research and Development. As part of this project, the Equal Opportunities Ombudsman was appointed. His duties are to work for equality, respect the rights of all members of the academic community and support people with special needs in social life. In addition, the implementation of the project assumes, among others: the creation of the Academic Support Center, responsible for comprehensive assistance to students in difficult situations, taking into account the needs of people with a disability certificate and those without a certificate; organization of extensive specialist support in the field of psychology, interpersonal training and sociotherapy; creating a psychoeducational platform, which is an online and anonymous diagnostic tool, allowing for an initial assessment of the needs in the field of specialist support; elimination of existing architectural barriers. Veterinary students can also benefit from the support of the Academic Center for Assistance and Psychological Therapy "Empathy".

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

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

#### **7.5.1. The progression criteria and procedures for all students**

All information on the implementation of the didactic process, e.g. study plan, examination forms, schedule of the academic year organization, etc., shall be made available to students at least 14 days before the beginning of the semester, on the Faculty website. Successful participation in all examinations is documented in the USOS, where students can check their status. Documentation of the course of studies from matriculation to obtaining credits in the final semester using the tools available in the USOS system (WSZJK-USOS-MW-1) was described in the FTEQA procedure (Appendix D.12). Detailed rules of studies are presented in SR and procedures developed for veterinary education on the FTEQA website.

### **7.5.2. The remediation and support for students who do not perform adequately**

The education progress is monitored by the Vice-Dean for Studies and evaluated by the FTEQA. The Vice-Dean for Studies offers consultation meetings three times weekly. The meetings with students who do not perform adequately are aimed at working on solutions of problems. The basic activity aimed at increasing the exam pass rate and obtaining the required ECTS is to motivate students to do their own work and consult with academic teachers. The teachers responsible for the subjects are obliged to offer weekly consultation within each subject, offering help in solving problems. Moreover, based on the current analysis of grades, academic teachers may modify the methods of verification of learning outcomes adopted in the syllabus, and such modification may be introduced in a new didactic cycle. Activities aimed at reducing the adaptation difficulties that may accompany the student include the appointment of a tutor for the year and the active involvement of students in the life and activities of the faculty community.

### **7.5.3. The advertisement to students and transparency of these criteria/procedures**

The examination process, including criteria and procedures are laid out in the Study Regulation<sup>10</sup> (SR), FTEQA procedures (Appendix D.12) and subject syllabuses.

### **7.5.4. The rate and main causes of attrition**

The Faculty annually collects key data on the quality of education. The greatest number of students who fail subjects or withdraw from studies is recorded at FVM in the first year. There is no official analysis of the reasons for students resigning from further education. Based on the data collected by the Dean's Office (DO), withdrawal from studies was mainly determined by a failure to study, lack of achieving learning outcomes or transfer to another university. The number of students remaining is constant at over 70%.

### **7.5.5. Description of how (procedures) and by who (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

Intended or expected changes in the number of incoming students, changes in the number of students progressing through the study process, reasons for attrition and many others are identified through regular meetings of UWM Educational Council and University Education Quality Assurance Team by surveys and feedback from the DO and SAO, and the chairs or the examination boards of the veterinary profession. All decisions taken by the respective body are communicated back through the Dean's Council, direct communication with stakeholders and the Faculty website.

### **7.6. Mechanisms for the exclusion of students from the programme for any reason must be explicit.**

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

In accordance with the UWM Study Regulation (UWM SR), the Dean issues a written decision of exclusion from the study. The Dean may decide to exclude a student from the study in cases specified in the UWM SR. This decision may be appealed within 14 days from the date of its delivery. The removed students may apply for the revocation of the decision to the Vice-rector for student affairs. If the decision is upheld, the student may resume studies in the next academic year. In the case of a refusal, the student has the right to legal appeal to a court.

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<sup>10</sup> <http://www.uwm.edu.pl/studenci/wazne-dokumenty/regulamin-studiow-uwm>

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

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

Students are provided with a broad range of comprehensive administrative services related to all aspects of students life, available both at the UWM and the FVM. The Dean's Office is available to applicants from Monday to Friday and offers handling student affairs and providing all information on the curriculum, available student mobility programs and procedures regarding the course of studies. General social counselling concerning housing subsidies, study financing, health insurance and counselling for students with children is also offered. The method of resolving complaints submitted by students is regulated by the faculty procedure (WSZJK-O-MW-7). Complaints are submitted by students directly to the Vice-Dean for Studies or the Year Tutor, academic teachers and representatives of the student government. Complaints can be reported by students in the written form (traditional or electronic, using the USOS IT system) or orally. Complaints submitted by students are examined directly by the Vice-Dean for Studies if they concern matters that are easy to explain and resolve. More complex applications, requiring verification of the indicated reservations or irregularities, are analysed by the Presidium of the Dean's Council or by a specially appointed committee or team. They are always composed of representatives of the student government and the Year Tutor of the student who filed the complaint.

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

The Faculty Council of the Student Government (FCSG) is the basic organ expressing the needs and expectations and suggesting changes in all areas of the functioning of the academic community of the Faculty, including the education process. Students delegated by FCSG are members of committees operating within the faculty structures, including FTEQA and the Dean's Council. Meetings of the Presidium of the Dean's Council with representatives of the FCSG are held regularly, taking into account current needs. FCSG gives opinions on the candidate for the position of Vice-Dean for Studies or candidates for year tutors. Moreover, the FVM has an extensive surveying system, giving students the opportunity to report all problems concerning the educational process. From November 2021, there is also a Student Ombudsman at the Faculty.

### **7.9. Comments**

- ✓ The admission procedure for applicants is central and transparent.
- ✓ Both UWM and FVM offer a wide range of information and support activities, also for students with disabilities.
- ✓ A large number (about 30%) of exercises which are conducted in small groups of 8-10 students.
- ✓ A developed system of quality control of education at the FVM, regulated by procedures of FTEQA.
- ✓ The progression of students is closely monitored by the FVM and controlled by the FTEQA.

- ✓ Comprehensive monitoring of learning progress at the student level is recorded in the USOS system.

#### **7.10. Suggestions for Improvement**

- ✓ It is necessary to expand the English-language website.

## **Area 8. Student assessment**

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

General rules for checking and assessing of achievement of learning outcomes are set out in the UWM SR, which defines the rights and obligations of students related to completing subjects, taking exams, completing study stages and completing the education process. The SR also defines the organizational framework for the process of verifying a student's achievements, the rights of appeal and the consequences of failing to pass the subject. Detailed rules for the verification of learning outcomes at the FVM are set out in the procedure entitled The system for the verification of the achievement of presumed learning outcomes (WSZJK-O-MW-1), developed by FTEQA (Appendix D.12). In the process of checking and assessing the degree of achievement of learning outcomes by a student at the subject and final level, academic teachers use the grading scale: very good (5), good plus (4+), good (4), sufficient plus (3+), satisfactory (3), insufficient (2). Detailed rules of assessment are regulated by the FTEQA procedure entitled Principles of student assessment (WSZJK-O-MW-2) (Appendix D.12). Each academic teacher is required to present, during the first class of a given subject, the conditions for obtaining credits and the methods of verifying the learning outcomes assumed in the study program.

According to the UWM SR, the academic year includes two semesters, and the condition for passing a semester is obtaining credits and passing exams in all subjects included in the study programme. The basis for the calculation of the final result is the arithmetic mean of the final notes from all subjects. The date of graduation in the field under evaluation is the date of submitting the last exam required by the study plan, and graduates of the field of veterinary medicine obtain the professional title of veterinarian, which is equivalent to a master's degree, and entitles them to undertake education at a doctoral school and apply for a doctoral degree. Documenting the course of studies from matriculation to the completion of the last semester of studies, conducted with the use of USOS – IT tools available in the University Study Service System, is regulated by the appropriate procedure (WSZJK-USOS-MW-1) (Appendix D.12). If a female student is pregnant, an individual study and examination plan is determined together with the chair of the examination board. In most cases, pregnant students may obtain medical leave for a period of the pregnancy.

#### **8.1.1. Description of the specific methodologies for assessing the acquisition of knowledge**

The verification of the achieved learning outcomes is carried out by means of various forms of checking of the effects related to the category of knowledge, skills and social competencies. Rules for conducting and documenting written and oral examinations in stationary mode (WSZJK-O-MW-8) and online (WSZJK-O-MW-9) are described in FTEQA procedures (Appendix D. 12). The selection of the methodology used in the construction of staged works, examinations and projects is the responsibility of the academic teacher coordinating a subject. Exams may be written (single/multiple-choice test, essay, etc.), oral, practical or a combination of these formats. The detailed description of the exam procedure is given in the syllabus (compulsory presented at the beginning of the subject). The exams are usually conducted during a time when no classes are being held. The examination groups for the oral and practical examinations usually consist of four (minimum two) students. Exams are organized and administered by the head of subject and the results are reported to the student via USOS.

#### **Theoretical knowledge**

Theoretical knowledge is evaluated mainly in oral or written exams. The exams comprising both theoretical knowledge and practical skills can be split into several parts.

## **Pre-clinical practical skills and clinical practical skills**

Pre-clinical practical skills are primarily assessed in combined oral-practical formats. The preparation of an experiment, compilation of a case report or the analysis of a problem is often a mandatory element of the examination.

### **Clinical practical skills**

Practical skills are mainly evaluated during clinical rotations and internships based on direct observation of the method of performing a practical activity assigned to the student. Skills are also verified as part of practical exams.

**Soft skills (e.g. communication skills, team player, dealing with pressure, strong work ethic, positive mental attitude, flexibility, time management, self-confidence, dealing with criticism)**

Soft skills are verified on the basis of an analysis of an ethical problem or case, orally or in the form of a multimedia presentation, prepared by students individually or as a team and as part of a didactic discussion.

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

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

#### **8.2.1. Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures**

All of the relevant procedures and information on examination periods, criteria and conditions are available on the Faculty website. The structure, content and evaluation criteria for particular examinations are described in the subject syllabuses available for each student.

#### **8.2.2. Description of the processes for awarding grades, including explicit requirements for barrier assessments**

A student receives a grade between 5 (very good) and 2 (fail) for each examination topic, and all official exams have to be passed (grade 3 or higher). To obtain grade 3, a student must score at least 65% of the points available. Detailed characteristics of the grading in particular subjects can be found in their syllabuses.

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

The results of the oral, practical or combined exam are recorded by the examiner and announced to the student immediately after the exam, together with a short feedback report. Written exams are checked as soon as possible, usually no longer than one week, and the results are communicated to students in line with data protection guidelines. All results are entered into the USOS.

#### **8.2.4. Description of the appeal processes against assessment outcomes**

A student who has failed the compulsory classes and reports justified objections as to the impartiality of the assessment has the right to submit an application to the head of the department for a commission review. The application must be submitted within three days of the announcement of the results of the classes. The head of the department may order a

commission review of the student's knowledge. The negative decision may be appealed to the Dean. The knowledge verification is carried out in the presence of a committee composed of the head of the relevant department as chairman of the commission, the Year Tutor, two specialists in the subject and a representative of the Student Government. The academic teacher who issued the grade verified in the commission procedure does not participate in the exam. Recommended manner of administering a third attempt at the end-of-semester test or another form of gaining a course credit are described in the FTEQA procedure (WSZJK-O-MW-6) (Appendix D.12).

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

General rules in assessment strategy are developed during regular meetings of FTEQA, reviewed by Dean's Council and introduced by Dean. The FTEQA procedures Survey on achievement of learning outcomes (WSZJK-A-MW-6) and Rules for the evaluation of students' learning outcomes (WSZJK-O-MW-2) (Appendix D.12) have been implemented. The decisions are communicated to students and stakeholders via the Faculty website. The assessment rules for particular subjects are the responsibility of the head of the subject.

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

Detailed rules for the verification of learning outcomes at FVM are set out in the procedure entitled "System for verifying the achievement of the assumed learning outcomes (WSZJK-O-MW-1), developed by the FTEQA (Appendix D.12). The methods used in education are aimed at achieving the assumed learning outcomes and activating students to work independently, e.g. by preparing and delivering presentations, discussions, independent performance of experiments, measurements and observations in the laboratory, preparation of experience reports, examinations of the patient and performing medical and veterinary activities under the supervision of an academic teacher, participating in surgeries and performing an autopsy. Due to the nature of the field of study in question, all classes are held with the direct participation of the academic teacher and specialists – practitioners.

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

The use of different examination formats, a partially blended theory/practice test, allows the verification of learning objectives corresponding to the level of training and the assessment of theoretical, clinical and soft skills and Day One competencies. The aim of these initiatives is to achieve the substantive specifications of Article 38 of Guideline 2005/36/EG and EAEVE Day One competencies.

**Comments**

- ✓ The assessment strategy is closely monitored by DO, Vice-Dean for Studies and FTEQA.
- ✓ Comprehensive student-level monitoring of the examination process is registered by USOS.
- ✓ Regular evaluation of the learning process by students with feedback for academic teachers.
- ✓ The appropriate and reasonable provisions are made for pregnant students and students with disabilities, tailored to the individual.
- ✓ A reasonable appeals procedure is provided.

### **Suggestions for Improvement**

- ✓ Recommendations for academic teachers were introduced to increase the participation of the practical part in the examination process in order to activate students during practical classes, rotation and EPT.

## Area 9. Academic and Support Staff

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

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

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

Education in the field of veterinary medicine at UWM in Olsztyn is conducted by academic teachers employed at the Faculty and by other persons with professional and scientific competencies. The recruiting procedure of scientific and support staff is a task of the Heads of Departments or Clinics. They formulate the profile and are responsible for the advertisement and selection of the candidate, bearing in mind the requested qualifications of applicants. After the announcement of a position (internet, newspaper, journals), the Head of Department or Clinic invites and selects the applicants on the basis of requested qualifications which are usually proved by their certifications of vocational training. The department of HR is responsible for contracts of employment. Faculty employees are selected through structured selection processes to recruit the best candidates and are highly qualified in their area of responsibility. Academic teachers are employed in the FVM in one of the four groups: 1) research-teaching (professor; university professor; assistant professor; assistant), 2) teaching (teaching professor; university teaching professor; visiting professor; didactic assistant professor; didactic assistant), 3) research (research professor; university research professor; research assistant professor; research assistant), 4) clinical (clinical assistant professor; clinical assistant). The older teachers fulfilled formal training in the form of compulsory one-year pedagogical course. The younger teachers acquired the formal training during the PhD study.

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

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

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

| Type of contract   |   | 2020/21**  | 2019/20    | 2018/19    | Mean          |
|--------------------|---|------------|------------|------------|---------------|
| Permanent (FTE)    |   | 81         | 84         | 76         | 80.33         |
| Temporary:         | Interns (FTE)                                 | -          | -          | -          | -             |
|                    | Residents (FTE)                               | -          | -          | -          | -             |
|                    | PhD students (FTE)                            | 15         | 17         | 34         | 22            |
|                    | Practitioners (FTE)                           | 9          | 11         | 8          | 9.33          |
|                    | Others (fixed-time contract) (FTE)            | 15         | 15         | 15         | 15            |
|                    | Others (teachers from other faculties of UWM) | 22         | 22         | 22         | 22            |
| <b>Total (FTE)</b> |   | <b>142</b> | <b>149</b> | <b>155</b> | <b>148,66</b> |

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

\*\*The last full academic year prior the Visitation

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

| Type of contract | 2020/21 | 2019/20 | 2018/19 | Mean  |
|------------------|---------|---------|---------|-------|
| Permanent (FTE)  | 93.82   | 94.04   | 96.05   | 94.63 |
| Temporary (FTE)  | 62.29   | 64.61   | 65.82   | 64.24 |

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

| Type of contract   | 2020/21   | 2019/20   | 2018/19   | Mean      |
|--------------------|-----------|-----------|-----------|-----------|
| Permanent (FTE)    | 37        | 36        | 38        | 37        |
| Temporary (FTE)    | 6         | 6         | 6         | 6         |
| <b>Total (FTE)</b> | <b>43</b> | <b>42</b> | <b>44</b> | <b>43</b> |

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

| Type of contract   | 2020/21   | 2019/20   | 2018/19   | Mean         |
|--------------------|-----------|-----------|-----------|--------------|
| Permanent (FTE)    | 66        | 69        | 61        | 65.33        |
| Temporary (FTE)    | 15        | 15        | 15        | 15           |
| <b>Total (FTE)</b> | <b>81</b> | <b>84</b> | <b>76</b> | <b>80.33</b> |

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

The Faculty does not expect significant changes in the nominal position plan within the next 3 years, i.e. the number of academic staff will remain stable.

### 9.2.6. 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)

In the process of recruiting academic teachers, competition procedures are used, under which, in addition to meeting scientific requirements or professional achievements, candidates document their experience in teaching. The HR policy at FVM in Olsztyn was implemented in 2015-2020 in accordance with the guidelines contained in: Resolution of the UWM Senate No. 223 November 24, 2017<sup>11</sup>, UWM Senate Resolution No. 613 November 28, 2014<sup>12</sup>, UWM Senate Resolution No. 338 November 29, 2013<sup>13</sup>, UWM Senate Resolution No. 333 June 26, 2018<sup>14</sup>, UWM Senate Resolution No. 494 May 21, 2019<sup>15</sup> and in the Decision of the Rector of UWM No. 50 of June 27, 2014<sup>16</sup>. From 1 December 2020, the new Regulations for the evaluation of academic teachers at UWM in Olsztyn are in force, introduced by the Rector's Ordinance No. 100/2020<sup>17</sup>. It is essential for academic staff to provide training in teaching and assessing students. Most candidates hired by the FVM completed their doctoral degrees during PhD studies, and during studies they had to conduct practical classes with students. Academic teachers also have the opportunity to take advantage of a wide range of training programs. The KNOW project financed, among others employee training – 7 POST-DOC internships and 48 foreign short-term internships have been completed. Academic teachers also participated in 42 courses and workshops – mostly at renowned foreign centers, 133 foreign conferences and 17 domestic conferences. Since 2019, FVM has been a beneficiary of the Regional Initiative of Excellence (RID) project "Innovative high-quality food for the health of society and sustainable development – an integrated program for the development of research and innovation in

<sup>11</sup> <http://bip.uwm.edu.pl/node/583>

<sup>12</sup> <http://bip.uwm.edu.pl/files/Uchwala613.pdf>

<sup>13</sup> [http://www.uwm.edu.pl/wnz/sitefiles/UchwalaNr338\(1\).pdf](http://www.uwm.edu.pl/wnz/sitefiles/UchwalaNr338(1).pdf)

<sup>14</sup> <http://bip.uwm.edu.pl/node/6118>

<sup>15</sup> <http://bip.uwm.edu.pl/node/6598>

<sup>16</sup> <http://bip.uwm.edu.pl/node/3848>

<sup>17</sup> <http://bip.uwm.edu.pl/node/7778>

agricultural sciences and veterinary sciences at the University of Warmia and Mazury in Olsztyn". The project funds participation in foreign conferences, research missions, workshops, training sessions, internships and consultations with foreign experts. As part of the project "Development Program of the University of Warmia and Mazury in Olsztyn" (financed for the years 2018-2022 by the European Social Fund Operational Program Knowledge Education Development), academic teachers have the opportunity to attend foreign universities to give lectures and learn about the education system in a given university. Employees can apply for 90-day foreign and domestic research internships, 21-day foreign and domestic research and teaching internships, and 21-day practical internships. Academic teachers can also participate in a wide range of courses devoted to the development of soft skills.

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

#### **Selection and recruiting**

The selection and recruitment of support staff combines the activities of local heads of teaching units and the authorities of the Faculty and the University. The creation of support staff positions has so far resulted from the algorithm of employing academic teachers. There were 0.3 jobs for support staff per one teaching position financed by the Rector's subsidy. Departments could additionally employ support staff funding from by scientific grants. Heads of departments and clinics test the required skills in various positions. If missing knowledge is expected or identified, e.g. due to new scientific technologies, the head of Departments and Clinics can send employees to appropriate training. In addition, the staff of laboratories and animal facilities are regularly instructed in biosecurity and animal handling. General seminars are offered by the central administration, such as seminars on first aid, waste in laboratories, or training in standard computer software. Practical training at the workplace provided by the employer is compulsory for new employees.

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

Secondary employment is strictly regulated by University and must be indicated to and approved by the administration prior to the beginning. Secondary employment may be refused if there is concern that it may conflict with regular employment. Some of the academic teachers who are veterinarians and work at the Faculty Clinics are also self-employed vets and may legally own clinics outside the Faculty or work for private clinics.

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

**Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. 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.**

Academic teachers employed to conduct didactic classes in the field of veterinary medicine should have appropriate professional education and confirmed scientific achievements that allow them to conduct classes in connection with research activities. In the group of research-teaching employees, the first contract is temporary, and the next one is for a permanent period. Academic teachers carried out their didactic hours (depending on the position) and conduct research. Employees in teaching positions do not conduct research. There is a possibility of employment based on civil law contracts, only to conduct didactic classes. It is also available to people from outside the University with extensive practical and professional experience.

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

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

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

The basic tool mobilizing employees for effective scientific, didactic and organizational activity is the system of periodic evaluation of academic teacher. The financial motivational system is based on pro-quality salary increase for employees who demonstrate special achievements in the field of science, didactics and organizational activity. A periodic (at least every four years) appraisal questionnaire completed by the employee is reviewed by the head of the unit, and in terms of teaching activities, the employee is also assessed by students using an anonymous questionnaire survey. The materials prepared in this way are forwarded to the Faculty Evaluation Committee of Academic Teachers, which evaluates the overall activity based on the guidelines of the Regulations for the Evaluation of Academic Teachers at UWM in Olsztyn. The second tool motivating the academic teachers of FVM in Olsztyn to improve the quality of research, teaching and organizational activities, is the division of funds for an additional part of the salary, taking into account special achievements in each of the above-mentioned areas. It is worth emphasizing that in the area of the research pool, points for publications were divided among the authors based on their joint statement, containing information about the role in the preparation of the work and the proposed percentage distribution of points. The award of a pro-quality increase in the area of the teaching pool was determined by obtaining first place in the Faculty in the competition for the title of "UWM Year Teacher" and the results of surveys conducted among students. The best lecturers and instructors indicated in the so-called graduate survey (a very reliable assessment tool due to its over 90% manoeuvrability) are also gratified. Special commitment to work for the Faculty in the field of didactics was also awarded, including: coordinating FTEQA, coordination of the ERASMUS + program, student holiday internships and activities of research groups at the Faculty, as well as managing the Warmia and Mazury Veterinary Portal as an element of e-learning.

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

#### **9.5.1. Description of the formal system in place for assessing the teachers by the students**

Regular questionnaire assessments of academic teachers and doctoral students is conduct to assure the highest teaching quality. Implementation of effective personnel policies and development principles for assessing academic teachers is one of the role of IEQAS. University survey „Quality of lectures and classes” (Appendix D.1.) is conducted each semester via the USOSweb system and students evaluate all academic teachers realized lectures and classes. Analysis and interpretation of results of a quality assessment of lectures and classes obtained from a survey is conducted according to procedure WSZJK-A-MW-2 (Appendix D.12.). Additionally, graduated students evaluated education process in “The graduate student survey” (Appendix D.9). The diagnostic and corrective procedure (WSZJK-A-MW-5) is used in a case a course or an academic teacher obtains a negative assessment in an assessment survey.

### **9.5.2. Description of how (procedures) and by who (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

The FVM is committed to recruiting highly qualified academic and support staff in line with the FTEQA procedure Selection and quality assurance of the teaching staff (WSZJK-DJK-MW-1) (Appendix D.12). The number of staff positions assigned to individual Departments and Clinics is determined on the basis of the number of students and the number of teaching hours and is regularly assessed by the heads of the departments and verified by the Dean's Office. The promotion of employed academic teachers takes place by obtaining the academic title of professor (the position of professor) or after meeting the criteria specified in the appendices to the UWM statute<sup>18</sup> (the positions of university professor and assistant professor). In case of appointing new positions, the consent of the Rector of the University is required each time. The Rector shall make a decision depending mainly on the number of teaching hours in the unit. After the Head of the department has specified the requirements for candidates for a specific position, the Dean shall announce a competition in accordance with the rules specified in the University Statute. All announcements for the positions are checked by the Faculty and the University administration. The selection from the proposed candidates is made by a Recruiting Committee appointed each time by Dean. The final decision shall be made by the Rector. A varying number of teaching academic staff (recruited from a group of specialists in their field) are employed under a civil law contract to carry out a certain number of teaching hours upon application of the heads of departments and approbation of Dean's Council and Vice-Rector for Education. In the case of support staff, the initiative of employment comes from the heads of teaching units and clinics, within the scope of their vacancies. The process of selecting candidates is carried out by the interested didactic unit or clinic in accordance with the University regulations.

#### **Comments**

- ✓ Possibility of employment of clinical veterinarians on teaching positions.
- ✓ Clear selection and promotion criteria, as well as pro-quality bonuses to remuneration.
- ✓ A wide training offer for academic teachers as part of several implemented projects.
- ✓ Formal system of assessing the teachers by the students coordinated by FTEQA and UWM.

#### **Suggestions for Improvement**

- ✓ It is necessary to increase the number of the supported staff.

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<sup>18</sup> <http://bip.uwm.edu.pl/node/129>

## Area 10. Research Programmes, Continuing and Postgraduate Education

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

One of the principles of UWM and the FVM are research and transfer of knowledge and both of them are intimately related to education. A principal of the FVM objective is to provide on appropriate research-based veterinary education. Research activity is essential for training and advancement of the Faculty's academic staff who are required to integrate into Faculty's various research groups. Principles, methods and expertise in scientific research are then transferred into teaching (practical and laboratory activities and clinical cases). The faculty staff participate in research activities covering practically all fields of veterinary sciences and extend towards general medicine, biotechnology and biomedical base sciences which are conducted in the Faculty-run state-of the art laboratories and in the framework of various interdisciplinary research collaborations with numerous institutions in Poland and abroad. Research activities are financed through a national research agencies, international projects and funding from the Ministry of Education and Science. In the frame of KNOW funding, it was possible to offer 21 research grants for academic teachers. The funding received by academic staff is important indicator in the evaluation of scientific disciplines. During the year 2020/2021 the Faculty received 14 grants for total funding 344,284 euro (Table 10.1.1). Academic staff publish annually more than 100 scientific publications in veterinary medicine and life science, which have an impact on their teaching. The results of own research projects are incorporated into the curriculum. The complete list of publications in indexed journals during last three academic years is included in the Appendix E.

Research-based teaching is also reflected in the teaching activities offered to students. From their first year and throughout the degree, students are encouraged to participate in research activities being carried out by various groups. In all subjects, the professors provide information about the research related to the subject they teach and, in many of them, they propose activities related to scientific research and evidence-based medicine – bibliographic research, laboratory experiments, clinical research studies, analytical activities, critical reviews and presentation of results.

**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 to the Visitation (2020/21)**

| Scientific topics  | grant/year (euro) | Duration (Yrs) |
|--|-------------------|----------------|
| Evaluation of the effectiveness of prophylaxis programs for specific infectious rhinotracheitis (TRT) in herds of fattening turkeys with different immune status in the context of the development of anti-infectious immunity             | 18 235            | 4              |
| Analysis of the liver transcriptome in Polish Holstein-Friesian cows using the AMPLI-seq technique   | 11 435            | 4              |
| Investigation of the mechanism of IPN virus influence on the course of yersinosis in rainbow trout ( <i>Oncorhynchus mykiss</i> )  | 6 430             | 4              |
| Effect of bisphenol A on neuregulin 1 immunoreactive neurons located in the wall of the large intestine of domestic swine  | 6 946             | 2              |
| Influence of inflammation induced by the administration of non-steroidal anti-inflammatory drugs on the chemical coding of neurons of the intestinal nervous system of selected sections of the gastrointestinal tract of the domestic pig | 9 089             | 3              |
| Comparison of the effects of bisphenol A (BPA) and bisphenol S (BPS) on the intestinal nervous system with particular emphasis on cholinergic transmission in the ganglion area of the colon   | 11 413            | 4              |

|   |         |   |
|---|---------|---|
| Development of a strategy for the use of alternative sources of insect protein in animal nutrition enabling the development of its production in the territory of the Republic of Poland  | 213 081 | 4 |
| Potential influence of nisin and betulin correlated with marbofloxacin or tetracycline on biofilm formation and on MICs of selected active substances from bacteria isolated from dairy mastitis  | 5 385   | 2 |
| Assessment of the influence of low and high doses of microplastics on morphology, innervation and immune system of the small intestine of domestic pig  | 7 486   | 4 |
| Effect of glyphosate on the nervous and immune system of the small intestine of domestic pigs   | 5 434   | 2 |
| Induction of infectious pancreatic necrosis in brown trout ( <i>Salvelinus fontinalis</i> ) and spring trout ( <i>Salvelinus fontinalis</i> x <i>Oncorhynchus mykiss</i> ) using experimental microinjection with infectious pancreatic necrosis virus (IPNV) | 6 489   | 4 |
| Influence of diabetes on changes in the expression of genes in the gastric wall   | 5 362   | 2 |
| Shiga-toxic <i>Escherichia coli</i> (STEC) isolated from faeces of wild animals   | 5 416   | 2 |
| A dressing kit for treating injuries sustained during the performance of official duties by uniformed services  | 32 083  | 3 |

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

### **10.2.1. Description of how undergraduate students are made aware of the importance of evidence-based medicine, scientific research and life-long learning; are initiated to bibliographic search, scientific methods and research techniques, and writing scientific papers; are offered to participate in research programmes on a non-compulsory or compulsory basis; description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment**

Following the national guidelines for veterinary education, the importance of the evidence-based medicine, life-long learning and scientific research are emphasised throughout the curriculum. This includes early exposure of students to biostatistics, formulation of clinical and research questions, bibliographic research, critical reading and thinking. There are elective subjects dedicated for students interested in research activities, such as “Molecular diagnosis of infectious diseases”, “Drug technology”, “Clinical pharmacokinetics”, “Neurophysiology”, “Rodent anatomy”, “Pharmacognosy”. Each of the mandatory clinical modules and all clinically-oriented electives require written case reports, case studies and differential diagnosis tests and exercises. To promote life-long learning students are encouraged to participate: (i) in the extra-curriculum activities as the clinical volunteers (either in the faculty clinics or in the external clinics of their choice); (ii) in research groups and (iii) in the research projects conducted at the Faculty. Within the scheme of the POWR programme, postgraduate students acquire knowledge in new educational schemes oriented towards student, language skills and e-learning methods and are offered scholarships for short educational training visits in renowned veterinary teaching establishments abroad.

The seminars based on literature studies are a mandatory part of education for every student at the Faculty at all levels of education. They start from early general-science classes and continue throughout preclinical and clinical education. In the latter, increasing emphasis is placed on case studies, with each student writing mandatory extended reports from clinical rotations, herd health management and veterinary prevention cases. At the early education stage mandatory classes in the handling of library tools, intellectual property and introduction to MS Office are provided for each student. Furthermore, at the postgraduate level, classes in research methodology, the writing of a thesis and presenting scientific data, intellectual property and other related topics of interest

are provided either as elective courses or invited lectures organised by scientific staff with the cooperation of PhD student council.

The Faculty strongly supports the extra-curriculum scientific activities of the students. Research activity projects are provided mostly within student research circles and IVSA. Nineteen research groups associating 242 students, are active at the Faculty. Some students also help in research projects of the Departments as volunteers outside Students' Research Groups. About 10% of all undergraduate students are involved in research activities. Each year around 8 undergraduate students participate in the research within scientific projects conducted at the Faculty. The research topic of the student work is convergent with the research issue of the Department to which the Students' Scientific Group is affiliated. The students make a study plan, collect samples, analyze them and write a report. The results of students' research are presented at the International Conferences of Student Research Groups or Scientific Conferences and published in Proceedings. Some results were also published in scientific journals. The presentations of our students were often awarded prizes and distinctions. The quality of research carried out by research circles is evidenced by the fact that in the years 2018-2020 students were co-authors of 7 original publications published in reputable journals from the JCR list, such as: Poultry Science, British Poultry Science and Toxins. They were also co-authors of 25 published papers in the seminar materials and presented a number of papers at university and nationwide seminars. In the 2018-2019 academic year, the Student Scientific Group of Imaging Techniques in Diagnostics of Small Animal Diseases received funding for a project under the Student Grant of the Rector of UWM. Students associated in IVSA, with the organizational and material support of the dean's authorities, in 2018-2020 organized 23 lectures and scientific workshops and eight webinars for the entire faculty student community. Finally, under- and postgraduate students are actively involved in the development of the e-learning schemes which are planned to be introduced into the Faculty curriculum in the following years.

In accordance with the applicable teaching standard, students of veterinary medicine faculties in Poland do not have to complete master's dissertation

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

#### **10.3.1. PhD study**

The postgraduate study/PhD programme at the FVM is conducted within of the UWM Doctoral School from 2019. The doctoral schools have been introduced to the Polish higher education system by the Act of 20 July 2018 Law on Higher Education and Science. Admission to the doctoral school is open to holders of the professional title of master of science or equivalent. The limits of admission in particular disciplines are determined by the Rector upon the proposal of the Director of the Doctoral School. The procedure and conditions for conducting the competition during admission to the doctoral school are determined by the scientific council of the doctoral school. The academic supervision on the preparation of the doctoral dissertation is provided by a supervisor or supervisors or a supervisor and an auxiliary supervisor, appointed by the scientific council of the doctoral school, within three months of the date on which the doctoral student commences their doctoral studies. The candidates for supervisions have to be accepted by the scientific council of a discipline. The unit to which the supervisor is assigned provides the doctoral student with a place to conduct their research. The studies at the doctoral school last eight semesters and are based on a study programme and an individual research plan. Participation of doctoral students in the didactic classes provided for in the curriculum of the doctoral school is compulsory. The director of the doctoral school, before the completion of each year of study, evaluates the implementation of the curriculum on the basis of the doctoral

student's performance record and research achievements. In addition, the interim evaluation is carried out by an evaluation committee and concerns the progress of the doctoral student in the implementation of the individual research plan. A doctoral student's course of studies ends with the submission of a doctoral dissertation together with a positive opinion from the supervisor, supervisors or a supervisor and an auxiliary supervisor. The procedure of doctoral dissertation evaluation, including the reviewers appointment and the thesis defence, is performed the scientific council of the particular scientific discipline.

Up to 2019, the PhD study was performed by the FVM. The study lasted for four years, with possibility of extension to six years. In the first two years students enrolled in several subjects and passed exams, while during the second year, they prepared a thesis plan and started research work. After completing the Ph.D research work, students passed doctoral examinations and prepared a doctoral dissertation, which was reviewed by two external reviewers. The defense of the doctoral thesis took place under supervision of the Faculty Board of FVM.

In years 2017-2019, the FVM was involved in the Joint Doctoral School of KNOW.

### **10.3.2. Continuing education programmes provided by the VEE**

Postgraduate programs provided by the Faculty are in response to the requests coming from Polish Veterinary Chamber, the profession and the community. These requests are communicated to the Faculty by various means, mostly following general assembly meetings. Continuing education courses are offered by the Faculty in the framework of Polish National Specialization program. Currently, the Faculty carries out specialization training in seven specializations, the list of which along with the number of participants is given in the table 10.3.3.

Furthermore, every year the Faculty hosts several continued education symposia, conferences and workshops, most with international renown. Following main events, the academic books featuring extended abstracts and monographic chapters are published annually, covering modern research and current case studies.

### **10.3.3 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.**

Graduate students attending their PhD studies are involved in the teaching of the undergraduate students with 60-90 mandatory hours of teaching per year. Most commonly they are employed in the role of teaching assistants in practical classes, although more advanced postgraduate students (i.e. 4th year PhD) perform classes alone.

No conflicts concerning management arise between different levels of education since the number of patients available for teaching purposes is adequate and enables differentiation of severity levels of patients for under- and postgraduate students.

### **10.3.4. Prospected number of students registered at post-graduate programmes for the next 3 academic years**

In the last academic years the number of PhD students decreased slightly, which was related to the establishment of the Doctoral School. We expected, that in the next few years the number of PhD students significantly increase.

The total number of veterinarians admitted to the different specialisation programmes has averaged 55 (ranging from 46 to 76) over the past three years, with the largest numbers specializing in small animal medicine. The number is expected to remain at the same level for the next three years

### Number of students registered in postgraduate clinical training

There is no official veterinary internship program in Poland. Postgraduate students can work as regular veterinarians without any prerequisites.

The Faculty does not run EBVS residency programme, one Faculty worker has started his residency in European College of Animal Reproduction and the Faculty workers have been involved in the ESAVS (European School for Advanced Veterinary Studies) program in the areas:

- Endoscopy Internal Medicine
- Neurological Exam and Neuroanatomical Localization.

**Table 10.3.1. Number of students registered at postgraduate research training**

| Degrees          | 2020/2021 | 2019/2020 | 2018/2019 | Mean |
|------------------|-----------|-----------|-----------|------|
| PhD              | 15        | 17        | 34        | 22   |
| Others (specify) | 0         | 0         | 0         | 0    |
| Total            | 15        | 17        | 34        | 22   |

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

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

**Table 10.3.3. Number of attendees in continuing education courses provided by the Establishment**

| Course/Conference   | 2020/2021 | 2019/2020 | 2018/2019 | Mean |
|---|-----------|-----------|-----------|------|
| 3rd Workshop of the Polish Zebrafish Society -zebrafish basic concepts and techniques               |           |           | 70        | 70   |
| Conference "Clinic of Small Animal Diseases"  |           |           | 80        | 80   |
| Conference "Ovarian diseases, stimulation of uterine involution and protozoal invasions in cattle". |           |           | 150       | 150  |
| Conference" Current problems of cattle reproduction"  |           | 100       |           | 100  |
| Conference "Diseases of the udder, embryo transfer, metabolic and infectious diseases of cattle"    |           | 50        |           | 50   |

|   |     |    |  |     |
|---|-----|----|--|-----|
| I Conference "Insects for Feed and Food Forum" 2019 "INSECTS" |     | 15 |  | 15  |
| 1 <sup>st</sup> Polish Zebrafish Society virtual meeting      | 70  |    |  | 70  |
| II Conference "Insects for Feed and Food Forum" "INSECTS"     | 102 |    |  | 102 |
| International Seminar of Scientific Circles                   | 278 |    |  | 278 |
| III Conference „Insects for Feed and Food Forum”              | 36  |    |  | 36  |

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

**10.4.1. Description of the mechanism used by VEE to ensure that its research activities contribute to research-based education**

Faculty has the Scientific Council comprising various academics with acknowledged track record, which is in charge of coordinating the Faculty's various lines of work. Research initiatives emerge autonomously from the various research groups, which prioritise and determine their own lines of research and which regularly apply for funding in the regional, national and international domains. The Scientific Council gathers information about activity carried out during the academic year and the Dean Council ensures that research activities contribute to research-based education at the FVM. The lines of research pursued by the Scientific Council are also integrated into postgraduate programmes (Doctorate) and continuing educational programmes.

**10.4.2. Description of how (procedures) and by who (description of committee structure) research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised**

All programs with relevance to research, continuing and postgraduate education are subjected to approval by the Dean and Rector, as required by Polish Law and the Statute of the UWM. Decisions of the Dean are supported by the advisory bodies including the Dean Council and FTEQA. All programmes undergo regular evaluation. Information on the programme evaluation results is communicated to internal and external stakeholders.

The continuing education courses are communicated to prospective participants via the FVM website and intranet and also by advertisements in the periodic of the Polish Veterinary Chamber "Życie Weterynaryjne".

**Comments**

Since no diploma thesis is necessary for undergraduate students, their involvement in research is on a voluntary basis (activity in the Veterinary Medicine Students' Research Groups). Participation in research projects is unlimited, and everyone who wishes to improve his or her scientific knowledge is welcome. Students' involvement in all aspects of scientific activities is not always possible because they are also required to participate in their didactic duties.

Courses offered by the Faculty appear to be of high quality, as judged by the number of applicants. Postgraduate education at present form is not obligatory, therefore, the degree of participation of veterinarians in this kind of education is dependent on the number of the people seeking the title of "specialist."

The Faculty has great potential for education at the PhD level, and larger groups of graduates could be admitted. However, the most important factor limiting this kind of activity is the University limit on admission and the relatively low level of funding from the University in the form of scholarships.

### **Suggestions for Improvement**

In Poland, a regular continuing education system should be introduced as mandatory for practicing veterinary surgeons.

The Faculty should establish veterinary internship program.

## List of ESEVT Indicators

| Name of the Establishment:          |   | Faculty of Veterinary Medicine in Olsztyn |                     |                     |                      |  |
|-------------------------------------|---|---|---------------------|---------------------|----------------------|--|
| Date of the form filling:           |   | 11.01.2022                                |                     |                     |                      |  |
| Calculated Indicators from raw data |   | Establishment                             | Median              | Minimal             | Balance <sup>3</sup> |  |
|                                     |   | values                                    | values <sup>1</sup> | values <sup>2</sup> |                      |  |
| <b>I1</b>                           | n° of FTE academic staff involved in veterinary training / n° of undergraduate students                                     | 0,131                                     | 0,16                | 0,13                | 0,005                |  |
| <b>I2</b>                           | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually                                | 0,809                                     | 0,87                | 0,59                | 0,219                |  |
| <b>I3</b>                           | n° of FTE support staff involved in veterinary training / n° of students graduating annually                                | 0,290                                     | 0,94                | 0,57                | -0,277               |  |
| <b>I4</b>                           | n° of hours of practical (non-clinical) training  | 1882,000                                  | 905,67              | 595,00              | 1287,000             |  |
| <b>I5</b>                           | n° of hours of clinical training  | 1257,000                                  | 932,92              | 670,00              | 587,000              |  |
| <b>I6</b>                           | n° of hours of FSQ & VPH training   | 300,000                                   | 287,00              | 174,40              | 125,600              |  |
| <b>I7</b>                           | n° of hours of extra-mural practical training in FSQ & VPH  | 160,000                                   | 68,00               | 28,80               | 131,200              |  |
| <b>I8</b>                           | n° of companion animal patients seen intra-murally / n° of students graduating annually                                     | 135,079                                   | 70,48               | 42,01               | 93,069               |  |
| <b>I9</b>                           | n° of ruminant and pig patients seen intra-murally / n° of students graduating annually                                     | 0,508                                     | 2,69                | 0,46                | 0,044                |  |
| <b>I10</b>                          | n° of equine patients seen intra-murally / n° of students graduating annually   | 1,366                                     | 5,05                | 1,30                | 0,068                |  |
| <b>I11</b>                          | n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually                               | 4,874                                     | 3,35                | 1,55                | 3,329                |  |
| <b>I12</b>                          | n° of companion animal patients seen extra-murally / n° of students graduating annually                                     | 0,227                                     | 6,80                | 0,22                | 0,004                |  |
| <b>I13</b>                          | n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually                         | 127,602                                   | 15,95               | 6,29                | 121,307              |  |
| <b>I14</b>                          | n° of equine patients seen extra-murally / n° of students graduating annually   | 2,115                                     | 2,11                | 0,60                | 1,520                |  |
| <b>I15</b>                          | n° of visits to ruminant and pig herds / n° of students graduating annually   | 2,258                                     | 1,33                | 0,55                | 1,711                |  |
| <b>I16</b>                          | n° of visits of poultry and farmed rabbit units / n° of students graduating annually  | 0,178                                     | 0,12                | 0,04                | 0,133                |  |
| <b>I17</b>                          | n° of companion animal necropsies / n° of students graduating annually  | 2,083                                     | 2,07                | 1,40                | 0,683                |  |
| <b>I18</b>                          | n° of ruminant and pig necropsies / n° of students graduating annually  | 1,784                                     | 2,32                | 0,97                | 0,814                |  |
| <b>I19</b>                          | n° of equine necropsies / n° of students graduating annually  | 0,112                                     | 0,30                | 0,09                | 0,020                |  |
| <b>I20</b>                          | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually                                   | 9,616                                     | 2,05                | 0,69                | 8,923                |  |
| <b>I21*</b>                         | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annual                      | 0,294                                     | 0,20                | 0,06                | 0,231                |  |
| <b>I22*</b>                         | n° of PhD graduating annually / n° of students graduating annually  | 0,052                                     | 0,15                | 0,09                | -0,036               |  |
| 1                                   | Median values defined by data from Establishments with Approval status in April 2016  |   |                     |                     |                      |  |
| 2                                   | Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016 |   |                     |                     |                      |  |
| 3                                   | A negative balance indicates that the Indicator is below the recommended minimal value                                      |   |                     |                     |                      |  |
| *                                   | Indicators used only for statistical purpose  |   |                     |                     |                      |  |

## Glossary

ASF – African Swine Fever  
BCS – Body Condition Scoring  
CT – Computer Tomography  
DO – Dean’s Office  
DVM – Doctor of Veterinary Medicine  
EAEVE – European Association of Establishments for Veterinary  
EBVS – European Board of Veterinary Specialization  
ECTS – European Credit Transfer System  
EDUROAM – International roaming service for users in research, higher education and further education  
ENQA – European Network for Quality Assurance in Higher Education  
EPT – External Practical Training  
ESEVT – European System of Evaluation of Veterinary Training  
ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area  
EU – European Union  
FAWC – Faculty Animal Welfare Committee  
FBC – Faculty Biosafety Committee  
FCAAT – Faculty Committee for the Assessment of Academic Teachers  
FCC – Faculty Curriculum Committee  
FCSG – Faculty Council of the Student Government  
FPB – Faculty Patronage Board  
FSC – Faculty Staff Committee  
FSQ – Food Safety and Quality  
FTEQA – Faculty Team for Education Quality Assurance  
FTQAIS – The faculty teaching quality assurance and improvement system  
FTE – Full-Time Equivalent  
FVM – Faculty of Veterinary Medicine  
GCP – Good Clinical Practice  
GHP – Good Hygiene Practice  
GMP – Good Manufacturing Practice  
HACCP – Hazard Analysis and Critical Control Points System  
IMS – International Medicine Studies  
IEQAS – Internal Education Quality Assurance System  
IVSA – International Veterinary Students’ Association  
IT – Information Technology  
KNOW – National Research Centre  
LB – Library Board  
MRI – Magnetic Resonance Imaging  
MHSE – Ministry of Science and Higher Education  
PAS – Polish Academy of Science  
PAC – Polish Accreditation Committee  
PDCA – Plan-Do-Check-Act  
POWR – Knowledge, Education, Development Program  
QA – Quality Assurance  
RID – Regional Initiative of Excellence  
SAO – Student's Affairs Office  
SOP – Standard Operation Procedure  
SPF – Specific-Pathogen-Free  
SR – Study Regulations  
SSG – Student Scientific Group  
SWOT - Strengths, Weaknesses, Opportunities, Threats  
USOS – University Study Service System  
UWM – University of Warmia and Mazury  
VEE – Veterinary Education Establishment  
VPH – Veterinary Public Health  
VTH – Veterinary Teaching Hospital

## List of appendixes

- A) Current academic staff, qualifications, their FTE, teaching responsibilities and departmental affiliations
- B) Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences
- C) Maps of the Establishment and the intra-mural and extra-mural facilities used in the core veterinary programme
- D) Written assessment procedures for QA – FTEQA
- E) List of scientific publications from the Establishment’s academic staff in peer reviewed journals during the last three academic years

### Other relevant documents

**Appendix 3.6.** A copy of one of the agreement with EPT provider

**Appendix 4.1.** Key investment projects that financed the modernisation and development of the FVM infrastructure in the years 2007-2020

**Appendix 4.2.** Lecture halls, facilities for groups and practical work of the Faculty of Veterinary Medicine

**Appendix 4.3.** The most important research laboratories of FVM

**Appendix 4.4.** New building for the Companion Animal Clinic

**Appendix 4.5.** Biosafety guidelines for infection prevention and control in Veterinary Animal Clinics and Departments

**Appendix COVID-19**

**Indicators – row data**