

**European Association  
of Establishments for Veterinary Education**



**VISITATION REPORT**

**To the Faculty of Veterinary Medicine, Warsaw University of Life Sciences (SGGW)  
Warsaw, Poland**

**On 13 – 17 May 2019**

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## **Introduction**

### **Brief history of the Establishment and of its previous ESEVT Visitations**

The Faculty of Veterinary Medicine at the Warsaw University of Life Sciences-SGGW (FVM WULS-SGGW, herein named FVM-W) derives directly from the Agronomic Institute situated in Burakow near Warsaw, a veterinary school founded on 17 July 1824. The School of Veterinary Surgeons, founded in 1840, was an independent academy that extended its programme from two to four years. In 1889 the school's status advanced to college. In 1901 the school was relocated to a modern building complex in Grochow that was designed exclusively for the purposes of the college. During World War I the school's educational activity was paused. It was later reactivated by founding the Veterinary Medicine Division by the Medicine Faculty at Warsaw University.

In 1927 the Council of the Medicinal Department established an independent Faculty of Veterinary

Medicine at Warsaw University. After World War II the educational activity was re-established in the 1946-47 academic year.

In 1952 the Faculty was moved from Warsaw University to WULS-SGGW. During the following years, several reorganisations of the Faculty have been conducted, including the last one in 1999 as recommended by EAEVE.

In 2007 the Faculty introduced studies for international students in English. Eventually in 2008, the National Accreditation Committee has issued a positive assessment of teaching and research activities.

Previous EAEVE evaluation visitations took place in 1999 and 2010.

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

The Establishment is one of five veterinary medical training and research facilities in Poland. It is located in central Poland in the region called Mazovian Voivodeship, in the capital city of Warsaw. The FVM-W is part of a university and teaches veterinary medicine both in Polish and in English.

### **Main developments since the last Visitation**

The last re-visitation in 2014 revealed low patient flow in small animal clinic as a major deficiency. Following this the head of the Department of Small Animal Diseases Clinic was changed January 2017 and a separate position as head of the Clinic was created. There has been a significant increase from 22,000 (2014) to 29,000 patients (2018). From 2019 the 24-hour duty was introduced in all clinical settings as a mandatory service for students.

To further increase the number of patients available for students, the FVM-W signed a collaboration contract with the biggest shelters around Warsaw. The students participate in practical classes organized by the teacher and veterinarians from the shelter.

External specialists in oncology, neurology, ophthalmology, cardiology, emergency medicine, and exotic animals' diseases have been employed.

Devices for diagnostics and treatment have been extended (digital radiography system with fluoroscopy, TCI column, 16-row computed tomography). In addition, a contract with the Technical University was signed to enable the performance of magnetic resonance of animal patients.

The Faculty achieved the status of KNOW (Leading National Research Centre) for 2015-2019. The status generated significant financial support for research activities. The Faculty received an NCBR POWR Grant for 2017-19. The funds contributed to financing of visiting professors visits and the organization of internships for external stakeholders.

In 2016, more than 30 new electives were introduced for Polish and English speaking students. A “Day One Skills” logbook which is mandatory to fill in prior to enrolling in the mandatory training work was implemented as a part of clinical training.

An extension of the necropsy room to enable post-mortem examination of large animals was conducted and The Center for Biomedical Research and Veterinary Research Center in the Department of Large Animal Diseases Clinic has been established.

The Small Animal Clinic has been equipped with a number of modern diagnostic devices. In 2017, the Laboratory of Veterinary Metabolomics in the Department of Physiological Sciences was created.

**The Faculty itself indicates a few issues of concern**

No post-mortem examinations of cattle due to the formal regulations of cattle trade in Poland; insufficient number of intramural pets’ and equine post-mortem analyses is compensated by necropsies performed in EPT.

The dominance of basic course over clinical courses in the curriculum; the dominance results from the national decree on education standards for veterinary and architecture studies (DES VetArcS); however, some changes in the education standards are scheduled.

The ESEVT SOP 2016 is valid for this Visitation.

## **1. Objectives and Organisation**

### **1.1. Findings**

#### **1.1.1. Brief description of the Strategic Plan**

The mission and strategic plan of the Establishment is to educate veterinary students and to contribute to the development of the economic and intellectual properties of the Polish society while conducting top level scientific research and teaching.

Objectives are clearly described and include three educational objectives: To provide a sufficient teaching programme and curriculum for veterinary students to obtain the title of Lekarz Weterynarii (doctor of veterinary medicine). The second educational objective is to provide further educational opportunities for graduated veterinarians (for example PhD degrees and specialist diplomas). The third educational objective is to encourage and provide continuing learning throughout the veterinary career.

Additional to the educational objectives the FVM-W lists different research objectives concentrating on animal welfare, improving the quality and safety of food of animal origin, expanding theoretical and practical knowledge, studying and introducing new methods into veterinary research and practice and providing improved opportunities for graduated veterinarians.

And lastly the main objective of the FVM-W is to provide veterinary medical services together with teaching resources for the veterinary students, majority of which are provided by the Small Animal Clinic and The Large Animal Clinic.

#### **1.1.2. Brief description of the Operating Plan**

The FVM-W has a 2012-2020 Strategy plan (section 3 in the FTQAIS-document, The Faculty Teaching Quality Assurance And Improvement System). The document is approved by the Faculty Council on July 2013 and is to be revised routinely. SWOT-analysis is in place and included in the strategy plan. No medium-term plan exists.

The strategic plan is devoted to improving teaching, international co-operation and securing a better position in the educational market, developing international research and development of international co-operation and funding, improving the transfer of knowledge between the

establishment and private owned businesses and acquiring sufficient research funding and projects.

### **1.1.3. Brief description of the organisation of the Establishment**

WULS (Warsaw University of Life Sciences) has been a public university since 17<sup>th</sup> September 1918. The FVM-W has a Dean and three Vice-Deans (Research Affairs, Foreign Studies, Student Affairs). It is divided into seven Departments: Morphological Sciences, Physiological Sciences, Preclinical Sciences, Small Animal Diseases and Clinic, Large Animal Diseases and Clinic, Food Hygiene and Public Health, Pathology and Veterinary Diagnostics. Additionally there is a Laboratory of Veterinary Epidemiology and Economics.

A Faculty Council is in place and is governed by the Higher Education Act and the University Statute. All groups of employees are represented in the council. Altogether 20% of the council representatives are students. Students elect their own representatives for the council and all classes with both the Polish and international students are included. The Faculty Council is the main deciding organisation within FVM-W and determines the main direction of the faculty activities, supervises, evaluates and approves teaching, curricula, different study programmes, budget dispensation, structure of the FVM-W and monitors the annual reports provided by the Dean.

Faculty commissions are elected by the Dean and approved by the Faculty board. There are three active commissions:

1. FDTQC (The Faculty Didactics and Teaching Quality Committee) in charge of education and evaluation of teaching processes.
2. The Research and International Cooperation Commission in charge of evaluation and assessment of the scientific research and international co-operation
3. The Finance, Economic and Staff Development Commission in charge of preparation, distribution and assessment of funding, financial and staff related matters.

### **1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment**

All groups of employees and students are represented in the Faculty Council which is in charge of conducting and revising the strategic plan. The FVM-W has a good working relation with the Warsaw Veterinary Chamber and many employees are active in private practices during their spare time.

### **1.2. Comments**

The organisation is structured and transparent. The good representation of students and all staff members in the faculty council is commendable. However, this does not apply for the international students because e.g. meetings in the Faculty Council are held in Polish and the minutes are in Polish.

### **1.3. Suggestions for improvement**

It is suggested that agendas, minutes and other necessities in relation to meetings are given both in Polish and English.

### **1.4. Decision**

The Establishment is compliant with Standard 1.

## **2. Finances**

### **2.1. Findings**

#### **2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it**

The Establishment is a part of the WULS-SGGW University. All the government revenues are received and managed by the University and subsequently redistributed among all faculties and interfaculty units according to an official algorithm.

The Faculty has autonomy in how it deploys its funds. This includes some degree of freedom as to the number and deployment of staff (which has to be managed within its budget), as well as the level of their pay rate.

Currently, the FVM-W is supported with funds that cover 65% of costs necessary for annual salaries. The size of fund is calculated according to the level of employed academic teachers, the number of students, activity in student abroad exchange programs, the number of PhD-students, the number of research grants and competence to grant a PhD and habilitation degree. The main sources of income for teaching and research activities of the university are as follows:

#### teaching

- funds from the national budget (Ministry of Science and Higher Education (MSHE))
- revenues from the establishment, including tuition and registration fees, as well as revenues from services and research activities,
- revenues from private bodies

#### research

- funds from the national budget (MSHE)
- revenues from research grants from MSHE, EU, industry, donation etc. (each research grant has separate accounting, and is closely controlled)

The basis for the division of the budget subsidy for teaching purposes and its allocation to faculties is an algorithm established by MSHE. Veterinary medicine is one of a few disciplines which have the highest rating (the coefficient is 5).

The internal distribution of funds among the departments is determined by the Faculty Board on the basis of principles applied by WULS-SGGW and after comprehensive deliberation with the Faculty Financial Commission.

These principles include an algorithm for calculating revenue for the Faculty for teaching non-veterinary students and calculating expenses for teaching of veterinary students done by other Faculties.

The funding of major equipment and its replacement is carried out gradually by the University and the Faculty from generated revenues. Clinical (and other services) income is 92 % (8 % OH to the University) retained by the department providing the service. A part of this income is assigned for equipment purchase and repairment. Research equipment is usually purchased and serviced from research grants funds. Research grants may be used for payment of specially skilled technical staff to run complicated equipment.

The central administration of the University has an overhead policy (15% of research grants, 10% of laboratory services, 8% of clinical services) of the revenues obtained by the Faculty for general overhead expenditures, building maintenance, energy, water-sewage service, additional staff for general cleaning, etc. The financial decisions of the Rector of the University are preceded by a discussion with the University Financial Commission and approval by the senate.

The FVM-W provides three tracks of full time study 2 in Polish – no-tuition-fee and partially-paid and 1 in English. Candidates who fulfil the requirements of the Polish entry procedure but do not enter the no-tuition-fee list, can apply for the paid track. The tuition fee is 4,500 PLN (approx. 1,100 €) per semester. The tuition fee for foreign students studying in English is 3,800 € per semester. The tuition is regulated according to a comparison to other universities offering teaching for full fee paying students. The FVM-W is at a maximum with respect to the number of full fee paying students.

### 2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

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

Area of expenditure	2017/18	2016/17	2015/16	Mean
Personnel	1,359,690	1,169,901	1,232,819	1,254,137
Operating costs	397,475	453,626	413,133	421,411
Maintenance costs	102,865	96,526	81,511	93,634
Equipment	308,142	54,491	48,832	137,155
<b>Total expenditure</b>	<b>2,168,171</b>	<b>1,774,543</b>	<b>1,776,296</b>	<b>1,906,337</b>

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

Revenues source	2017/18	2016/17	2015/16	Mean
Public authorities	1,394,197	1,114,387	1,216,162	1,241,582
Tuition fee (standard students)	83,579	80,658	80,658	81,632
Tuition fee (full fee students)	394,402	355,653	356,269	368,774
Clinical services	104,370	64,107	67,963	78,813
Diagnostic services	18,104	15,494	14,737	16,112
Other services	5,471	3,183	2,086	3,580
Research grants	109,647	152,255	119,302	127,068
Continuing Education	101,026	97,957	99,741	99,575

Donations	0	0	0	0
Other sources**	0	0	0	0
<b>Total revenues</b>	<b>2,210,797</b>	<b>1,883,695</b>	<b>1,956,919</b>	<b>2,017,137</b>

\*\* Please specify

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

Academic year	Total expenditures	Total revenues	Balance***
2015/16	1,776,296	1,956,919	180,623
2016/17	1,774,543	1,883,695	109,152
2017/18	2,168,171	2,210,797	42,625

\*\*\* Total revenues minus total expenditures

### 2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

The Faculty expects revenues in the next three years at similar level. The expenditures are expected not to increase significantly as well. Some additional costs of unexpected renovations may appear.

### 2.1.4. Brief description of the planned or on-going investments

A new feed storage for large animals located in Wolica, next to the Department of Large Animal Diseases is planned and was under construction during the visitation. This is financed by the University. Funding for a planned Center for Regenerative Medicine has been applied for.

### 2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The Dean is responsible for managing the FVM-W budget. Dean's Office prepares documents necessary to plan Faculty budget for the forthcoming year and submits them to the Faculty Commission for Financial and Economic Affairs and Staff Development. At the end of the academic year the Dean submits an annual financial report.

The Commission is an advisory and consultative body appointed to coordinate efficient financial

administration of the Faculty. It is an independent body having the right to formulate opinions on the perspectives and development of the Faculty and its finances. Members of the commission are suggested at the Dean's discretion and appointed by the Faculty Council.

The Commission's basic tasks are:

- preparation of principles for the distribution of subsidies received by the Faculty and giving opinions on material and financial plans
- giving opinions on reports on the implementation of the material and financial plans
- giving opinions on renovation and investment plans and reports of their implementation

Based on these opinions, the Faculty Council approves material and financial plans of the Faculty and the Dean's report.

## **2.2. Comments**

It is commendable that the FVM is in a strong and stable financial position. And that the surplus each year is retained within the Faculty budget which makes long term planning much easier.

## **2.3. Suggestions for improvement**

None.

## **2.4. Decision**

The Establishment is compliant with Standard 2.

# **3. Curriculum**

## **3.1. General curriculum**

### **3.1.1. Findings**

#### **3.1.1.1. Brief description of the educational aims and strategy of the faculty in order to propose a cohesive framework and to achieve the learning outcome**

The educational aims are to teach fundamentals of veterinary medical sciences to enable students to obtain the title of lekarz weterynarii (Veterinary Surgeon), to give postgraduate training via a PhD program to the most gifted students (PhD degree) and via specialist courses to veterinarians in the field (specialist diploma) and to organize continuing education/CPD.

#### **3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)**

The faculty has limited freedom to change the curriculum that has been approved by the Polish Ministry of Science and Higher Education. This curriculum does not completely follow the European subject list with all subjects having a sovereign course. In that case the SER refers to the course in which the EU-listed subject is covered. For some subjects it is only mentioned that they are covered in various clinical courses e.g. professional communication and communication. An important part of the curriculum is self-directed learning. Especially in the first two years where 1/5 is self-directed learning. However, all subjects are covered in the curriculum.

#### **3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of**

**consistency, transversality and/or integration of the curriculum are identified and corrected.**

There is a Faculty Didactics and Teaching Quality Committee (FDTQC) and a “faculty teaching quality assurance and improvement system” document which states how quality is monitored. The timetable of the different steps in this teaching quality assurance procedure is developed by the Teaching Quality Officer and is approved by the Dean. The vice-deans for Student affairs and Foreign students prepare an annual risk analysis and the FDTQC reviews the timetable, which thereafter passes the Faculty board. The Faculty staff obtains input either via Heads of their unit/departments, Head of the doctoral studies and Head of Postgraduate studies who interact with the FDTQC, a committee for the consultation of the faculty teaching, quality insurance and improvement system or directly with the dean. The students give input via questionnaires and student representatives in different organs such as the Faculty Council. Tools used in the quality assessment are questionnaires, visitations, corrective and preventive actions, examinations of requests and complaints, graduate satisfaction surveys, consultation with external stakeholders and periodical reviews.

**3.1.1.4. 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)**

Thirty percent of the 330 ECTS points of the curriculum (99 ECTS points) has to be electives and this is determined by decree (DESVetArcS). The list of electives is long, but at least 14 students have to choose an elective before it is carried through. Some electives are limited in number of attendees, but most are not. There is a difference in the elective options for Polish and international students depending among others on current financial resources which are very limited for Polish students in comparison with funds for international students, but also interest, demands and requirements due to their origin. Many of the electives have to be chosen in blocks. There are four blocks students can choose: small animal electives (6 subjects), large animal electives (6 subjects), advanced imaging electives (3 subjects), advanced internal medicine electives (3 subjects). The elective communication and negotiation skills in veterinary practice is in balance with the elective diagnostics. Other electives are free to choose.

**3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum.**

This process is described in details in the documentation of the faculty teaching quality assurance and improvement system (FTQAIS) added as extra documentation to the SER. Its legal base is sound and provided by European directives, Polish laws, ordinances of the Minister of Science and Higher education and the Minister of Agriculture and Food economy, different acts, standard and guidelines of ENQA, different Study Regulations of the WULS-SGGW, resolutions of the Presidium of the Polish Accreditation Committee and by the WULS FTQAIS. The extensive list can be found on pages 18-19 of this documentation. A flow chart with the interactions at the levels of the university senate, rector, dean, vice-deans, faculty council, committees, heads of department and units and faculty staff is shown on page 20 of this report and processes involved in the quality assurance and improvement system on page 19. The FTQAIS is implemented via the Faculty of Veterinary Medicine Teaching Quality Procedure. There is a time-table in the quality assurance process that is developed by the teaching quality officer. Via the internal tools mentioned in 3.1.1.3 the Faculty Didactics and Teaching Quality Committee gathers input from students, academic staff, externals on lectures, syllabi, practical training, PhD programmes and postgraduate courses. This is an advisory and consultative body that formulates advises to the faculty authorities (among others Vice-Dean for teaching, Vice-Dean for international authorities and the Dean). The Dean informs the

Faculty Council. He also has to resolve conflicts and incidents. When teachers have a successive negative evaluation they are not allowed to teach the subject anymore.

### **3.1.2. Comments**

The faculty teaching quality assurance and improvement system is an extremely well-developed system. The quality of the curriculum is intensely monitored on all levels: students, teachers, externals

The first two years an important part of the curriculum is self-directed learning, whereas this is much less the next years of the curriculum.

If some EU subjects are not clearly allocated to courses in the curriculum, with hours clearly mentioned, it is hard to assess if this subject is taught to all students.

It is important that all students obtain clear instruction on how the system of electives functions. Not all students who finished the studies mention having had enough training in communication skills.

It would be interesting to see if self-directed learning could be increased in the later years of the curriculum (3<sup>rd</sup> – 6<sup>th</sup> year) in replacement of lectures.

### **3.1.3. Suggestions for improvement**

All EU-listed subjects should be clearly taken up in the curriculum with hours clearly allocated e.g. communication skills is a day one competence and should also be taken up in the logbook with day one competences. All day one competences should be mentioned in this logbook.

## **3.2. Basic sciences**

### **3.2.1. Findings**

#### **3.2.1.1. Brief description of the theoretical and practical education in basic sciences**

All EU-listed basic science subjects are covered in the curriculum, but some subjects are part of other courses and therefore the number of hours allocated to that subject are not always indicated.

There are 17 electives categorized under the basic sciences some of which are mandatory EU-listed basic science subjects.

### **3.2.2. Comments**

It is not always clear when a subject is part of several courses how many hours are allocated to this subject. This is the case for professional communication. A low number of hours is allocated to professional ethics, animal welfare, general and molecular genetics, whereas anatomy has a huge number of hours.

Genetics is becoming more and more important in understanding infectious and non-infectious diseases, immunology, breeding etc. New techniques will appear in the future in practice based on recent molecular findings such as whole genome sequencing. It is hard to interpret these techniques if basic knowledge on how they work is too basic.

Professional ethics and animal welfare form cornerstones of a modern practice and its importance can not be underestimated.

There are 17 electives covering basic sciences, so students can choose topics which really interest them.

### **3.2.3. Suggestions for improvement**

It is suggested to allocate extra hours for general and molecular genetics, professional ethics and animal welfare

It is suggested to decrease the number of hours in anatomy.

### **3.3. Clinical Sciences in companion animals (including equine and exotic pets)**

#### **3.3.1. Findings**

##### **3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals**

All EU-listed subjects are covered (course hours are combined hours for all species):

- ) Obstetrics, reproduction and reproductive disorders, executed as part of Animal Reproduction and Andrology: 205 hrs
- ) Diagnostic pathology: 60 hrs
- ) Medicine and surgery including anaesthesiology, executed as part of the following courses: Avian diseases, Fur animals diseases, Bee diseases, Fish diseases, Internal and Infectious diseases of horses, livestock and small animals: 650 hrs
- ) Clinical practical training in all common domestic animal species: 315 hrs
- ) Preventive medicine: 75 hrs
- ) Diagnostic imaging: 60 hrs
- ) State veterinary services and public health, executed as part of courses of Zoonoses, Response to public health related disasters: 45 hrs
- ) Veterinary legislation, forensic medicine and certification, executed as part of Veterinary Administration and Veterinary Jurisprudence: 75 hrs
- ) Therapy in all common domestic animal species, executed as part of Pharmacology and courses of the group of clinical sciences: not specified
- ) Propaedeutics of all common domestic animal species, as part of Clinical diagnostics: 120 hrs.

The species-oriented curriculum includes 210 hrs on dog and cats diseases (including exotic pets) and 165 hrs on equine diseases, as well as 160 hrs EPT in a veterinary practice.

##### **3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations**

In the preclinical phase (3<sup>rd</sup> – 5<sup>th</sup> year) clinical core subjects for companion animals include general surgery and anaesthesiology, diagnostic imaging, clinical and laboratory diagnostics, infectious diseases, reproduction, surgery and internal medicine. Clinical animal work involves 187 hrs, whereas non-clinical animal work is performed for 35 hrs.

For External Practical Training (EPT; twice 160 hr) it is up to students to choose between companion animals or production animals. EPT in companion animals is spent in a private practice or clinic. The FVM-W has contractual agreements with the training providers. Students can either choose a facility from a list at the Dean's Office or make their own choice, which then needs to be verified and approved by the FVM-W.

##### **3.3.1.3. Description of the core clinical rotations and emergency services in companion animals and the direct involvement of undergraduate students in it**

Clinical rotations at the Small Animal and Equine VTH are provided in the 5<sup>th</sup> year (semester 10). For dogs/cats: 60 hrs, divided over internal medicine, reproduction, infectious diseases and surgery, for horses: 22 hrs (same division), and for birds: 17 hrs. At the VTH, training involves consultations, surgeries, and hospitalization of animals.

The Small Animal VTH is opened 24/7 in 2 shifts between 8am and 8pm for general consultations and emergencies. During the night, one veterinarian and one student are on duty for emergencies.

The Large Animal Clinic is also open 24/7 and between 8am and 4pm for general consultations. Night shifts (8 pm – 8 am) are carried out with a general veterinarian, a surgeon and an anaesthesiologist available. Students are involved in all activities during emergency services. Ambulatory clinics are carried out under academic staff supervision: at dogs/cats shelters 25 hrs (internal medicine and reproduction), at horse farms (internal medicine, reproduction and surgery) 63 hrs, and at bird farms for 6 hrs. Moreover, during the 6<sup>th</sup> year (semester 11) students (maximum 8 students/group) rotate at the Department of Clinical Laboratory Diagnostics: 30 hrs of seminars, lectures, and laboratory and desk-based work.

During clinical rotations, students examine the animals and make a reasoned diagnosis, which is discussed and/or confirmed by the supervisors. Students have individual records of training progress (Day One skills diary, daybook of summer practice and clinical training, and rotations report), each of which need to be approved by their supervisor. Students are involved in neutering and castration surgery in small companion animals, and assist in equine surgery such as castration, splint bone surgery, colic surgery, tooth rasping etc.

### **3.3.2. Comments**

The Curriculum covers all subjects as requested. The shortage of animals is commented under Standard 5.

Course hours of EU-listed subject 'Therapy in all common domestic animal species' cannot be specified, but are taught as part of various clinical courses.

A 24/7 emergency service for companion animals (dogs, cats, horses) is operational since 2019. EPT companion animals is not obligatory for students.

### **3.3.3. Suggestions for improvement**

None.

## **3.4. Clinical Sciences in food-producing animals (including Animal Production)**

### **3.4.1. Findings**

#### **3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals**

In September 2011, Polish MSHE approved DESVetArcS. It specifies that curriculum of the Faculty of

Veterinary Medicine should count at least 5,100 hours, 330 ECTS and studies should last at least 11 semesters. This new, species-oriented curriculum includes the above mentioned 165 hours of equine diseases, 210 hours of dog and cat diseases and also 90 hours of poultry diseases and 225 hours of farm animal diseases.

#### **3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations**

To be eligible to continue the studies and start clinical rotations, a student must have enrolled and passed the required preclinical courses, subjects and 160 hours of external practical training (EPT) of the preclinical and clinical part of the curriculum. The clinical core subjects include general surgery, anaesthesiology, diagnostic imaging, clinical and laboratory diagnostics, farm animal diseases, equine diseases, dog and cat diseases and avian diseases.

#### **3.4.1.3. Description of the core clinical rotations, emergency services (both intramural VTH and ambulatory clinics) and herd health visits in food-producing animals (i.e. ruminants, pigs**

**and poultry) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)**

The clinical rotations in production animals are allocated as follows: 4 hours as intramural clinical rotations and 81 hours as ambulatory rotations during 5<sup>th</sup> year of studies. Additionally there are 14-17 hours of intramural clinical rotations in avian diseases, and 3-6 hours of ambulatory rotations during 5<sup>th</sup> year. Annual number of visitations to farms for heard health and animal production can be seen on p. 37 table 5.1.7. Clinical animal work in heard health is conducted as a part of the course “Animal Production”.

Students are actively involved in patient and ambulatory work, prepare case reports and take part in seminar work. A problem based approach is used and hands-on skills are practiced.

#### **3.4.1.4. Brief description of the theoretical and practical education in Animal Production**

The subject Animal Production includes an obligatory course for Animal production and breeding (including 75 hours of lectures), Economics (15 hours of lectures) and Heard health management (30 hours lectures, 12 hours self-learning, 12 hours laboratory based desk work and 21 hours of clinical animal work). Nine out of 51 elective subjects refer to food producing animals

#### **3.4.2. Comments**

The hours of practical (non-clinical) training (I4 776.50, minimum 595.00) and of clinical training (I5 913.50, minimum 670.00) are above the required minimum according to the SER.

#### **3.4.3. Suggestions for improvement**

It is suggested to increase the number of practical hours in Animal Production.

### **3.5. Food Safety and Quality (FSQ)**

#### **3.5.1. Findings**

##### **3.5.1.1. Brief description of the theoretical and practical education in FSQ**

All EU listed subjects are described:

- Inspection and control of food and feed – 108,5 hours
- Food hygiene and food microbiology – 119 hours
- Practical work in places for slaughtering and food processing plants – 20,5 hours (is a set of different courses).
- Food technology including analytical chemistry – 39,5 hours

Regarding the curriculum hours taken as electives for each student describes 4 options (1 in Polish and 3 in English):

- Examination and evaluation of wild game animals 30 hours
- Management of seafood quality and safety 15 hour
- Nutraceutical in farm animals 15 hours
- Management of food quality and safety 15 hours

Each student has to fill 4 weeks (160 hours), 2 after 4<sup>th</sup> year and 2 after 5<sup>th</sup> year of External Practical Training (EPT).

No other rotations under academic staff supervision (excluding EPT), as is required in table 3.1.5 of the SOP for the FSQ & VPH, have been described

**3.5.1.2. Description (timing, group size per teacher,..) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin**

Regarding the course of Meat Hygiene students have to full fill 25 hours of practical training in slaughterhouses that are located 30-60 km away from Warsaw. 12 visits are organized during the year (11 visits x 2 hours + 1 visit x 3 hours). The students work in groups of 14 under the supervision of one teacher.

In the course of Hygiene of Food Animal Origin IMS students have 2 visits of 3 hours in practical training in fish processing plants while Polish-speaking students visit a cold storage warehouse (1 visit x 3 hours). The students work in groups of 15 under the supervision of one teacher.

The course of “Feed Hygiene”, IMS have 10 hours of practical training (1 visit x 4 hours + 1 visit x 6 hours). The students work in groups of 15 under the supervision of one teacher.

There are summer extramural trainings, as described for the External Practical Training (EPT), 4 weeks (160 hours), 2 after 4<sup>th</sup> year and 2 after 5<sup>th</sup> year. After training students are examined by teachers of the Department of Food Hygiene and Public Health.

**3.5.2. Comments**

It is commendable that the practical training in the slaughterhouses is provided in close cooperation between teachers and the official veterinarians to let the students get basic knowledge in official inspection of meat.

The practical courses and timings are different for IMS students and Polish students.

There were only books regarding meat, there were no other subjects like milk, fish, HACCP system, audit tools or microbiology in food of animal origin in the local FVM-W library.

The FVM-W should consider to complete the list of the establishments where the practical training is programmed (appendix 4.1.4.)

**3.5.3. Suggestions for improvement**

It is suggested to increase the list of ruminant slaughterhouses for practical classes

It is suggested to evaluate the possibility of being able to handle SANDACH (Regulation 1069/2009), it will give the opportunity to take carcasses unfit for human consumption, and offal from slaughterhouses and increase the amount of relevant material for practical classes in pathology.

It is suggested to homogenise the practical training program between the two groups International vs Polish students, i.e organise practical training in food of animal origin like fish for the Polish Students and/or in milk for all of the students.

It is suggested to increase the number of books in the Faculty Library in all the fields covered by Food Safety and Quality.

**3.6. Professional knowledge**

**3.6.1. Findings**

**3.6.1.1. Brief description of the theoretical and practical education in Professional Knowledge**

The subject professional knowledge is included in the curriculum. Courses “Professional Ethics and behaviour” and “Communication skills” are taught as a part of History of Veterinary and Deontology and Avian diseases, Fur animal diseases, Bee diseases, Fish diseases, Internal and Infectious diseases and Surgery of horses, Livestock and small animals. Subjects “Veterinary legislation” and “Practice management and business” are included in the course of Veterinary administration and veterinary jurisprudence. Veterinary certification and report writing are

executed as a part of clinical training. The hour allocation of the subject “Professional Knowledge” is not specified. Information literacy and data management has 18 hours allocated for self-learning and 12 hours for e-learning.

**3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT.**

EPT consists of totally 560 hours of practical work during 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year of studies; of which 240 hours is non-clinical animal work and 320 hours clinical work. Requirements for the training institutions, duration and content of the EPT are provided by DESVetArcS. Also the term on “extramural internship” is used for EPT in the SER.

EPT consists of 5 different modules. During the 2<sup>nd</sup> year of studies students are obliged to take part in pre-clinical EPT (80 hours of breeding practice). The clinical EPT is divided into two sections (160 hours after 4<sup>th</sup> year and 160 hours of clinical practice in a private practice of a clinic with companion or production animals after 5<sup>th</sup> year). Additionally there is obligatory EPT training for FSQ & VPH (80 hours after 4<sup>th</sup> year and 80 hours of veterinary inspection practice after 5<sup>th</sup> year). Students have to successfully complete the 2<sup>nd</sup> and 4<sup>th</sup> year EPT modules in order to continue to the clinical rotations on the 5<sup>th</sup> year.

There are contracts and agreements in place with the EPT facilities. Quality of teaching, surroundings used for practice and student housing is monitored by the Establishment. Students may request additional EPT training places, if needed. Dean’s officer for External Practical training is in charge of coordinating the EPT modules. At the request of a student, the Dean can accept previous relevant work experience also as compensatory EPT.

**3.6.1.3. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) and professional knowledge by each student (independently of the tracking system)**

Students have a log book for 51 listed practical skills. For each skill the student has to have experience with at least two different species. The log book tasks also include keeping medical records, clinical skills and skills related to FSQ and encompasses both companion and production animals.

Students keep a diary on cases they see during their clinical work. Additionally, a daybook of the clinical cases has to be written and kept during their summer practicals and clinical training. The daybooks will later be verified by responsible teachers.

During rotations students are expected to write reports on cases and practice seen on the rotation. Credits will be acquired only after approval of the report in question. Students need to attend minimum one night shift in the small animal clinic and two night shift in the large animal clinic to pass their clinical rotations.

During and after EPT modules learning outcomes are verified by a log/report provided by the student and an oral examination conducted by an academic teacher appointed by the dean after the completion of an EPT training module.

**3.6.2. Comments**

The organisation, monitoring and structure of the EPT and training facilities is commendable. The Establishment provides the students with a large field of different clinical practices to choose from, which are monitored regularly by university personnel.

The SER mentions that the allocation of hours to EPT training compensates for the small amount of core clinical rotations and the small amount of necropsies offered by the

Establishment. However, the EPT is not under the direct supervision of an academic staff and therefore should not be considered compensatory for clinical rotations. Additionally students may choose the EPT according to their preference which rises the opportunity for a student to avoid certain species during the EPT practice if they wish to do so.

The exact hour allocation of the subject “Professional Knowledge” is not listed/specified and the topics are taught during various different courses.

The number of hours of extra-mural practical training in FSQ&VPH is well above the minimum range (I7 180.50, minimum 28.80).

### **3.6.3. Suggestions for improvement**

It is recommended to have a clear structure, hour allocation and learning objectives also for the subject of “Professional Knowledge” *per se*.

### **3.7. Decision**

The Establishment is compliant with Standard 3.

## **4. Facilities and equipment**

### **4.1. Findings**

#### **4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum**

The learning facilities of the Establishment comprise of 4 buildings at the main Campus of the Warsaw University of Life Sciences. Building 22 is holding the Small Animal Clinic (3706 m<sup>2</sup>), the Department of Pathology and Veterinary Diagnostics, and the Laboratory of Veterinary Epidemiology and Economics, whereas nr. 23, shared with the Faculty of Animal Sciences, facilitates the Department of Preclinical Sciences (2,819 m<sup>2</sup>). Building 24 hosts the Dean’s Office, the Department of Morphological Sciences, the Department of Physiological Sciences and the Department of Food Hygiene and Public Health (8,446 m<sup>2</sup>). In addition, an experimental animal ward (308 m<sup>2</sup>) is situated on the WULS campus. The Department of Large Animal Diseases including the Horse Clinic facilities (3,034 m<sup>2</sup>), however, is located in Wolica, approx. 1.5 km from the main campus. The diagnostic field station used for diagnosis and treatment of farm animals is situated near Warsaw at the Agricultural Experimental Establishment Obory, at the premises of Gozdzie (245 m<sup>2</sup>, 13 km away).

#### **4.1.2. Description of the adequacy for the veterinary training of the premises for:**

- ) lecturing, group work and practical work
- ) housing healthy, hospitalised and isolated animals
- ) clinical activities, diagnostic services and necropsy
- ) FSQ & VPH
- ) study and self-learning, catering, locker rooms, accommodation for on call students and leisure

The Campus Establishment has 6 general lecture halls (holding 120-250 students), 16 seminar rooms (30 -100 seats), and 15 premises for practical work (8-32 seats). Also the buildings in Wolica house sufficient facilities for lecturing, group work and practical training. All premises are sufficiently equipped.

For regular hospitalization, places are available for horses (34), dogs (30), cats (20), and exotics and wild birds (37). Cages for birds are situated in the Small animals VTH. Intensive care units *per se* are absent.

Isolation facilities are present for farm animals and horses (2), small animals (22), and

exotics/wild birds (25). Hospitalization in the latter premises is performed according to standardized protocols.

Hospitalization premises are mixed for patients and healthy animals used for practical training. The Small Animal VTH has 19 consulting rooms and 2 surgery units (separate rooms for reproductive surgery and all other surgical procedures and surgical demonstrations, each surgical room including multiple surgical tables and anesthesia units). For inpatient animal treatment a kennel with 4 rooms with individual cages is available. Moreover, specialized rooms are available for cardiology, ophthalmology, oncology, dentistry and obstetrics.

Similar facilities are available for equines (7 consultation rooms and 2 surgery unit), for exotics pets (2,2), for birds, and for bees (one consultation room for each group). An apiary with 12 hives is located in a garden on the Campus.

The Large Animal Clinic houses 2 exam rooms for internal medicine and 2 for surgical cases, 3 rooms for gynaecological and obstetrical examination, and 2 surgery rooms with preparatory rooms and recovery boxes. In addition, there is a clinical laboratory, a radiology unit, and a station for the collection of semen.

The clinic in Wolica has 12 hospitalization boxes for pigs, 15 for small animals, and 6 for cows. The diagnostic laboratories include the Veterinary Diagnostic Laboratory for diagnostic services (for all hospital activities), and 5 additional, specialized laboratories, e.g., for andrology, infectious diseases, molecular diagnostics, immunology, etc.

At the Division of Animal Reproduction, Andrology and Biotechnology of Reproduction there are 3 consultation rooms for animal examination (gynaecology and andrology) which are used for all species.

In various districts, 3 slaughterhouses, and dairy (1), meat (5) and fish (1) processing factories are available for practical classes (appendix 4.1.1.). Such training takes place under the supervision of the Veterinary Inspection.

The Establishment's library (text books, lecture notes and presentations, E-learning courses, etc.) has 55 seats in the reading room, of which 5 have computers with internet access. In addition, the main University library holds 600 seats. In most buildings on the Campus internet can be accessed via the Eduroam network.

For students 2 cafeterias are available (building 23 and 24), which serve snacks, hot meals and drinks. In addition, there are general access cloak rooms (buildings 22, 23 and 24), and the Small Animal VTH has 135 lockers for students. Each clinic has appropriate accommodation for on-call students or on night shift. Finally, the University Sports Centre offers a wide range of sports activities for students and employees.

#### **4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation**

Due to legal requirements, transportation of live animals and corpses is only allowed by specialized companies. A car is available for students transport during extramural activities. For larger groups (16-50 seats), busses are used. An adequately equipped ambulance is available for teachers and students during ambulatory clinics.

#### **4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services**

Class rooms for preclinical practical training are equipped with instruments such as microscopes, whereas clinics have modern equipment needed for diagnosis and treatment, including anaesthesia.

The radiology division connected with the Small Animal VTH has a CAT scan, digital X-ray and ultrasound equipment. The Horse Clinic has separate facilities for X-ray, arthroscopy, video-endoscopy, Doppler examination, ultrasound, MRI and CT.

The consulting room at the Division of Animal Reproduction, Andrology and Biotechnology of Reproduction is fit out with a USG scanner and small diagnostic instruments.

The diagnostic laboratories such as the Veterinary Diagnostic Laboratory for Diagnostic Services, and the Division of Pathomorphology (including 1 large and 2 small necropsy rooms) are excellently equipped according to Appendix 4.1.4.

#### **4.1.5. Description of the adequacy of the biosecurity rules in the Establishment**

Biosafety/biosecurity is controlled strictly at all facilities according to SOPs or external requirements. The overall supervision is performed by a Biosecurity and Biohazard coordinator, checking the compliance with government and University regulations. On the webpage of the Establishment there is a link to 'Biosecurity' where all rules, regulations and instructions in case of hazards, are communicated.

A huge and very wide number of SOPs concerning biosafety procedures on University and Faculty level were demonstrated including detailed explanation of procedures for instructing new staff members about biosafety and biosecurity before getting access to laboratories.

However, the team saw many instances of students changing into white coats in corridors, laboratories and working rooms in-stead of using the designated areas.

Students participating in the practical training during the preclinical phase, are instructed about the rules for safe laboratory work. All classrooms are adequately equipped and under supervision of an occupational safety and health and fire safety officer, checking regularly if the equipment and facility is operating in accordance with regulations. Faculty members with special training are responsible for information to students before the first session begins.

Adequate information in Polish about particular safety procedures and handling of emergencies cases were generally posted correctly. However, relevant information and instruction in English was generally not available on site.

#### **4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment**

Desired construction projects (ranging from small building maintenance to large new constructions)

are brought to the Dean's Office by different routes, such as: legal requirements, requests from technical building management, requirements from internal audit inspections, users' requests.

The applications are collected, evaluated, compared to the strategic plan and processed according to

priority. Larger construction works financed by the University budget are presented to the Faculty Council and must be approved by the Senate of the University. The details of new and ongoing construction works are discussed and decided during construction meetings with the University Engineering and Utilities division. Ongoing and upcoming construction activities are communicated to the Faculty Council. Requests of employees or students for new equipment are handled by the Head of the corresponding department.

The assessment of the occupational safety and health (OSH) conditions is conducted systematically by the OSH Inspectorate and the WULS-SGGW Fire Prevention Inspectorate. The inspectors provide the Dean with Inspection Protocols identifying any inadequacies. The Dean orders the appropriate head of department to take corrective action if needed.

However, the team found several places where basic biosecurity regulation should be more rigorously controlled. Examples are

- access to the necropsy room (guests were allowed in without changing to rubber boots, all students were not sufficiently covered with their white coats)

- access to and exit from the isolation facilities (although they were empty) was not via an arrangement preventing spill over of potentially infectious substances
- cleanliness and standard procedures for access to the surgical theatres in the SA VTH were not sufficiently rigorous (e.g. floor cleanliness, work up and control of surgical patients in the room where also the surgeries were to be performed)

#### **4.2. Comments**

Facilities and equipment generally are sufficient in size in relation to the number of students and of high quality creating an environment conducive of good learning for veterinary students. Students have sufficient access to self-learning, sanitary, sports facilities and food services. Transportation of students to farms, is adequately arranged.

It is commendable that the overall biosafety/biosecurity regarding hazardous substances, microbiologically active organisms, general safety, fire precautions etc. is strictly controlled according to SOPs or external requirements.

However, control of students' adherence to biosafety procedures for student and visitors entrance to various departments including changing to white coats in designated areas not in corridors and inside laboratories should be implemented and controlled more vigorously.

Additionally it should be stressed that students change out of their white coats after practicals. Students were seen walking in the corridors in their white coats e.g. after handling a formalin cadaver in the anatomy practical.

Safety and biosecurity procedures for specific laboratories must be posted in both Polish and English because the FVM accepts a huge proportion of non-Polish speaking students.

#### **4.3 Suggestions for improvement**

It is suggested to implement and control stronger biosafety procedures for student entrance to various departments

Students must change to white coats in designated areas not in corridors and inside laboratories

Safety and biosecurity procedures for specific laboratories must be posted in both Polish and English.

#### **4.4. Decision**

The Establishment is compliant with Standard 4, except for Substandard 4.6 and 4.12:

The Establishment is partially compliant with Substandards 4.6 and 4.12 because of partly insufficient implementation and control of students' access to department facilities and change to white coats, and general absence of information in English on local safety procedures.

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

#### **5.1. Findings**

##### **5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences.**

A global strategy about the strategy about the use of animals and materials of animal origin is not described in SER and is not functional at the moment. There is a national regulation concerning the use of animals and materials of animal origin, including those used for veterinary education.

Actually the coordinators of each module are responsible for the acquisition by each student of

Day One Competences and necessary changes are identified through a survey mechanism among students and confirmed in FDSO report cards. The absence of an agricultural teaching farm is replaced with cooperation with the Agricultural Experimental Farm (RZD) Wilanów-Obory (auxiliary farm of WULSSGGW). Cadavers of small animals are obtained from the VTH and local clinics and large animals are purchased from the free market or donated by the owners. Cadavers for necropsy are obtained from different sources: private persons, institutions, police, public prosecutor office, private clinics, poultry farms, private persons, and others.

**5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:**

**-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;**

In anatomy training a variety of cadavers are used: 124 cattle, 8 small ruminants, 28 companion animals, 122 equine, 626 poultry/rabbits, 36 exotic pets, 2941 pigeons, chicken embryos, and owls. Pigs are not used in anatomical training. In necropsy, 3 cattle were used in 2015/2016 and none in last 2 years, an average of 154 small ruminant, 145 companion animals, 7 equine, 610 poultry/rabbits, 3 exotic pets, 2,941 pigeons, chicken embryos, and owls, and 530 bees were used. For FSQ visits in ruminant (1), pig (29), and poultry (1) slaughterhouses are organised.

**-) the number and diversity of healthy live animals used for pre-clinical training;**

No small ruminants and pigs are used for preclinical training. Other species are used in adequate number: 56 cows, 28 companion animals, 7 equine, 61 poultry/rabbits, 54 exotic pets, 187 pigeons and 9 bee colonies.

**-) the number of visits in herds/flocks/units of food-producing animals;**

Except small ruminant, a number of visits are organised in herd/flock/units of food producing animals. An average of 107 visits are organised to cattle farms, 30 in pigs, 2 in poultry, 10 in rabbits and 3 in apiary units.

**-) the number and diversity of patients examined/treated by each student;**

Each student examines/treats an average of: 1,84 cattle intramural and 22,27 extramurally; 0,32 pigs intramural and 12,72 extramurally; 57,62 companion animals intramural and 1,94 extramurally; 0,53 equine intramural and 1,16 extramurally; 3,84 poultry/rabbit intramural and 6,93 extramural; 1,69 exotic pets; 0,79 pigeons. Small ruminants are seen only exceptionally (1-2/year)

**-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine.**

Mostly equine cases are presented in the Large Animal Clinic. Both electronic and manual record systems are available. The number of equine patients recorded on paper support are: 187 (2015), 145 (2016), 95 (2017), 97 (2018). There are 22 equine patients recorded this year. Among those cases 10% are internal, 80% surgical and 10% reproduction. 85% are first opinion and 15% are referral cases. Most of the cases are hospitalised 90%, all been part of individual medicine. Bovine cases are not registered in the manual system and are not present in the Large Animal Clinic/hospital. Bovine cases are seen in the experimental farm. 20% of bovine cases are internal, 10% surgery and 70% are repro-cases. All are first opinion cases, roughly half of them are acute half non-chronic cases and none of them are hospitalised. Pig patients are mostly for research purposes. Intramural clinical cases are present at the experimental farm. Large

number of patients are seen extramurally: an average of 4,000 cattle, 2,300 pigs, 354 companion animals 214 equine and 1,270 poultry/rabbits are seen during clinical rotations.

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

There are two veterinary teaching hospitals operating at the Establishment: Small Animal Clinic and Large Animal Clinic.

The Small Animal Clinic is open 24/7 and organized in 3 shifts: 08.00-14.00; 14.00-20.00 and 20.00-08.00. Morning shift is fully operational, while afternoon shift operates with two veterinarians for general consultation, emergencies and intensive care, one surgeon and one radiologist. Others are available on call if needed. Night shift involves one veterinarian and one student. At the night shift there is one veterinarian on duty with one student.

The Large animal Clinic is open 24/7. It operates in two shifts: it is fully operational from 8.00-16.00 and 16.00-20.00 with one veterinarian. Night shift operates in on call system from 20.00 to 08.00. Students are involved in clinical activities during classes and clinical internship. Clinical internship program are organized in the field in Agricultural Experimental Farm also. An 8+1 places minibus is used as a mobile clinic for student transportation during clinical rotation in farm animals (bovine, equine, swine).

### **5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species**

Modules are carried out in groups of 15-18 students and clinical training (pregraduate “internship”) in groups of maximum 8 students.

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

There is an electronic patient record system (Klinika XP). Students have access to the system to follow the history and they are taught how to work with it.

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

There is not a specific procedure to ensure the welfare of animals used for educational and research activities described in SER. However, the establishment respects the general regulations described in the Polish National Animal Protection Act.

### **5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of 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**

The number and variety of animals and materials of animal origin is decided by the Heads of departments. Heads of Divisions are responsible for provision of resources

## **5.2. Comments**

The number of cows, equine, pigs and sheep cadavers used for necropsy is suboptimal.

The number of equine cases seen intramurally has decreased significantly in the last three years being almost half in 2018 (97) compared to 2015 (187). So far (May) in 2019 only 22 equine cases have been registered. The Team found that there was not a specific focus on securing a sufficient equine, clinical caseload (both medicine and surgery) for basic training of pregraduate students. The focus was more aimed at supporting The Center for Biomedical Research and Veterinary Research Center.

Small ruminants cases are insignificant intramurally and totally absent extramurally.

### **5.3. Suggestions for improvement**

It is strongly suggested to increase the number and variety seen intramurally of equine, clinical cases intended for basic training of pregraduate students

It is strongly suggested to increase the number of necropsy cases.

It is suggested to establish a global strategy for use of animals and material of animal origin.

### **5.4. Decision**

The Establishment is compliant with Standard 5, except for Substandards 5.1 and 5.2:

- The Establishment is partially compliant with Substandard 5.1 because of insufficient numbers of cadavers in companion animals.
- The Establishment is not compliant with Substandard 5.2 because of insufficient caseload and clinical training in the equine species.

## **6. Learning resources**

### **6.1 Finding**

#### **6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)**

The University library and information network consists of a Main Library (new since 2007) and faculty libraries gathering collections in the faculty fields and specializations. The Veterinary Faculty Library is located in the building where also the dean office is located. The Library users are offered approximately 550,000 volumes of books, journals and special collections in the paper form and around 300,000 electronic items retrievable with a set of advanced search tools. There are six reading rooms with Wi-Fi access, which are publicly available. Some of the library contents are available for loan. A fully automated library catalogue gives complex information on the Library collections. A library account is required for loaning books and using an external login access to the databases. The Faculty Library has a total of 4 FTE in personnel, 194 m<sup>2</sup>, 5 rooms, 56 seats for students and 5 computers. Software for bibliographical search uses the Aleph (Primo) program. The faculty library collection consists of about 12,000 volumes (books, e-books, journals and e-periodicals).

#### **6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum**

The Faculty e-learning platform is based on a University platform which utilizes moodle 3.5 version. The platform is located at e.sggw.pl and might be used in Polish and English. At the Faculty, the courses are assigned to particular semesters. Consequently, a student can easily find a course of interest when logged-in. E-learning classes are conducted by individual teachers or teams responsible for selected course. The whole e-learning process is supervised by an authorized Faculty administrator who also distributes further authorization to the employees. There is a coordinator of e-learning activities and 34 other full time equivalents involved in various e-learning activities. Material and classes are available on the platform. SCORM system is used to monitor learning progress. The system requires active involvement of students, submission of solved tasks, tests. Contact with the teachers is only to discuss the tasks. The tests and final exam are performed on-line. There is a room for on-line lectures at the university.

#### **6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus**

In the library the databases are always accessible, but externally a login is needed for using e-

learning resources. Most students have their own laptops/PC's.

It was clear from discussions with students and some of the teachers that some teachers do not make their teaching material electronically available for students in a timely manner before lectures/practicals etc.

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

When students go to the log-in, all instructions are provided on the website to obtain an account. The library organizes training for incoming first years and also, when requested, for other students and for employees. There is also an instructional movie on the website.

#### **6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources**

The library runs a survey each year to determine the literature needs of each institution, as well as the staff and students. In addition, requests to purchase new monographs can be submitted online. Subject representatives decide on the relevant titles / monographs to be used for their teaching. The Head librarian is responsible for the development and maintenance of literature holdings. He works closely with the Dean's Office and the Faculty Didactics and Teaching Quality Committee.

#### **6.2. Comments**

The university has implemented e-learning as an important didactical tool and has well-developed platforms, software, and trained staff to use this efficiently. The foreign students are not all aware of the possibilities of the e-learning platform.

Not all teachers place syllabi and/or powerpoints of their lectures/laboratory practicals etc. on the platform.

#### **6.3. Suggestions for improvement**

It is suggested to document the learning resources more effectively for all students, especially the foreign students.

It is suggested that all teachers make all their teaching material in both Polish and English including syllabi, PowerPoints and other relevant material for all courses available for all students on the e-learning platform in a timely manner.

#### **6.4. Decision**

The Establishment is compliant with Standard 6.

### **7. Student admission, progression and welfare**

#### **7.1. Finding**

##### **7.1.1. Brief description of the admission procedures for standard and for full-fee students**

###### *a. Polish candidates*

The admission for Polish candidates is centrally regulated by WULS-SGGW administration. The system of the recruitment of new students relies on their classification through by the student's affairs office (SAO) of WULS SGGW. The evaluation is based on the results of the high school grades presented on the school-leaving certificate. Within the evaluation process the grades are converted on WULS-SGGW points according to the scale published in regulations of the recruitment. During the admission process for 2016/2017, there were 938

candidates, 205 out of them were accepted (150 the standard and 55 full fee students). At this time there were 210 available places.

*b. English candidates*

The recruitment for the Veterinary Medicine International Studies is conducted by the International Medicine Studies (IMS) cooperating company. The requirements are:

1. Original of the secondary school leaving certificate – document entitling the candidate to undertake studies in the country of its issue (accompanied by authentication/legalization);
2. Positive result of biology and chemistry exam (40 questions, single choice test), passing level:

minimum 16 points.

3. Medical report revealing no medical contradictions to undertake veterinary studies.

4. Submission of all required documents by defined deadline.

The entrance exams are designed by the FVM-W but conducted by the IMS. Admissions rate: 65 students for app. 100 candidates taking the entrance exam.

**7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements**

Currently, the number of students admitted each year is limited to approx. 260 (varying from 250-275 see table 7.1.1). This number is annually recalculated by the WULS-SGGW administration. Teaching hours in the curriculum, student-teacher ratio in the various courses and number of core funded academic staff influence the number of students to be admitted each year. The number of animal patients and/or didactic animals, structural resources (such as teaching facilities) as well as biosecurity and welfare requirements are not taken into account; these have to be adjusted by the Establishment to the number of accepted students.

**7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition**

Detailed rules and requirements concerning holdings of occupations, detailed forms of the credit of all required examinations with terms given for one month before the commencement of occupations are provided on the Faculty website. The timetable arrangement is elaborated with the involvement of the Student Council. Successful participation in all practical courses (exercises, seminars, electives, demonstrations, rotations etc.) is documented in the eHMS. Students can check their status in the eHMS. Detailed rules of studies were recorded in SR. The examination progress is monitored by Dean's Office and the Vice-Dean for Student Affairs (DSA).

Students not sufficiently progressing are invited by DSA to a counselling led by the chair of the respective examining board. The Vice-Dean for Student Affairs offers consultation meetings three

times weekly. The meetings with students who do not perform adequately are aimed at working on solutions of problems. Each meeting are confirmed DSA meetings book.

**7.1.4. Brief description of the services available for students**

A broad range of services related to registration (SAO), teaching administration (DO), mentoring and tutoring, careers advice, listening and counselling, assistance in case of illness, impairment and disability are available both at the WULS-SGGW and the Faculty. The WULS-SGGW also offers assistance in the form of counselling, short-term loans and subsidies.

**7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the**

**admission procedures, the admission criteria, the number of admitted students and the services to students**

Intended or expected changes in the number of incoming students, changes in the number of students progressing through the study phases, reasons for attrition, etc. are identified through regular meetings with WULS-SGGW management – Rectors Didactic Commission in the context of the quality of teaching (FTQAIS and QT), by surveys and feedback from the management, the chairs or the examination boards of the veterinary profession. They are discussed in the Deans' Office, on Rectors Didactic Commission meetings and with responsible individuals. All decisions taken by the respective bodies are communicated back through the Faculty Council, direct communication with stakeholders and the Faculty website.

Disabled students must present a GP's signed declaration of any special needs to be taken care of.

**7.2. Comments**

The Establishment's website/IMS-Medstudy website contain all necessary information for prospective students. The other activities described (Inaugural Graduate Talk, etc.) are for enrolled students and not for prospective students.

The main prerequisite for eligibility is represented by the marks obtained in the high school for biology and chemistry.

The admission of "English" students follows a different pathway as that of Polish nationals; English-speaking students must demonstrate competency in chemistry and biology through a test, unless relieved of this obligation (for example, with a previous degree in the sciences).

The policy for admissions for disabled students specifies the possibility of a reduction in "waiting period" or grade requirements. There are no places reserved for them.

The establishment has no say in how many students to enroll. Admission numbers are based exclusively on the number of teachers/teaching hours.

Students are allowed three attempts at exams and then are expelled. Students can appeal. The process is transparent but not easily available on the website in English. Students mentioned that specific exam dates for individual students sometimes were revealed with as little notice as 24 hours.

There is a good level of attention for students and their needs; details on the responsibilities of the various offices and services are described in the FTQAIS document and in Chapter 1. However, especially non-Polish students made it clear that there is a need for a professional counselling service taking care of students' welfare including personal guidance, handling of stress, problems with being away from home etc. This service should be raised to a professional level and not conducted solely by class representatives or older student buddies.

**7.3. Suggestions for improvement**

It is suggested that all procedures for admission of students with disabilities be standardized and made transparent, also by including it on the Faculty website and identifying an office that deals with the requests of students with disabilities.

It is suggested that all teachers provide the educational materials (possibly in electronic format) to the students well in advance before the start of the course/lecture/practical etc.

All the procedures for the exams must be clear and transparent, and the exam date and other activities related to exams must be timely scheduled well in advance to allow students to manage and plan their personal exam program.

Some parts of the communication from teachers to students relating to teaching issues is done by students. It is suggested that the communication between teachers and students should be managed by the faculty staff and not by students (e.g. year/class representatives).

Since the faculty offers the possibility of study to numerous foreign students, it is suggested that not only the curriculum of studies be the same, but also all the facilities and material available for Polish students.

It is suggested to establish a professional counselling service including an ombudsman for foreign students.

#### **7.4. Decision**

The Establishment is compliant with Standard 7.

### **8. Student assessment**

#### **8.1. Findings**

##### **8.1.1. Brief description of the student's assessment strategy of the Establishment**

The process of veterinary student's assessment is regulated by the WULS-SGGW management (Rectors Didactic Commission) and FTQAIS. The assessment in the context of the quality of teaching is coordinated and supervised by the SAO and implemented by the Faculty.

There is a well organised "Day One Skills Diary", which is a form of self-evaluation on the part of the students to ascertain the achievement of clinical skills.

##### **8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences**

In accordance with the SER and the FTQAIS, the exams may be written (essay or multiple choice), oral, practical or in a combination of these formats. The supplementary examination regulation (syllabi) defines the form of the examination, the examination components and the time in the course of study. The exams typically take place in session, i.e. during the time when no courses run. Examinations groups for oral and practical tests consist generally of 4 (minimum 2) students. The exams are organised and conducted by the Faculty. The results are reported to the OSA by DO. The first exam retake takes places usually not earlier than three weeks after the first failed examination. In accordance with the SR, either DSA or DFS can permit the second retake (third exam). If the second retake is failed the exam might be taken one year later.

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

For each examination topic, student receive a mark between 5 (very good) and 2 (fail). Each official

exam has to be passed (mark 3 or better). These marks and the grade points' average for each examination section are detailed in syllabi on the Faculty website.

The examination results of an oral, practical or combined examination are logged by the examiner(s), reported to the student immediately after the completion of the examination and justified in a short feedback report. Written examinations are evaluated within three weeks and

the results are communicated to the students in adherence to data protection guidelines. All results are transferred to the eHMS and to the SAO.

#### **8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy**

The figures in SER explain in detail the “who” and “the why”.

#### **8.2. Comments**

There are a number of players in the global student assessment strategy, including the Rectors Didactic Commission, the Deans' coordinator for intra and extramurally practice teaching (DCIEPT), the Students Affairs Office, the Faculty Council, etc. The methods of assessment are illustrated in the main QA document “FTQAIS”, which is available on the Establishment's website. Examination details are given in the syllabi of each individual course description, available on the website.

The process of assessment is transparent and available to the students; teachers supply feedback on oral/practical assessment.

#### **8.3. Suggestions for improvement**

It is suggested to update the Day One Skills Diary.

#### **8.4. Decision**

The Establishment is compliant with Standard 8.

### **9. Academic and support staff**

#### **9.1. Findings**

##### **9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles**

Recruitment of academic staff is a formalized process for which is advertised. Essentially, it is the first aim to employ Faculty members with a veterinary license and a PhD degree. Required qualifications of academic staff are well documented. The FVM-W does organize courses, lectures and seminars (e.g., ICT, biosecurity/biosafety, safety engineering, modern methods of teaching, specialized veterinary subjects, assessing students) to improve the competencies for education and if missing skills or knowledge are identified by Heads of Departments or Clinics. Academic staff is not obligated to attend these activities.

Establishment employees are allowed to have outside jobs once they fulfil the formal rules governing outside work. Training of practitioners involved in EPT is not structurally organized. The procedures and the strategy for recruiting, promoting, and assessing academic and (administrative and teaching) support staff, are formalized and similar to that for scientific staff, and so is the policy regarding updating competencies and skills. Support staff in laboratories and animal housing is regularly instructed in topics on animal handling, biosecurity, first aid and laboratory waste management. There are national qualification criteria or exams for veterinary nurses/technicians, who are trained in private universities or vocational schools. The Central Examination Committee in Poland controls the procedures and requirements for the exam, which is mandatory for obtaining the title of veterinary technician.

**9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught**

Over the last 3 years, permanent academic staffing remained more or less stable around 135 FTE (of which all were part of the teaching staff and 82 percent were veterinarians). Nineteen, part time practitioners (DVM; total 6.9 FTE) contribute to the veterinary program, as well as 19 FTE of teachers from other universities. In addition, 12 FTE is spent on research. Teaching staff is obligated to conduct research pending on their contract. The number of FTE academic staff is adequate for the number of students to be taught.

The permanent and temporary FTE of support staff has gradually increased over the last 3 years (from 39 to 49 FTE). However, the number of FTE support staff involved in veterinary training is too low compared to the number of undergraduate students, due to insufficient FVM-W financial resources. For the next three years no significant changes are expected.

**9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff**

The number of students and of teaching hours determines the number of permanent academic staff positions. Depending on the need, retired or leaving academic staff will be replaced in the same position or elsewhere. All positions are announced.

The Deans Office (Deans Commission), Heads of Departments, and external referees are involved in the proposal for professor positions. The report of the Commission with recommendations need to be approved by the Faculty Council and the University Senate.

For vacant, permanent academic staff positions, profile descriptions made by the Department, are checked by the Deans Office concerning the strategic plan of the Establishment, and approved by the Faculty and University administration. The selection process of candidates is the responsibility of the Department or Clinic. Students are involved in the appointment procedures through their representatives in the Faculty Council.

The procedure with respect to non-permanent academic staff and support staff positions is similar, but the check by the Deans Office on the strategic plan, is not part of it.

The general procedure of appraisal, development, supporting and mentoring of both academic and support staff is carried out on an individual basis by the Heads of Departments or Clinics. The actual and future needs for each individual are defined and a plan of action is agreed.

Assessment of teachers involves research, teaching and organisational activity. Teaching is evaluated by means of students and graduates questionnaires, and teacher visitations by the Teacher Visitation Committee. The assessment of teaching quality by students follows the internal regulations according the Faculty Teaching Quality Assurance and Improvement System (FTQAIS). Teachers are informed about individual results. Decisions about correcting measures are taken by the Deans Office. Results concerning the general teaching are reported to the Faculty Council.

**9.2. Comments**

Procedures for staff selection, recruitment, development, appraisal and promotion (both for academic and support staff) are well defined. The proportion of veterinarians among academic staff is adequate. The number of FTE academic staff involved in veterinary training is in accordance with the number of undergraduate students. The number of FTE support staff involved in veterinary training is low (I3 0.238, minimum 0.57) compared to the number of undergraduate students. And the SER mentions that there is a insufficient financial support for hiring technical staff although the financial report clearly indicates that the FVM-W runs a surplus every year. However, the PhD students, interns and junior veterinary staff assist with

support staff duties (e.g. teaching, research, clinical and practical activities) which compensates for the low number of support staff. And the team heard no complaints about inadequacy of technical staff.

### **9.3. Suggestions for improvement**

None.

### **9.4. Decision**

The Establishment is compliant with Standard 9.

## **10. Research programmes, continuing and postgraduate education**

### **10.1. Findings**

#### **10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education**

All fields of veterinary sciences are covered in research activities of faculty members. The FVM-W offers 75 elective modules and by 2022 30 new electives will be provided.

#### **10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided**

The graduate students are involved in teaching of the undergraduate employed in the role of teaching assistants. The FVM-W is partaking in special programmes within European funding scheme.

#### **10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment**

The FVM-W supports extra-curriculum scientific activities of the students.

The students are encouraged to participate in the extra-curricular activities as the clinical volunteers (either in the Faculty Clinics or in the external clinics of their choice), research circles and in the research projects conducted at the Faculty.

### **10.2. Comments**

The generally high level of research environments and equipment for research activities is commendable. However, active student participation in research projects is based on voluntary activity although of good quality and on a high level.

### **10.3. Suggestions for improvement**

It is suggested to formally increase the possibilities for all students to participate in even short term practice of participation in ongoing research projects

### **10.4. Decision**

The Establishment is compliant with Standard 10.

## **11. Outcome Assessment and Quality Assurance**

### **11.1. Findings**

**11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:**

- ) **has a culture of QA and continued enhancement of quality;**
- ) **operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;**
- ) **collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);**
- ) **informs regularly staff, students and stakeholders and involves them in the QA processes;**
- ) **closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;**
- ) **is compliant with ESG Standards.**

The WULS has been applying the principals of QA since its 2013 Senate resolution. Both the WULS and the Establishment are accredited by the National Evaluation Agency (PKA), a full member of ENQA.

The WULS is responsible for QA at the University level through the s.c. “Internal Teaching Quality Assurance and Improvement System”.

The Establishment’s QA system is through the Faculty Teaching Quality Assurance and Improvement System, illustrated in detail in appendix “FTQAIS”. This document illustrates QA activities and strategies; Appendix 1.1.3. reports Strategic objective metrics for the Establishment.

According to the SER and the “FTQAIS” document, QA analysis is carried out every year;

The main organs/persons involved in the process include:

- Faculty Teaching Quality Officer
- Faculty Didactics and Teaching Quality Committee
- Consultative Committee of the Faculty Teaching Quality Assurance and Improvement System
- Faculty Research and International Cooperation Committee

The Establishment has formulated a global strategy for Outcome assessment and Quality Assurance.

The strategy aims:

- to integrate the cyclical analysis of quantitative and qualitative indicators for achievement of objectives in future plans and developing teaching and research environment;
- to discuss all plans with the relevant commissions;
- to directly and precisely inform all staff, students and other stakeholders;
- to secure that all relevant external conditions, like laws, legal regulation, ESG standards for external evaluations, are considered.

### **11.1.2. Brief description of the specific QA processes for each ESEVT Standards**

General University QA scheme is presented at the University webpage.

#### **Standard 1: Objectives and Organisation**

The Establishment has a clear mission statement, the objectives are explicit.

The responsibilities at various levels within the FMV are divided amongst several bodies that are adequately integrated, with one distinct overall body of strategic decision making, the Faculty Council.

#### **Standard 2: Finances**

Currently, the Faculty is supported with funds that cover 65% of costs necessary for annual salaries.

**Standard 3: Curriculum**

QA in relation to teaching and assessment is in place. The curriculum is revised at regular intervals, and is carefully monitored to ensure all ESEVT-DOC being targeted to form a coherently built programme leading towards a final product: a graduate capable of functioning in a qualitative manner within all fields of the veterinary profession. Students as internal stakeholders are involved in the policy and assessment of the curriculum. Several bodies collect information for the effective management of programmes and activities. The establishment's programmes and activities are communicated through various channels ranging from the press to participation in, or organisation of, events, as well as publication on the Establishment's website, which however is not always easy to navigate.

**Standard 9: Academic and support staff**

The assessment by means of student inquiries and the recommendations on pedagogic courses, are proof of QA in recruitment and development of staff.

**Standard 10: Research programmes, continuing and postgraduate education**

Well described in FTQAIS document.

**Standard 11: Outcome Assessment and Quality Assurance**

External QA is accounted for by national (PKA) and international (EAEVE) agencies for assessment and accreditation of higher education.

**11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment**

The individuals responsible for laying down the teaching QA procedures are: Dean, Vice-Deans and

Teaching Quality Officer in accordance with their respective scopes of responsibilities. The individuals cooperating in this respect are members of FDTQC, as well as the Heads of organisational units of the Faculty within their competences described in the FTQAIS. The input into the process is provided by EAEVE and ENQA recommendations, consultation with external stakeholders, comments submitted by the teaching staff, students, graduates and Career Monitoring Centre of WULS-SGGW. All processes and results are communicated to the respective entities through the meeting minutes in either the printed or electronic document.

**11.2. Comments**

It is commendable that the Faculty has put in place an excellent Quality Assurance System, which makes use of numerous and qualified actors.

The establishment's QA policy is available on the website.

At the end of each academic year, teachers of individual modules are asked to verify their learning Outcomes; these are cross-checked by the FDTQC that verifies student performance via grades given on final examinations; students are asked to evaluate teachers through anonymous questionnaires; in case of critical issues, the faculty carries out s.c. "teacher visitations" in order to ascertain the substantive scope and working methods of the person delivering this module"), the results of which are given to the Dean.

Templates for teachers' outcome evaluation and teacher visitations are found in the appendix "FTQAIS"; stakeholders make up a large part of the Consultative Committee of the Faculty Teaching Quality Assurance and Improvement System and appear to be involved in the process. Moreover, students and teachers are involved in the outcome assessment and QA of the Establishment.

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The Faculty Research and International Cooperation Committee is tasked with assessing the quality of research carried out at the Establishment.

There is ample opportunity for all stakeholders involved (internal and external) to gain information on the programmes offered.

Students can report any issue directly to the quality manager in the Faculty or directly to the University.

### **11.3. Suggestions for improvement**

None.

### **11.4. Decision**

The Establishment is compliant with Standard 11.

## 12. ESEVT Indicators

Name of the Establishment: Faculty of Veterinary Medicine, WULS-SGGW, Warsaw, Poland					
Date of the form filling:		19/02/2019			
Calculated Indicators from raw data					
		Establishment values	Median values <sup>1</sup>	Minimal values <sup>2</sup>	Balance <sup>3</sup>
<b>I1</b>	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.146	0.16	0.13	0.020
<b>I2</b>	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.667	0.87	0.59	0.077
<b>I3</b>	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.238	0.94	0.57	-0.329
<b>I4</b>	n° of hours of practical (non-clinical) training	776.500	905.67	595.00	181.500
<b>I5</b>	n° of hours of clinical training	913.500	932.92	670.00	243.500
<b>I6</b>	n° of hours of FSQ & VPH training	445.000	287.00	174.40	270.600
<b>I7</b>	n° of hours of extra-mural practical training in FSQ & VPH	180.500	68.00	28.80	151.700
<b>I8</b>	n° of companion animal patients seen intra-murally / n° of students graduating annually	57.621	70.48	42.01	15.612
<b>I9</b>	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.128	2.69	0.46	0.664
<b>I10</b>	n° of equine patients seen intra-murally / n° of students graduating annually	0.534	5.05	1.30	-0.764
<b>I11</b>	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	5.545	3.35	1.55	4.000
<b>I12</b>	n° of companion animal patients seen extra-murally / n° of students graduating annually	1.936	6.80	0.22	1.713
<b>I13</b>	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	35.007	15.95	6.29	28.713
<b>I14</b>	n° of equine patients seen extra-murally / n° of students graduating annually	1.169	2.11	0.60	0.574
<b>I15</b>	n° of visits to ruminant and pig herds / n° of students graduating annually	0.750	1.33	0.55	0.203
<b>I16</b>	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.066	0.12	0.04	0.021
<b>I17</b>	n° of companion animal necropsies / n° of students graduating annually	0.792	2.07	1.40	-0.608
<b>I18</b>	n° of ruminant and pig necropsies / n° of students graduating annually	1.233	2.32	0.97	0.263
<b>I19</b>	n° of equine necropsies / n° of students graduating annually	0.040	0.30	0.09	-0.053
<b>I20</b>	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	19.419	2.05	0.69	18.726
<b>I21*</b>	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.242	0.20	0.06	0.179
<b>I22*</b>	n° of PhD graduating annually / n° of students graduating annually	0.055	0.15	0.09	-0.033
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				

**13. ESEVT Rubrics** (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

<b>Standard 1: Objectives and Organisation</b>	<b>C</b>	<b>PC</b>	<b>NC</b>
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, 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.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment 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.	X		
1.4. 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.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	X		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
<b>Standard 2: Finances</b>			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. 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. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
<b>Standard 3: Curriculum</b>			
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.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.	X		
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
<b>Standard 4: Facilities and equipment</b>			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

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4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. 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.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.		X	
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: - ) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students - ) be of a high standard, well maintained and fit for purpose - ) promote best husbandry, welfare and management practices - ) ensure relevant biosecurity and bio-containment - ) be designed to enhance learning.	X		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can 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 and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.		X	
4.13. 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 in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
<b>Standard 5: Animal resources and teaching material of animal origin</b>			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.		X	
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.			X
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. 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 Establishment.	X		
<b>Standard 6: Learning resources</b>			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, 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 innovations in learning resources.	X		
6.4. 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 via Virtual Private Network (VPN).	X		
<b>Standard 7: Student admission, progression and welfare</b>			

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7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
<b>Standard 8: Student assessment</b>			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. 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 students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
<b>Standard 9: Academic and support staff</b>			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. 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 FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		

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9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
<b>Standard 10: Research programmes, continuing and postgraduate education</b>			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
<b>Standard 11: Outcome Assessment and Quality Assurance</b>			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

## **Executive Summary**

### **Brief history of the Establishment and its previous EAEVE Visitations**

The Faculty of Veterinary Medicine at the Warsaw University of Life Sciences-SGGW (WULS-SGGW) derives directly from the Agronomic Institute situated in Burakow near Warsaw, a veterinary school founded on 17 July 1824. The School of Veterinary Surgeons, founded in 1840, was an independent academy that extended its programme from two to four years. In 1889 the school's status advanced to college. In 1901 the school was relocated to a modern building complex in Grochow that was designed exclusively for the purposes of the college. During World War I the school's educational activity was paused. It was later reactivated by founding the Veterinary Medicine Division by the Medicine Faculty at Warsaw University.

In 1927 the Council of the Medicinal Department established an independent Faculty of Veterinary

Medicine at Warsaw University. After World War II the educational activity was re-established in the 1946-47 academic year.

In 1952 the Faculty was moved from Warsaw University to WULS-SGGW. During the following years, several reorganisations of the Faculty have been conducted, including the last one in 1999 as recommended by EAEVE.

In 2007 the Faculty introduced studies for international students in English. Eventually in 2008, the National Accreditation Committee has issued a positive assessment of teaching and research activities.

Previous EAEVE evaluation visitations took place in 1999 and 2010.

The current ESEVT Visitation was performed in agreement with the Uppsala SOP (2016).

### **Brief comment on the SER**

The SER was well written with relevant references and relevant parts placed in detailed appendices. The team had a number of pre site visit questions which were answered in great detail and thereby adding to a thorough understanding of the Warsaw Establishment and its curriculum, the strengths and the weaknesses of the Establishment and many other important details.

Illustrations and tables were sufficient and relevant to understand the Warsaw concept of teaching veterinary medicine integrated with research in a larger university setting. Much material was also brought to the Team's knowledge during the Visitation.

A couple of recalculated tables has been added to the Team's report.

### **Brief comment on the Visitation**

The Visitation was performed in a very friendly and informative atmosphere and the team met open doors in all areas visited with a strong emphasis on demonstrating exactly what the team wished to see.

Separate meetings on Wednesday and the interviews on Thursday revealed administrators, academic and technical staff and students very eager to supply the team with additional information and also more critical remarks relevant for the different groups.

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

- The FVM is in a strong and stable financial position. And that the surplus each year is retained within the Faculty budget which makes long term planning much easier.
- The practical training in the slaughterhouses is provided in close cooperation between teachers and the official veterinarians to let the students get basic knowledge in official inspection of meat.
- The organisation, monitoring and structure of the EPT and training facilities.
- The overall biosafety/biosecurity regarding hazardous substances, microbiologically active organisms, general safety, fire precautions etc. is strictly controlled according to SOPs or external requirements.
- The generally high level of research environments and equipment for research activities.
- The Faculty has put in place an excellent Quality Assurance System, which makes use of numerous and qualified actors.

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

- Partial compliance with Substandards 4.6 and 4.12 because of partly insufficient implementation and control of students' access to department facilities and change to white coats, and general absence of information in English on local safety procedures.
- Partial compliance with Substandard 5.1 because of insufficient number of cadavers in companion animals.

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

- Non-compliance with Substandard 5.2 because of insufficient caseload and clinical training in the equine species.

## **Glossary**

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FVM: Faculty of Veterinary Medicine of the Helsinki University

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

HU: Helsinki University

IT: Information Technology

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

## **Standardised terminology**

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ...;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

## **Decision of ECOVE**

The Committee concluded that the following Major Deficiency had been identified:

- Non-compliance with Substandard 5.2 because of insufficient caseload and clinical training in the equine species.

The Faculty of Veterinary Medicine, Warsaw University of Life Sciences (SGGW) is therefore classified as holding the status of: **CONDITIONAL ACCREDITATION**.