FINAL REPORT AS ISSUED BY ECOVE ON 11 JUNE 2025

FULL VISITATION REPORT

To the University of Veterinary Medicine and Pharmacy in Košice, Slovak Republic

On 7 – 11 April 2025

By the Full Visitation Team

Juan Alberto CORBERA (Chairperson), Las Palmas de Gran Canaria, Spain: Visitor in Clinical Sciences in Companion Animals

Kozet AVANUS, Istanbul, Türkiye: Visitor in Basic Sciences

Charles McLean PRESS, Aas, Norway: Visitor in Basic Sciences

Monica CUTRIGNELLI, Naples, Italy: Visitor in Clinical Sciences in Food-Producing Animals

Rodrigo NOVA, Glasgow, United Kingdom: Visitor in Veterinary Public Health (including Food Safety and Quality)

Werner SWANNET, Ghent, Belgium: Visitor in Quality Assurance

Pierre BUISSON, St. Galmier, France: Practitioner

Maria Carlotta ROLLA, Milan, Italy: Student

Marina SPINU, Cluj-Napoca, Romania: ESEVT Coordinator

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Introduction

The veterinary education in Košice started with the establishment of the Veterinary College in 1949. In 1975, the Food Hygiene study programme and in 1991 the training in English for the general veterinary medicine programme were added to the College training programmes. In 1992 and in 2010, the name of the establishment changed to University of Veterinary Medicine and University of Veterinary Medicine and Pharmacy (UVMP), respectively, being the only veterinary education establishment in the Slovak Republic.
EAEVE visited the VEE in October 2005. The VEE was approved by ECOVE in April 2011, after the re-visitation in March of the same year.
The UVMP provides a research and society needs-based education in general veterinary medicine, food hygiene, and pharmacy at all levels in Slovak and general veterinary medicine in English. The general veterinary medicine curricula are identical for both languages, except for some courses taught to students studying in Slovak, based on national legislation.
Since the last visitation, the new University Veterinary Hospital (UVH), the Clinical Skills Centre (CSC), a new Laboratory of Professional Communication, a new laboratory for milk hygiene and technology and a new BSL-3 laboratory were established. Numerous new internal regulations (IR) were adopted, including those on QA, Accreditation Committee, General criteria for obtaining and filling in the professor/associate professor positions, Minimal criteria for employment as teacher or researcher at UVMP, Professional development and others, described in the SER.
The UVMP improved its structure, diminishing the number of departments and their individual affiliated research institutes.

The 2023 SOP is valid for the 2025 Košice FV.

Area 1. Objectives, Organisation and Quality Assurance Policy

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

1.1.1. Findings

The UVMP, a public university in the European Higher Education Area, aims to contribute to the development of knowledge, wisdom, science, and culture based on society's needs. As part of the European Common Research Area, it fulfils its mission under the Slovak Act on Higher Education (131/2002) by providing higher education based on societal needs, performing creative scientific exploration, and preparing graduates for the regulated profession of veterinary surgeon in accordance with the EU Directives.
As the only institution of its kind for veterinary higher education in the Slovak Republic, the UVMP provides undergraduate and postgraduate education based on creative scientific research in veterinary sciences. The school's key goal is to operate as a quality veterinary school, develop new trends in higher education and research activities. It connects students and staff and cooperates with experts and the public, promotes academic freedom and develops itself based on the PDCA cycle, including feedback from internal and external stakeholders. The UVMP is committed to animal health, treating diseases, ensuring health-related food safety, and developing a humane attitude towards animals. Graduates from General Veterinary Medicine (GVM-SP and GVM-EP) or Food Hygiene (FH-SP) study programmes can practice as veterinary surgeons (VSs) with high-level competences in all recognised disciplines, with the necessary attention to life-long learning, which is clearly emphasised by the VEE. Within its mission, the VEE takes into account all the ESEVT Standards.
The UVMP provides modern veterinary medicine education, incorporating the latest science and research outcomes in the teaching process and, in accordance with ESG, the Act on Quality, SAAHE Standards, and Quality Assurance IR, it conducts annual evaluations of its study programmes. These evaluations are based on feedback from internal and external stakeholders, including students, members of the SPC, and employers like the Chamber of Veterinary Surgeons of the SR (CVS), State Veterinary and Food Administration of the SR (SVFA), State Veterinary and Food Institute (SVFI), and the Slovak Academy of Sciences (SAS).

A. GVM-SP

Students completing the General Veterinary Medicine (GVM) study programme are qualified VSs, meeting EU criteria for veterinary education. They are competent in all disciplines and meet EU directives. Graduates can work as practical VSs in private clinics or at the State Veterinary and Food Administration.
The study lasts six years and ends with a state exam (including a Diploma Thesis defence) after which graduates are awarded with the DVM degree, which allows them to practice the profession of a Veterinary Surgeon.

B. GVM-EP

The same as the above

C. FH-SP
The study programme on Food Hygiene (FH-SP) focuses on food safety, hygiene, and veterinary public health, on both theoretical and practical levels, starting in the 3rd year. Therefore, there is a difference in subject composition (Also see Area 3- Curriculum) between GVM-SP and GVM-EP and FH-SP and also the composition of the state exam. The programme was established at the request of the state veterinary administration in Slovakia, based on tradition (50 years of the programme in 2025) and relation to the organisation of the veterinary service in Slovakia, covering animal health and food hygiene and safety, based on the principle of farm to fork control. The subject composition of the FH-SP study programme is designed to enable graduates to meet the minimum requirements for an official veterinarian, allowing them to carry out activities in the field of official control as required by competent authorities in the Slovak Republic.

1.1.2. Analysis of the findings/Comments
On the quality portal of the UVMP, there are 65 study programmes listed, as the list includes study programmes from before and after the amendment of the Higher Education Act. Before the amendment, the study programmes in the part-time form were provided for 1 year longer than in full-time form. Due to these reasons, there are two forms of part-time study (3 and 4 years in the 1st degree study programmes and 2 and 3 years in the 2nd degree study programmes). According to the amendment act, currently the UVMP provides 57 study programmes.

A. GVM-SP
Only Study programmes 21 to 23 (leading to the degree of veterinarian) on the quality portal of the UVMP are part of the professional peer evaluation visit by the EAEVE according to the ESEVT SOP 2023.
The students apply separately for the three study programmes. The students choose a programme based on information about the graduate profile and employability available to them before the admissions process. Based on the graduate profile, students are oriented towards preparation for work in the field of official veterinarian.
Lifelong learning is compulsory for all graduates, whether working in the state or private systems. The Institute of Postgraduate Education of Veterinary Surgeons (IPEVS), the educational establishments SVFA, provides attestation training for the Level 1 and Level 2 examinations in the fields of: 1) animal health, welfare, feed hygiene, ecology and veterinary pharmacy; 2) Hygiene of products of animal origin and food safety and 3) Laboratory diagnostics. In the state system, the regular training and retraining of staff is regulated by law (Act No. 39/2007 on veterinary care, State veterinary and food administration of the SR) and organised by SVFA at IPEVS. For private veterinary surgeons, in accordance with the Act No. 442/2004 on private veterinary surgeons and the Chamber of Veterinary Surgeons of the Slovak Republic, all members of the CVS must participate in lifelong learning.

B. GVM-EP
No differences to GVM-SP. Lifelong learning for the GVM-EP graduates is performed according to the provisions of their country of practicing the profession.

C. FH-SP
In accordance with specific minimum requirements for the official veterinarian laid down in Annex II Chapter 1 of Commission Delegated Regulation (EU) 2019/624, the subject composition (theoretical and practical) of the FH-SP study programme is designed to enable graduates to

meet these requirements without the need for further subsequent study after graduation. The graduate can carry out activities in the field of official control, as required by competent authorities in the Slovak Republic, immediately. Regarding professional skills in the field of official control, the competent authorities prefer graduates of FH-SP.
According to the Food Act No. 152/1995 Coll., the competence of veterinarians in the official control of food safety is from farm to fork, and the Public Health Office has specific responsibility in the food chain for food only at the public catering level.

1.1.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.1.

B. GVM-EP
The programme is compliant with Standard 1.1.

C. FH-SP
The programme is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.
1.2.1. Findings
A. GVM-SP
UVMP, established in Košice, was initially a Veterinary College. It later changed its name to the University of Veterinary Medicine in Košice, and later to the University of Veterinary Medicine and Pharmacy, as regulated by the Slovak National Council. The official authority overseeing the VEE is the Ministry of Education, Research, Development and Youth of the SR (MoE).
UVMP management is a permanent advisory body to the Rector, responsible for managing the University and representing it externally. The Rector reports to the Academic Senate and is appointed and removed from office upon the Academic Senate's proposal by the President of the SR. Vice-rectors are appointed and withdrawn by the Rector, with their fields defined in the Organisational Rules of the UVMP. The Bursar manages the economic, operational, and

administrative operations of the UVMP. Departments and clinics are managed by their heads, who report directly to the Rector. Senior staff, including the Bursar, heads of the Rectorate sections, departments, and clinics, are appointed by the Rector based on selection procedures set out in the Act on Higher Education and the IR Principles of Selection Procedure.
The organisational chart of the UVMP can be found in Figure 1.2.2 on page 5 of the SER.
The UVMP comprises 13 departments and 5 clinics, including the University Veterinary Hospital (UVH). It also operates the non-profit organisation University Farm in Zemplínska Teplica, the Agropodnik Slamoz, Ltd., and the Non-Investment Fund of the UVMP. The councils, responsible for planning, budgeting, and meetings, are advisory bodies to the heads of departments/clinics. Each department/clinic has established its Organisational Rules, approved by the Rector.
The academic bodies, councils and committees are the Academic Senate, the Scientific Board, the Board of Trustees, the Accreditation Committee and the Rector's Collegium, supplemented by approximately 30 committees.
The formal cooperation with other VEEs and worldwide veterinary associations is clearly elaborated. The UVMP fosters international cooperation with educational and scientific institutions in veterinary medicine, including the Magna Charta Universitatum and is a member of European associations like the European Association of Establishments for Veterinary Education and the Federation of Veterinarians of Europe and other associations or networks. It also participates in the Race to Zero for Universities & Colleges initiative through its Green University work group, which coordinates the ecology-related activities of the UVMP.
All the persons responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs are holders of a veterinary degree.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.2.2. Analysis of the findings/Comments
A. GVM-SP
UVMP seems to have a strong, dynamic and well-managed organisational structure, which allows the implementation of the strategic plan in compliance with the ESEVT Standards. To support this further and also improve the quality of the education provided, UVMP amended its study plans and, since 2020, it reduced the number of organisational units, as recommended in the previous ESEVT Final Report. The commitment of the VEE to improve its teaching methods for all study programmes is commendable.
By reporting directly to the Minister, as a one-faculty university, UVMP has a degree of autonomy that is not present in multi-faculty institutions. The collaboration with various international institutions and involvement in international initiatives is to be commended.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.2.3. Suggestions for improvement

A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.2.

B. GVM-EP
The programme is compliant with Standard 1.2.

C. FH-SP
The programme is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.
1.3.1. Findings
A. GVM-SP
An ambitious Long-Term-Strategic-Plan (LSP) for the period '24-'29 has been elaborated and includes a SWOT analysis.
For UVMP, quality is a key focus of the LPS, which is updated annually based on the previous year's implementations and new needs. The LPS is based on various sources, including the Act on Higher Education, the Bologna Educational Process, and the Ministry of Education's LSP.
The UVMP Management prepared the LPS, which was submitted to the Ministry of Education (MoE), where it was assessed as a high-quality strategic document. The LPS was commended by the Scientific Board and approved by the Academic Senate and Board of Trustees. The LPS includes measurable indicators to control the achievement of the objectives. The LPS ensures high-quality veterinary education and research.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.3.2. Analysis of the findings/Comments
A. GVM-SP
The LSP and SWOT-analysis are very elaborate and ambitious, with clear, measurable indicators.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

1.3.3 Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.3.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.3.

B. GVM-EP
The programme is compliant with Standard 1.3.

C. FH-SP
The programme is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.
1.4.1. Findings
A. GVM-SP
The UVMP follows the Quality Assurance IR, which complies with the Act on Quality and with the SAAHE Standards that incorporate the ESG Standards.
The SAAHE Decision on Compliance of the Internal System for Education Quality Assurance at the UVMP with the SAAHE Standards authorises the UVMP to create, implement and modify its study programmes.
Improving the quality of higher education is ensured at the UVMP within the PDCA cycle (see Appendix 4, p.18).
The quality of study programmes is evaluated annually by the respective study programme committees, containing changes made in the previous year, fulfilment of criteria by PRSP and persons responsible for profile courses, feedback from stakeholders, and final evaluations.
The Annual Report on UVMP Quality includes measurable indicators defined in SAAHE Standards, evaluating indicators on educational process input, higher education, output, quality evaluation of research activities, clinical activities, and employees' opinions.
The UVMP is committed to quality assurance in higher education, utilising questionnaire

feedback from students, employees, and external stakeholders. This information is then used in meetings at individual workplaces to propose improvements in various activities, including education, research and clinical activities. SWOT analyses are prepared to identify strengths, weaknesses and opportunities to improve the quality of activities. Employees, students and stakeholders are informed via internal channels.
Regular updates on the quality assurance system are provided to the public through the Quality Portal.
In Strategic Objective 5, a clear policy for academic integrity is elaborated.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.4.2. Analysis of the findings/Comments
A. GVM-SP
For the educational process, eight questionnaires are used to ensure quality. For example, there are questionnaires about the education evaluation, preclinical practice evaluation questionnaire, Professional practice evaluation questionnaire at the state veterinary and food institute, Professional practice evaluation questionnaire at a private veterinary doctor, Questionnaire for the evaluation of professional practice at the regional veterinary and food administration, Clinical practice evaluation questionnaire, Questionnaire for the assessment of professional practice in the food business and slaughterhouse and finally the Employer satisfaction questionnaire.
Processing and discussion of the questionnaires are the responsibility of the Vice-Rector for University Development and Quality Assurance. The results of the various questionnaires are collected by the Study Office, and the results are analysed by the management, the Committee for Education and CSPs. The results are part of the annual reports, which can be consulted via the Quality Portal.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.4.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.4.4. Decision

A. GVM-SP
The programme is compliant with Standard 1.4.

B. GVM-EP
The programme is compliant with Standard 1.4.

C. FH-SP
The programme is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.
The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

A. GVM-SP
Information, such as the LPS, the Annual reports on Activities & Quality, the Annual Evaluation of the Study Programme Quality and the statutes of the UVMP are publicly available on the UVMP website in the Quality Portal (https://vsk.uvlf.sk/en/), as are the SER and EAEVE visitation report of the last visitation. Stakeholders are informed through articles in the UVMP Newsletter, annual reports, and surveys. Strategic documents are discussed and approved with teachers, researchers, students, external stakeholders, and employers who are members of UVMP bodies. The Career Fair, organised in cooperation with IVSA, informs students on job vacancies and attracts employers.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.5.2. Analysis of the findings/Comments

A. GVM-SP
Contacts with external stakeholders are maintained in the form of contracts, memoranda of cooperation (Chamber of Veterinary Surgeons of the SR, State Veterinary and Food Administration of the SR, Slovak Academy of Sciences, breeders' associations). Representatives of stakeholders are members of committees (scientific board, accreditation committee, committees for creation, modification and approval of study programmes, committees for state examinations), in the framework of which they influence the quality of education and present the requirements of social and professional practice.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.5.3. Suggestions for improvement

A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.5.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.5.

B. GVM-EP
The programme is compliant with Standard 1.5.

C. FH-SP
The programme is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.
1.6.1. Findings
A. GVM-SP
The LSP, the most important strategic document, is prepared annually to improve the quality of university activities. It is approved by the MoE, SB, AS, and BoT, and is partially evaluated in the Annual Report on UVMP Activities and partially in the Annual Report on UVMP Quality. The Annual Report also includes proposals to improve quality, based on feedback from individual workplaces and previous AY reports. The approval process involves students, academic community members and UVMP bodies' representatives. The annual reports are available in the Quality Portal on the UVMP's website.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.6.2. Analysis of the findings/Comments
The VEE must be commended for its implementation of a comprehensive QA-system and the development of a culture of quality, including the closure of the PDCA cycle. Similarly, the involvement of students and stakeholders in the decision-making process within the VEE

is highly commendable. The LSP is prepared yearly, and it can easily include the results from the feedback of students, staff and stakeholders (see above).

1.6.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.6.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.6.

B. GVM-EP
The programme is compliant with Standard 1.6.

C. FH-SP
The programme is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.
1.7.1. Findings
A. GVM-SP
The UVMP is visited by the EAEVE at regulatory interim periods. The reports of the last visitation are publicly available on the quality portal of the UVMP website. The progress is linked to a very advanced QA plan.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

1.7.2. Analysis of the findings/Comments
UVMP underwent the EAEVE visitation in 2015 (Stages 1 and 2) and was re-visited for both stages in 2016, being approved and accredited. Based on the recommendations provided in the ESEVT Final Report, to improve further the quality of education, the VEE amended its study programmes and changed its organisational structure by decreasing the number of organisational units (departments and internal institutes).

1.7.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

1.7.4. Decision
A. GVM-SP
The programme is compliant with Standard 1.7.

B. GVM-EP
The programme is compliant with Standard 1.7.

C. FH-SP
The programme is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings
A. GVM-SP
The UVMP is a public university subsidised by the MoE based on a methodology prepared by the MoE, relying on the Act on Higher Education and including the input of relevant decisional bodies at the universities' level (Council of Universities, Student Council of Universities, and Slovak Rectors Conference).
Thus, the main resources for the VEE's income are: income from state budget subsidies (including subsidy for the implementation of accredited study programmes, subsidy for the research, development or artistic activities, subsidy for the university development, subsidy for the social support of students, subsidies from the state budget chapters, except the MoE chapter), income regarded as subsidies (e.g. EU Funds, Socrates, Erasmus, etc.), revenues from tuition fees (exceeding the standard length of study, tuition fees pursuant to Section 92(4) of Act on Higher Education, tuition fees from students studying part-time), revenues from fees related to studies, profit from the sale of goods and services, other revenues (lease of assets, donations), administrative expenses, production expenses, mandatory profits.
The management of the funds is supervised by the bursar, who reports to the Rector directly. The management process is governed by the Agreement on Subsidies, within the framework of the budget approved by the AS and BoT under the provision of national legislation.
The VEE presents its finances separately between the GVM and FH (see below); the following numbers (in Euros) are the last three years' average. The VEE annual public subsidies, received from the MoE, are linked to the number of students, modulated by various national criteria (i.e., GVM-SP 9.25 M) and the projects of research and development, linked to the LSP (GVM 1.7M). Clinical Services and horse care provide revenues of 1.1 M. The total annual revenues for GVM-SP were 16.25 M.

For GVM, the balance for three years was positive, with revenues reaching (in Euros) 48,764,619, the expenditures summing up to 45,024,125 and a balance equal to 3,740,494.
Expenses are also presented in an analytic mode, divided between the two curricula.

- Personnel costs, including all salaries and expenses linked to them: 9.9 M
- Operating Costs linked to all materials and utilities used for teaching: 2.4 M
- Practical teaching expressed as transportation costs: 0.285 M
- Repairs and maintenance: 0.372 M
- Other costs are also named general expenses: 2.5 M.

B. GVM-EP
The VEE receives tuition and study fees mainly from foreign students of the GVM-EP (GVM-EP 3.4 M). In the SER, the income and the expenditures were jointly included under the same categories along with GVM-SP.

C. FH-SP
The tuition fee from students in FH-SP is 0.04 M. The subsidies from the state are linked with the number of students, and for FH-SP, the amount reaches1.4 M
Clinical Services and horse care provide revenues of 0.11 M. Other revenues are 0.06 M euros, while research projects contribute 0.2 M
Expenses on behalf of FH-SP were the following:

- Personnel costs including all salaries and expenses linked to them 1.07 M
- Operating Costs linked to all materials and utilities used for teaching 0.28 M
- Practical teaching expresses as transportation costs 0.033 M
- Repairs and maintenance 0.041 M
- Other costs are also named general expenses 0.295 M.

The budget balance was positive for the three academic years, with total revenues of 5,543,422 and expenditures of 5,182,581 and a balance of 360,841.

2.1.2. Analysis of the findings/Comments
A. GVM-SP
Foreign students' fees reach 3 M, so they are essential to the economic balance of the VEE. The VEE is aware of this and strives to maintain and increase the number of foreign students.
The funds resulting from the positive balance are kept by the VEE and can be used under the national laws' provisions.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

2.1.3 Suggestions
None

2.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 2.1.

B. GVM-EP
The programme is compliant with Standard 2.1.

C. FH-SP
The programme is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.
The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

A. GVM-SP
The use of the funds received (subsidies) and earned by UVMP is under the total control of the VEE, without the interference of the MoE. The only binding rules are the national legislation and the rules for use of special-purpose funds.
The heads of the clinics are responsible for the financial management of the clinical and field services, and the clinics themselves decide about the use of their funds. The records of the clinics' revenues from the clinical and field services are kept in separate analytical accounts of the clinics. The head of the clinic decides the use of the funds remaining after subtracting the expenses (administrative, production expenses, and the mandatory profit from the services). The head of the clinic directs these funds for their most appropriate use.
Clinical and field services for the three curricula provide 1.2 M euros of income from the users of their services. The head of the clinics decides what investments the clinic needs to implement to follow its development within the framework of the LSP.

B. GVM-EP
The same as the above. The figures are calculated according to students' ratio in each curriculum.

C. FH-SP
The same as the above. The figures are calculated according to students' ratio in each curriculum.

2.2.2. Analysis of the findings/Comments

A. GVM-SP
The clinics are financially autonomous, thus they can adopt the best financial measures needed to improve the educational process. The head of the clinic can use the funds for the improvement of the education.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

2.2.3. Suggestions for improvement

A. GVM-SP

None

B. GVM-EP
None

C. FH-SP
None

2.2.4. Decision
A. GVM-SP is compliant with Standard 2.2.

B. GVM-EP is compliant with Standard 2.2.

C. FH-SP is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.
2.3.1. Findings
A. GVM-SP
The UVMP has a centralised financial management system, relying on the VEE's mission, the national legislation and internal regulations. Decisions about larger investments, construction works and maintenance, co-financing of structural funds EU projects and the Plan of Recovery and Resilience of the Slovak Republic are therefore managed centrally. Other projects are also co-financed by UVMP, where the granting agency required co-financing.
The annual budget is prepared by the Bursar. The budget must be approved by the BoT and AS. The Bursar is in charge of managing the approved budget in accordance with the national rules. An external independent auditor checks the management every year, and then the recommendations and results of these controls are taken into account in the preparation of the next year's budget.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

2.3.2. Analysis of the findings/Comments
A. GVM-SP
The PDCA loop is closed. The use of an external independent auditor is commended.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

2.3.3. Suggestions for improvement
A. GVM-SP

None.

B. GVM-EP
None.

C. FH-SP
None.

2.3.4. Decision
A. GVM-SP
The VEE is compliant with Standard 2.3.

B. GVM-EP
The VEE is compliant with Standard 2.3.

C. FH-SP
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.
This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.
If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.
Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.
3.1.1. General findings
The VEE provides three study programmes in veterinary education: General Veterinary Medicine in Slovak language (GVM-SP); General Veterinary Medicine in English language (GVM-EP); and Food Hygiene in Slovak language (FH-SP). These study programmes last 6 years, and each

corresponds to 360 ECTS. The graduates from these study programmes are awarded the Doctor of Veterinary Medicine (DVM) and are authorised to practice the profession of veterinary surgeon in SR and EU after successful completion of State examinations. The VEE study programme curricula are harmonised with the EU Directives and with the requirements related to national and international accreditation.
The student selects which study programme they will follow when they gain admission to the VEE. To be admitted to the VEE, the student must pass an entrance examination and gain the required number of points in two specified subjects (Biology and Chemistry).
Students decide whether they will pursue a career in private veterinary practice (GVM; primarily in clinical practice with animals of interest) or in state veterinary administration (FH; veterinary administration authorities, primarily in the authorities that control safety of food of animal origin; control of breeding, transport and slaughter of food producing animals and control of animal welfare; prevention and control of infectious diseases of animals).
The study programmes are reviewed annually and at the end of the standard length of study (6 years).
In Appendix 2, the mapping of courses shows that courses within the GVM study programmes and FH-SP programme support the development of all Day One Competences.

3.1.1.1. Findings

A. GVM-SP

The two GVM study programmes are identical except for foreign language courses in year 1. The educational aims and learning outcomes of the two GVM curricula are identical. The elective courses and optional courses offered in the GVM study programmes are identical. Students are obliged to choose one elective course or at least as many optional courses that they gain 360 ECTS at the end of their studies. Compulsory courses in the GVM study programmes contribute 358 ECTS, and elective courses contribute 2 ECTS. The study year is divided into 2 semesters, winter and spring, and compulsory courses in all semesters account for the same number of ECTS. All students are required to produce a Diploma Thesis in both the GVM and FH study programmes. The study programme ends on the date of the last state examination.
In addition to study courses defined in the EU Directives, students are required to complete other compulsory courses in Latin terminology, English language for GVM-SP and FH-SP and Slovak language for GVM-EP. The GVM study programmes of the VEE provide in total 5295 hours of teaching. The GVM programmes provide teaching in all Basic Subjects and Basic Sciences. In the Clinical Science subjects, the total number of curriculum hours taken by students in the GVM programmes is 1865 hours, including 420 hours in Clinical practical training in common animal species and 254 hours in Therapy in common animal species. In Animal Production subjects, the total number of curriculum hours taken by students in the GVM programmes was 234 hours, including 26 hours in Herd health management. In Veterinary public health (including FSQ), the total number of curriculum hours in the GVM programmes is 552 hours including 164 hours in Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification, as well as control of food, feed and animal by-products.
The GVM undergraduate study programmes include theoretical and practical training in each academic year. Theoretical teaching is delivered in the form of lectures, practical exercises, seminars and self-learning. Practical training includes laboratory work, non-clinical animal work and clinical animal work. From Table 3.1.1.1, practical training (D+E+F+G+H) accounts for 53% of the GVM study programmes. Clinical animal work (F) is delivered from year 3 to year 6 in the GVM programmes and accounts for 21% of the GVM programmes.

B. GVM-EP
The same as the above

C. FH-SP
During the first three years of study, the FH-SP study programme differs from GVM study programmes in the Food Chemistry course, which is a compulsory course in FH and an elective course in GVM. The elective courses offered in the FH-SP study programme are different from those offered in the GVM study programmes. The FH-SP study programme of the VEE provides in total 5371 hours of teaching. The FH-SP study programme differs from the GVM programmes in the amount of clinical teaching and the amount of FSQ teaching. In the Clinical Science subjects, the total number of curriculum hours taken by students in the FH-SP programme is 1159 hours, including 67 hours in Clinical practical training in common animal species and 65 hours in Therapy in common animal species. In Animal Production subjects, the total number of curriculum hours taken by students in the FH-SP programme is the same as the GVM programmes. In Veterinary public health (including FSQ), the total number of curriculum hours in the GVM programmes is 1258 hours including 452 hours in Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification, as well as control of food, feed and animal by-products.
From Table 3.1.1.2, practical training (D+E+F+G+H) accounts for 50% of the FH-SP programme. Clinical animal work (F) is delivered from year 3 to year 6 and accounts for 13% of the FH-SP programme.

3.1.1.2. Analysis of the findings/Comments
A. GVM-SP
The VEE delivers three study programmes that are structured for the future employment requirements of graduates. The GVM programmes are directed to produce graduates able to start working as practical veterinary surgeons in private veterinary clinics. The English language GVM programme is intended for non-Slovak speaking students who will not practice under Slovak legislation. The FH-SP programme is directed to produce graduates with the necessary competences to work in state veterinary administration authorities. All three programmes are structured such that all veterinary graduates from the VEE shall have the day one competences to be able to practice as a veterinary surgeon in the Slovak Republic and the EU.
The VEE has introduced new curricula for its three study programmes starting from the academic year of the visitation (2024/2025). The new curricula will produce their first graduates in the academic year 2029/2030.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.1.3. Suggestions for improvement
A. GVM-SP
The VEE should continue the introduction of the new curriculum for the GVM-SP study programme.

B. GVM-EP

The VEE should continue the introduction of the new curriculum for the GVM-EP study programme.

C. FH-SP
The VEE should continue the introduction of the new curriculum for the FH-SP study programme.

3.1.1.4. Decision
A. GVM-SP
The VEE is compliant with Standard 3.1.1.

B. GVM-EP
The VEE is compliant with Standard 3.1.1.

C. FH-SP
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences
3.1.2.1. Findings
A. GVM-SP
Basic course subjects in the SOP list (Medical physics, Chemistry-inorganic and organic sections, Animal biology, zoology and cell biology, Feed plants and toxic plants, Biomedical statistics) totally account for 6.9%. Basic courses not on the SOP list (Latin terminology, Slovak language I, Slovak language II) totally account for 1.6% of the total GVM-SP programme workload.
Specific Veterinary Subjects/Basic Sciences include Anatomy, histology and embryology; Physiology; Biochemistry; General and molecular genetics; Pharmacology, pharmacy and pharmacotherapy; Pathology; Toxicology; Parasitology; Microbiology; Immunology; Epidemiology; Information literacy and data management; Professional ethics and communication; Animal health economics and practical training management; Animal ethology; Animal welfare; and Animal nutrition, and constitute 37.9% of the total GVM-SP study programme workload. The total number of curriculum hours in Basic subject courses and the total number of curriculum hours of GVM-SP are 419 and 4943, respectively.
B. GVM-EP
Basic course subjects in the SOP list (Medical physics, Chemistry-inorganic and organic sections, Animal biology, zoology and cell biology, Feed plants and toxic plants, Biomedical statistics) totally account for 6.9%. Basic courses not on the SOP list (Latin terminology, English language I-professional terminology, English language II-professional terminology) totally account for 1.6% of the total GVM-EP study programme workload.
Specific Veterinary Subjects/Basic Sciences include Anatomy, histology and embryology; Physiology; Biochemistry; General and molecular genetics; Pharmacology, pharmacy and pharmacotherapy; Pathology; Toxicology; Parasitology; Microbiology; Immunology; Epidemiology; Information literacy and data management; Professional ethics and communication; Animal health economics and practical training management; Animal ethology; Animal welfare; and Animal nutrition, and constitute 37.9% of the total GVM-EP study programme workload. The total number of curriculum hours in Basic subject courses and the total number of curriculum hours of the GVM-EP study programme are 419 and 4943, respectively.

C. FH-SP
Basic course subjects in the SOP list (Medical physics, Chemistry-inorganic and organic sections, Animal biology, zoology and cell biology, Feed plants and toxic plants, Biomedical statistics) totally account for 6.3%. Basic courses not on the SOP list (Latin terminology, English language I, English language II, English language III and English language IV) totally account for 2.53 % of the total FH-SP study programme workload.
Specific Veterinary Subjects/Basic Sciences include Anatomy, histology and embryology; Physiology; Biochemistry; General and molecular genetics; Pharmacology, pharmacy and pharmacotherapy; Pathology; Toxicology; Parasitology; Microbiology; Immunology; Epidemiology; Information literacy and data management; Professional ethics and communication; Animal health economics and practical training management; Animal ethology; Animal welfare; and Animal nutrition, and constitute 38.1% of the total FH study programme workload. The total number of curriculum hours in Clinical Science and the total number of curriculum hours of the FH-SP study programme are 1229 and 5136, respectively.

3.1.2.2. Analysis of the findings/Comments
A. GVM-SP
Basic science courses in GVM-SP, such as anatomy, physiology, biochemistry, pathology, microbiology, and parasitology, are structured in the curriculum to reinforce students' foundational knowledge before progressing to more complex clinical subjects.
The teaching of basic sciences is supported by modern educational methods such as problem-based learning (PBL), laboratory exercises, and digital resources. The use of e-learning platforms like the Academic Information System (AIS) and Moodle provides students with access to course materials and recorded lectures, offering a flexible learning environment.
The VEE has established a strong framework aimed at providing students with a comprehensive foundational sciences background necessary for their clinical education. The logical sequencing of courses and the integration of interdisciplinary teaching methods contribute to an effective learning experience. The use of digital platforms and modern pedagogical approaches enhances access to learning and supports student engagement.
Meanwhile, the continuous endeavour of the VEE for improvement of the training programmes leads to improvement of opportunities in certain areas.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.2.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to enhance students' participation and facilitate a deeper understanding of complex concepts by incorporating additional interactive learning strategies such as case-based learning (CBL) and team-based learning (TBL).
The VEE is also encouraged to further advertise its increasing number of research grants and collaborations in basic sciences to help students develop their scientific inquiry skills at an early stage.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

3.1.2.4. Decision
A. GVM-SP
The VEE is compliant with Standard 3.1.2.

B. GVM-EP
The VEE is compliant with Standard 3.1.2.

C. FH-SP
The VEE is compliant with Standard 3.1.2.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)
3.1.3.1. Findings
The VEE provides education in three study programmes, GVM (SP and EP) and FH-SP, that are designed according to European and national regulations. In particular, the practice requirements (CVS and SVFA) and SAAHE Standards have been taken into consideration. Specifically, for Clinical Sciences in Companion Animals, the learning needs of students are taken into account based on the acquisition of the Day One Competences as described in the SOP.
Regarding whether the VEE curricula take into consideration point 5.4.1 of Annex V of Directive 2005/36/EC, the following hours are dedicated to the subjects described in the directive:

A. GVM-SP
The teaching of Propedeutics is delivered as a 5-credit course in the 6th semester. In both the old and new curricula, this course consists of 2 contact hours per week. In the current (old) study programme, it represented a total of 26 hours, while in the new curriculum that commenced in September 2024, it will be slightly increased to 28 hours. The subject equips students with the basic examination methods, enabling them to perform clinical assessments, recognise disease symptoms, and use appropriate medical terminology.
Parasitology is addressed through two integrated subjects: Parasitology I (4 ECTS) and Parasitology II (5 ECTS), delivered in the 4th and 5th semesters, respectively. The total number of hours dedicated to Parasitology in the old curriculum was 82 (40 hours for Parasitology I and 42 for Parasitology II). In the new curriculum, a minor adjustment has been made: 36 hours for Parasitology I and 42 for Parasitology II. Parasitology I mainly covers protozoa and arthropods, whereas Parasitology II focuses on helminths (nematodes and platyhelminthes). Both subjects cover parasitic zoonoses and include significant laboratory-based and desk-based practical activities.
The teaching of Pathological Anatomy also remains consistent across curricula. It is distributed in two consecutive courses: Pathological Anatomy I (3 ECTS, 5th semester) and Pathological Anatomy II (6 ECTS, 6th semester), comprising 180 total hours (45 and 135 hours, respectively). Each student undergoes a structured necropsy training programme that amounts to 21 hours per student and covers a diverse range of species: exotic animals, poultry and rabbits – 6 hours; companion animals – 4 hours; horses – 3 hours; cattle – 3 hours; small ruminants – 2 hours; and pigs – 3 hours. The study of pathology is further complemented by Pathological Physiology I and

II, which introduce students to general pathological processes and disease mechanisms. In the new curricula, the total number of hours allocated to Pathology has been reduced from 239 to 180.
Regarding Obstetrics, Reproduction and Reproductive Disorders, the GVM-SP programme allocates a total of 52 hours, distributed as follows: 26 hours of lectures, 13 hours of non-clinical animal work, and 13 hours of clinical practical training. These hours are covered under the course "General Gynaecology, Obstetrics and Andrology" (4 ECTS, 7th semester), which includes two hours per week of hands-on practical sessions.
Practical clinical education in the GVM-SP programme begins primarily in the fourth year, with the exception of Epizootiology and Propedeutics, which are introduced earlier. Clinical animal work is distributed across several subjects, amounting to a total of 870 hours. This includes 384 hours in Internal Medicine, 8 hours in Surgery, Anaesthesiology and Analgesia, 426 hours in Clinical Practical Training in Common Animal Species, 44 hours in Infectious Diseases and Preventive Medicine, and 8 hours in Diagnostic Imaging. The teaching of diagnostic imaging is delivered in a progressive manner, beginning with foundational principles in biophysics and radiation safety, followed by radiographic positioning and interpretation, and advancing to the use of ultrasound, computed tomography (CT), and magnetic resonance imaging (MRI).
Although the subject "Therapy in Common Animal Species", as defined by the EU Directive, is not explicitly assigned teaching hours in Tables 3.1.3.1 and 3.1.3.2 of the new curriculum, its content is thoroughly integrated across multiple clinical subjects. These include Clinical Practice – Companion Animals; Clinical Practice – Food-Producing Animals; Diseases of Dogs and Cats; Diseases of Horses; Diseases of Poultry, Rabbits and Exotic Animals; Diseases of Pigs; and Clinical Pharmacology. Additionally, this training is reinforced through the subject "Extramural Practice with Private Veterinarians". In contrast, the previous curriculum provided a more detailed allocation of hours in the aforementioned tables and is specifically dedicated to the contents related to therapy in common animal species (254 hours).
Clinical subjects such as Anaesthesiology, Surgery, Gynaecology and Obstetrics, and Diagnostic Imaging start in the fourth year, while fifth-year subjects cover diseases of companion animals and horses. All clinical teaching is hands-on and conducted in small practical groups (5–7 students per teacher). Clinical rotations, including emergency services, are carried out in even smaller groups (4–6 students).
During the sixth year, students complete their intramural clinical rotations in companion animals and horses for a total of 270 hours, distributed as follows: 120 hours in small animal clinics, 60 hours in exotic and wild animal clinics, and 90 hours in equine clinics, including ambulatory services. In addition, elective subjects offered in the new GVM-SP curriculum allow students to further explore specific clinical areas such as haematology, exotic animal medicine, orthopaedics or laboratory animals—although only one elective may be chosen. Remaining credits to complete the 360 ECTS must be selected from a list of optional subjects (Table 3.1.5.2), which include several topics in companion animal clinical sciences, such as haematology, oncology, ophthalmology, and stomatology, among others.

B. GVM-EP
At UVMP, both the Slovak and English versions of the GVM programme share the same curriculum structure, in terms of course content, sequencing, and expected learning outcomes. Nonetheless, a few minor but noteworthy differences are observed between the Slovak and English versions of the curriculum.
There are two courses not offered to students in the English programme: EC "History of Veterinary Medicine and Hunting"; OC "Sheep Breeding and Fishery". These are delivered only in

the Slovak programme due to their legislative or region-specific content related to Slovakia.
Regarding the total hours of the curriculum, there are no differences between the versions of the GVM, as it has been designed as a single programme, equivalent in structure, content, and expected learning outcomes. The total number of teaching hours throughout the GVM programme is 4,943 hours over six years and includes lectures, seminars, supervised learning, lab work, clinical practice, and extramural placements.
Therefore, apart from these two specific courses and the language of instruction, there are no curricular or workload differences between the GVM programme in English and the one in Slovak.

C. FH-SP
There are notable differences between the GVM-SP and FH-SP in the allocation of hours to clinical subjects, particularly those involving clinical work with animals. In Diagnostic Pathology, for instance, the GVM-SP and FH-SP allocate 26 hours of non-clinical animal time. According to Tables 3.1.2.1 and 3.1.2.2, no hours are allocated in either programme to clinical animal work or theoretical teaching (lectures or seminars) in this subject.
More broadly, the FH-SP significantly reduces total hours dedicated to clinical training. While the GVM-SP provides 1097 hours of clinical animal work, the FH-SP allocates only 674 hours—a reduction of 423 hours. This difference is particularly marked in key clinical disciplines:

- In Medicine, the GVM-SP provides 864 hours, compared to 593 in the FH-SP.
- In Surgery, Anaesthesiology and Analgesia, the FH-SP allocates 104 hours and the GVM-SP 91 hours.
- Clinical Practical Training in Common Animal Species is reduced from 420 hours in the GVM-SP to 67 hours in the FH-SP.
- Infectious Diseases and Preventive Medicine is 67 hours and Diagnostic Imaging is 39 hours in GVM-SP, while in FH-SP the hours are 130 and 16, respectively.

3.1.3.2. Analysis of the findings/Comments
It is particularly noteworthy that the principles for the development of the curriculum include an interdisciplinary approach, which allows for a horizontal and vertical interconnection of courses in clinical and non-clinical disciplines, so that students acquire the knowledge and skills necessary for the development of their clinical competencies. Although the VEE offers two distinct study programmes—General Veterinary Medicine (GVM offered in two languages) and Food Hygiene (FH-SP)—both are structured to comply with ESEVT standards.
During the first three years, the curricula are almost identical, with the exception of the *Food Chemistry* course, which is mandatory in the FH-SP and elective in the GVM-SP and GVM-EP. Divergence becomes more pronounced from the fourth year onward, where the FH-SP incorporates a greater number of courses focused on Veterinary Public Health (VPH), while the GVM-SP and GVM-EP expand on core clinical disciplines.
This divergence has a significant impact on the distribution of teaching hours. While this differentiation supports the respective academic focus of each programme, it is essential for the VEE to ensure these differences do not compromise the acquisition of Day One Competences in either profile. This is particularly important in the context of EU standards that require minimum clinical proficiency for all veterinary graduates.

A. GVM-SP
In terms of methodology, the GVM-SP delivers clinical training through a hands-on, practice-oriented approach, aimed at preparing students for professional veterinary activities. Clinical experiences are logged individually by students and monitored via a personal logbook. Case

presentations are an integral part of clinical rotations, discussed both during internal clinic meetings and at the final state examination. These elements ensure that students develop not only technical proficiency but also reflective clinical reasoning skills.
If we compare the current (old) curriculum with the new curriculum that commenced in September 2024, there will be a reduction of hours in Pathology that primarily affects theoretical instruction, which will decrease from 104 to 52 hours, and non-clinical animal work, which will be reduced from 42 to 26 hours. However, this decrease will be offset by a significant increase in supervised self-directed learning, which will rise from 5 to 24 hours, reflecting a pedagogical shift towards student-centred learning strategies promoted in the new curricula recently incorporated (Year 1 in Course 2024-2025).

B. GVM-EP
Notably, the GVM-EP follows an identical structure to the GVM-SP and does not deviate in terms of curriculum content or clinical training opportunities.

C. FH SP
The FH-SP, while compliant with the general ESEVT framework, clearly prioritises competencies in food hygiene and public health over direct clinical practice. This is evident in the reduced total of clinical animal work hours—approximately 674 hours, compared to 1097 hours in the GVM-SP.
These adjustments reflect the FH-SP's tailored orientation toward VPH, but also raise concerns regarding the sufficiency of clinical training for graduates who may wish to pursue broader veterinary roles. While the programme provides students with the core clinical competencies required for veterinary practice, these may not be as extensively developed as those acquired through the GVM-SP curriculum.
Although the VEE offers two different study programmes, one focused on Food Hygiene and the other on General Veterinary Medicine, the VEE has ensured that both SPs meet the ESEVT requirements. The only difference between the GVM and FH study programmes during the first three years is that the Food Chemistry course is compulsory in the FH-SP, while it is elective in the GVM-SP. From the fourth year onwards, both SPs only differ by the inclusion of more subjects in the FH programme to enhance learning outcomes in FH disciplines.
Therefore, this FH-SP has more subjects but reduces the number of hours dedicated to clinical subjects as expressed in Tables 3.1.2.1 and 3.1.2.2. This difference in hours amounts to 423 more hours in clinical sciences for the GVM-SP, while it increases by 706 hours in Veterinary Public Health in the FH-SP. The VEE must therefore continuously ensure that the fewer hours dedicated to Clinics in the FH-SP and/or fewer hours dedicated to Veterinary Public Health in the GVM-SP do not hinder the minimum acquisition of day-one competences.
Clinical teaching is focused on carrying out professional veterinary activities and is built from a hands-on skills learning approach, ensuring the acquisition of day-one competences. The students have a logbook where all their clinical activities are recorded. Presentation of clinical cases is mandatory at clinic meetings and later at the state exam.
The reduction in hours dedicated to clinical practice suggests that the FH-SP places less emphasis on direct clinical training and hands-on experience, which aligns with its specific focus on food hygiene and public health. However, this reduced exposure to core clinical activities should not compromise the achievement of the Day One Competences required of a general veterinary practitioner under the EU framework.

3.1.3.3. Suggestions for improvement

The VEE is recommended to provide prospective students, before admission, with clear and structured information outlining the main curriculum differences between the GVM and FH study programmes, which would support informed student choice and ensure alignment with expectations for Day One Competences.

3.1.3.4 Decision

A. GVM-SP

The VEE is compliant with Standard 3.1.3.

B. GVM-EP

The VEE is compliant with Standard 3.1.3.

C. FH-SP

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

A. GVM-SP

The basic clinical training in animal production comprises the specific teaching of animal welfare, nutrition, animal production, health economics, including breeding and herd health management, a total of 563 hours.

In addition, in the sixth year, students must attend three weeks of basic clinical practice at the VTH (one week in the ruminant clinic, one week in the pig clinic and one week in the bird, exotic and wild animal clinic). During training in the ruminant clinic, the students stay for three days on the university farm in Zemplínska Teplica, which has more than 300 dairy cows. Finally, they participate in 4.4 weeks of emergency service at the ambulatory clinic.

During the latter period, students conduct clinical practice on large and small ruminants on different farms, ensuring different clinical approaches under different farm conditions.

Students may choose to undertake further practical clinical training in small ruminant husbandry and the related state examination.

B. GVM-EP

The same as the above

C. FH-SP

The FH-SP programme has a stronger focus on food hygiene and public health, showing a reduction in basic clinical practice hours on food-producing animal clinics, including Animal Production and Herd Health Management, compared to the GVM-SP programme. Students can select to undertake additional practical clinical training in Small Ruminant breeding and the associated state exam.

3.1.4.2. Analysis of the findings/Comments

A. GVM-SP

All clinical science subjects (medicine, surgery and gynaecology) in food-producing animals represent a sufficient number of hours to ensure that students acquire first-day skills in these species. The programme provides the Day One Competences required for Clinical Sciences in food-producing animals, including Animal Production and Herd Health Management.

B. GVM-EP
The same as the above

C. FH-SP
In spite of the lower number of hours in basic clinical practice on food-producing animal clinics, including Animal Production and Herd Health Management, when compared to the GVM-SP programme, the FH-SP still complies with ESEVT guidelines.

3.1.4.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to continue implementing the yearly evaluation of the SPs, by undergoing the internal regulation on QA.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.4.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.1.4.

B. GVM-EP
The programme is compliant with Standard 3.1.4.

C. FH-SP
The programme is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)
3.1.5.1. Findings
A. GVM-SP
The proportion of the curriculum tracked to VPH (including FSQ) is approximately 11% (552h/4,995h) and is delivered from years 4 to 5 of the undergraduate training. However, the total VPH/FSQ content is larger, as some content (e.g. infectious diseases of relevance for public health) is integrated in other modules. The delivery format for most modules in VPH/FSQ is lectures and seminars. On the other hand, nearly half of the "food hygiene and food technology" content is delivered as practicals and elective practical training (EPT), which includes visits to food processing facilities, the latter accounting for 30 hours of training. The core VPH/FSQ clinical rotation includes training on legislation, notifiable diseases, and official controls of food products of animal origin, with a specific focus on slaughterhouse controls. Elective modules on legislation and protection of research animals are available to students in this programme, and the modules are tracked to VPH/FSQ.
The VEE has meat and dairy processing units for educational purposes. Practicals are organised in both facilities, where students can discuss *in situ* Hazard Analysis Critical Control Points (HACCP) plans, hygiene monitoring, and produce meat and dairy products. The practical experience includes microbiological testing of the prepared food products and sensory tests

(when the results of the microbiological test are satisfactory). This learning is complemented with external visits to commercial food business operators (meat and dairy FBOs). Both activities (in-house practicals and external visits) are led by the relevant university staff/experts.
Students can select an optional food hygiene and technology assessment. Students who select this option can attend additional training in VPH/FSQ (lectures and visits). Graduates from GVM-SP cannot work in official controls immediately after graduation. But can enrol in post-graduate training delivered by the State Veterinary and Food Administration of the Slovak Republic (SVFA) if they want to explore career paths in stature veterinary medicine.
The VEE has an in-house slaughterhouse in Zemplínska Teplica (35 km away from the University Campus). However, this facility is not currently in use. There are current plans for reconstruction. Teaching previously run in this facility is carried out in private food business operators (FBOs). Also, a game cutting plant is under construction at the university farm at Rozhanovce (Centre for breeding and diseases of game, fish and bees - 15 km from the University Campus). Once finished, this facility will also be used for training of veterinary students, CPD and other training.

B. GVM-EP
Students in the GVM-EP have similar content that GVM SP. However, they may not be able to follow a post-graduate qualification to work in veterinary official controls, as the Slovak language is required to work in the sector.
Other findings are the same as the above.

C. FH SP
The VPH/FSQ content in the core curriculum for students in the FH-SP includes all the components described for VPH/FSQ training for GVM-SP and GVM-EP. It also includes additional hours of VPH/FSQ training, allowing graduates of this SP to work immediately after graduation in the Slovakian veterinary services (e.g. veterinary administration authorities, official controls of food of animal origin). The proportion of VPH/FSQ in this SP represents nearly 21% of the curriculum (1,258h/5,066h). A third of the training (428h) is focused on practical activities, clinical activities, non-clinical animal activities and external visits.
Each student completes a total of 108 hours of external visits (EPT). Aside from the required slaughterhouse visits, EPT visits in this SP include commercial meat and dairy processing plants as well as a rendering plant. Students also get more hours in learning activities dedicated to egg processing and rabbit meat, game, fish and honey hygiene and technology.
Elective courses tracked as VPH/FSQ for this SP cover areas of animal breeding, human nutrition, food safety and auditing of food processing facilities. Students can also select optional courses that can further enhance the students' knowledge and skills in VPH, examples include two courses in hunting and a course in fisheries. The course in hunting runs at the university farm at Rozhanovce (Centre for breeding and diseases of game, fish and bees) and completion is linked to obtaining a hunters' licence. Approximately 30 students take part in this optional course every year.

3.1.5.2. Analysis of the findings/Comments
A. GVM-SP
The VEE is commended for including in the curriculum a wide range of topics, far beyond the minimum requirements for VPH/FSQ, and for building and planning the reconstruction of facilities (university slaughterhouse and game plant), which, once completed and running, will contribute to the enhancement of teaching and learning.
Under the new curriculum (implemented in 2024-2025), the cohort expected to graduate in 2030

will have a reduction of the proportion of VPH/FSQ in the curriculum (from 11% to approximately 9%) and a reduction of the total number of hours (from 552h to 363h).

B. GVM-EP
The same as the above

C. FH-SP
The VEE is commended for including in the curriculum a wide range of topics, far beyond the minimum requirements for VPH/FSQ, and for building and planning the reconstruction of facilities (university slaughterhouse and game plant), which, once completed and running, will contribute to the enhancement of teaching and learning.
The number of hours of additional theoretical and practical training in VPH/FSQ received by FH-SP in comparison with students in GVM-SP and GVM-EP provides graduates with additional skills and knowledge. This is acknowledged by the national veterinary services, and as a result, day one graduates from FH-SP can work as general practitioners from day one, and also FH-SP graduates are able to apply for entry-level roles within the veterinary services without the need for post-graduate training.
Under the new curriculum (implemented in 2024-2025), the proportion of VPH/FSQ in the curriculum for the expected 2030 cohort will be similar to the one in the current (old) curriculum (20.6%). However, the total number of hours will decrease by more than 400 hours (from 1,258h to 837h).

3.1.5.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to collect relevant data during the full implementation of the new curriculum to assess the outputs of these changes in delivery.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.5.4. Decision
A. GVM-SP
The program is compliant with Standard 3.1.5.

B. GVM-EP
The program is compliant with Standard 3.1.5.

C. FH-SP
The program is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge
3.1.6.1. Findings
A. GVM-SP
The Vice rector for Education is in charge of the teaching of communication, and he is helped by a member of the Slovak Veterinary Chamber. The teaching of professional knowledge is done

through lectures, seminars and supervised self-learning. The curriculum hours of teaching are Professional Ethics and communication: 71 hours, Animal health economics and practical management: 45 hours.
In the new curriculum for the GVM-SP that commenced in September 2024, Professional ethics and communication: 43 hours take place during the 6th year of studies. Communication skills are also integrated in several courses.
Similarly, it is mentioned that Data management and many opportunities during clinical rotations, Forensic and Public Veterinary Medicine courses or EPT are used to address ethical problems, such as dilemmas or communication with an animal's owner. A fifteen-seat room, located in the VTH, is dedicated to practical role-play games. The assessment of those skills is done through many situations, enhancing the solving problem approach.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.6.2. Analysis of the findings/Comments
A. GVM-SP
Professional knowledge is an important part of teaching and is taken into account through many skills assessments. No elective or optional courses on these subjects are proposed.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.6.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to give teaching in professional knowledge (i.e., team working, or practice management) to students before the 6th year, to allow students to be better prepared before entering the VTH. Other topics could be added to the elective programs.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.1.6.4 Decision
A. GVM-SP
The programme is compliant with Standard 3.1.6.

B. GVM-EP
The programme is compliant with Standard 3.1.6.

C. FH-SP
The program is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for lifelong learning.
3.2.1. Findings
A. GVM-SP
The fulfilment of the educational aims in SPs is ensured through the individual curriculum courses, each with a learning outcome that is defined to ensure accordance with the graduate profile and the acquisition of D1Cs, as required by the ESEVT.
As part of the quality assurance system, the UVMP has established a control mechanism with the aim of ensuring the fulfilment of the determined educational aims in SPs, related learning outcomes, and the quality of the academic environment.
Course guarantors and teachers collaborate to define learning outcomes. Control of the fulfilment of the educational aims and learning outcomes is carried out periodically based on the feedback from internal and external stakeholders, guaranteeing the fulfilment of the international requirements for veterinary education.
SPs provide student-oriented, interdisciplinary education, focusing on problem-solving, clinical medicine, evidence-based medicine, practical skills, and lifelong learning. The UVMP supports students' needs and supports lifelong learning.
Various initiatives increase the attractiveness of education.
Life-long learning is an inseparable part of the life and work of a VS. The preparation of students for self-learning is ensured through regular monitoring and evaluation of the study activities they perform, such as planning, prioritising, time management and delivery.
Students are prepared for self-learning and subsequently life-long learning through use of dedicated study premises for self-learning, e-study material (Moodle), access to several facilities, engaging in research and clinical activities, organising student professional events, access to professional databases, preparation of seminar reports, literature reviews and case studies, and use of self-evaluation tests.
The UVMP also provides 10 doctoral study programmes. The UVMP employees also participate in compulsory further training of official VSs and PVSs.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.2.2. Analysis of the findings/Comments

A. GVM-SP
The UVMP has in place a strong QA system, based on the national qualifications framework for higher education. The students are informed about the outcomes of the study programmes and are aware of the relevance of their studies for the obtainment of national qualifications, connected to the Framework for Qualifications of the European Higher Education Area (Directives 36/2005 and 55/2013). As explained in 1.1.2, lifelong learning is compulsory for all graduates, VSs or PVSs. Lifelong learning is provided in the field of animal health, welfare, feed hygiene, ecology and veterinary pharmacy; hygiene of products of animal origin and food safety and laboratory diagnostics.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.2.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

3.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.2.

B. GVM-EP
The programme is compliant with Standard 3.2.

C. FH-SP
The programme is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings
A. GVM-SP
The driving force aimed at achieving a high standard of education at the UVMP is the fulfilment

of the requirements defined in the EU Directives and national legislation, while also monitoring and adjusting to national and global trends in education, changes in legislation, as well as other regulations related to the educational process.
The strategy for educational activities and the educational aims are defined for the individual study programmes and the individual compulsory courses of the curriculum. They are described in the LSP. They meet the requirement for acquiring D1Cs.
Based on the individual graduate profiles, various educational aims have been defined for the individual preclinical and clinical courses. The educational aims are fulfilled through teaching methods, test questions, and exams. Course structure, content, and practical teaching align with graduate profiles, leading to the desired D1Cs. Annual curriculum revisions based on feedback from students, teachers, and stakeholders adapt graduate profiles to societal demands, resulting in higher employment rates for graduates.
Curriculum evaluation is carried out at 4 levels: Annual evaluation by students and graduates, annual evaluation by employers and customers, suggestions made by students on an irregular basis and systematic evaluations set up by the UVMP bodies.
The curricula for individual SPs are created, modified, and evaluated based on ESEVT requirements for D1Cs. Course guarantors work with PRSPs to ensure content, methods, and evaluation align with requirements. Students demonstrate D1Cs through credits, exams, clinical activities, and skills listed in the Logbook.
Learning outcomes are determined for each course, and changes must be part of the SP revision, study programme modification, and CIL. Changes approved by the AC are communicated to teachers and students through the AIS, syllabi, and Quality Portal, making them accessible to the general public.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.3.2. Analysis of the findings/Comments
A. GVM-SP
The educational activities and aims of UVMP, subject to the LSP, meet the requirements for acquiring D1Cs.
A congruence table linking the ESEVT's D1Cs to the different courses within the SP was added for all study programmes.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.3.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP

None

C. FH-SP
None

3.3.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.3.

B. GVM-EP
The programme is compliant with Standard 3.3.

C. FH-SP
The programme is compliant with Standard 3.3.

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

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

3.4.1. Findings
A. GVM-SP
The study programme Committees established by the VEE represent an important actor in designing individual study programmes, monitoring their implementation, periodically evaluating those and ensuring the closure of the PDCA cycle by including the feedback from the stakeholders. Student representation is quite strong in these committees. The yearly reports are forwarded to the Quality Assurance Council with proposals for SP amendments, if necessary.
The UVMP's Quality Assurance Internal Regulation involves the creation, modification, and evaluation of study programmes (SPs), as well as their approval, control, and evaluation as described in detail in Standard 3.1. The educational process is evaluated annually and revised to comply with international requirements (ESEVT/EAEVE).
The curriculum is published on the website and Quality Portal, and all stakeholders are notified of changes.
The UVMP has established study programme committees (SPCs) to prepare descriptions of SPs, submit annual reports, and continuously suggest improvements.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.4.2. Analysis of the findings/Comments
A. GVM-SP
The various committees within the UVMP each have their own operational domain. The multitude of committees does not hinder a smooth decision-making policy through good prior agreements and clear steps in the decision tree.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.4.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to continue implementing its well-established QA system in close collaboration with the Committee structure, for further improvement of the veterinary training adjusted to the students' and society' needs.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.4.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.4.

B. GVM-EP
The programme is compliant with Standard 3.4.

C. FH-SP
The programme is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH

(including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

A. GVM-SP

EPT has a clear objective to enhance knowledge and practical skills. EPT is used as a self-help job awareness module for an easier after graduation orientation in the vast veterinary landscape. EPT is organised both with private and public providers.

From the 4th to the 10th semester, 280 hours are dedicated to EPT.

EPT providers are contractual partners of the VEE. The EPT providers are private veterinary clinics, the food industry, or State services.

During the 4th semester and during the 9/10 semesters, 40 hours and 120 hours, respectively, are done extramurally in private clinics. It is noticeable that clinics are paid 100 euros/student/week.

During the 7th/8th/9th semesters, 80 hours are spent in RVFA. During the summer between the 5th and the 6th year of studies, students are informed to fulfil their EPT. The students are asked to do a minimum of 3 3-week period.

EPT for VPH (including FSQ) is carried out in external/private slaughterhouses. All students are required to visit slaughterhouses, and group sizes range from 10-12 students. If a student misses a visit for any reason (e.g. illness), the student can be reassigned to a group on a different date. For all visits, students are briefed in advance on health and safety and food hygiene requirements.

Swine, cattle and poultry food business operators (FBOs) are located close to the VEE; hence, students are advised to reach the facilities by using public or private transport. On the other hand, transport for visits to the ovine slaughterhouse is organised by the VEE, as this facility is outside of the peri-urban radius of Košice. All the FBOs require that health forms be signed before allowing any visitor to enter the food processing areas. The visits are guided by the relevant academic staff,

The poultry (broilers) slaughterhouse (Domäsko) is a medium throughput facility located less than 10 km from the VEE. The FBO provides space for changing rooms, where personal protective equipment is stored in lockers provided by the VEE. The daily throughput of broilers is nearly 40,000, and students spend approximately two hours in each visit (i.e. witnessing the processing of approximately 5-6 thousand birds during the visit). To reduce the risk of cross-contamination, visits are run in reverse order (from clean (chilling) to dirty area (lairage). The corridors have sufficient space to allow the students to move through the premises, and follow the slaughter, carcass dressing and portioning processes safely.

The pig and cattle slaughterhouse (Dalton) is a low-throughput facility located less than 10 km from the VEE. The FBO provides space for changing rooms, where personal protective equipment is stored in lockers provided by the VEE. The daily throughput is three to five cattle and approximately 50 pigs. Students have sufficient space to observe safely the stunning and bleeding process for both species. However, because of the small number of cattle, students may not be able to see the slaughter and carcass dressing of cattle. Nevertheless, they can discuss *in situ* aspects of hygiene, food technology and carcass grading. The VEE has cultivated an excellent relationship with the FBOs and the official services, partially facilitated by VEE alumni working for veterinary services and for the FBO. As a result, students can assist the official veterinarian in the post-mortem inspection process, providing them with opportunities to discuss topics and acquire knowledge. Logistics for visits to the ovine slaughterhouse are similar to the logistics described for the other FBOs.

B. GVM-EP
The same as the above. The language barrier is a difficulty for foreign students in visiting FBOs.

C. FH-SP
The students of the FH-SP curriculum have to follow an additional period of 40 hours of EPT by Food industry contractual partners.

3.5.2. Analysis of the findings/Comments
A. GVM-SP
The organisation of EPT is very consistent. The students appreciate the EPT programme and they think that it is beneficial for them. The EPT programme helps them decide what to do after graduation and to understand better the reality of veterinary clinical work.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.5.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

3.5.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.5.

B. GVM-EP
The programme is compliant with Standard 3.5.

C. FH-SP
The programme is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.
There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.
3.6.1. Findings
A. GVM-SP

EPT providers are contractual partners of the VEE. Concerning the private veterinarians, the CVS publishes a list of clinics that could be chosen as providers. The CVS guarantees that these veterinary clinics comply with all national rules and legislation. The list is available on the VEE's website. The EPT providers sign the logbook of the students and have the right to complain in case the student does not respect the internal rules of the EPT provider or has unethical behaviour. Agreements between providers and students are undersigned by the Vice Rector for Education.
The students choose their EPT location based on their current interest, future career path and options or opportunities of employment on the labour market.
The practical training guarantors receive feedback about the student attendance and performance from both parts through a logbook. An analysis is done, aiming to close the PDCA loop.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.6.2. Analysis of the findings/Comments
A. GVM-SP
The information provided by the EPT locations is based on a questionnaire and is further processed and discussed with the relevant committees and stakeholders, including the students.
According to the students, the choice of the place for the EPT work is easy and comprehensible.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.6.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

3.6.4. Decision
A. GVM-SP
The programme is compliant with Standard 3.6.

B. GVM-EP
The programme is compliant with Standard 3.6.

C. FH-SP
The programme is compliant with Standard 3.6.

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

3.7.1. Findings

A. GVM-SP
Students have the full responsibility for organising their EPT. All information, including providers, rules, objectives, evaluation system, and logbook, is available on the website.
The logbook collects information on the skills acquired during EPT, and the evaluation of the students and the provider.
Complaints and shortcomings from both parts are taken into account and addressed in a formal procedure.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.7.2. Analysis of the findings/Comments

A. GVM-SP
The students say that the Logbook of the EPT is easy to understand and follow. The Logbook serves the additional purpose of a summary guide for specialised revision of the clinical procedures.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

3.7.3. Suggestions for improvement

A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

3.7.4. Decision

A. GVM-SP
The programme is compliant with Standard 3.7.

B. GVM-EP
The programme is compliant with Standard 3.7.

C. FH-SP
The programme is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

4.1.1. Findings

A. GVM-SP
The UVMP campus covers 8.5 hectares and features a mix of modern and historical buildings, many of which are historical monuments. The main facilities, such as clinics, departments, and laboratories, are situated on the campus, while the dormitories are 500 metres away.
In addition to the main campus, UVMP has special facilities off-campus: UnF (35 km), focused on breeding small and large ruminants and swine, where both preclinical and clinical courses are taught. UF in Rozhanovce (20 km) is dedicated to breeding fallow deer, mouflon, pheasants, bees, and fish, and is where specific courses on these species are taught. EqC (3.8 km) facilitates the breeding and care of horses and is the headquarters of the Mounted Police of the Slovak Republic. Courses on horse breeding and diseases are taught here.
All UVMP facilities are designed to support the acquisition of the required D1Cs.
The UVMP has a strategic plan to enhance materials and technology, which is funded from both internal and external sources. This plan outlines objectives and means to achieve them. UVMP participates in various operational programmes, the Slovak Republic's Recovery and Resilience Plan, and other projects that focus on energy efficiency, waste management, and sustainability. Recent projects include the construction of Pavilion 40 and the modernisation of multiple pavilions to improve the learning and working environment. Future plans include further modernisation and reconstruction of facilities, such as the game processing facility at the University Farm in Rozhanovce. The campus roads have also been recently reconstructed.
Processes are centrally managed by the Bursar’s sections and approved by UVMP Management. Requests for non-centrally planned operations are made by individual departments. UVMP also makes use of CT and MRI equipment, which, although owned and managed by a private company, is located within the University Veterinary Hospital and is therefore available to students during relevant courses.
UVMP ensures all facilities comply with Slovak and EU legislation, including health, safety, biosecurity, accessibility, and animal welfare standards. Biosecurity manuals are regularly updated by committees, and the Ethical Committee oversees animal welfare. Health and safety training is conducted by an external company with the Department of Safety and Crisis Management (DSCM), which also manages and evaluates processes.
UVMP provides special facilities and support for students with disabilities and chronic illnesses,

ensuring accessibility and compliance with legal requirements.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.1.2. Analysis of the findings/Comments

A. GVM-SP
The VEE excels in providing an environment conducive to learning through its well-maintained and strategically upgraded facilities. The campus, spanning 8.5 hectares, blends modern and historical buildings, creating an inspiring atmosphere for students and staff. The centralisation of clinics, departments, and laboratories within the campus, along with nearby dormitories, enhances accessibility and convenience. Due to structural issues affecting certain buildings, some departments are temporarily distributed across different locations. However, the VEE is currently undertaking refurbishment works, and this temporary situation is expected to be resolved in the near future.
UVMP's commitment to sustainability and modernisation is evident through its comprehensive strategic plan, which focuses on enhancing materials and technology. The university actively participates in various funding programmes, ensuring continuous improvement in energy efficiency, waste management, and overall sustainability. Recent projects, such as the construction of Pavilion 40 and the modernisation of numerous pavilions, demonstrate UVMP's dedication to providing an optimal working environment.
Compliance with Slovak and EU legislation is a priority for UVMP. The university has established robust biosecurity protocols, overseen by dedicated committees, and ensures animal welfare through its Ethical Committee. Health and safety are managed by the Department of Safety and Crisis Management (DSCM), which organises regular training sessions for staff and students. Special facilities and support for students with disabilities and chronic illnesses further highlight UVMP's commitment to inclusivity and accessibility.
Ongoing investment in the refurbishment of older buildings and the renewal of furniture in certain teaching areas appears likely to enhance further the overall quality of the learning environment.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.1.3. Suggestions for improvement

A. GVM-SP
The VEE is encouraged to maintain and further develop its ongoing efforts to improve facilities and equipment.

B. GVM-EP
The same as the above

C. FH-SP

The same as the above

4.1.4. Decision

A. GVM-SP

The programme is compliant with Standard 4.1.

B. GVM-EP

The programme is compliant with Standard 4.1.

C. FH-SP

The programme is compliant with Standard 4.1.

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

4.2.1. Findings

A. GVM-SP

The lecture theatres at UVMP are well-equipped with adequate audio-visual technology, including PCs and free Wi-Fi. These facilities are regularly updated and upgraded using funds from the Non-investment Fund, ensuring they remain state-of-the-art.
The university campus includes 146 group work premises, comprising 44 seminar rooms and 102 exercise rooms. These exercise rooms encompass laboratories, clinical training areas, and necropsy rooms, providing environments for diverse practical learning.
The facilities for practical non-clinical animal work in Anatomy consist of two practical training rooms in Pavilion 39 (P39-C1/Dissection, capacity 15 and P39-C2/Dissection, capacity 35). During the visitation, over 65 students were observed to be present in this facility during teaching.
The Clinical Skills Centre (CSC) is a crucial training facility where students can acquire clinical skills using models, which significantly reduces distress during their first contact with live animals. The CSC is equipped with various simulators and technology for comprehensive clinical skills training. It is open on working days and evenings, supporting both self-learning and the Buddy system, where senior students assist their juniors.
Study and self-learning premises are distributed across multiple pavilions, all equipped with the necessary technology and equipment. The Library and Editorial Centre is the main study centre and offers an environment conducive to learning, with Wi-Fi available campus-wide.
Catering facilities at UVMP include two canteens that offer meals catering to special diets and are open on working days. Additionally, there is a buffet, a mobile coffee shop, and kitchenettes for students with special needs, ensuring all dietary requirements are met.
All teaching premises are equipped with changing facilities, including lockers, benches, and hygiene amenities, providing convenience for students. For students on emergency duty, special rooms equipped with beds, fridges, and showers are available, particularly for those engaged in emergency services at the Small Animal Clinic and the Equine Clinic. Additionally, the University Farm (UnF) is fully equipped to accommodate students during their stay, offering classrooms, bedrooms, showers, and kitchen facilities.

Toilets and showers are available in almost all buildings, including clinical premises, ensuring accessibility and hygiene for both students and staff.
Offices and research laboratories are adequately provided for teaching and support staff, equipped with the necessary technology to support their teaching and research efforts. Additionally, university mobile phones with prepaid plans are provided to all employees, facilitating communication and coordination.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.2.2. Analysis of the findings/Comments
A. GVM-SP
The facilities at UVMP reflect a well-structured and student-oriented environment that supports both academic progression and personal well-being. The distribution and diversity of learning spaces, along with the integration of modern technology, demonstrate a strategic approach to maintaining functionality and pedagogical relevance across the campus.
The VEE had to adapt to the introduction of the new curriculum, which caused overlapping activities in the timetable and use of the same teaching space for the student groups from different years of studies (i.e., the high number of students present in the Anatomy dissection rooms in Pavilion 39 was the result of combining the teaching of 2 groups of first year students from the GVM new curriculum with 2 groups of 2nd year students from the GVM old curriculum in P39-C2, while teaching of a group of Animal Science students was conducted in P39-C1). The simultaneous teaching of students from different years of studies is transitory during the introduction of the new curriculum.
The design and use of specialised spaces—particularly the Clinical Skills Centre—indicate a strong emphasis on ethical training and gradual skills acquisition, while also promoting peer learning through structured initiatives. The availability of self-learning areas and the integration of digital infrastructure further strengthen autonomous and flexible learning.
Student welfare is also clearly prioritised, with inclusive catering options and appropriate rest and hygiene facilities for those on clinical duty. From an institutional standpoint, the provision of dedicated staff offices and research areas, along with tools for communication, contributes to a professional and coordinated academic environment.
Overall, the infrastructure and support systems in place form a coherent framework that enhances the student experience and aligns with contemporary standards in veterinary education.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.2.3. Suggestions for improvement
A. GVM-SP
It is recommended that, during the introduction of the new curriculum to the study programmes,

the VEE safeguards the dynamic monitoring of the facilities for non-clinical animal work to ensure that students have adequate hands-on experience.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.2.

B. GVM-EP
The programme is compliant with Standard 4.2.

C. FH-SP
The programme is compliant with Standard 4.2.

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

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

4.3.1. Findings
A. GVM-SP
UVMP animal facilities, including VTH, clinics, EqC, UnF, and UF in Rozhanovce, are sufficient and adapted to the number of registered students. These facilities guarantee that all students have the opportunity to acquire adequate practical training. The capacity and, where needed, the transformation of these facilities meet the education needs, also providing an optimal atmosphere for efficient learning.
Facilities are maintained to a high standard and are fit for purpose. This includes compliance with national and international legal provisions and animal welfare standards. UVMP's commitment to maintaining these high standards is evident in the well-kept condition of the premises.
UVMP facilities promote best husbandry, welfare, and management practices. Students have access to a wide variety of animal species, which facilitates thorough training in preclinical, propaedeutic, and clinical courses. This exposure is crucial to the development of well-rounded veterinary professionals.
Biosafety is a key consideration at UVMP, with all facilities adhering to strict biosafety and biosecurity standards. This ensures a safe environment for students and also animals, minimising the risk of disease transmission and other biosecurity threats.
The management of pharmaceuticals, particularly those subject to strict control, such as analgesics and anaesthetics, is carried out in accordance with established biosecurity and

safety standards. These substances are securely stored in a locked safe, with strictly controlled access, restricted to authorised personnel. Internal monitoring procedures are in place, and external audits are conducted regularly, as required by Slovak law, to ensure proper record-keeping of drug usage. Used vials are appropriately handled and disposed of in accordance with current national regulations. Overall, the pharmacy management across the clinical facilities complies with recognised standards of safety and accountability.

The design of the facilities aims to enhance learning by providing accessible and well-laid-out spaces for hands-on training. The layout allows students to work in sub-groups of optimal size, ensuring effective and efficient learning experiences.

The Small Animal Clinic operates across three pavilions (17, 26, 40), each equipped with specialised facilities to support a wide range of clinical and teaching activities. Pavilion 40, dedicated to surgery, orthopaedics, and reproduction, includes essential amenities such as waiting rooms, day rooms for staff and students, and various specialised laboratories and surgical theatres. It is fully equipped with advanced diagnostic and treatment tools such as X-ray machines, USG, an MRI and a CT machine provided by an external company, the Veterinary Diagnostic Centre (VDC).

Pavilion 26, which accommodates the Department of Internal Medicine, is well-resourced with outpatient clinics, seminar rooms, and laboratories. Courses on internal diseases, clinical syndromes, and various specialised fields such as neurology, nephrology, and dermatology are taught here. The equipment includes essential diagnostic tools like microscopes, infusion pumps, and USG devices. One of the seminar rooms in this building is specifically equipped for role-playing activities.

The Horse Clinic operates in Pavilions 17 and 18, and has examination rooms, surgical theatres, and post-anaesthesia boxes. The clinic is well-equipped with diagnostic and treatment tools, including X-ray equipment, USG, and a mobile clinic vehicle. The Ruminant Clinic, spread over Pavilions 17, 18, and 19, consists of facilities for the examination, surgery, and housing of animals. It offers courses on ruminant diseases, herd health management, and andrology.

The Swine Clinic, located in Pavilions 17 and 19, includes breeding, patient care, and various diagnostic and treatment facilities. The clinic is equipped with ultrasonic devices, endoscopes, and other specialised equipment. The Birds, Exotic and Free-Living Animals Clinic, located in Pavilion 26, includes facilities for outpatient care, hospitalisation, and surgery. It is equipped with advanced instruments such as ultrasound machines, endoscopes, and tailored inhalation anaesthetic devices.

Laboratory diagnostic facilities are mainly located in Pavilion 26, supporting the Small Animal Clinic with biochemical and haematology analysers, centrifuges, and PCR analysers. Laboratories for parasitology, microbiology, and immunology are located in Pavilions 2 and 3, respectively. The Ruminant Clinic also has its own diagnostic laboratory.

The necropsy facilities are positioned in Pavilion 17, at the Department of Morphological Disciplines. This pavilion includes two necropsy rooms, one for large animals and one for small animals. These rooms are equipped with trolleys for the transport of carcasses, a 1,000 kg capacity lifting device, and waste containers for various categories of waste. In addition, the pavilion has separate changing rooms for men and women, a sanitary facility, and a histology exercise room with 32 chairs and 20 microscopes. The necropsy rooms are maintained to a high standard, with essential equipment such as sterilisers for necropsy instruments, high-pressure cleaners, and UV lamps, ensuring hygiene and safety.

For the practical teaching of Veterinary Public Health (VPH), courses are primarily conducted within the Department of Food Hygiene, Technology and Safety. The UVMP has specialised training rooms for meat processing in Pavilion 14 and dairy products in Pavilion 10, both

equipped with the necessary technology for production and processing. These facilities are complemented by laboratories for microbiological and chemical analyses, which form an integral part of the practical exercises in these fields. Sensory analysis techniques are taught in collaboration with IPEPS, which provides a dedicated laboratory for food sensory analyses.
Regarding animal health control, UVMP has contractual agreements with multiple slaughterhouses, although the University Slaughterhouse in Zemplínska Teplica is currently out of service and undergoing comprehensive reconstruction. The teaching process is further enriched by visits to food-producing companies, which provide students with valuable practical experience in the industry.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.3.2. Analysis of the findings/Comments
A. GVM-SP
UVMP's animal and clinical teaching facilities are not only well-resourced and aligned with the institution's educational goals but also reflect a strong clinical orientation that supports multi-species training across all levels of the curriculum. The design and layout of species-specific units—such as those for ruminants, swine, equines, and exotic animals—enable students to engage with a broad caseload, promoting competence in species-adapted approaches to diagnosis and treatment. However, the VEE is encouraged to improve the design of the access route between the induction/recovery box and the equine operating theatre during the next revision of the surgical area layout.
The progressive exposure to authentic clinical settings reinforces procedural skills and clinical reasoning, while ensuring safety and bioethical standards.
The infrastructure supports small-group, skills-based learning in spaces that integrate theoretical instruction with real-time clinical experience. This is particularly evident in the design of the clinical areas, where students benefit from diverse diagnostic and therapeutic equipment across a wide range of species. These settings reinforce the development of practical competencies through progressive exposure to clinical scenarios.
Biosafety and animal welfare considerations are clearly embedded in both the design and operation of the facilities, contributing to a safe and ethically sound learning environment that meets regulatory and pedagogical standards.
The necropsy and laboratory facilities further enhance clinical and diagnostic training, offering students structured experiences in pathology under high standards of hygiene and safety. Consideration could be given to expanding the large animal necropsy room and enhancing its equipment, to better support its intended functions and the teaching of necropsies in species such as cattle and horses using appropriate necropsy tables.
Likewise, dedicated infrastructure for Veterinary Public Health (VPH)—including food hygiene and processing units—is complemented by external partnerships with the agri-food sector, ensuring relevant, practice-oriented learning.
Taken together, the clinical, necropsy, laboratory, and livestock facilities at UVMP create an integrated educational ecosystem that supports vertically structured, day-one-ready training. Their high standard of maintenance, technological provision, and species coverage ensures that students acquire practical experience across the core domains of veterinary medicine, in

accordance with ESEVT Standard 4.3.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.3.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

4.3.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.3.

B. GVM-EP
The programme is compliant with Standard 4.3.

C. FH-SP
The programme is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.
4.4.1. Findings
A. GVM-SP
The VEE offers comprehensive clinical services through its Veterinary Teaching Hospital (VTH), guaranteeing 24/7 emergency services for companion animals and equines. The Small Animal Clinic operates daily from 8:00 to 15:30, with emergency services available from 15:30 to 08:00, including weekends and public holidays. This clinic serves both as a first opinion and as a referral

centre, offering specialised examinations and diagnostics in various fields such as cardiology, ophthalmology, orthopaedics, dermatology and more.
The Horse Clinic follows a similar schedule, providing emergency services with the permanent presence of a veterinarian and support staff. It also functions as a first opinion and referral centre, performing specialised examinations and offering consultation services.
For ruminants, the Ruminant Clinic operates daily from 8:00 to 15:00, with emergency services available from 15:00 to 18:00 and on-call services from 18:00 to 08:00. This clinic performs specialised examinations and offers comprehensive care in orthopaedics, reproduction, internal diseases, and herd health management.
The Clinic of Swine and the Clinic of Birds, Exotic and Free-Living Animals also provide essential services. The Clinic of Swine operates on a daily basis with emergency services and on-call support, focusing on reproduction, zoo-hygiene, metabolic diseases, and herd health management. The Clinic of Birds, Exotic and Free-Living Animals offers on-call emergency services and specialised examinations, including endoscopy and care for protected animals.
Student groups at UVMP are divided into subgroups for working in small teams within these clinics, ensuring hands-on training and participation in clinical operations and procedures. The clinical training and internships involve students in all aspects of clinical work, including emergency services and night shifts. Mobile clinics and special facilities further enhance the acquisition of practical skills.
UVMP's clinical teaching facilities meet national standards of Veterinary Practice in accordance with the Veterinary Care Act and the Private Veterinary Practitioners Act. The university's long-standing cooperation with the Chamber of Veterinary Surgeons ensures compliance with these standards, providing a high-quality educational environment that supports research and evidence-based clinical training.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.4.2. Analysis of the findings/Comments
A. GVM-SP
The organisation and operation of UVMP’s clinical services demonstrate a well-integrated model that effectively combines patient care with educational objectives. The clinical teaching model ensures that students engage directly with the routine and specialised functions of the Veterinary Teaching Hospital, gaining practical insight into the real-world veterinary work. Ongoing improvements in the VTH management software system and appointment scheduling further enhance the organisation of academic activities and facilitate student access to clinical records for educational purposes.
A notable strength lies in the structured exposure to emergency services, which are operational across all major species areas. This continuous clinical activity allows students to experience a wide spectrum of clinical situations, including out-of-hours care, which is essential for preparing them for the realities of veterinary practice. The inclusion of night shifts and rotating duties further reinforces this exposure in a progressive and pedagogically sound manner.
Clinical rotations are conducted in small groups, promoting meaningful student participation in diagnostic, surgical, and therapeutic procedures. This approach not only enhances technical skills but also encourages teamwork, clinical reasoning, and professional behaviour.

The close collaboration between UVMP and the Chamber of Veterinary Surgeons ensures that clinical activities are aligned with national legal requirements and professional standards. This cooperation strengthens the authenticity of the clinical learning environment and supports the integration of academic and professional training.
In summary, the structure, scope, and quality of UVMP's clinical services provide a strong foundation for experiential learning. The clinical framework offers an effective transition from theoretical instruction to practical application, supporting the development of practice-ready graduates in accordance with current educational and professional expectations.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.4.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

4.4.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.4.

B. GVM-EP
The programme is compliant with Standard 4.4.

C. FH-SP
The programme is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.
4.5.1. Findings
A. GVM-SP
Students have unlimited access to clinical centres, including the Clinical Skills Centre (CSC), throughout their studies. From the third year with Propaedeutics, they participate in clinical courses, internships, and practical training under the supervision of a Veterinary Surgeon.
Clinical activities include patient admission, history taking, examinations, diagnostic imaging, differential diagnosis, consultations, and therapy planning. Students work in small groups,

allowing them to perform operations independently. They interact with various patient types and are scheduled for daily and emergency shifts, including night shifts.
Courses related to clinical work and soft skills acquisition are detailed in Area 3.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.5.2. Analysis of the findings/Comments
A. GVM-SP
The clinical training infrastructure at UVMP provides students with access to a broad and appropriate range of diagnostic and therapeutic facilities, covering all key areas. The early integration of students into clinical settings—beginning from the third year—ensures a gradual and structured acquisition of clinical competencies, with progressive exposure to real cases under professional supervision.
The organisation of students into small working groups allows the best use of all the facilities and fosters an active learning environment, where they are encouraged to take responsibility for clinical procedures, including decision-making and hands-on interventions. The participation of students in emergency services, performing surgeries and treatments and/or intensive/critical care in respective facilities, as well as ambulatory services including night shifts, further enhances their readiness for real-world practice.
The inclusion of the Clinical Skills Centre as a core facility reinforces the development of both technical and procedural skills in a controlled environment before contact with live patients. Communication and soft skills training are addressed within the curriculum (as noted in Area 3), while the extent to which these are formally assessed and integrated as part of clinical performance could be further clarified.
UVMP's clinical training model appears comprehensive and well-aligned with the requirements of Standard 4.5, ensuring that students are exposed to a diverse caseload and a full spectrum of clinical scenarios in preparation for the acquisition of D1Cs.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.5.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to continue implementing the formal assessment of communication and soft skills as an integral part of the students' clinical performance.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.5.4. Decision

A. GVM-SP

The programme is compliant with Standard 4.5.

B. GVM-EP

The programme is compliant with Standard 4.5.

C. FH-SP

The programme is compliant with Standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

A. GVM-SP

The isolation facilities, managed by the Department of Epizootiology, Parasitology and Protection of One Health, are located in Pavilions 40 and 29, and are separate from the other sections of the VTH. Pavilion 40 accommodates the isolation and containment areas for dogs and cats, with 11 and 9 boxes, respectively, in the containment section, and 11 and 12 boxes in the isolation section. In addition, it includes a waiting room, an outpatient clinic, two hospitalisation rooms, a storage room for feed and detergents, a washing room, a storage room for medicines and equipment, changing rooms for students and staff, two auxiliary laboratories, a day room for the veterinarians and toilets with showers. A separate section contains two rooms for the containment of dogs and cats and an exercise room.

Pavilion 29 houses facilities for the isolation and containment of large animals, birds and exotic species, including 3 pens for cattle, 2 pens for pigs, 2 pens for sheep, a room for birds and exotic animals and 2 enclosures for horses. It also has changing rooms for staff and students, a clean filter room, a room for keepers and a day room for veterinarians.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

4.6.2. Analysis of the findings/Comments

A. GVM-SP

The isolation and containment facilities at UVMP appear to be well-designed, appropriately located, and equipped to handle a range of animal species, including companion animals, livestock, birds, and exotics. Their physical separation from other clinical areas is in line with good biosecurity practice and demonstrates a proactive approach to infection control.

The distribution of isolation resources across two dedicated pavilions ensures species-specific

containment and supports both animal welfare and clinical safety. The availability of auxiliary spaces—including changing rooms, storage areas, dedicated laboratories, and staff/student amenities—further reinforces the operational integrity of these units.
From an educational perspective, the layout and operation of the isolation facilities provide suitable conditions for student training in the handling and management of infectious cases. The presence of changing areas and clean/dirty separation supports experience-based learning in clinical biosecurity.
The facilities are sufficiently equipped, diversified, and maintained to ensure both the containment of infectious agents and the safe participation of students in clinical activities involving potentially communicable diseases.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.6.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

4.6.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.6.

B. GVM-EP
The programme is compliant with Standard 4.6.

C. FH-SP
The programme is compliant with Standard 4.6.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.
4.7.1. Findings
A. GVM-SP
The outpatient clinic, managed by the Ruminant, Swine and Equine Clinics, requires the participation of all students as part of their study programmes. The students take an active part in the ambulatory clinic, under the supervision of teaching staff. The main facility for livestock work is the UnF, where students undertake clinical courses, practical training and emergency services. The clinic also serves private livestock farms and horse owners. If necessary, the UVMP organises the transport and hospitalisation of animals. Students perform clinical examinations,

surgeries, therapies, vaccinations, and implement veterinary protection plans. They assess herd health, prepare protocols and record patient data in Provet for evaluation.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.7.2. Analysis of the findings/Comments
A. GVM-SP
UVMP provides an effective ambulatory clinical service that allows students to engage with real-world livestock cases under academic supervision. The integration of clinical rotations at the University Farm (UnF), combined with service provision to private farms and equine owners, offers students exposure to a range of species and production systems.
The activities carried out by students—ranging from clinical procedures and herd health assessments to the implementation of veterinary protection plans—reflect a robust approach to field-based veterinary education. The structured use of digital record-keeping systems (e.g., Provet) enhances the learning process by fostering clinical documentation and case management skills.
The coordination between teaching staff and clinical departments ensures that students receive adequate supervision and meaningful participation in ambulatory visits. The possibility of transporting and hospitalising animals when needed adds flexibility and strengthens the continuity of care.
The ambulatory service is well-integrated into the curriculum and supports the development of essential skills in herd health management and field-based veterinary practice.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.7.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

4.7.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.7.

B. GVM-EP

The programme is compliant with Standard 4.7.

C. FH-SP
The programme is compliant with Standard 4.7.

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

4.8.1. Findings

A. GVM-SP
UVMP operates two Iveco buses of 45 + 16 seats each, which transport students to various UVMP facilities, farms and food production companies, and uses two equipped vehicles for the outpatient clinic. Live animals are transported in trailers for large animals and horses, with vehicles and staff complying with legislation. Carcasses are transported in a trailer with a refrigeration/freezer unit and retractor, labelled according to the law, while small carcasses are transported in leak-proof containers. All equipment is washable and is able to be disinfected, obeying the biosecurity precautions.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.8.2. Analysis of the findings/Comments

A. GVM-SP
The transport systems in place at UVMP appear well-organised and compliant with both national and EU legislation. The use of dedicated vehicles for student transport, clinical fieldwork, and the movement of animals or biological materials demonstrates a clear commitment to safety, animal welfare, and biosecurity.
The availability of separate, purpose-adapted vehicles for live animal and cadaver transport—equipped with appropriate containment, refrigeration, and disinfection capabilities—supports effective risk management and minimises the potential for contamination or disease transmission. The use of leak-proof containers and clear labelling further reinforces adherence to regulatory standards.
The transport arrangements ensure the safe and hygienic movement of students, animals, and materials, while contributing to the integrity of clinical, teaching, and research activities.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.8.3. Suggestions for improvement

A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

4.8.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.8.

B. GVM-EP
The programme is compliant with Standard 4.8.

C. FH-SP
The programme is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.
4.9.1. Findings
A. GVM-SP
The UVMP's safety and environmental protection system is governed by internal regulations and managed by the Department of Safety and Crisis Management, which reports directly to the Rector. The DSCM draws up guidelines and documents for UVMP employees, which are communicated at each workplace. A specific working group periodically reviews safety areas, including employee health, categorisation of activities, training, records of occupational injuries and illnesses, workplace safety inspections, employee health care and health checks. The system also covers fire protection and related training.
Trainees receive regular occupational safety training, tailored to their activities, and all sessions are recorded. Training covers personal protection equipment, laboratory safety, disinfection, handling of chemicals, toxic substances, biological materials, radiation and other hazards. Practical clinical training includes safe animal handling and the use of clinical instruments and equipment. Students visiting food production facilities must have a valid medical certificate. Safety instructions are provided through QR codes and printed manuals, accessible at workplaces and facilities.
The implementation of the VEE's QA IR demonstrates the closure of the loop in the PDCA cycle concerning biosecurity provisions, and is reliant on the feedback from staff, students and the stakeholders.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.9.2. Analysis of the findings/Comments
A. GVM-SP
The operational procedures in place at UVMP demonstrate a structured and institutionally coordinated approach to health and safety, including biosecurity and good clinical and laboratory practices. The system is centrally managed by the Department of Safety and Crisis Management (DSCM), which reports directly to the Rector, indicating institutional-level oversight.
Training protocols are appropriately tailored to the roles and risk profiles of students and staff, covering a comprehensive range of topics including personal protective equipment, chemical and biological safety, radiation, disinfection, and clinical equipment handling. These sessions are not only systematic but also documented, which supports traceability and quality assurance.
Practical implementation is supported by accessible safety instructions in printed and digital formats, including QR codes located at key theoretical teaching and clinical sites. This multimodal approach facilitates just-in-time access to relevant procedures and helps reinforce awareness.
While the SER outlines a safety-focused organisational structure with periodic review mechanisms managed by the DSCM, there is a Biosafety Working Group responsible for the implementation of educational programs on biological safety.
Overall, UVMP exhibits a strong commitment to operational safety and biosecurity. However, formalisation of the quality assurance framework specific to biosecurity and the explicit documentation of feedback mechanisms from users could further strengthen the system.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.9.3. Suggestions for improvement
A. GVM-SP
Clarifying the governance (i.e., Committee) and oversight structures for biosecurity, besides the Biosecurity Working Group and formalising the associated QA processes, would strengthen the VEE's alignment with Standard 4.9.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

4.9.4. Decision
A. GVM-SP
The programme is compliant with Standard 4.9.

B. GVM-EP
The programme is compliant with Standard 4.9.

C. FH-SP
The programme is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

A. GVM-SP
There are several facilities used on the UVMP campus to ensure that each student is exposed to enough animals of different species (small ruminants, pigs, horses, dogs, cats, exotic and wild animals, and fish). In addition, several facilities located near the UVMP are used for D1C acquisition. Students come into contact with animals for preclinical practical training as early as the propaedeutic course. Students have the opportunity to work with all common animal species and learn how to apply basic clinical methods and procedures, and work with the Provet to record clinical data.
For this purpose, UVMP keeps its healthy animals directly in specific facilities on campus. For basic sciences (anatomical disciplines), permanent preparations, organs and plastinated models are used, and students can also perform self-study activities under supervision, in the necropsy room, on cadavers or body parts.
Following the concept of “never the first time on a live animal,” UVMP is equipped with numerous models and simulators for initial skills acquisition.
The UVMP provides preclinical hands-on training to ensure that during the early years of the course, students come into contact with animals. Students must acquire the necessary nursing skills and learn about the individual aspects of animal welfare.
Practical clinical training takes place in different clinical facilities depending on the animal species. Students conduct their training in small groups, and shifts are planned to ensure that each student has access to all animal species (Small Animals, Birds, Exotic and Wild Animals, Ruminants, Pigs, and Horses). In particular, the approach to practical animal training is gradual, paralleling the theoretical learning.
The cadavers used for teaching pathological anatomy come from the VTH, individual clinics, PVS or directly from animal owners through a specially created donation scheme.
The numbers of animals used for pre-clinical practical training are in line with the number of students and constant over the academic years. The number of patients of all species visited in the VTH is adequate to ensure the acquisition of first-day skills.
The number of healthy pigs in the past two academic years has halved due to the biohazard limitation of African swine fever. For the same reason, the number of pig farms in the region has decreased dramatically. All this has negatively affected the number of ruminants and pigs used for necropsies, resulting in a suboptimal ratio to the number of graduate students.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

5.1.2. Analysis of the findings/Comments
A. GVM-SP
It is important to note that the quantity of animals and animal materials is a priority for VEE, and specific responsible parties (the course sponsor and the PRSP) have been identified to ensure their availability. In recent years, some compensatory strategies have been implemented to teach the main skills in pig breeding and clinics, such as the use of videos and films of practitioners working in the field.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

5.1.3. Suggestions for improvement
A. GVM-SP
It is suggested that videos of necropsies of ruminants and pigs recorded in the field in other regions of Slovakia be prepared to compensate for the unavailability of cadavers.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

5.1.4. Decision
A. GVM-SP
The programme is partially compliant with Standard 5.1. because of the suboptimal number of ruminant and swine necropsies.

B. GVM-EP

The program is partially compliant with Standard 5.1. because of suboptimal number of ruminant and swine necropsies.

C. FH-SP
The program is partially compliant with Standard 5.1. because of suboptimal number of ruminant and swine necropsies.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.
5.2.1. Findings

A. GVM-SP

The main part of the training program (preclinical and clinical disciplines as well as hygiene courses) is conducted at various UVMP facilities. In addition, some practical training activities (herd health management, preclinical and clinical training on large and small ruminants) are conducted extramurally at the university farm in Zemplínska Teplica. Students have the opportunity to participate in day and night shifts under the guidance of a veterinarian or teacher. Likewise, practical horse training is conducted at the equine centre under the supervision of the course sponsor. There is also a special facility for training on breeding and diseases of wild animals, fish and bees, which operates in the field of pheasant, fallow deer and mouflon breeding. In this facility, students can acquire skills in the field of game husbandry and diseases, handling of wild animals, and clinical and diagnostic procedures with free-living animals. In addition, students can gain skills in the field of preventive dog medicine through collaboration with an abandoned animal shelter. In addition, during the basic clinical rotation, students are divided into groups for ruminant and swine emergency service, which is carried out with a fully equipped ambulatory clinic.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

5.2.2. Analysis of the findings/Comments

A. GVM-SP

There is a variety of external sites that the students can benefit from. The ownership of the Equestrian Centre as a teaching resource is commendable. The special facility that students have access to at the UF in Rozhanovce focuses on breeding (pheasant, fallow deer and mouflon) and diseases of wild animals, fish and bees, and allows the acquisition of competences in peculiar species and a better understanding of farming techniques applied to wild species.

The training at these sites is monitored by academic staff, therefore the standards for clinical conduct are the same as those at the VTH.

The relationship among academic staff, students and farmers of private commercial farms, which allows the students to approach the actual world of farms and activities of professional veterinarians is extremely efficient and commendable.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

5.2.3. Suggestions for improvement

A.GVM-SP

None

B. GVM-EP

None

C. FH-SP
None

5.2.4. Decision
A.GVM-SP
The programme is compliant with Standard 5.2.

B.GVM-EP
The programme is compliant with Standard 5.2.

C. FH-SP
The programme is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.
5.3.1. Findings
A. GVM-SP
The size of student groups during CCT (5-7 students per group) ensures that every student has access to hands-on training. During CCT, practitioners and students work as independent actors, and their collaboration also includes individual patient assessment, history taking, treatment proposal, and clinical data collection on Provet. Students are actively involved in medical decision-making at individual stages of the workday, including day, emergency and night shifts, as well as work in the ambulatory clinic. At the same time, students can delve into the topics covered (literature, databases, scientific articles) and then discuss them with their teachers.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

5.3.2. Analysis of the findings/Comments
A. GVM-SP
The organisation of student groups and rotation shifts allows for an optimal student-faculty ratio, ensuring direct participation of each student in practical activities in both pre-clinical and clinical work. As testified by the students, the tutor assistance during their shifts in VTH is particularly appreciated, as it does not interfere with their decision-making process. Because of that, the teachers do not overshadow the student decision-making process.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

5.3.3. Suggestions for improvement

A. GVM-SP

The VEE is suggested to extend the teacher-guided work, whenever needed, paralleling the supervision exerted by the teachers during the shifts at the VTH.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

5.3.4. Decision

A.GVM-SP

The programme is compliant with Standard 5.3.

B.GVM-EP

The programme is compliant with Standard 5.3.

C.FH-SP

The programme is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

A. GVM-SP

Students are granted access to the clinical information system as early as the third year during the Propaedeutics course, where they become familiar with the system and learn how to use it. Students learn how to prepare patient protocols and medical records. Compiling medical records is an integral part of clinical training during CCT. UVMP's Clinical Information System (Provet) is available in two versions:

- Provet for VSs is managed by veterinarians and is accessible to students only under the supervision of a veterinarian/academic staff.
- Provet for students is accessible to students at all times via their own student accounts. Data from the Provet for VSs is uploaded to a limited extent to the student version of Provet by the system administrator. This version is used for storing patient protocols prepared by the students, evaluated by the course guarantor of the clinical practical training, during their CCT and while working at a PVS.

All the clinics of the University Campus are equipped with PCs having Provet installed, to guarantee the access of the students to the clinical records programme. The software is not accessible off-campus because Provet does not support web interfaces.

B.GVM-EP

The same as the above

C. FH-SP

The same as the above

5.4.2. Analysis of the findings/Comments

A. GVM-SP

The use of a student-specific version of the clinical documentation software should ensure the early empowerment of students on the correct handling of clinical data. However, the accessibility limited to intramural facilities alone is a drawback. In particular, the extension of accessibility in extramural conditions could provide an opportunity for students to record data collected in the field as well. In addition, as suggested by students, accessibility from home could be useful for self-learning. The data from diagnostic imaging is available to students, but it is stored using a different software, making its retrieval more tedious.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

5.4.3. Suggestions for improvement

A. GVM-SP

The VEE is suggested to intensify its efforts in expanding the access range of Provet, to allow the students to have a better overview of the appointments planned and to prepare adequately for the visit in advance.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

5.4.4. Decision

A.GVM-SP

The programme is compliant with Standard 5.4.

B.GVM-EP

The programme is compliant with Standard 5.4.

C.FH-SP

The programme is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for

bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

6.1.1. Findings

A. GVM-SP

The University Library (University Library and Editorial Centre) (UL) procures and makes available printed and electronic learning resources in Slovak and English to students. These include textbooks, periodicals and access to databases. Students receive training when registering in the UL.

Additional learning resources include e-learning tools, such as the parasitology atlas, and physical resources. The latter includes simulators to practice clinical skills, histology preparations, and specimens (ossuary) and 3D models to study anatomy. These physical resources are used in core teaching/timetabled sessions. However, students can book time slots for self-directed learning and revision periods, where the study group will be supervised by peers who have volunteered for the task.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

6.1.2. Analysis of the findings/Comments

A. GVM-SP

The VEE is commended for providing students with the opportunity to support the learning of their peers. The variety of learning resources is appropriate for the number of students registered in the programme. The students can book additional time slots to further enhance their learning and skills.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

6.1.3. Suggestions for improvement

A. GVM-SP

None.

B. GVM-EP

None.

C. FH-SP

None.

6.1.4. Decision,

A. GVM-SP

The programme is compliant with Standard 6.1.

B. GVM-EP
The programme is compliant with Standard 6.1.

C. FH-SP
The programme is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secure connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

A. GVM-SP
The UL's staff consists of 10 people, including one director and six trained librarians. Seven out of the 10 staff members possess a second-level university degree. The UL facilities include a study room with a capacity for 70 students, where 18 desktop computers are available to students. The building where the UL is located has a video conference room, a shop for academic literature, and printing services. Further study and leisure areas are located in other buildings throughout the campus.
The UL closes at 18:00h from Monday to Friday and at 17:00h on Saturday. However, staff and students have direct access to a range of databases 24/7. The UL website provides students with updates on opening hours and services provided. The UL website is organised in sections that aim to provide students with clear guidance on search options, loan and printing services and online databases (e.g. WOS, Scopus, ProQuest, CAB, Agris), amongst other topics. Training on how to carry out a bibliographic search is provided to students in the seminars "Biomedical Statistics" and "Data Processing and Professional Databases". These seminars are included in the core curriculum.
When library resources are not available at the VEE, staff and students can access them by using the inter-library lending services. The service is free of charge, but users may need to pay for the resource if the lending library requires payment.
Wi-Fi is available in all areas of the campus, including students' accommodation, and is freely available to staff and students (eduroam). Access to databases is possible outside the university premises without the need for VPN.
Information and communication technology is managed at the central university level by the Department of Information and Communication Technologies (DITC). Essential information on the courses is shared in electronic format, using the Moodle platform. Staff and students receive training in the use of Moodle. Video tutorials are available in Moodle, which are intended to guide new users on how to navigate this platform.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

6.2.2. Analysis of the findings/Comments

A. GVM-SP

The UL and the IT resources are well implemented and have adequate human resources for the running of their activities. Online access to library resources is available on and off campus, and free Wi-Fi is available to students across campus and university accommodation. The printing services, along with the leisure areas, are particularly appreciated by the students.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

6.2.3. Suggestions for improvement

A. GVM-SP

None.

B. GVM-EP

None.

C. FH-SP

None.

6.2.4. Decision

A. GVM-SP

The programme is compliant with Standard 6.2.

B. GVM-EP

The programme is compliant with Standard 6.2.

C. FH-SP

The programme is compliant with Standard 6.2.

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

6.3.1. Findings

A. GVM-SP

A well-equipped clinical skills centre is available to all the students. The aim of this facility is to provide students with opportunities to acquire clinical skills in a safe environment while reducing the potential negative impact on animal welfare.

Learning material is available to the students in different formats, including manuals, posters and animal models. The clinical skills centre consists of several rooms in the same building, facilitating the running of several activities in parallel (depending on human resources available to supervise learners). The centre has a large variety of models, which allows students to

practice a wide variety of skills, including suturing, rectal palpation of large animals, ultrasounds, and others. Students are expected to attend core teaching sessions supervised by staff, but can also request access to extra slots for revision purposes. These revision sessions are usually supervised by one of their peers. Currently, models are acquired from commercial companies but not produced internally.
The unit for histology has a wide variety of prepared samples, which students can also access outside formal timetabled slots for revision. Revision sessions for histology are also supervised by volunteer undergraduate students.
Wi-Fi is available 24/7 in university premises (including university accommodation). Remote access to UL resources inside and outside university premises is also available to staff and students 24/7. Academic staff make available learning material delivered in lectures in the online learning platform Moodle, which is also accessible 24/7. Lectures are not recorded by default. However, some academics prepare recordings; when this is done, the material is uploaded to Moodle.
Student feedback on teaching is requested and recorded through anonymous surveys. However, students reported preferring to provide feedback in other formats (e.g. direct discussion with lecturers). Feedback on teaching informs not only changes in delivery, but also the need for learning resources.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

6.3.2. Analysis of the findings/Comments
A. GVM-SP
The VEE is commended for providing a well-equipped clinical skills centre to the students.
Students find the clinical skill lab to be well-equipped and appreciate the opportunities to practice clinical skills before approaching a live animal. Students are able to use learning resources for practical skills beyond the formal slots allocated in their core curriculum.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

6.3.3. Suggestions for improvement
A. GVM-SP
The VEE could explore producing in-house models, which could further increase the variety of learning resources, as well as provide opportunities for educational research.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

6.3.4. Decision

A. GVM-SP

The programme is compliant with Standard 6.3.

B. GVM-EP

The programme is compliant with Standard 6.3.

C. FH-SP

The programme is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.
In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.
Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

A. GVM-SP

The UVMP has established specific rules for admission, progression, and certification procedures, which are provided to applicants and students through its website and advisory services. The UVMP actively informs about its programmes through social networks, its website, and student promotion fairs.

Preparation courses in Biology and Chemistry are offered to students in the last year of secondary schools, which focus on revising knowledge obtained at secondary schools, supplementing it, and preparing for entrance examinations. These courses are conducted by experienced teachers from the UVMP's Departments of Chemistry, Biochemistry and Biophysics and Biology and Physiology.

The Big Brother student assistance programme is available to Slovak and English-speaking applicants. Applicants receive a decision on admission, annexes, and information on enrolment, introductory sessions, and tuition fees. All applicants receive a brochure for first-year students and additional information on the university's website.

The UVMP has entered into bilateral agreements with 18 universities, particularly universities in Poland, the Czech Republic, and Ukraine. As part of the Erasmus+ mobility programme, the UVMP has entered into 55 bilateral agreements, allowing students and employees to engage in mobility projects, internships, and studies.

The UVMP also engages in intensive cooperation with VEEs based in Central and Eastern Europe, members of the VetNEST (Veterinary Network of Students and Staff Transfer), which is part of the CEEPUS network.

The UVMP manages exchange mobility programmes and provides information and assistance to students and employees through the Mobility Section of the Study Office. Criteria based on study results, language skills, the curricular and extracurricular activities of potential participants, including their personal presentation before the Selection Committee, are taken into consideration to select interested students.

In addition to agreements, the UVMP develops international cooperation with educational and

scientific institutions operating in the field of veterinary medicine and pharmacy.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.1.2. Analysis of the findings/Comments
A. GVM-SP
Information about the offered study programmes can easily be found online in the Quality Portal of the UVMP. Information about the study career is available.
The UVMP is always actively looking for cooperation with foreign partners.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.1.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

7.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.1.

B. GVM-EP
The programme is compliant with Standard 7.1.

C. FH-SP
The programme is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.
7.2.1. Findings
A. GVM-SP
The UVMP Management proposes and approves the number of students admitted to individual SPs for the next AY. The number depends on the UVMP's capacities, state funds, and key stakeholders' requirements. The number of admitted students is planned considering SOP

parameters, premises, equipment, staff, patients, and biological materials. The UVMP has sufficient funds to ensure education in all veterinary SPs, and the number of students relative to UVMP funds is revised annually. The number of applicants to the English study programme is limited only to the UVMP's capacities.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.2.2. Analysis of the findings/Comments
A. GVM-SP
Almost 90% of the GVM programme students graduate within the 6 years of study, which is in stark contrast to the study duration of the SP-FH. The university explains this because there are fewer students applying for the FH-SP, and the curriculum of the FH-SP is more demanding. However, the average duration of study numbers varies from year to year. Regarding the mentioned statistics, it is almost impossible to compare 182 students for the GVM-SP and GVM-EP with 14 students from FH-SP.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.2.3. Suggestions for improvement
A. GMV-SP
None

B. GVM-EP
None

C. FH-SP
None

7.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.2.

B. GVM-EP
The programme is compliant with Standard 7.2.

C. FH-SP
The programme is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are

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

7.3.1. Findings

A. GVM-SP

The admission procedure for higher education is outlined in the Act on Higher Education and UVMP internal regulations. The process begins with the receipt of applications from applicants that completed their full secondary education or secondary vocational education. The requirements are proposed by the Vice-Rector for Education, discussed by UVMP Management, and approved by the AS. The UVMP publishes the admission requirements no later than two months prior to the last day for filing applications. The deadline for submitting applications, the method of submission, and the admission requirements are published six months in advance. The entrance examinations are organised by SCIO, a third-party company that organises admission procedures for multiple universities. Test results are sent to the UVMP within seven days after the admission procedure date. Applicants may take the entrance examination on a substitute date. The admission to study depends on the applicant's position in the order of applicants based on the total number of points for individual criteria relative to the total number of admitted students. The Admission Committee evaluates the process and ensures transparency. A decision on the admission result must be issued within a period of 30 days. Applicants can appeal against the admission procedure result to the Rector within eight days of the decision delivery date.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

7.3.2. Analysis of the findings/Comments

A. GVM-SP

The admission procedure for the full-fee students is identical to the admission procedure for the standard students, except for the tests, which are held online, but in a remote form.
The UVMP admits a limited number of state-funded applicants for study, including those from the SR or other countries, as long as they apply for study in Slovak. In addition, the UVMP also admits students to study in the English language provided that they finance their studies from their own sources. The VEE ensures that the total number of students complies with SOP requirements for human resources and adequate premises for health and safety protection.
The expected number of admitted students will not change over the next 3 AYs. Over the period of the next 3 AYs, the UVMP plans to admit 150 new students to the GVM-SP in Slovak language, 80 students to the GVM-EP in English language, and 50 students to the FH-SP.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

7.3.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

7.3.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.3.

B. GVM-EP
The programme is compliant with Standard 7.3.

C. FH-SP
The programme is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.
7.4.1. Findings
A. GVM-SP
Applicants with a disability are treated individually. They can have, for example, 50% more time for the entrance exams. The UVMP's coordinator, Vice-Rector for Education, Study Office, and contractual specialists from the partner university, Pavol Jozef Šafárik University in Košice, handle matters related to these students.
A section on the UVMP's site is dedicated to applicants for GVM study programmes with specific needs, where explicit definitions are used and the admission process is described in detail, including the forms utilised, different from the regular ones, to apply.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.4.2. Analysis of the findings/Comments
A. GVM-SP
The UVMP ensures equal opportunities for students with disabilities by creating conditions for their studies, as defined by various laws and regulations and performs continuous improvements to accommodate disabled people.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.4.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
The VEE is advised to expand the admission criteria on its site for those applicants with special needs applying for the FH-SP.

7.4.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.4.

B. GVM-EP
The programme is compliant with Standard 7.4.

C. FH-SP
The programme is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.
7.5.1. Findings
A. GVM-SP
The UVMP's admission procedure adheres to SAAHE Standards, ensuring consistent rules throughout the study life cycle. The procedure includes a fair, transparent, and reliable selection of applicants based on their capacity to study. The requirements are inclusive, guaranteeing equal opportunities for all applicants. The university's policies and structures ensure supportive actions, facilitating equal study opportunities for students with specific needs and disadvantaged backgrounds.
The progression criteria, outlined in the Study Guidelines internal regulation, are binding for all students, requiring a certain number of credits to progress to the next year of study. The final state exam can be taken upon completion of all CC’s and ECs and obtaining at least 335 credits. After every study year, a defined number of credits must be obtained.

Students receive credits after completing a course in a prescribed manner. This can be by a specific number of credits obtained or by passing an exam with a grade A-E. The rules for obtaining credits are defined by the course guarantor and published on the course guarantor's website. These include prerequisites, teaching methods, credits, teacher names, syllabus, learning outcomes including D1C, recommended literature, interim revision methods, and requirements for granting credits and passing exams. Students must follow instructions published on the website, AIS, and noticeboards.
The UVMP has established a Study Advisor position to support students during their studies and prevent early discontinuation. The Study Office assists students in adjusting to the new environment, understanding their rights and obligations, and navigating the credit system and AIS. Year-1 students receive assistance in familiarising themselves with the university, while higher years' students receive support in understanding the credit system and finding optimal solutions.
A Practical Manual for Y1 students has been drawn up by higher year students.
The Big Brother project is implemented by members of IVSA and ANSA and tries to act as first contact persons for new students.
The Buddy system, implemented by the Behavioural and Experimental Economic Team (BEET) in Slovakia, provides assistance to students in adapting to the university environment and improving their well-being. The Buddy system is an advisory body to the Ministry of Health of the SR, with one member being an employee of the Study Office. The system aims to provide efficient and easily accessible assistance to students facing various challenges and pressures in their personal and student lives.
Teachers are required to offer consulting hours during the teaching process to help students understand and answer questions.
The UVMP informs about its study programmes through various promotional activities, including the website, study fairs, visits, and Open Days. It also participates in international student fairs, student portals, and contractual partner agencies. Information is shared on social networks, facilitated by student associations and Buddy and Big Brother systems. The UVMP also provides individual information during opening hours via email and telephone. The Study Office and Advisory Centre continuously provide information to interested students and those interested in the study.
The admission process involves completing secondary education or vocational education and passing an entrance examination. The order of applicants is determined by the number of points obtained in written tests in the profile courses (biology and chemistry), as well as their participation in secondary school knowledge competitions and secondary students' professional activities (SSPA). Other activities are ranked based on diplomas and results of other competitions. Admission procedure results are published by the UVMP on its website within 5 working days after the admission procedure ends and are sent to the applicant. The decision must contain the resolution, the rationale, and the instructions on the possibility to appeal against the decision.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.5.2. Analysis of the findings/Comments

A. GVM-SP
The main reason for students leaving or being excluded from studies is failure to meet progression requirements, with the highest number of early terminations and exclusions observed in year 1 across all SPs. Causes include insufficient adaptation from secondary school to the higher education system, differences in knowledge in biology and chemistry among secondary schools and underestimating systematic preparation during the semester. Finally, a reason for leaving is admission to another university (medicine, stomatology).
The rights and obligations for the most important stages of completing the study programmes can be found in the 'Study Guidelines'. Here, students find all information regarding duration, basic requirements, admission, organisation, subjects, credit system, study guidance, certification, examinations, including state examinations, internships, thesis, interruption and termination of the study.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.5.3. Suggestions for improvement
A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

7.5.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.5.

B. GVM-EP
The programme is compliant with Standard 7.5.

C. FH-SP
The programme is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.
7.6.1. Findings
A. GVM-SP
Study termination is a process where a student is expelled from a study due to various reasons, including leaving the study, exceeding the standard length of study, failing to meet requirements

from the SP or the Study Guidelines, disciplinary offenses, cancellation the SP (UVMP can offer the student to continue the study in a different SP), or death of the student. The reasons for exclusion include failure to obtain the number of credits as described in §7.5 or exceeding the maximum number of registrations for individual courses, which is 2. The decision on exclusion must be delivered to the student in writing and must include the rationale and instructions for the possibility of appeal. The study termination date is the date when the decision becomes effective. An appeal can be filed by a student to the Rector within 8 days. If the Rector does not comply with the appeal, it is transferred to the AS, which will make a decision within 30 days. The AS will amend or cancel the Rector's decision.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.6.2. Analysis of the findings/Comments
A. GVM-SP
There is also the possibility to interrupt the study for health-related reasons or other serious reasons. This is regulated in the 'Study Guidelines' of the UVMP in article 31.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.6.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to advertise continuously on its site the changes that might occur in its mechanisms for the exclusion of students from the study programme, not only on its site but also by other (electronic or verbal) means.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.6.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.6.

B. GVM-EP
The programme is compliant with Standard 7.6.

C. FH-SP
The programme is compliant with Standard 7.6.

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

7.7.1. Findings

A. GVM-SP

The UVMP aims for inclusive and equal education, with attention to students with specific needs. It is an ethical responsibility to ensure equal opportunities for all students. The UVMP receives a subsidy from the MoE used for providing equipment, access to electronic journals, library fees for students with specific needs and office supplies.
The UVMP operates an advisory centre to enhance education quality and support students. The Centre provides consulting, assistance, and support through the Study Office staff or a contractual advisory centre, UNIPOC of the UPJŠ in Košice. Its goal is to provide high-quality support, helping students overcome challenges and achieve success in all aspects of life.
UVMP provides social, pedagogical, medical and psychological counselling, besides options for professional help by a psychologist or psychiatrist.
The services for students with specific needs fall within the responsibility of the University coordinator and two employees of the Study Office.
Slovak language courses for foreign students and courses of intercultural communication are organised by the IOM (International Organisation for Migration) with which the UVMP has a signed memorandum.
Students can request assistance, file complaints, and provide suggestions for improvement anytime during the academic year. They can submit complaints through various channels, including study advisors, the Student Chamber of the AS, the Study Office, the vice-rector for education, the Rector, the Controller or anonymously.
Student complaints must be resolved within the period of 60 working days, which the Rector can extend by 30 working days.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

7.7.2. Analysis of the findings/Comments

A. GVM-SP

During the visitation, the team learned that the university provides accommodation for students. In addition, students can find accommodation on the private market.
There are also various student clubs that students can join. The clubs are particularly appreciated by the students as they offer a possibility to deepen knowledge in different areas and connect with other students outside of normal lessons.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

7.7.3. Suggestions for improvement
A. GVM-SP
The VEE could better help its students with special needs, when advertising on the site, the methodology to solve needs other than the special physical ones (e.g. grievances, interpersonal conflict or harassment, if it is the case).

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.7.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.7.

B. GVM-EP
The programme is compliant with Standard 7.7.

C. FH-SP
The programme is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.
7.8.1. Findings
A. GVM-SP
Section 70 of the Act on Higher Education allows students to evaluate anonymously the quality of teaching and teachers at UVMP at least once a year. The evaluation uses the anonymous questionnaire, focusing on professional and pedagogical competencies. Students can evaluate the teaching process, including the quality of materials, grading system, examination schedule, and meeting expectations. They can also assess teachers' comprehensibility, professionalism, interest, communication skills, and unbiased grading. The evaluation scale ranges from 1 to 5, with 1 indicating the best result and 5 indicating the worst. Students can also provide feedback on the availability and quality of study materials.
The questionnaires are completed online in the AIS in the third week of the winter semester. The PRSPs must evaluate the completed questionnaires at the meeting of their SPC, consider the comments, and provide their statement or take actions.
In addition to the evaluation of teachers and courses, students also regularly provide opinions on the professional training in a questionnaire titled The Evaluation of Professional Training and Internship.
The UVMP graduates are also allowed to provide their opinions in the questionnaire titled The

Evaluation of Study at the UVMP by Graduates. The questionnaire is completed as a Google form in October.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.8.2. Analysis of the findings/Comments
A. GVM-SP
On site, it was obvious that the participation in the evaluation process of teachers and teaching process by anonymous questionnaires by the students is rather low. The reason for this is on one hand, the doubt whether the survey is really anonymous, and on the other hand, the large investment of time required to fill in the surveys of all teachers every year.
To increase and facilitate participation in the subject feedback, a system of QR codes was recently introduced in which students can directly evaluate a specific teacher by scanning the QR code. Against all expectations, this system does not deliver the expected results. Students and teachers explain this because students prefer personal contact with the teachers, which indicates that contact with teachers is very accessible.
Procedures for teachers who are performing suboptimal are in place. The persons responsible for the implementation, development and assurance of quality of the study programme have a meeting with teachers having poor teaching evaluations in presence of guarantor of study course and head of department/clinic to accept the recommended suggestions with the aim to improve teaching skills.
The results of The Evaluation of Study at the UVMP by Graduates are collected by Study Office and results are analysed by management, Committee for Education and CSPs. Results are part of annual reports.
During the visitation, and confirmed by students, it was established that there is a mailbox where students can, anonymously if wanted, send comments or suggestions to the VEE.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

7.8.3. Suggestions for improvement
A. GVM-SP
To increase the participation rate of the non-mandatory subject feedback by the students, it could be considered not to evaluate each teacher every year but for example every three years in a rotation scheme. More frequent repetition of the feedback can always be done in case problems are noticed with a particular subject.
The anonymity guarantee can be increased by involving student representatives in the processing of the questionnaires so that they can determine that the author of the questionnaire cannot be traced.

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

7.8.4. Decision
A. GVM-SP
The programme is compliant with Standard 7.8.

B. GVM-EP
The programme is compliant with Standard 7.8.

C. FH-SP
The programme is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings
A. GVM-SP
The VEE has a structured student assessment system, which is well-documented in the Study Guidelines and Academic Year Schedule. The assessment process is aligned with national and international higher education regulations, ensuring fairness and transparency. Students must fulfil specific academic requirements before being eligible for examinations, and successful completion of courses results in the allocation of ECTS credits.
Each SP's Student Progress Committee (SPC) oversees assessments, ensuring compliance with Study Guidelines. Course guarantors determine the assessment format, announce exam dates at least three weeks before the semester ends, and specify student quotas per session. Throughout the semester, students' knowledge, skills, and competencies are continuously evaluated through verbal and written exams, seminar reports, presentations, case studies, and practical skill assessments. The results contribute to final grading, which can be expressed as points, grades, or pass/fail status.
Final exams assess theoretical knowledge through verbal or written exams, or a combination of both, while practical skills are evaluated through hands-on demonstrations. Exams consist of a maximum of two components (theoretical, practical, or written) and are graded from A to Fx according to ECTS standards. Exam records are officially archived, and results are communicated to students via AIS within 24 hours for written exams and immediately for verbal exams.
The assessment data are aggregated, analysed by the Quality Assurance Office, and included in the Annual Quality Report. Feedback from students and teachers informs curriculum modifications and improvements to assessment methodologies.
Statistical comparisons between entrance exam results and student performance in early courses (Biology and Chemistry) suggest a strong correlation, with higher-ranked admitted students performing better in subsequent coursework.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

8.1.2. Analysis of the findings/Comments
A. GVM-SP
The VEE has established a clear and coherent student assessment framework, ensuring consistency across study programmes. The structured approach to assessment provides a comprehensive evaluation of students' theoretical knowledge, practical skills, and soft skills, fostering their progression towards entry-level competence. The inclusion of interim assessments throughout the semester supports continuous learning and provides students with opportunities to identify and address weaknesses. The students appreciate the possibility to have a mid-course assessment as a way to facilitate further study.
The systematic approach to examination scheduling, feedback mechanisms, and record-keeping enhances the transparency and reliability of the assessment process. The integration of multiple assessment methods, including verbal, written, and practical evaluations, ensures that students are assessed in a holistic manner. Additionally, the use of quality assurance measures, such as statistical analysis of assessment outcomes, contributes to the ongoing improvement of the assessment system.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

8.1.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to strengthen further the assessment process by increasing emphasis on objective standardisation in practical skill evaluations, and the inclusion of more structured multi-assessor evaluations in verbal exams could be beneficial.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

8.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 8.1.

B. GVM-EP
The programme is compliant with Standard 8.1.

C. FH-SP

The programme is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.
8.2.1. Findings
A. GVM-SP
The VEE has established a structured and transparent assessment system that ensures students are informed about assessment tasks, grading criteria, and evaluation methods in a timely manner. The assessment regulations are clearly defined in institutional and national education policies, including the Act on Higher Education, the Act on Quality, and internal quality assurance guidelines.
At the start of each academic year, students are provided with detailed information regarding course schedules, examination formats, and evaluation criteria through introductory lectures by course guarantors. This information is made accessible via multiple platforms, including the Academic Information System (AIS), departmental bulletin boards, course syllabi, and the institutional website. This ensures that students are aware of their obligations and grading requirements well in advance of their assessments.
Exam schedules are published at least three weeks before the end of the semester, allowing students sufficient time to prepare and register. The assessment process is conducted by the course guarantor or a designated examiner with relevant academic experience. State exams follow standardised procedures and involve external experts to maintain objectivity and academic rigour.
The grading system follows the European Credit Transfer and Accumulation System (ECTS) scale (A–Fx), ensuring consistency in evaluating students' academic performance. In cases of failure or withdrawal from an exam without a valid excuse, students receive an Fx grade, with provisions for retaking the exam under defined conditions. The institution provides students with multiple opportunities to pass their courses, including a maximum of two retakes per examination, and an option for an exceptional third retake (TRE) under specific conditions.
Assessment results are recorded in the AIS, allowing students to access their grades and feedback promptly. Teachers are required to provide constructive feedback, highlighting deficiencies and suggesting areas for improvement. Written exam results are made available after the evaluation process, and students have the right to request consultations regarding their performance.
Students also have a structured mechanism to appeal assessment results. If they believe their exam was unfairly graded or procedural violations occurred, they can submit a formal complaint to the Rector. If the appeal is deemed valid, a three-member committee is appointed to oversee a re-examination. This ensures that students have a fair opportunity to challenge and clarify their assessment outcomes.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.2.2. Analysis of the findings/Comments

A. GVM-SP

The VEE has implemented a well-defined and transparent assessment framework that ensures fairness, consistency, and accessibility for all students. The early dissemination of assessment criteria and grading methods allows students to plan their studies effectively. The use of digital platforms like the AIS further enhances accessibility, ensuring that students can easily retrieve information regarding their academic progress.

The structured approach to grading and exam scheduling contributes to the reliability of the assessment system. The presence of multiple assessors, particularly in state exams, enhances objectivity and reduces the risk of bias. The institution's adherence to ECTS grading standards ensures alignment with European higher education requirements.

The feedback mechanism is a strong aspect of the assessment system, as it provides students with clear explanations of their performance and areas requiring improvement. However, ensuring that feedback is timely, detailed, and consistently applied across all courses would further strengthen its effectiveness.

The appeal process is well-structured and allows students to contest their grades through an impartial review. However, the effectiveness of this process could be enhanced by ensuring clear communication about appeal rights and procedures to all students. Conducting periodic reviews of the assessment appeal outcomes may also help identify patterns and improve the overall fairness of the system.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.2.3. Suggestions for improvement

A. GVM-SP

The VEE is encouraged to seek for further means to involve students to a greater extent in providing feedback on all the issues related to their assessment.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.2.4. Decision

A. GVM-SP

The programme is compliant with Standard 8.2.

B. GVM-EP

The programme is compliant with Standard 8.2.

C. FH-SP
The programme is compliant with Standard 8.2.

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

8.3.1. Findings

A. GVM-SP
Study results in every course and for every year are evaluated following the PDCA cycle on a regular basis, once a year. Assessment outcomes are reviewed and changes to the form and content of examinations are suggested to the committee for creation, modification and approval of study programmes (SPCs) by teacher/course guarantors and students on the basis of analysis of anonymous questionnaires, analysis of grades, feedback from students and teachers and from Vice-Rector for Education. Resolutions for changes from the SPCs are approved by the Accreditation Committee.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

8.3.2. Analysis of the findings/Comments

A. GVM-SP
The VEE has a clearly defined process in place to review assessment outcomes. A review process is conducted on the learning outcomes of all courses. The Accreditation Committee is responsible for maintaining an overview of assessment design, and the implementation of changes to assessment in courses and implementing decisions on progression.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

8.3.3. Suggestions for improvement

A. GVM-SP
None

B. GVM-EP
None

C. FH-SP
None

8.3.4. Decision

A. GVM-SP

The programme is compliant with Standard 8.3.

B. GVM-EP

The programme is compliant with Standard 8.3.

C. FH-SP

The programme is compliant with Standard 8.3.

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

8.4.1. Findings

A. GVM-SP

Course guarantors record student participation and activity in practical teaching (seminars, exercises, internship, practical training). There is a system of preliminary controls, submission of protocols from previous exercises, presentation of seminar reports, and preparation of case reports that delivers feedback to students and facilitates the alignment of learning outcomes between teachers and students.
Practical teaching is compulsory for students. Self-learning of students is promoted by the Big Brother and Buddy systems and the use of e-learning materials.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.4.2. Analysis of the findings/Comments

A. GVM-SP

The VEE has a defined system in place to assess student achievement of learning objectives for the courses in its study programmes. The VEE uses teacher feedback to students to motivate students to take an active role in their education. These strategies of formative assessment are well supported by specific programmes such as the Big Brother and Buddy systems to promote student motivation for study. The students refer that the help they receive from other peers is particularly important in the study progression.
Teacher feedback to students is a motivation for students to take an active role in the learning process. Participation in the exchange mobility programmes ERASMUS+ and CEEPUS is a motivation for students to be active in their learning process.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.4.3. Suggestions for improvement

A. GVM-SP

None

B. GVM-EP

None

C. FH-SP

None

8.4.4. Decision

A. GVM-SP

The programme is compliant with Standard 8.4.

B. GVM-EP

The programme is compliant with Standard 8.4.

C. FH-SP

The programme is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

A. GVM-SP

In individual courses, assessment is applied throughout the semester and consists of preliminary testing, evaluation of submitted presentations, partial outputs and skills acquired. An aggregate assessment is made based on preliminary assessments and final examinations.
The use of logbooks in core clinical training (CCT) and elective practical training (EPT) facilitates the acquisition of D1Cs. The activities leading to D1Cs that are performed during CCT are registered in logbooks and approved by responsible teachers. Students on EPT make records in their logbook, which the practical training providers confirm that the students fulfil the practical training tasks. The logbooks are reviewed and certified by the course guarantor.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.5.2. Analysis of the findings/Comments

A. GVM-SP

The VEE has adopted a variety of approaches for the assessment of students. The regular quality control of student logbooks enables the VEE to ensure that students have attained clinical skills and D1Cs.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.5.3. Suggestions for improvement

A. GVM-SP

The VEE is encouraged to increase the use of logbooks to provide students also with formative assessment and feedback on the attainment of D1Cs.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

8.5.4. Decision

A. GVM-SP

The programme is compliant with Standard 8.5.

B. GVM-EP

The programme is compliant with Standard 8.5.

C. FH-SP

The programme is compliant with Standard 8.5.

Area 9. Teaching and support staff

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

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

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

9.1.1. Findings

A. GVM-SP

Staff recruitment procedures for both academic and support staff are governed by national legislation and vary according to the type and level of the position. Academic staff are selected based on their qualifications and achievements in research and teaching, which must be relevant to the field of the advertised post.

All newly appointed teaching staff are required to complete a course in the fundamentals of higher education pedagogy during their first year of employment. This training must be renewed every five years in accordance with the institution's internal regulation on professional development.

The scientific and professional performance of academic staff is formally reviewed every five years. The evaluation is based on research productivity, including publications and participation in national and international scientific projects. Pedagogical competences are assessed annually, based on the results of anonymous student questionnaires.

The UVMP also promotes the continuous professional development of non-academic staff (technical, administrative, and support roles), providing opportunities for skills enhancement and training.

Veterinarians represent over 85% of the staff involved in the delivery of the core veterinary curriculum. The remaining teaching staff are responsible for basic subjects (e.g. chemistry, biochemistry, physics, English) and courses related to the veterinary profession (e.g. Latin terminology).

B. GVM-EP

The recruitment and evaluation procedures for teaching staff in the English-language study programme (GVM-EP) are aligned with those of the Slovak programme (GVM-SP). All academic staff must meet the same criteria regarding scientific, professional and pedagogical competences, and participate in regular pedagogical training as outlined above.

In addition, teachers engaged in delivering instruction in English are required to demonstrate appropriate language proficiency. This may be fulfilled either by completing a professional language course culminating in an examination, or by presenting a certificate issued by a recognised and accredited language institution attesting to their English language competence.

C. FH-SP

The same as the above (GVM-SP).

9.1.2. Analysis of the findings/Comments

A. GVM-SP

The VEE complies with national legislation in the recruitment of academic and support staff. A structured induction programme is mandatory for newly appointed academic staff. Continued training opportunities are available for all staff categories; however, the extent of participation and follow-up support could be further enhanced. Teaching staff must undergo pedagogical training during the first year and every five years thereafter.

All I1-3 values are in the positive range.

9.1.3. Suggestions for improvement

A. GVM-SP

The VEE is recommended to review periodically the pedagogical training programme and ensure regular follow-up sessions in teaching methodology and digital education for all teaching staff.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 9.1.

B. GVM-EP
The programme is compliant with Standard 9.1.

C. FH-SP
The programme is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.
9.2.1. Findings
A. GVM-SP
The selection and recruitment of all categories of staff - including academic (teachers and researchers), laboratory, administrative, professional, and technical employees - are regulated by the Act on Higher Education and the UVMP's internal regulation entitled IR Principles of Selection Procedure.
The recruitment and appointment of academic staff (teachers, researchers, associate professors, and full professors) are conducted in accordance with the legally defined procedures outlined in the national Act on Higher Education. These processes include open competition, evaluation of academic qualifications, and professional experience.
Technical, administrative, and support staff are initially employed on fixed-term contracts (typically one year), with a three-month probationary period during the first year. Following two years of satisfactory performance, these contracts may be converted into indefinite appointments.
Vacant support staff positions are publicly advertised via the university's official notice board, institutional website, and national job portal (profesia.sk). Applications are assessed based on eligibility criteria published in the job call. Candidate evaluations are carried out by the relevant managing personnel; for senior administrative positions (e.g. Bursar, Head of Rectorate Departments), a formal selection committee is appointed by the Rector. The administrative process is coordinated and overseen by the Legal Affairs and Human Resources Department.
The average academic staff-to-undergraduate student ratio is 0.17. More than 85% of teaching staff involved in the veterinary curriculum are qualified veterinarians. The remaining staff contribute to the delivery of foundational or complementary subjects.

B. GVM-EP
The same as the above

C. FH-SP
As reported above for GVM-SP, with lower values for I2.

9.2.2. Analysis of the findings/Comments
A. GVM-SP
The number and qualification of academic, technical and support staff appear adequate to support the delivery of the study programmes and to ensure the acquisition of Day One Competences. Nonetheless, the high teaching workload reported in some clinical areas may impact staff availability for research and professional development.
The introduction of a new curriculum can temporarily, due to overlaps, further affect the workload of the staff.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.2.3. Suggestions for improvement
A. GVM-SP
The VEE is encouraged to find ways to motivate its employees to overcome the difficulties of the transition period to the new curriculum.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 9.2.

B. GVM-EP
The programme is compliant with Standard 9.2.

C. FH-SP
The programme is compliant with Standard 9.2.

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

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

9.3.1. Findings

A. GVM-SP

UVMP actively promotes the continuous professional development of academic staff, with a particular emphasis on enhancing pedagogical competences. Training and professional development activities are considered integral to academic career progression. Newly recruited employees, including doctoral students involved in teaching, are required to complete compulsory courses covering pedagogical methodology, occupational safety and health (OSaH), biosafety, animal welfare during transportation, and the protection of animals used for scientific purposes.

In addition to internal training, UVMP offers language courses (for both academic and support staff) and IT training. Staff may also participate in external courses or training events to enhance their professional competences, with financial and organisational support provided by the university.

The institution has an established reward system, regulated by internal guidelines on remuneration, that recognises outstanding performance in teaching and research.

UVMP encourages the attainment of higher scientific qualifications, such as PhD, D.Sc., or scientific qualification degree IIa (awarded by the Slovak Academy of Sciences), as well as academic titles (associate professor, professor). Staff are also supported in participating in mobility programmes, internships and conferences, where they acquire new knowledge and skills relevant to their academic and professional development.

Additional support is provided through the integration of academic and scientific qualifications into the salary categorisation system, adjustment of teaching duties, targeted financial assistance, and a reduction of mandatory working hours during training periods. These measures are particularly relevant for staff pursuing recognised European specialisations or other strategic qualifications aligned with the institution’s development goals.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

9.3.2. Analysis of the findings/Comments

A. GVM-SP

Although the VEE supports staff specialisation, including opportunities for doctoral and post-doctoral qualifications, the number of EBVS or similarly accredited specialists remains limited. This may be related to the high clinical and teaching workload and could affect the sustainability of clinical teaching in highly specialised areas.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

9.3.3. Suggestions for improvement

A. GVM-SP

The VEE could further motivate its employees by including the professional qualifications acquired in the academic staff pay system in relation to the extra-tariff (bonus) pay system.

B. GVM-EP

The same as the above

C. FH-SP

The same as the above

9.3.4. Decision

A. GVM-SP

The programme is compliant with Standard 9.3.

B. GVM-EP

The programme is compliant with Standard 9.3.

C. FH-SP

The programme is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

A. GVM-SP

The UVMP applies its internal regulations, namely the IR General Criteria and the IR Minimum Criteria, as the framework under which academic staff operate and are evaluated. Non-academic staff are evaluated annually by the heads of their respective units. The evaluation process includes an individual meeting between the staff member and their direct supervisor, focusing on achievements, challenges, and future objectives. Career progression for academic staff, including the appointment to positions such as associate professor and full professor, is governed by the national Act on Higher Education and the UVMP's internal regulation IR Principles of the Proceedings. These regulations establish criteria for the comprehensive evaluation of academic performance, including pedagogical effectiveness, research output, creative activities and service responsibilities.
Senior management positions (e.g. Rector, Vice-Rectors, Bursar, heads of departments and clinics) are appointed in accordance with the Act on Higher Education and the UVMP's internal governance regulations.
Career progression for non-academic staff is linked to the continuous improvement of qualifications, participation in institutional or research activities, and the acquisition of

additional professional competences. Opportunities for advancement exist particularly for laboratory technicians and administrative or technical staff who take on managerial responsibilities. Employees may participate in courses and training programmes with the support of their immediate supervisors. Flexible working hours allow staff to adapt their schedules individually, particularly when fulfilling parental responsibilities. The UVMP promotes structured mentoring through formalised peer-learning between junior and senior academic staff, in line with the IR on Professional Development.
All employees are involved in the systematic collection of data aimed at improving the quality of the institution's activities, primarily through their roles in various UVMP committees and working groups.
These are discussed during the annual review of the institutional quality report for the academic year.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.4.2. Analysis of the findings/Comments
A. GVM-SP
The promotion criteria for teaching and support staff are clear and well-known to all staff.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.4.3. Suggestions for improvement
A. GVM-SP
The VEE is suggested to continue the further broadening of its staff engagement in quality assurance by actively encouraging their participation in the SWOT analyses conducted at the level of each department or workplace.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.4.4. Decision
A. GVM-SP
The programme is compliant with Standard 9.4.

B. GVM-EP
The programme is compliant with Standard 9.4.

C. FH-SP
The programme is compliant with Standard 9.4.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1. Findings

A. GVM-SP
In accordance with the Higher Education Act, students evaluate both courses and teaching staff once per academic year. The UVMP utilises an anonymous online evaluation system embedded within the Academic Information System (AIS). Students are invited to respond to 6 questions assessing the quality of the teaching process and 7 questions focusing on the performance of individual teachers, using a 5-point Likert scale. Additionally, they are given the opportunity to provide qualitative comments.
The AIS compiles and calculates the average results per course and per teacher, considering aspects such as lecture delivery and the execution of associated practicals. These summaries are accessible to faculty members, course guarantors, department and clinic heads, and the Office of Quality Assessment.
Furthermore, the Study Office conducts an annual university-wide evaluation of courses and academic staff. The results are analysed by the Office of Quality Assessment and distributed to the Responsible Staff Persons (RSPs). They are also integrated into the annual quality review of each Study Programme (SP), presented in four tables: average numerical scores and qualitative summaries for both courses and faculty.
These results are reviewed in Study Programme Committee (SPC) meetings, where recommendations are formulated to improve identified areas. Programme RSPs are expected to discuss any shortcomings with the relevant teaching staff, in collaboration with the course guarantor or the head of department/clinic.
In compliance with the Personal Data Protection Act, only aggregated numerical results (without qualitative comments) are published on the university website and the internal Quality Portal.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.5.2. Analysis of the findings/Comments

A. GVM-SP
All staff are evaluated by students once a year and the results are discussed, although students do not always respond to the questionnaires for various reasons.
The graduate student questionnaires on the study programmes and the faculty are particularly useful.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.5.3. Suggestions for improvement
A. GVM-SP
The VEE should seek alternatives to make the feedback process, at least for the students, more dynamic.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

9.5.4. Decision
A. GVM-SP
The programme is compliant with Standard 9.5.

B. GVM-EP
The programme is compliant with Standard 9.5.

C. FH-SP
The programme is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).
10.1.1. Findings
A. GVM-SP
The VEE carries out research activities in the fields of basic and applied sciences and clinical research. Research projects are an integral component of undergraduate and postgraduate education and training.
Research activities are divided into five major areas: pre-clinical projects in non-infectious topics, pre-clinical projects in infectious diseases, clinical research, food and environmental hygiene, and pharmacy. Educational research is not currently carried out. A coordinator for science and research is allocated to each of these areas. The main role of the coordinator is to facilitate research activities.
Staff at the VEE published 374 peer-reviewed articles in the 2021-2023 period. During the 2023-2024 period, there were more than 20 ongoing research projects, which were funded with more than one million euros in total. These include six projects funded by the Slovak Research and Development Agency (the national research agency). Additionally, through their Internal Grant Agency (IGA), the VEE encourages research activities by providing doctoral students and young researchers (<35 years old) with internal grants for short projects.

The academic staff is required to take an active role in research, including supervision of undergraduate students' projects during their compulsory Diploma Thesis. PhD students are expected to publish peer-reviewed publications during the second half of their training (years 3 and 4 of their doctoral training).
Dissemination of new knowledge within the VEE occurs in lectures (by academics integrating new findings in their teaching), internal conferences and through the public display of conference posters in the VEE buildings.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.1.2. Analysis of the findings/Comments
A. GVM-SP
The VEE carries out a wide range of research projects and involves all its academic staff in these activities, resulting in more than 100 peer-reviewed articles published every year.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.1.3. Suggestions for improvement
A. GVM-SP
The VEE could explore promoting educational research, which could enhance the impact assessment of new teaching/learning methods, further encourage the development of learning resources and assessment strategies and provide additional opportunities to academic staff to achieve indicators for promotion.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.1.4. Decision
A. GVM-SP
The programme is compliant with Standard 10.1.

B. GVM-EP
The programme is compliant with Standard 10.1.

C. FH-SP
The programme is compliant with Standard 10.1.

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

10.2.1. Findings

A. GVM-SP

The VEE is committed to preparing graduates who have acquired understanding, knowledge and skills in research. All students are required to carry out a research study as part of their core veterinary training. The research is carried out during four semesters (semesters one and two of years four and five). As part of their core tasks, all academic staff are expected to offer a minimum of two research topics every year. Staff can offer more topics if they wish to do so. At the end of the projects, students must submit a written report, the Diploma Thesis.

The time allocated for carrying out the research project, including the Diploma Thesis preparation, is 120 hours. However, if a student is keen on research, it is possible to start the research in year three. Starting earlier could result in dedicating more than the 120 hours allocated for the Diploma Thesis, but this does not influence the outcome of the Diploma Thesis Evaluation and is not documented as an extra-curricular research activity. Academic supervisors guide the students during the four semesters and are expected to organise regular meetings. However, it was noted that there is currently no established guidance regarding the minimum number of staff/student meetings throughout the four semesters of the Diploma Thesis. Additionally, no standardised template is used for recording such meetings.

The Diploma Thesis presentation and defence is a part of the State exam. Assessment is carried out through a *viva voce* exam, assessed by an assigned panel of four academics.

The assessed curriculum for this visitation includes two modules in the undergraduate course which are directly linked to the enhancement of students' research capabilities: "Biomedical statistics" (45 hours of teaching/learning divided in 13 hours of lectures, 26 hours of seminars and six hours of self-directed activities) and "Information literacy and data management" (30 hours of self-directed learning).

The new VEE curriculum (implemented in September 2024) will consist of 26 hours of seminars for "Biomedical statistics" and 136 hours for "Information literacy and data management" (13 hours of seminars and 123 hours of self-directed learning). In this curriculum, the hours linked to the Diploma Thesis work have been integrated to the "Information literacy and data management" module.

B. GVM-EP

The same as the above

C. FH-SP

The new VEE curriculum (implemented in September 2024) will consist of 130 hours for "Information literacy and data management" (10 hours of seminars and 120 hours of self-directed learning).

All additional findings, the same as the above.

10.2.2. Analysis of the findings/Comments

A. GVM-SP

The VEE is commended for its commitment to involving students in research activities.

All research-active staff are required to offer Diploma Thesis topics and supervise projects. These projects run in years four and five of the curriculum, and their assessment is part of the

State exams. Students keen on research may request to start their project earlier; this interest is fostered by the staff. Students starting their project in year three may dedicate more than the standard 120 hours to the preparation of their Diploma Thesis. Currently, there is no established guidance regarding the minimum number of staff/student meetings throughout the four semesters of the Diploma Thesis. Additionally, no standardised template is used for recording such meetings.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.2.3. Suggestions for improvement
A. GVM-SP
The development of guidance and tools regarding the minimum number of staff/student meetings throughout the four semesters of the Diploma Thesis could contribute to a more consistent and harmonised supervision process. Furthermore, in cases where students begin their research activities in the third year, the possibility of formally recognising this early engagement as an extracurricular academic activity could be considered.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.2.4. Decision
A. GVM-SP
The programme is compliant with Standard 10.2.

B. GVM-EP
The programme is compliant with Standard 10.2.

C. FH-SP
The programme is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.
10.3.1. Findings
A. GVM-SP
The VEE offers a wide variety of postgraduate training programmes, including continuous education, clinical training and PhD programmes.
Continuous education training is delivered in partnership with the Institute of Postgraduate Education of Veterinary Surgeons (IPEVS), an organisation of the Ministry of Agriculture and Rural Development of the Slovak Republic. The main audience of these training activities is staff of government institutions responsible for official controls and other associated tasks (e.g. official

veterinarians and veterinary paraprofessionals). Completion of some of these training courses is a must to perform specific roles and must be taken at regular intervals (re-training) (e.g. bee beekeeping). More than 300 participants take part in the continuous education courses offered by the VEE every year.
There are two ongoing residence programmes for the European Board of Veterinary Specialisation (EBVS) (one for the European College of Veterinary Pathology (ECVP) and one for the European College of Animal Reproduction).
The average number of PhD students registered at the VEE during the reporting period is above 100, which includes projects on clinical research and on fundamental science. PhD candidates can register as either full-time (four-year programme) or part-time (five years programme) students. PhD graduates are required to complete 240 credits during their doctoral training. Doctoral research projects can be carried out either at the University facilities or in external partner institutions which have contractual agreements with the University. To complete the doctoral programme, researchers must pass a dissertation exam and defend their dissertation thesis. When doctoral students carry out their research in partnership with external institutions, relevant staff in these organisations are also involved in the final assessment of the programme. Knowledge transfer is facilitated by organising several conferences attended by staff and PhD students. Additionally, PhD students support undergraduate teaching, particularly in practical activities (e.g. clinical training). Staff and PhD students can apply for internal funding to attend national and international conferences.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.3.2. Analysis of the findings/Comments
A. GVM-SP
The VEE provides a wide range of continuous development courses and has a large number (>100) of postgraduate students taking part in fundamental sciences and clinical research. Knowledge transfer is facilitated, particularly through the involvement of PhD students in undergraduate training.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.3.3. Suggestions for improvement
A. GVM-SP
As the number of Diplomats and EBVS residence programmes is unevenly distributed within Europe, the VEE could explore further, within its capacities, the means to increase the offer for residence programmes. Alternatively, the VEE could explore interventions to encourage staff to become residents in colleges, allowing alternative residence paths (e.g. European College of Veterinary Microbiology (ECVM), European College of Veterinary Public Health (ECVPH)).

B. GVM-EP

The same as the above

C. FH-SP
The same as the above

10.3.4. Decision
A. GVM-SP
The programme is compliant with Standard 10.3.

B. GVM-EP
The programme is compliant with Standard 10.3.

C. FH-SP
The programme is compliant with Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.
10.4.1. Findings
A. GVM-SP
An annual assessment of the VEE's research outputs is performed by the Committee of Scientific and Research Activities. The review is carried out according to the institution's quality assurance internal regulations and is the main QA process for the research activities of the VEE. The assessment includes areas such as grants activities, human resources, and postgraduate students. A report is produced and published on the VEE intranet.
Research outputs are required for career progression for academic staff. Examples of these requirements include the number of peer-reviewed publications and the number of PhD supervised. These requirements are set by the government and are published and available to staff.
Course guarantors verify that the curriculum for their relevant topics is updated and integrates novel research when relevant. Verification of integration of research in undergraduate teaching is part of the annual course review. Additionally, all undergraduate students must get involved in research through their Diploma Thesis.

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.4.2. Analysis of the findings/Comments
A. GVM-SP
Appropriate QA processes are in place to assess research quality. Information on research outputs required for career progression is available to staff. Research findings are integrated into the undergraduate programme, and this integration is reviewed on an annual basis. All undergraduate students must carry out a research project as part of their training (Diploma

Thesis).

B. GVM-EP
The same as the above

C. FH-SP
The same as the above

10.4.3. Suggestions for improvement

A. GVM-SP
None.

B. GVM-EP
None.

C. FH-SP
None.

10.4.4. Decision

A. GVM-SP
The programme is compliant with Standard 10.4.

B. GVM-EP
The programme is compliant with Standard 10.4.

C. FH-SP
The programme is compliant with Standard 10.4.

11. ESEVT Indicators *(see Annex 4)*

Raw data and calculated indicators for University of Veterinary Medicine and Pharmacy in Košice, Slovak Republic

Name of the VEE: The University of Veterinary Medicine and Pharmacy in Košice					
Name and mail of the VEE's Head: prof. Jozef Nagy, DVM, PhD - jozef.nagy@uvlf.sk					
Date of the form filling: 1/28/2025					
Raw data from the last 3 complete academic years		**Year -1**	**Year -2**	**Year -3**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	211.6	217.5	219.8	216.3
2	n° of undergraduate students	1248	1260	1235	1247.7
3	n° of FTE veterinarians involved in veterinary training	180.8	186.8	186.9	184.8
4	n° of students graduating annually	177	146	196	173
5	n° of FTE support staff involved in veterinary training	361	356.2	378.02	365.1
6	n° of hours of practical (non-clinical) training	3900	3900	3900	3900.0

7	n° of hours of Core Clinical Training (CCT)	1822	1822	1822	1822.0
8	n° of hours of VPH (including FSQ) training	1716	1716	1716	1716
9	n° of hours of extra-mural practical training in VPH (including FSQ)	400	400	400	400.0
10	n° of companion animal patients seen intra-murally	10640	9805	9977	10140.7
11	n° of individual ruminant and pig patients seen intra-murally	297	438	403	379.3
12	n° of equine patients seen intra-murally	236	236	238	236.7
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	846	897	1192	978.3
14	n° of companion animal patients seen extra-murally	100	250	199	183.0
15	n° of individual ruminants and pig patients seen extra-murally	3004	2574	3522	3033.3
16	n° of equine patients seen extra-murally	144	135	130	136.3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	50	50	50	50.0
18	n° of visits to ruminant and pig herds	90	88	127	101.7
19	n° of visits to poultry and farmed rabbit units	15	14	14	14.3
20	n° of companion animal necropsies	235	252	248	245.0
21	n° of ruminant and pig necropsies	117	122	117	118.7
22	n° of equine necropsies	19	27	26	24.0
23	n° of rabbit, rodent, bird and exotic pet necropsies	409	323	352	361.3
24	n° of FTE specialised veterinarians involved in veterinary training	9	8	8	8.3
25	n° of PhD graduating annually	42	62	34	46.0

Name of the VEE:		**The University of Veterinary Medicine and Pharmacy in Košice**			
Date of the form filling:		**September 20, 2024**			
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.173	0.15	0.13	0.047
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.068	0.84	0.63	0.438

I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2.110	0.88	0.54	1.570
I4	n° of hours of practical (non-clinical) training	3900.000	953.50	700.59	3199.410
I5	n° of hours of Core Clinical Training (CCT)	1822.000	941.58	704.80	1117.200
I6	n° of hours of VPH (including FSQ) training	1716.000	293.50	191.80	1524.200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	400.000	75.00	31.80	368.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	59.674	67.37	44.01	15.664
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	19.726	18.75	9.74	9.986
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2.156	5.96	2.15	0.006
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	5.944	3.11	1.16	4.784
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0.588	1.29	0.54	0.048
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.083	0.11	0.04	0.038
I14	n° of companion animal necropsies / n° of students graduating annually	1.416	2.11	1.40	0.016
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.686	1.36	0.90	-0.214
I16	n° of equine necropsies / n° of students graduating annually	0.139	0.18	0.10	0.039
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.089	2.65	0.88	1.209
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.048	0.27	0.06	-0.012
I19	n° of PhD graduating annually / n° of students graduating annually	0.266	0.15	0.07	0.196

1 Median values defined by data from VEEs with Accreditation/Approval status in May 2019
2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019
3 A negative balance indicates that the Indicator is below the recommended minimal value
*Indicators used only for statistical purpose

11.1. Findings

A. GVM-SP

The indicators for the General Veterinary Medicine study programmes are well above the minimal

values, except I15, n° of ruminant and pig necropsies / n° of students graduating annually and I18, n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually. I4 (n° of hours of practical (non-clinical) training), I5 (n° of hours of Core Clinical Training (CCT) and I6 (n° of hours of VPH (including FSQ) training) show very high values.

B. GVM-EP

The same as the above

C. FH-SP

All indicators for the Food Hygiene SP are in the positive range, except I15 (=-0.216) with high values for I4 and I5, but lower than in the case of GVM study programmes.

11.2. Analysis of the findings/Comments

A. GVM-SP

When taken separately, the number of core clinical hours of training (I5) is higher in the GVM study programmes than in the FH-SP, but without I6 being neglected. Both GVM study programmes and FH-SP are low on I15, n° of ruminant and pig necropsies / n° of students graduating annually. However, the department is using various methods to compensate, i.e., a specialist in pig diseases presents his findings and experiences to the students and presentations on swine necropsies (diseases) and videos are also available.

B. GVM-EP

The same as the above

C. FH-SP

In the FH-SP the values of I4 and I6 better support the programme profile. The values are low on I15, n° of ruminant and pig necropsies / n° of students graduating annually. However, the department is using various methods to compensate, i.e., a specialist in pig diseases presents his findings and experiences to the students and presentations on swine necropsies (diseases) and videos are also available.

11.3. Suggestions for improvement

A. GVM-SP

The VEE is encouraged to continue pursuing its goal in compensating the learning process in ruminant and pig necropsies during the epidemiological restrictions due to ASF and FMD, and finding new means of doing it in a dynamic way.

B. GVM-EP

same as the above

C. FH-SP

The same as the above

2. ESEVT Rubrics (summary of the proposal from the Full Visitation Team regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. **The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.**	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. **The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. **The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. **The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. **Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. **The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. **This concerns:** ● **Basic Sciences** ● **Clinical Sciences in companion animals (including equine and exotic pets)** ● **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** ● **Veterinary Public Health (including Food Safety and Quality)** ● **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).** **When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.** **If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.** **Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.** **3.1.1. General findings**	X		
3.1.2. Basic sciences	X		

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. **The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.** **The VEE must also describe how it encourages and prepares students for lifelong learning.**	X		
Standard 3.3: Programme learning outcomes must: ● **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework** ● **include a description of Day One Competences** ● **form the basis for explicit statements of the objectives and learning outcomes of individual units of study** ● **be communicated to staff and students** ● **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: ● **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum** ● **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes** ● **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned** ● **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**	X		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. **EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.** **EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**	X		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. **There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.	X		

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.			
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: ● **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students** ● **be of a high standard, well maintained and fit for the purpose** ● **promote best husbandry, welfare and management practices** ● **ensure relevant biosecurity** ● **take into account environmental sustainability** ● **be designed to enhance learning**	X		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. **For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.** **The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.** **The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**	X		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.	X		
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. **Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**		X	
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the			

relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed	X		

under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.			
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. **A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.** **Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**	X		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. **A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. **Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**	X		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. **Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.** **Promotion criteria for teaching 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		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	X		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

Brief history of the VEE and its previous EAEVE visitations

The veterinary education in Košice started with the establishment of the Veterinary College in 1949. In 1975, the Food Hygiene study programme and in 1991 the training in English for the general veterinary program were added to the College training programmes. In 1992 and in 2010, the name changed to University of Veterinary Medicine and University of Veterinary Medicine and Pharmacy (UVMP), respectively, being the only veterinary education establishment in the Slovak Republic.

The EAEVE visited the VEE in October 2005. It was approved by ECOVE decision in April 2011, after the re-visitation in March the same year.

The 2023 SOP is valid for the 2025 Košice FV.

Brief comment on the SER

The SER was provided on time to the Visitation Team along with extended Appendices. The description of some of the Areas and Standards needed clarification and/or raised questions; answers to those were provided by the VEE on time, ahead of the visitation. Some inaccuracies, due to the merger of the two GVM study programmes (i.e., joint raw data and indicators in spite of different numbers of graduating students) and also the introduction of a new curriculum one year ahead of the visitation, were identified in the SER. The tables were corrected, and new Excel files, separated by study programme, were provided by the VEE in a timely manner. Further information and corrections were willingly provided on site, during the visitation.

Brief comment on the visitation

The Visitation was very well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the visitation was designed in advance, based on consultation with the Chairperson, the Coordinator and the VEE representatives. The visitors were given all the courtesy and assistance needed, had full access to all the information, facilities and individuals they asked for, in a very transparent manner.

Commendations (areas worthy of praise identified by the Team)

The VEE must be commended for its implementation of a comprehensive QA-system and the development of a culture of quality.

The University facility for breeding and diseases of game, fish and bees in Rozhanovce is commendable.

The involvement of students and stakeholders in the decision-making process within the VEE is highly commendable.

The strength of the positive involvement of the staff with the GVM and FH study programmes at the VEE must be commended.

The drive for educational research and innovation in teaching and assessment is commendable.

The efforts of the VEE to maintain a well-equipped and ordered Veterinary Teaching Hospital are commendable.

The ownership of the Equestrian Centre as a teaching resource is commendable.

The relationship among academic staff, students and farmers of private commercial farms, which allows the students to approach the actual world of farms and activities of professional veterinarians, is extremely efficient and commendable.

The commitment of the VEE to improve its teaching methods for all study programmes is commendable.
Additional commendations will be given in the Visitation Report.

Recommendations:
List of items of potential partial compliance with the ESEVT Standards identified by the Team
A. GVM-SP

The programme is partially compliant with Standard 5.1. because of the suboptimal number of ruminant and swine necropsies.

B. GVM-EP

The programme is partially compliant with Standard 5.1. because of the suboptimal number of ruminant and swine necropsies.

C. FH-SP
The programme is partially compliant with Standard 5.1. because of the suboptimal number of ruminant and swine necropsies.

List of items of potential non-compliance with the ESEVT Standards identified by the Team
None

Glossary

(Please use the same terminology and abbreviations as in the ESEVT SOP when possible)
CCT: Core Clinical Training
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

(Add VEE-specific abbreviations used frequently in the SER

Decision of ECOVE
The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Veterinary Medicine and Pharmacy in Košice is therefore classified as holding the status of: **ACCREDITATION**.