



FULL VISITATION REPORT

To the Wrocław University of Environmental and Life Sciences, Wrocław, Poland

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Introduction

The Veterinary Institute and Animal Clinic was established in Lviv in 1881. In 1897, it was granted the status of an Academy of Veterinary Medicine. In 1951, it became part of the Higher School of Agriculture, and in 2006, it became the Faculty of Veterinary Medicine (called the VEE in this report) of the Wrocław University of Environmental and Life Sciences (WUELS). The VEE is one of the six faculties within the University.

The main buildings are located in the Wrocław centre (Grunwaldzki Campus), with the Division of Animal Anatomy on the Biskupin Campus, and facilities for farm animals at Research and Education Stations in Swojczyce and Radomierz.

Since 2008, an English course of study (called ESP in the report) for full fee students offers the same curriculum as the Polish Study Programme (called PSP in this report).

The VEE was positively evaluated by the ESEVT in 1998 and 2015.

The main developments since the last Visitation are:

- a new curriculum founded on competence-based learning, with a strong emphasis on achieving Day One Competences to fit with EAEVE, the Polish accreditation authority PKA, and ENQA requirements;
- training of the teaching staff in modern teaching methods;
- incorporation of veterinary simulators into practical and clinical education.

The major challenges encountered by the VEE were epizootic diseases in food-producing animals, high inflation, and reduced university autonomy and funding.

The Visitation is completed in agreement with the SOP 2023.

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

A. Polish Study Programme (PSP)

VEE's mission is focused on modern veterinary knowledge and skills, national and international research related to society's needs. Veterinary training lasts for 5.5 years and is carried out according to two teaching standards set by the Ministry of Science and High Education (years 2011 and 2019). VEE's priorities include infectious diseases, food safety, One Health concept, clinical diagnostic methods, molecular diagnostics, tissue engineering and reproductive technologies. The profile and mission cover study, research, ethics and veterinary clinics. The VEE expresses its commitment to fostering European values, sustainability and interdisciplinary collaboration; it is a part of EU GREEN. The veterinary curriculum is designed to be outcome-based, and to combine knowledge transfer, application and development. The One Health principle is approached through the increased awareness of the closely related animal health and welfare, environment and human health. To prepare future veterinary professionals, the VEE has defined key strategies in its curriculum, including adherence to accreditation and quality standards, comprehensive curriculum design, and regular competency assessments.

B. English Study Programme (ESP)

No differences from the PSP.

1.1.2. Analysis of the findings/Comments

A. PSP

The structure of veterinary training is based on EU Directives and is linked to the Polish and European Qualifications Framework. The VEE has developed and adheres to its mission statement, which includes ESEVT standards. There is no compulsory lifelong learning for veterinarians in Poland. Stakeholders are involved in the Veterinary Medicine Curriculum Council (RPKW). The VEE emphasises the need for continuous training and adaptation of the curriculum based on stakeholder feedback and contributes to lifelong learning.

B. ESP

No differences from the PSP

1.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

1.1.4. Decision

A. PSP

The study programme is compliant with Standard 1.1.

B. ESP

The study 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. PSP

VEE is one of the six faculties of the Wrocław University of Environmental and Life Sciences (WUELS), and one of the seven establishments in Poland that provide veterinary education and research. The university is led by a one-person entity, Rector, supported by vice rectors and board entities Senate and Scientific Discipline Council. Governing bodies of the VEE are Dean, Vice Deans, Dean's office, Dean's Council and Scientific Discipline Council. The Dean's Council consists of the dean, three vice-deans and ten heads of departments. The Scientific Discipline Council consists of 53 members and 11 advisory members. It is composed of all persons employed at the rank of professor and university professor and at the rank of assistant professor with habilitation. The decision-making process at the Scientific Discipline Council is based on awarding degrees in the discipline, cooperating with doctoral schools, participating in the evaluation of the progress of doctoral theses, participating in the development of a strategy for the development of a discipline, in particular the identification of priority problems and research directions, participating in the development of criteria for the periodic evaluation of academic staff and participating in the recognition (nostrification) of diplomas. The Scientific Discipline Council meets once a month. The main task of the Dean Councils is to establish study programmes for students and postgraduates.

The Faculty Committee for Education and Quality Assurance has 8 members from the VEE, 2 of them are students, and 2 members are from the economic background of the Faculty.

The Rectoral Committee for Education and Quality Assurance is appointed by the Rector at the request of the Vice-Rector for Student Affairs and Education. The Faculty Committee for Education and Quality Assurance is appointed by the Rector at the request of the Chairperson of the Rectoral Committee for Education and Quality Assurance. The committees meet usually once per month. For the Committee for Education and Quality Assurance, Student Council

appoints the student representative for a two-year term of office; it should not be a last-year student. The students of a particular year elect a year representative (starost). The representatives of all years elect the members of the Student Council.

The organisational structure of VEE consists of 10 departments and several divisions. The veterinary teaching hospital (VTH) falls under the Department of Internal Medicine and Clinic of Horses, Dogs and Cats. The head of the Department coordinates work and manages finances also in clinics, centres and laboratories. The head of the Division represents teachers and technical staff.

In addition to the two sites in Wroclaw centre, veterinary training takes place at the Research and Education station in Swojczyce that coordinates research and teaching for all faculties of the University. Students go there as part of their compulsory classes, extra-curricular activities and clinical rotations.

The VEE has 5 veterinary clinics focusing on specialisations, e.g. surgery, reproduction, internal medicine, infectious diseases and on birds and exotic animals and farm animals.

Collaborative partnerships are conducted with both domestic and international institutions, including other VEEs. The VEE supports student and teacher exchange programmes and collaborations through the Erasmus+ programme.

B. ESP

No differences from the PSP.

1.2.2. Analysis of the findings/Comments

A. PSP

The VEE is embedded as a faculty into WUELS, which, on the one hand, allows the use of university services, but results in a loss of independence in finance and process regulation and the limitation of the authority of the Dean, with a negative impact on the plans for the renewal of the faculty infrastructure. The persons responsible for the vet curriculum in the English language programme and for the academic affairs of the VTH hold a veterinary degree. The person responsible for the veterinary curriculum and academic affairs in the Polish language is not a veterinarian, however, clarification on site showed that both curricula (PSP and ESP) are under the supervision of the Dean, who holds a veterinary degree. The VEE is organised with a detailed organisational structure, including governing bodies such as Dean, Dean's office, Dean's Council and Scientific Discipline Council. The decision-making bodies and structure are well-defined, allowing for the implementation of a strategic plan and a cohesive study programme in compliance with the ESEVT Standards.

B. ESP

No differences from the PSP.

1.2.3. Suggestions for improvement

A. PSP

It is suggested that a reduction in the number of departments be considered in order to strengthen the cohesion of the study programme, enhance options for sharing infrastructure and equipment, and allow for a more efficient use of financial resources.

B. ESP

No differences from the PSP.

1.2.4. Decision

A. PSP

The study programme is compliant with Standard 1.2.

B. ESP

The study 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. PSP

The VEE has developed a Strategy for the Development of the Discipline of Veterinary Medicine for a 10-year period which is linked to the overall objectives of WUELS. The VEE's strategic plan 2020-2030 is constructed considering the ambition of the University to create the conditions for obtaining the status of a research university in compliance with the statutory programme. Each year, the Rector of WUELS presents a report on the implementation of the university development strategy, including the implementation of strategic and operational goals. The report is prepared based on information provided by individual faculties and administrative departments of the University. The Rector's reports are approved by the Senate of WUELS.

Strategic objectives of the VEE are:

- Identify and further develop main research directions carried out in the discipline of veterinary medicine.
- Increase the scientific potential of teams through scientific cooperation.
- Improve the skills and scientific potential of teams through international research cooperation.
- Internationalise research activities and create an environment conducive to the development of international programs.
- Promote the University as an attractive place to carry out research tasks in the discipline of veterinary medicine.
- Improve the quality of research conducted by doctoral and postdoctoral fellows and by independent researchers.
- Promote the transfer of research achievements to the education process in the veterinary field.
- Monitor and stimulate the development of the discipline in the context of preparation for its cyclical evaluation
- Implement socially useful research and development projects on a regional, national and international scale.

The SWOT analysis of the VEE is the basis for quantifying the significance of each risk factor, leading to the formulation of an Operating plan. This plan outlines planned actions, responsible

persons and implementation date. The 2020-2030 Strategic Plan and SWOT analysis are developed during Dean's Council meetings. The issues related to the curricula are also discussed during RPKW meetings. The monitoring is discussed and improved during the same meeting of those two bodies. The Quality Management System is implemented at the university level with links to the requirements of PN-ISO 9001:2015 and current legal requirements.

B. ESP

No differences from the PSP.

1.3.2. Analysis of the findings/Comments

A. PSP

The VEE has implemented strategic and operating plans with a timeframe and indicators for implementation. Strategic and operating plans are publicly available and periodically monitored. The roles of students and other stakeholders are properly included. Students and teachers are informed about the operating plan and its evaluation through VEE's website.

B. ESP

No differences from the PSP.

1.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

1.3.4. Decision

A. PSP

The study programme is compliant with Standard 1.3.

B. ESP

The study 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. PSP

The VEE has implemented a Quality Assurance System aligned with the principles of Bologna Process and the European Standards and Guidelines for Educational QA. This system addresses

the quality of teaching, the needs of students, employers and local community.

The following documents are published on the faculty's website:

- Composition of the Committee for Education Quality Assurance
- The faculty Committee for Education Quality Assurance report academic year 2022/2023 and 2023/2024
- Tasks and methods of operation of the Faculty Committee
- The results of analysis final grades in Report of the Faculty Quality Assurance Committee
- University Quality Assurance System (in Polish language)

B. ESP

No differences from the PSP.

1.4.2. Analysis of the findings/Comments

A. PSP

The VEE demonstrates a certain level of comprehensive approach to QA, with both mandatory and voluntary systems in place and a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. Methodology for evaluation of standards and indicators of educational process were adequately presented.

PDCA cycle at the course level is well elaborated. Participation of Polish students in questionnaires regarding the educational process is about 20 %, participation of English-speaking students is lower. As a result of the segregated curriculum and a large number of teaching staff, students consider end of semester surveys for teacher evaluation as extensive and time consuming, and due to the use of similar evaluations across all faculties, disconnected from the special situation of veterinary education.

Students, employees and stakeholders are, in most cases, informed about the overall results of their feedback. The VEE does not have a single document named Quality Policy and associated written procedures. Such a document exists on the university level and the VEE 's is obliged to adhere to it.

The VEE has demonstrated a policy of academic integrity.

B. ESP

No differences from the PSP.

1.4.3. Suggestions for improvement

A. PSP

It is suggested to consider adapting documents on Quality Management Policy to the specific condition of the VEE.

B. ESP

No differences from the PSP.

1.4.4. Decision

A. PSP

The study programme is compliant with Standard 1.4.

B. ESP

The study 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. PSP

The VEE interacts with different stakeholders through the official website, where information on its objectives, organisational structure, education, research and teaching activities can be found, both in Polish and English. Potential students of veterinary medicine can also find additional information on the VEE's web page (on the programme, admission, etc.), in Polish and English. Information about graduates is published on a website in the Polish Graduate tracking system, this is scientific research that provides knowledge about the situation of graduates of Polish universities on the labour market.

The ESEVT status and SER from 2015 and ECOVE final report (2015) are available on the VEE website.

Formal contacts with external stakeholders are maintained through regular meetings, cooperation agreements, joint projects and active participation in professional events. WUELS has a University Council in which external stakeholders participate. The Head of Official Veterinary Inspection and the Head of Provincial Veterinary Chamber participate in RPWK.

B. ESP

No differences from the PSP.

1.5.2. Analysis of the findings/Comments

A. PSP

The VEE uses its website to communicate with different stakeholders, but also closely uses the University website for additional information. The VEE provides accessible information about its programs, and makes evaluation reports available on its website.

B. ESP No differences from the PSP.

1.5.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

1.5.4. Decision

A. PSP

The study programme is compliant with Standard 1.5.

B. ESP

The study 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. PSP

The Quality Assurance System of the University was adopted in 2022 and is organized at two levels – Rectoral QAS Committee and Faculty QAS Committee. The Faculty QAS Committee consists of 10 persons – academic staff, students and doctoral students, representative of the Dean's office, representative of the socio-economic environment. The Rectoral Committee consists of 9 persons including the chairperson of the Faculty QAS Committee and a representative of the Student Council. The PDCA cycle is based on PN-EN ISO 9001:2015. Deficiencies and improvement measures at the VEE level are discussed by the Quality Assurance Committee, Faculty Council, and relevant teaching bodies. Proposals were refined by the Dean's office and approved by strategic committees.

B. ESP

No differences from the PSP.

1.6.2. Analysis of the findings/Comments

A. PSP

The VEE monitors and reviews its activity according to the rules set by the WUELS. The VEE QAS Committee is concerned only with the evaluation of the quality of education in terms of quantitative and qualitative indicators. PDCA cycles presented are used to monitor and enhance the quality of education. The reports of quality assessment are available online. Once per year the syllabuses are checked, improved, and discussed by the teachers with Heads of Departments, then the Dean's Council. Not all recommendations are included, because some overlap with the scope of other subjects.

The document showing the workflow, involving drafting, verification, approval, and sharing, assessment data was adequately presented on-site. It was also clearly demonstrated how analysis of information has been utilised in the further development and how students and staff are involved in the provision, analysis and implementation of such data. The process follows the PDCA cycle to ensure continuous improvement.

B. ESP

No differences from the PSP.

1.6.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

1.6.4. Decision

A. PSP

The study programme is compliant with Standard 1.6.

B. ESP

The study 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. PSP

The last ESEVT Visitation occurred in November 2015, ECOVE decision in May 2016 concluded that no major deficiency had been found and the status of the VEE is full accreditation. Deficiencies as well as recommendations were accepted, and improvements have been carried out. Based on these recommendations, a new curriculum with increased hours of practical teaching was introduced.

B. ESP

No differences from the PSP.

1.7.2. Analysis of the findings/Comments

A. PSP

External evaluations are highly regarded at the VEE level, and have been successfully conducted in the past. The VEE sees such external evaluations as necessary for further progress and development.

B. ESP

No differences from the PSP.

1.7.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

1.7.4. Decision

A. PSP

The study programme is compliant with Standard 1.7.

B. ESP

The study 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. PSP

Financial resources allocated to the Polish public universities are centrally managed by the Ministry of Education. Through a specific funding algorithm, veterinary education carries a relatively high coefficient compared to other university courses and academic disciplines. This reflects the particular educational requirements and strategic relevance of the field. The funds are then distributed by the Rector, who prepares the financial plan in accordance with current legislation and in collaboration with the Governing Council, which includes the Vice-Rector, the Administrative Director (Bursar), the Deans of the Faculties, and the Heads of Department. These individuals are directly responsible for managing the budget allocated to their respective areas.

B. ESP

No differences from the PSP.

2.1.2. Analysis of the findings/Comments

A. PSP

The financial resources are considered adequate to support the delivery of educational and training activities. Budget surpluses, the richness and quality of teaching materials, and the continuous upkeep and suitability of the facilities all serve as tangible evidence of sound financial management and allow the implementation of a veterinary curriculum that is in compliance with EAEVE standards.

B. ESP

No differences from the PSP.

2.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

2.1.4. Decision

A. PSP

The study programme is compliant with Standard 2.1.

B. ESP

The study 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. PSP

Financial resources are managed according to availability with a certain autonomy by the Dean, also by the different department heads and institute directors. The part of the State funds received by the Dean must be spent within the year; these cannot be carried over to establish reserves for subsequent years. Incomes because of VEE activities can be transferred to subsequent years. Most of the clinical revenues (80%) remain at the VEE and are used to implement research and fund VEE activities.

B. ESP

No differences from the PSP.

2.2.2. Analysis of the findings/Comments

A. PSP

Not being able to transfer governmental funds to subsequent years is certainly a way to incentivise investments and stimulate initiatives. Having 80% of the income from clinical activities provides opportunities to implement further clinical activities. Upcoming investments are indeed aimed at expanding clinical services.

B. ESP

No differences from the PSP.

2.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

2.2.4. Decision

A. PSP

The study programme is compliant with Standard 2.2.

B. ESP

The study programme 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. PSP

The review is done regularly by the Ministry of Education and other institutional bodies and entities with the active participation of the VEE. Staff employment conditions and salary levels are in accordance with Polish legislation.

B. ESP

No differences from the PSP.

2.3.2. Analysis of the findings/Comments

A. PSP

The participation of all the actors interested in the development of the VEE at the investment review table is an indication of accurate and prudent management of resources. Financial resources are sufficient and well distributed. The materials available for educational purposes are adequate and, in some departments, of very high quality. The planned investments are heading in the right direction to enhance teaching activities. Salaries are low when compared to other European countries, but in line with national wage policies.

B. ESP

No differences from the PSP.

2.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

2.3.4. Decision

A. PSP

The study programme is compliant with Standard 2.3.

B. ESP

The study programme 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

3.1.1.1. Findings

A. PSP

The curriculum of the VEE follows both Polish national and EU regulations (i.e. Directive 2005/36/EC), as well as University, national and EU higher education quality assurance requirements. Students enrolled since the winter semester 2019/2020 follow the curriculum defined in the 2019 Regulation of the Polish Minister of Science and Higher Education, those students enrolled before (now in their final year) still follow the 2011 curriculum. The curriculum is offered in two languages (Polish, English), with some differences especially in the electives offered for the two language cohorts, and in specific needs addressed for international students. Existing differences between the language cohorts are listed for each section of the respective standard (area) of this report.

The curriculum is implemented as a single stream Master degree programme (11 semesters) of not less than 5200 hrs / 360 ECTS (2019 curriculum). The total number of curricular hours varies

between 390 and 700 hrs per semester, with maximum hrs reached in semesters 8 and 10 due to 240 hrs of elective practical training (EPT). One third of all hours is classified as lectures (A), 8% as seminars (B), only 1% as supervised self-learning (C), and 19% as laboratory and desk-based work (D). Non-clinical animal work (E) is listed with 557 hrs (11%), clinical animal work with 608 hrs (12%), EPT-related activities with 560 hrs (11%), and teaching formats including electives and field visits with 359 hrs (7%). The curriculum transition from 2011 to 2019 increased the ECTS from 330 to 360 and the lecture hours from 5100 to 5200 hrs. The curriculum design is traditional and subject-based, starting in year 1 with natural sciences, histology and embryology, anatomy, agronomy, economics, genetics and biostatistics. Year 2 is focussed on advanced anatomy, physiology, microbiology, immunology and related topics. In year 3, in addition to pathology, pharmacology and epidemiology, first clinical subjects such as surgery and anaesthesiology, clinical diagnostics and diseases of exotic animals are introduced. Year 4, the focus lies on diseases of farm animals, horses, animal reproduction, food legislation, slaughter and meat hygiene, and zoonoses (VPH). Year 5 starts with diseases in dogs and cats and avian diseases. Other subjects are completed, and in semesters 10 and 11 the clinical internships (rotations) in horses (80 hrs), dogs and cats (120 hrs), farm animals (120 hrs) and avian species (40 hrs) must be completed. Elective practical training (560 hrs in total, named external practical training by the VEE) must be done in a veterinary practice (small animals, farm animals, and in veterinary services). A tracking system is not implemented, but students have some flexibility in their choice of elective classes and EPT placements.

Lecturers are required to align their subject-specific content to the VEE list of 46 Day Once Competences (abbreviated DOC in the SER and listed in the Appendix 3.4).

Due to Polish legislation on veterinary education, the VEE faces the following restrictions in implementing and adapting the curriculum: number of semesters, minimum number of hours and ECTS, affiliation to an academic discipline, division of the teaching content into groups of subjects or subjects (with the number of ECTS obligatory in groups of subjects and hours – within subjects), definition of the nature, semesters, number of hours and ECTS for ETPs and clinical rotations, and number of subject taken as electives. The VEE has some flexibility in grouping subjects and thereby adjusting the number of hours by subject, and in the list of electives offered. Substantial changes to the curriculum will generate a new study programme that has to be started with the subsequent cohort of students admitted to the first year of study.

Each year in November, the study programme is evaluated by the VEE curriculum council to ensure compliance with the predefined learning outcomes. Updated syllabuses are reviewed by the VEE Committee for Education Quality Assurance (FCEQA), adjusted as needed, and finally approved by the Veterinary Students Council and the Deans Council. Approved curricula are subsequently published on the VEE website and the digital student support systems.

B. ESP

The core curriculum for the ESP is identical to that of the PSP. One difference is in the content of the Physics and Biophysics subjects, due to differing levels of coverage of these subjects in the various foreign high schools. The lower number of elective subjects (36) and their availability compared to the PSP (49) is due to the smaller number of students in the PSP, the specific interest of ESP students in certain elective subjects, and the availability of teaching staff that is fluent in English.

3.1.1.2. Analysis of the findings/Comments

A. PSP

All relevant subjects are covered by the curriculum, and the total number of hours in the core curriculum is following national and European legislation. The VEE has little flexibility in adjusting the curriculum (both structure, subjects and allocation of hrs by subject).

B. ESP

No differences from the PSP.

3.1.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

3.1.1.4. Decision

A. PSP

The study programme is compliant with Standard 3.1.1.

B. ESP

The study programme is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

A. PSP

The subjects related to basic sciences and their allocated hrs in the core curriculum are listed in tables 3.1.2 – 3.1.4 and Appendix 3.1a-d. All relevant natural sciences and healthy animal production related topics are present in the curriculum and implemented in a logical order. Basic sciences subjects are taught by the same faculty members responsible for related subsequent subjects, and in most parts are integrated into their respective classes.

B. ESP

No differences from the PSP.

3.1.2.2. Analysis of the findings/Comments

A. PSP

The sequence of basic sciences subjects in the curriculum, time allocated and integration into subsequent subjects ensures that the content taught in basic sciences is relevant for the core veterinary curriculum and sufficient to allow the acquisition of the respective Day One Competences.

B. ESP

No differences from the PSP.

3.1.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

3.1.2.4. Decision

A. PSP

The study programme is compliant with Standard 3.1.2.

B. ESP

The study programme 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

A. PSP

The number of hours of the veterinary programme assigned to clinical sciences in companion animals accounts for 899/5219 hours (17%), plus 70 hours of teaching common for companion and food-producing animals, these last related to surgery and anaesthesiology. Of the 899 hours, about 32% are organised as lectures, 4% seminars, 1% supervised self-learning, 8% laboratory and desk-based work, 13% non-clinical animal work, and 42% clinical animal work. Most of the 899 hours are assigned to Clinical Practical Training in Common Companion Animals, Medicine, Surgery, and Obstetrics (about 22%, 18%, 15%, and 11%, respectively). The remaining hours are assigned to Infectious Diseases, Diagnostic Pathology, Therapy in Common Companion Animals, Diagnostic Imaging, and Preventive Medicine (about 8%, 8%, 9%, 7%, and <1%, respectively).

Students receive seminars, practicals and clinical courses before entering the clinical rotations, starting from the 2nd year of the veterinary programme, with a first focus on Ethology, and Animal breeding, Welfare, Technology in animal production, and with practical training on Farm Practice. In the 3rd year of the veterinary programme, subjects on Clinical and Laboratory Diagnostics, Veterinary Pharmacology, Veterinary Epidemiology, Surgery and Anaesthesiology, Diagnostic Imaging, Pathomorphology and Parasitology are introduced and further developed. From the 3rd to the 5th year of the veterinary programme, “species-specific”- oriented subjects are held for fur animals, farm animals, horses, dogs and cats, and avian diseases (including Internal medicine, Surgery, Obstetrics, Infectious diseases, Preventive medicine and Therapy), Andrology and artificial insemination, Veterinary dietetics, Veterinary toxicology, Zoonoses, Clinical immunology, Preventive veterinary medicine and Practical Training in the VTH. These subjects have an emphasis on practical activities such as seminars, laboratories, non-clinical animal work, and clinical animal work, maintaining the principle of ‘never (perform a procedure) the first time on a live animal’.

The clinical rotations are concentrated in the 5th and 6th years (10th, 11th semesters) of the veterinary programme. Clinical rotations on companion animals include intramural activities at

the VTH and extramural activities at external facilities, under the supervision of teaching staff, for a total of 240 hours. Most clinical rotation hours on dogs and cats are provided by the VTH (117/120 h), and 3/120 h by shelters; for horses, 20/80 h by the VTH and 60/80 h by extramural facilities; for avians, 30/40 h by the VTH, and 10/40 by external facilities. Clinical rotations at VTH and external facilities are organized in groups of a maximum of 8 students/group. Clinical rotations on companion animals are scheduled in two slots of “blocks”, within the course “Practical Training in Animal Clinic”. The first slot, scheduled for the 10th semester, includes rotations in Diseases of dogs and cats (60 h), Diseases of horses (40 h), and Diseases of avians (40 h) (in which exotic pets such as rabbits, rodents, ferrets, birds and reptiles are also included). The second block, scheduled for the 11th semester, includes the repetition of Diseases of dogs and cats (60 h), and Diseases of horses (40 h). In these courses, students participate actively in the clinical work, supervised by the clinical staff, and gain hands-on experience in diagnosing and treating diseases in the fields of internal medicine, surgery, reproduction, and infectious diseases. In some of the external clinics involved in CCT on dogs, cats and horses, students tutoring, hands-on training and involvement of students in the patient's recording system was assessed as insufficient during the visitation. Students are involved in two 12-hour shifts in the VEE's emergency services for dogs, cats, and horses, and in the activities of an extramural equine hospital. During the clinical rotations, students are engaged in clinical activities, practices, seminars, case report preparation based on real patients, using teaching animals, phantoms, and multimedia tools with hands-on activities on laboratory diagnostics, outpatient care, and surgical procedures.

Students can choose elective courses from a panel of 49 subjects (20 specific for companion animals, and an additional 7 common to companion and food-producing animals), providing 30 hours/each elective, covering basic or clinical topics, at the 7th, 10th, and 11th semesters. Electives can be held at the VEE or by external providers, chosen by a prepared list or upon the student's suggestion for assessment. A total of 150 hours must be achieved by the students: 30 h during the 7th semester, 30 h during the 10th, and 90 h during the 11th semester.

An e-logbook is mandatory from the 3rd year of the veterinary programme. Students must enter all the clinical activities and case description that will be reviewed and validated by the supervising teacher. Activities from electives are mostly assessed through a diary. Additional methods for assessing core practical skills and clinical knowledge are specified in the syllabus of specific courses.

B. ESP

No differences from the PSP.

3.1.3.2. Analysis of the findings/Comments

A. PSP

Clinical sciences in companion animals is a well-organized part of the veterinary programme, with a good total number of hours, a good balance among the main disciplines, and a progressive involvement of students in the clinical activities. One-third of the hours are organised as lectures, and a good proportion of hours is dedicated to clinical animal work. From the 3rd to the 5th year of the veterinary programme, students undergo practical activities preliminary to entering the clinical rotations, scheduled for the last two semesters of the veterinary

programme. In animal reproduction the students are exposed to a well-developed practical and clinical training. Almost all clinical rotations on dogs and cats and one-fourth of the rotations on horses are held by VTH where students participate actively in the clinical work under the supervision of teaching staff, taking progressively increasing responsibility in the clinical management of patients. Core clinical training focused on horses is provided by two extramural clinics. The insufficient engagement of students in CCT on dogs, cats and horses in some of the extramural clinics was partially compensated by good intramural hands-on training in dogs, cats, horses and other species.

In avians, 20% of activities are done on exotic pets/birds, whilst the remaining 80% is dedicated to poultry. Clinical rotations are well-balanced among disciplines and species. Students can also participate in the 24/7 emergency service, with two 12-hour shifts (see comments in standard 4.4). A total of 150 hours must be achieved by students with electives. The number of electives available for companion animals, plus other common to both companion and food-producing animals, is good and covers a large range of topics in both basic and more specialised subjects. The VEE proposes a list of providers, but the students can also propose additional providers that must be accepted by the VEE. The University's teacher is responsible for the students' D1Cs achievement. The procedures used to ascertain the achievement of each core practical/clinical activity are done by an e-logbook, reviewed and validated by the teaching staff in which the level of proficiency is chosen from a predefined list.

B. ESP

No differences from the PSP.

3.1.3.3. Suggestions for improvement

A. PSP

It is suggested to monitor students tutoring, hands-on training and involvement in the patient's recording system in some of the external clinics involved in CCT on dogs, cats and horses for a better harmonization of intramural and extramural CCT.

B. ESP

No differences from the PSP.

3.1.3.4 Decision

A. PSP

The VEE is partially compliant with Standard 3.1.3 because of suboptimal hands-on training in some extramural facilities used for core clinical training.

B. ESP

The VEE is partially compliant with Standard 3.1.3 because of suboptimal hands-on training in some extramural facilities used for core clinical training.

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

3.1.4.1. Findings

A. PSP

Training devoted to food-producing animals represents a volume of approximately 800 hours, divided into lectures (32%), seminars (7%), laboratory and desk-based work (17%), non-clinical animal work (20%) and clinical animal work (24%). It is preceded, from the second year, by modules dedicated to animal production methods: animal breeding (4 ECTS), ethology and animal welfare (3 ECTS), animal hygiene (2 ECTS), animal nutrition and feed quality (5 ECTS), technologies in animal production (2 ECTS) and a summer extramural practice in a farm (2 weeks - 4 ECTS). The latter takes place at private livestock farms approved by the VEE and chosen by the students

Practical training for students takes place in the VEE clinics and extra-murally in groups of maximum 8 students, and covers ruminants, pigs, poultry and bees. Animals housed on-site or at the farms either belonging to the university (such as the Research and Education station in Swojczyce in Swojczyce) or at farms with agreement are used for teaching purposes. Students are supervised by veterinary practitioners who are formally employed by the university under civil law contracts, and by academic staff.

Various clinics of the VEE have mannequins or simulators to enable students to practice their skills (see Standard 4). The volume of practical training (including clinical rotations) is approximately 100 hours per student.

Restrictions on farm visits due to national regulations to control African Swine Fever have led to the introduction of compensations to train students on swine diseases since the 2019/2020 academic year. This includes seminars, video recordings, working on simulators, and other activities to assure that the relevant D1C are developed.

Herd management training is structured into 3 modules: technologies in animal production (2nd year - 2 ECTS), preventive veterinary medicine (5th year - 5 ECTS) and herd health management (6th year - 4 ECTS). Except for poultry (which are covered by specific modules), all species are concerned, with a particular focus on dairy cows and pigs. Students are trained to analyse data proceeding from field and research activities and to suggest ways of preventing and managing the main health disorders, considering their economic relevance.

In addition, students must complete two clinical placements at the end of their 4th and 5th years (8 ECTS and 160 hours each) that which can contribute to the student's clinical training if he or she chooses to devote this (or these) compulsory period(s) to this group of species (FPA).

Finally, the opening of a new ruminant clinic has been postponed due to a redirection of the funding promised by the State.

B. ESP

No differences from the PSP.

3.1.4.2. Analysis of the findings/Comments

A. PSP

The curriculum proposes a well-structured and complete training in the CCT, which combines the successive use of organs, mannequins (models, simulators) and live animals. This enables students to progressively acquire the D1Cs. The small size of the groups is ideal for involving each student in the learning process. Herd management training promotes group activities both

for field and laboratory activities.

Nevertheless, the time devoted to ruminant internal medicine during clinical rotation is limited (20 hours) and only partially compensated by well-supervised hands-on activities performed on healthy animals.

B. ESP

No differences from the PSP.

3.1.4.3. Suggestions for improvement

A. PSP

The institution should increase the clinical rotation time devoted to individual ruminant medicine to improve students' clinical exposure.

B. ESP

No differences from the PSP.

3.1.4.4. Decision

A. PSP

The VEE is partially compliant with Standard 3.1.4 because of suboptimal training in ruminant individual medicine.

B. ESP

The VEE is partially compliant with Standard 3.1.4 because of suboptimal training in ruminant individual medicine.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

A. PSP

The number of hours of VPH (including FSQ) training is 376 while the number of hours of extra-mural practical training in VPH (including FSQ) is 160.

The curriculum hours taken by each student, under VPH (including FSQ), from the subjects equivalent to the subjects taught at the VEE are: i) Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification (90 hours), ii) Control of food, feed and animal by-products (95 hours), iii) Zoonoses and their prevention (15 hours), iv) Food hygiene and environmental health (121 hours), v) Basic food technology (55 hours).

Veterinary Inspection/slaughterhouse practices occur after the 4th year in EU-approved slaughterhouses and after the 5th year in food processing plants under Veterinary Inspection supervision.

Students receive comprehensive theoretical and practical preparation before visiting slaughterhouses and food processing plants.

Practical training in "Slaughter Animals and Meat Hygiene" and "Milk Hygiene" occurs during three-day visits in the summer semester of the 4th year. Students, in groups of 8–10 supervised by teachers and veterinary inspectors, visit cattle and pig slaughterhouses and a dairy plant. They

learn animal welfare, ante- and post-mortem inspection, meat laboratory testing, quality systems, and plant organisation. Hands-on training includes identifying errors in veterinary documentation, post-mortem inspection, and *Trichinella* testing. Dairy plant visits focus on technological processes and HACCP critical control points.

In the 5th year, practical training on "Hygiene of Food Processing" takes place at meat and poultry processing plants. Students (16 per group) are divided into smaller teams, accompanied by teachers and plant staff, to study technological processes, veterinary inspections, and GMP/GHP rules.

With regards to EPT, students select EPT providers, prepare the necessary documentation, and follow health and hygiene requirements discussed during preparatory sessions. Agreements are formalized between the Faculty, EPT providers, and the District Veterinary Officer (Appendix 3.5). Students benefit from visits to slaughterhouses and to food processing companies with which the VEE has signed a cooperation agreement. Cattle and pig slaughterhouses are in 150 km distance and all the visited food processing plants and poultry slaughterhouses in 30–160 km distance from the VEE.

The VEE Department of Food Hygiene provides transport, disposable clothing, and ensures biosecurity compliance, requiring health certificates and insurance for all students before visits.

B. ESP

No differences from the PSP.

3.1.5.2. Analysis of the findings/Comments

A. PSP

With regards to VPH (including FSQ) training, the number of hours is adequate (376 hours of core training and 160 hours of EPT, which are both compulsory).

Efficient practical training occurs during three-day visits in the summer semester of the 4th year, where students, in small groups (supervised by teachers and veterinary inspectors), visit cattle and pig slaughterhouse (for meat inspection) and a dairy plant.

Also, in the 5th year, efficient practical training takes place at meat and poultry processing plants, where students in small groups (accompanied by teachers and plant staff) are taught technological processes, veterinary inspections, and GMP/GHP rules.

In EPT, during the summers after the 4th and 5th year it is compulsory to visit either a cattle or pig slaughterhouse and a poultry slaughterhouse or veterinary inspection institution, respectively.

B. ESP

No differences from the PSP.

3.1.5.3. Suggestions for improvement

A. PSP

It is suggested to enhance protective measures with regards to biosecurity in the slaughterhouse (e.g. wearing gloves, see Standard 4.3.)

B. ESP

No differences from the PSP.

3.1.5.4. Decision

A. PSP

The study programme is compliant with Standard 3.1.5.

B. ESP

The study programme is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

A. PSP

Soft skills components are covered in the curriculum. The program on professional soft skills is carried out over several academic years and includes communication, management, psychology, and legal aspects of the profession. In addition to the courses included in the core program, an optional online course with a self-assessment system is available. The students are satisfied with the training and the information they receive on professional knowledge and soft skills throughout their educational program.

B. ESP

No differences from the PSP.

3.1.6.2. Analysis of the findings/Comments

A. PSP

Professional knowledge, communication and soft skills are an integral component of the study programme.

B. ESP

No differences from the PSP.

3.1.6.3. Suggestions for improvement

A. PSP

None.

B. ESP

None.

3.1.6.4 Decision

A. PSP

The study programme is compliant with Standard 3.1.6.

B. ESP

The study programme 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. PSP

The VEE provides study programmes based on national and EU regulations including Directive 2005/36/EC and level 7 of the Polish Qualification Framework. Course web pages feature details, including objectives, teaching strategies, and assessment criteria. Annual reviews by responsible teachers occur with FCEQA ensuring coherence based on student feedback. The VEE ensures programme alignment through collaboration between the engaging internal (commissions, staff, students) and external (alumni, stakeholders) contributors. The VEE promotes a conducive learning environment, with interactions among students and staff, supported by events, projects, and resources.

Initiatives like presentations and PBL, e-learning tools, teacher material distribution via email, google workspace are being promoted to enhance self-learning, critical analysis, and skill development. Students are involved in scientific events, there are nine active Student Scientific groups supporting research activities, publications and presentations. The VEE pays attention to equality, diversity and inclusion, and accessibility (for students with disabilities).

B. ESP

No differences from the PSP.

3.2.2. Analysis of the findings/Comments

A. PSP

The VEE has offered competency-based study programmes, in a combination of knowledge transfer, application of knowledge and achievement of understanding, followed by the development of skills and attitudes. Programmes foster feedback, tutoring, and programmatic assessment. The VEE adheres to Standard 3.2 by designing competency-based study programmes with reference to ESEVT Day One Competences for each course. The VEE is committed to lifelong learning and self-directed learning.

The curriculum is coherently structured and supports the progressive acquisition of Day One Competences. The balance between theoretical and practical elements is appropriate. However, clearer documentation on the distribution of clinical exposure and species-specific training would improve oversight. The limited elective options in English may restrict flexibility for international students.

B. ESP

No differences from the PSP.

3.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

3.2.4. Decision

A. PSP

The study programme is compliant with Standard 3.2.

B. ESP

The study 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. PSP

The programme is aligned with national higher education guidelines. The RPKW and FCEQA conduct an annual review, evaluating student progression, and teaching staff qualifications. The review includes student feedback, employability data, and analysis of corrective actions. The learning outcomes are aligned with Day One Competences. Students are informed about the subject-specific learning outcomes, assessment methods, rules and credit conditions by teachers. Subject description including learning outcome, content and objectives are available on the VEE's website. Graduate preparedness is assessed by employer feedback and analyses by WUELS Career Office. Learning outcomes referring to the D1C are published on the internet platform. The list of D1C made available in the SER (Appendix) does not fully match the EAEVE D1C of the 2023 SOP, and students when asked during the visitation were not aware of these D1C.

B. ESP

No differences from the PSP.

3.3.2. Analysis of the findings/Comments

A. PSP

The VEE does not demonstrate alignment with the most recent (SOP 2023) EAEVE D1C in the

implementation of the curriculum but refers to an older list, and the link between D1C and subject-specific learning outcomes remained unclear when communicating expected learning outcomes and conducting comprehensive review processes.

B. ESP

No differences from the PSP.

3.3.3. Suggestions for improvement

A. PSP

It is suggested to enhance the monitoring of clinical exposure across all species and to expand the offering of elective subjects in English.

B. ESP

No differences from the PSP.

3.3.4. Decision

A. PSP

The VEE is partially compliant with Standard 3.3 because of suboptimal information of teaching staff and students on 2023 ESEVT D1C.

B. ESP

The VEE is partially compliant with Standard 3.3 because of suboptimal information of teaching staff and students on 2023 ESEVT D1C.

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. PSP

The VEE employs a committee structure to evaluate the effectiveness of its curriculum. The Veterinary Medicine Curriculum Council (RPKW), Vice-deans and the Syllabus Team review syllabus annually. The RPKW prepares a curriculum and study plan that is implemented into an

updated syllabus reviewed by the Faculty Committee for Education Quality Assurance (FCEQA). Changes in curriculum can be suggested by subject coordinators. Curriculum is discussed with students during meetings with student representatives. The Veterinary Discipline Council and Dea's Council are involved in curriculum discussion. The final approval is the responsibility of the Dean's Council and involves the Veterinary Student's Council. Both academic staff, as well as students and external stakeholders, are involved in the development of the new curriculum. In the RPKW, two members are student representatives who, on an equal basis with the other members, have the right to make comments and suggestions on the study programme. There are also ELS student's representatives in the Student Council, and these representatives are also present during meetings with the Dean and the Vice-Deans (which are held at least once per semester).

The study programmes and plans are made available to all on the VEE website and the BIP website, and for students and VEE employees additionally via USOS system.

The RPKW is conducting periodic review and verification of study programmes implemented within the field of study, in particular with regard to the proper selection of subjects and the forms and methods of teaching required (or changing) for the best learning outcomes, and determining the compliance of the learning outcomes assigned to subjects and modules with the directional outcomes as well as with changing legal acts.

B. ESP

In the Veterinary Medicine Curriculum Council (RPKW), there are also ESP students' representatives who, on an equal basis with the other members, have the right to make comments and suggestions on the study programme. ESP student representatives are also members of the Student Council, and these representatives are also present during meetings with the Dean and Vice-Deans (which are held at least once per semester).

3.4.2. Analysis of the findings/Comments

A. PSP

The VEE has a formally constituted committee structure including student representatives. Study programmes are revised on an annual basis. Major changes to the study programmes cannot be implemented due to national legislation restrictions.

B. ESP

No differences from the PSP.

3.4.3. Suggestions for improvement

A. PSP

None.

B. ESP

None.

3.4.4. Decision

A. PSP

The study programme is compliant with Standard 3.4.

B. ESP

The study 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. PSP

EPT takes place in different academic years, in 2nd year (80 hrs) for farm practice, in the 4th and 5th year (2 * 160 hrs) for clinical work on production animals and companion animals, and for veterinary inspection and slaughterhouse work (80 hrs each). Students have the right to choose where to do the EPT. The performance of the activities on site is monitored by a responsible veterinarian (tutor) at the EPT provider and supervised by a faculty member as assigned by the Dean. Students must keep an updated diary with the cases or assignments encountered during the activities which must be countersigned by the tutor who expresses his opinion on the student's work. The VEE has established rules for farm practice, clinical practice and veterinary inspection practice in which the expected programme of the EPT with generic learning objectives as well as the rights and responsibilities of the students are listed. In addition, the VEE has drafted contracts between WUELS and the EPT provider in which the duration, the student taking the EPT and general terms of the EPT (such as insurance requirements, accommodation and the fact that there should not be a financial compensation) are laid out, and that need to be signed by the EPT provider and the EPT supervisor of the VEE.

B. ESP

No differences from the PSP

3.5.2. Analysis of the findings/Comments

A. PSP

A total of 560 hrs of veterinary education is designated to EPT in various domains related to veterinary practice. The VEE has established rules and contracts that specify the legal framework and responsibilities of extramural EPT providers, students and WUELS, and has assigned a faculty member to serve as EPT coordinator for the respective training activities.

B. ESP

No differences from the PSP

3.5.3. Suggestions for improvement

A. PSP

It is suggested to consider clearly defining the learning objectives and practical skills that students are expected to perform during EPT, include them in a written agreement between students and EPT providers as well as the logbook, thus allowing the VEE tutor responsible for monitoring the EPT to verify them and make student participation and learning less incidental.

B. ESP

No differences from the PSP.

3.5.4. Decision

A. PSP

The study programme is compliant with Standard 3.5.

B. ESP

The study 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. PSP

EPT providers must meet the national Polish requirements and sign a contract with the WUELS in which the rights and responsibilities of the University, the EPT provider and the students (including having to be insured, as documented by providing a contract or the insurance number) are clearly laid out. EPT providers do not have to receive any formal didactic training before offering EPT, but a voluntary online training is offered by the VEE.

During their practical training period, students are followed by a tutor (from the EPT provider) and a supervisor from the VEE. Students must document the clinical cases / daily activities in a diary and on the USOS computer system to have their training period validated. After the placement, EPT providers are required to issue an opinion on the trainee to the VEE which, together with the student report and logbook, will be considered for the pass decision made by the EPT coordinator.

B. ESP

ESP students may carry out their EPT in Poland or abroad. The high hygiene standards of providers in EU countries are verified by the respective national official inspectors. If the EPT is undertaken outside the EU, the providers must be approved by the EPT coordinator at the VEE.

3.6.2. Analysis of the findings/Comments

A. PSP

A regulatory framework is in place, however, the tutors' comments (some examples were viewed during the visitation) are very general and there is no clear timeframe for when they were written. It raises the question of how tutors can remember the students' qualities after some time has passed, and whether the students carried out their tasks correctly.

Students are mandated to carry their own liability insurance, but the control of compliance process is not considered formal and systematic.

B. ESP

The fact that some facilities do not have enough staff who can speak English can negatively affect the training for foreign students when they do their EPT in Poland.

3.6.3. Suggestions for improvement

A. PSP

It is suggested to better describe the educational responsibilities of the EPT providers, intensify the options and requirements for didactic training, and to more formally monitor the students' liability insurance for extramural compulsory activities.

B. ESP

No differences from the PSP.

3.6.4. Decision

A. PSP

The VEE is partially compliant with Standard 3.6 because of suboptimal description of the educational responsibilities of the EPT providers and suboptimal monitoring of the students' liability insurance for extramural compulsory activities.

B. ESP

The VEE is partially compliant with Standard 3.6 because of the suboptimal description of the educational responsibilities of the EPT providers and suboptimal monitoring of the students' liability insurance for extramural compulsory activities.

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. PSP

Students are responsible for identifying the respective EPT providers, making sure that they carry

the required insurances and health certificates (when required by the EPT contract), and arranging their accommodation and meals if not offered by the EPT provider. The VEE provides a list of farms EPT providers (2nd year) with whom the WUELS already has permanent placement agreements. Students are prepared for the EPT (including the selection process) during theoretical sessions at the VEE, in which the expectations and learning outcomes are discussed. They must keep a practice dairy, which will be assessed by the EPT coordinator of the VEE and, together with the written feedback of the EPT provider, is essential for completing the placement. EPT training is a mandatory curricular component, and feedback from students and EPT providers as well as complaints are collected by the EPT coordinators at the VEE and used for QA purposes.

B. ESP

No differences from the PSP.

3.7.2. Analysis of the findings/Comments

A. PSP

The students, supported by the VEE, take responsibility of the EPT training and keep track of their learning outcomes. Feedback from EPT is used by the VEE to monitor EPT training, identify problems and adjust when considered necessary.

B. ESP

No differences from the PSP.

3.7.3. Suggestions for improvement

A. PSP

It is suggested to consider developing a checklist of practical tasks that students are expected to perform during the EPT that would complement the student diary and logbook, and that has to be signed by the EPT tutor, in order to enable the tutor to verify them and make student participation and learning less incidental.

B. ESP

No differences from the PSP.

3.7.4. Decision

A. PSP

The study programme is compliant with Standard 3.7.

B. ESP

The study 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. PSP

The VEE is located at WUELS, in the city centre of Wrocław, and consists of two campuses: Grunwald, where most of the facilities are located, and Biskupin. Additional facilities include two research and teaching stations; one located in Wrocław and the other at 100 km from the VEE. At the Grunwald campus, the veterinary clinic facilities, two Departments with offices, laboratories, and lecture theatres for pre-clinical teaching are located. At Biskupin, dissection rooms, the “bone collection” and classrooms for basic and clinical anatomy are located. On both campuses, there are facilities available for the students, including dormitories and sports facilities. All buildings have access to a wi-fi network. A good connection with the city centre is guaranteed by public transport. All the facilities are adequate in number and size and well-equipped for educational purposes. Maintenance and upgrade are guaranteed by funds provided by the Ministry, by the recent investment by the Regional Centre for Innovative Technologies in Food Production, Processing, and Safety, and by scientific project funds. The VEE also applied for a consistent grant devoted to a large animal clinic building. The VEE facilities comply with the national and academic rules for health, safety, and biosecurity, and buildings are adapted for students with reduced mobility.

B. ESP

No differences from the PSP.

4.1.2. Analysis of the findings/Comments

A. PSP

The two campuses of the VEE and the additional external facilities provide an environment conducive to learning. A clear program and strategy for maintaining and upgrading buildings and equipment is reported. The facilities comply with relevant legislation, including accessibility for students with reduced mobility.

B. ESP

No differences from the PSP.

4.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

4.1.4. Decision

A. PSP

The study programme is compliant with Standard 4.1.

B. ESP

The study 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. PSP

The VEE has 8 lecture theatres, all with internet access, and all but one ensure access to people with reduced mobility. Four theatres are in B1-B4 clinical buildings, 3 in A3 main building in Grunwald, and one in E3 building. A big lecture theatre for Anatomy is in Biskupin. The number of places ranges between 68 to 200. Classrooms, categorised as auditory, laboratory, tutorial, autopsy, and clinical rooms, are differently equipped according to the purpose of the activity. Nine are auditory rooms (number of places ranging between 11-30), 18 laboratory rooms (18-42 places), 9 tutorial rooms (18-43 places), and 5 necropsy/dissection rooms (18-25 places). Tutorial rooms are differently equipped to provide the acquisition of practical pre-clinical and clinical skills. Many of these rooms are equipped with phantoms and simulators, allowing training before contact with alive animals. These “trainers” are differently located in the Departments according to the teaching subject. Clinical facilities include consultation rooms, premises of the veterinary clinics at the VEE, external clinics, the University and private farms. The VEE also provides a student-friendly environment for self-learning and study, with students’ access to areas in the VEE buildings, dedicated study rooms in dormitories, a group work reading room, and a room in the library. Relaxation areas and common spaces for socialisation are provided. The VEE provides lockers in the cloakrooms in B1-B4 for the students attending the clinical rotations and in the microbiology labs. Food services are guaranteed by 2 canteens, in which staff and students can access with a discount fee. Snack and drinks vending machines are also available in all buildings. The VEE provides offices for teaching and research staff, and a laboratory in each Department for teaching preparation; dedicated rooms are available for staff in charge of animal care in the clinics.

B. ESP

No differences from the PSP.

4.2.2. Analysis of the findings/Comments

A. PSP

Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities, and other teaching spaces have different sizes; small rooms are adequate for groups of a small number of students. Well-equipped and well-maintained intramural clinical and laboratory facilities, and well-equipped skill labs, which are well-integrated in the study programme are available for instructional purposes. Broad facilities for students’ learning and recreational activities are

available.

B. ESP

No differences from the PSP.

4.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

4.2.4. Decision

A. PSP

The study programme is compliant with Standard 4.2.

B. ESP

The study 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. PSP

The VEE holds animals for teaching purposes, most of them kept in the Grunwald campus. They include: 8 horses, housed in individual boxes and spending at least 5 h/d in paddocks; 29 cows, 25 of them kept in the University farm Swojec; 3 goats kept at Grunwald, while sheep's, goats and llamas are kept at the University farm; 9 dogs in outdoor kennels (indoor kennels in winter) with also a common area available; 15 chickens kept in individual cages in the indoor aviary; 28 pigeons kept in indoor aviary; 5 budgerigars and 1 canary, kept in cages with species-specific perches; 2 rabbits and 10 guinea pigs kept in cages, under EU standards; 10 carps kept in pool for farmed fish; 14 bee hives in the apiary (University farm Swojec). All animals are kept under legal guidelines and the supervision of the VEE's Animal Welfare Committee. Students can also have access to healthy horses, poultry, and cattle at privately-owned farms, and to dogs and cats at the Wroclaw Animal Shelter. The VEE has 4 clinics located in Grunwald, in B1-B4 buildings, meeting legislative guidelines. Building B1 is the Clinic for small, furry, and exotic animals, with rooms for inpatient treatment and isolation for infectious diseases for dogs, cats/small dogs. Building B2 is the Internal Medicine Clinic for dogs, cats and horses, and includes 6 cages for

dogs/cats and 5 equine boxes for hospitalisation. Dogs and cats' services include general examination, dermatology, gastroenterology, neurology, cardiology, rehabilitation, etc. B3 is the building of Reproductive Medicine and Ruminant Clinics for Small and Large Animals, with services for dogs and cats' surgery and diagnostic, large animals' adaptable boxes for cattle, horses, pigs, and small ruminants, and with isolation for horses/large ruminants. B4 is the surgical clinic for dogs and cats and large animals, with surgery, dentistry, ophthalmology, orthopaedics, and diagnostic imaging service for dogs and cats, and 5 boxes; 1 surgery room and post-surgery care for large animals; and 1 endoscopy training lab. Students are exposed to equine surgery in two extramural clinics involved in the CCT. During the visitation, substantial differences in the implementation of protective clothing and hygiene measures between the departments and at extramural training sites were observed by members of the visitation team. In some practical training classes, students were wearing hair covers but no lab coats, while in other classes they were required to wear (self-provided) coats, but no hair covers. Students being trained on horses were did not seem to wear protective shoes. In the slaughterhouse visited by a team member, students doing hands-on post-mortem inspection did not wear gloves or protective eye covers.

B. ESP

No differences from the PSP.

4.3.2. Analysis of the findings/Comments

A. PSP

The livestock facilities, animal housing, core clinical facilities and equipment are adequate for capacity and the number of students enrolled. Intramural core clinical teaching facilities are well-equipped for teaching purposes, and most of them have very well developed and structured biosecurity procedures. The two extramural equine clinics involved in CCT for surgery have a high number and diversity of clinical cases that the students are exposed to. However, differences in and partly suboptimal implementation of biosecurity procedures was observed in some intramural and extramural facilities used for core clinical training. This is partially compensated by the well-developed and structured biosecurity procedures put in place in most of the intramural facilities. Housing, husbandry, and animal welfare agree to legislative guidelines, and are supervised by the VEE's animal welfare committee.

B. ESP

No differences from the PSP.

4.3.3. Suggestions for improvement

A. PSP:

It is suggested to enhance biosecurity procedures implementation in some intramural and extramural facilities.

B. ESP

No differences from the PSP.

4.3.4. Decision

A. PSP

The VEE is partially compliant with Standard 4.3 because of suboptimal biosecurity procedures in some intramural and extramural facilities used for core clinical training.

B. ESP

The VEE is partially compliant with Standard 4.3 because of suboptimal biosecurity procedures in some intramural and extramural facilities used for core clinical training.

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. PSP

The VEE has four well-equipped clinics (buildings B1-B4) dedicated to internal medicine, reproduction, surgery, and treatment for fur and exotic animals, working from Monday to Friday, from 8am to 4pm, except for the Internal Medicine Clinic open until 8pm.

A 24/7 emergency unit for dogs and cats, originally planned to open in the summer semester of 2024, is scheduled to open sometime in 2025. At present, 24/7 emergency service for horses, dogs and cats is provided by a stationary and a mobile unit within the VEE's clinics with veterinarians available from 8am to 8pm on workdays, and "on-call" from 8pm to 8am on workdays and 24/7 on weekends and holidays. Students assigned to clinical rotations take part in the management of emergencies for two 12-hours shifts. During the "on-call" service, in the event of an emergency involving a dog, a cat or a horse, the students are contacted by telephone by the on-duty veterinarian. Only seldom are dogs and cats' patients hospitalised at nighttime. The stationary unit is equipped with diagnostic and therapeutic equipment and also allows patient hospitalisation, while the mobile unit is an ambulance equipped with portable diagnostic tools such as US and X-rays, medications, and supplies for emergency care.

In the VEE's clinics, students assist with clinical and surgical procedures on dogs and cats, exotic and furry animals. In the Department of Epidemiology and Clinic of Birds and Exotic Animals, activities are mainly dedicated to furry and exotic animals. There is a separate waiting room, two animal reception rooms, a surgical unit, and a hospitalization ward, with specific equipment for diagnostic, surgery, treatment, and hospitalization of furry and exotic animals. This Department has also rooms for receiving patients suspected of having infectious diseases, 2 rooms for large and medium-sized dogs where up to 5 dogs can be housed, and another

isolation room is available for cats, in which up to 4 cats can be admitted.

In the Department of Internal Medicine and Clinic of Diseases of Horses, Dogs and Cats there are 2 primary care outpatient offices and specialised consulting rooms for dogs and cats: rehabilitation, dermatology and endocrinology, neurology, dentistry, gastroenterology and endoscopy, hepatology, cardiology. Each room is specifically equipped.

The Department of Reproduction and Clinic of Farm Animals has 1 primary care outpatient office, a general examination room for dogs and cats, and specialized consulting rooms for endoscopy, and surgery. Preclinical and clinical research laboratory, in vitro insemination laboratory, molecular biology laboratory, and reproductive biotech and endocrinology laboratories are also part of the Department.

The Department of Surgery includes a surgical theatre equipped for orthopaedic, soft tissues, and minimally invasive surgery: a dentistry room, an ophthalmology and endoscopy room, an orthopaedic surgery room, and an endoscopic training laboratory equipped with 11 laparoscopic simulators, a surgical experimental procedure room, a laboratory of imaging diagnostics including x-ray apparatus, ultrasound machines, CT, and MRI.

The VEE's clinics are supported by 2 laboratories (Unilab and EpiVet) during working hours.

The clinics offer a service of "Day Hospital" examination and treatments, and 24-hours hospitalization at the Department of Reproduction and Clinic of Farm Animals and the Department of surgery. The clinics offer also on-field, and on-call services by 2 vehicles equipped with portable instruments for internal medicine, reproduction, and surgery of horses, cattle, and small ruminants. The Department of Internal Medicine and Clinic of Diseases of Horses, Dogs, and Cats has 2 examination rooms, equipped with standing stocks for horses and cattle, and diagnostic instruments. For diagnostic procedures, species-dedicated boxes are available. Diagnosis and treatment of respiratory, nervous, gastrointestinal, metabolic, endocrine, and heart diseases are performed on horses, as well as prophylaxis and conservative dentistry. The Department of Reproduction and Clinic of Farm Animals has 1 large animal dedicated block, with boxes for cows and horses and stalls for small ruminants and pigs. One examination stock for horses and 1 for cattle is available. The Clinic offers a service, including scheduled gynaecological diagnostics and basic surgical procedures, and emergency services for reproductive cases. The Department of Surgery has 6 pre- and post-surgical boxes for horses and 1 surgical unit equipped for large animals.

A large animal clinic building is in project, and the VEE is applying for funding. For cattle and pigs, veterinary care is provided by external facilities.

For slaughterhouses, agreements between the VEE and 1 cattle, 1 for pigs, and 1 for cattle and pigs at about 150 km distance from the VEE, allow the students to attend the activities. Similarly, agreements between the VEE and foodstuff processing units, and poultry slaughterhouses 30-160 km away from Wroclaw allow students to attend the activities.

B. ESP

No differences from the PSP.

4.4.2. Analysis of the findings/Comments

A. PSP

The clinics are well-equipped and have specialized staff, allowing high standards in clinical teaching.

The VEE clinic facilities provide service on internal medicine, reproduction, and surgery, from

Monday to Friday, from 8am to 4pm, except for the Internal Medicine Clinic open until 8pm. A 24/7 emergency service is scheduled to open soon – at the time of visitation it was not yet in operation. Meanwhile, a partial compensation in 24/7 emergency service is provided by the VEE's staff during workdays from 8am to 8pm, while an "on-call" service is provided on night shifts, weekends and holidays. During the "on-call" service, students are involved in the activity only when the veterinarian on duty is contacted for an emergency in dogs, cats or horses. Moreover, dogs and cats are seldom hospitalised at nighttime. Therefore, there is limited exposure of students to emergency cases in dogs and cats, but this is partially compensated by exposure to emergency cases during daytime, especially in some disciplines, and in other species such as horses. For ruminants, a new large animal clinic is in planning. Currently on-field scheduled ambulatory visits and on-call emergency services are offered.

B. ESP

No differences from the PSP.

4.4.3. Suggestions for improvement

A. PSP

It is suggested to implement the exposure of students to emergency cases especially in dogs and cats, to increase patients' hospitalization during nighttime, and to include students into providing these services.

B. ESP

No differences from the PSP.

4.4.4. Decision

A. PSP

The VEE is partially compliant with Standard 4.4 because of suboptimal exposure of students to emergency cases in some species.

B. ESP

The VEE is partially compliant with Standard 4.4 because of suboptimal exposure of students to emergency cases in some species.

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. PSP

The VEE's curriculum is designed to provide students with a variety of skills from the beginning of the study course, during classes, and especially during the clinical rotations.

Intramural clinical and laboratory facilities are well-equipped and well-maintained. Although an

intensive care unit for companion animals is planned, it is currently not available. At present, critical patients are managed within the infrastructure of the clinics by the VEE clinical staff. Teaching animals, simulators, and phantoms are available to students to train before taking part in the examination/treatment of patients during the clinical rotations. Phantoms and models in the Skill Labs are used for teaching, exam preparation and practical examination. Students can train under the supervision of staff members. A formal coordination in the purchase and use of the phantoms/models is provided by the VEE. Soft skills are also acquired throughout the study course, from the beginning with role-play and later with interview collection from animal owners during the clinical rotations.

B. ESP

No differences from the PSP.

4.5.2. Analysis of the findings/Comments

A. PSP

The VEE ensures the students have access to a broad range of diagnostic and therapeutic facilities. Well-equipped Skill Labs with models/stimulators that are well-integrated into the study programme are available for students training before being exposed to patients. The VEE has a structured organisation for the purchase and use of phantoms/models. The absence of a dedicated intensive care unit for companion animals is partially compensated for by the management of the VEE clinical staff using the available infrastructure of the clinics. Soft skill training is also provided in the curriculum.

B. ESP

No differences from the PSP.

4.5.3. Suggestions for improvement

A. PSP

It is suggested to provide a dedicated intensive care unit for companion animals.

B. ESP

No differences from the PSP.

4.5.4. Decision

A. PSP

The VEE is partially compliant with Standard 4.5 because of suboptimal intensive care unit (ICU) for companion animals.

B. ESP

The VEE is partially compliant with Standard 4.5 because of suboptimal intensive care unit (ICU) for companion animals.

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. PSP

The VEE has isolation facilities for dogs and cats, furry and exotic animals in building B1, equine and cattle in building B3, and small ruminants in building B1. These facilities are isolated from other clinical areas, equipped with specialised tools, and an independent ventilation system, and managed under strict isolation protocols with dedicated staff and materials.

B. ESP

No differences from the PSP.

4.6.2. Analysis of the findings/Comments

A. PSP

The VEE has appropriate isolation facilities, located in different clinical buildings, for dogs, cats, furry and exotic animals, equines, cattle, and small ruminants, properly structured and managed.

B. ESP

No differences from the PSP.

4.6.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

4.6.4. Decision

A. PSP

The study programme is compliant with Standard 4.6.

B. ESP

The study 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. PSP

An outreach service is provided by the VEE for on-field internal medicine, reproduction, and

surgery, allowing students to practice on-field veterinary medicine. This service also allows the students to practice Herd Health Management, recently included in the curriculum of the VEE.

B. ESP

No differences from the PSP.

4.7.2. Analysis of the findings/Comments

A. PSP

The VEE has an outreach service allowing students to practice on-field veterinary medicine and Herd Health Management.

B. ESP

No differences from the PSP.

4.7.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

4.7.4. Decision

A. PSP

The study programme is compliant with Standard 4.7.

B. ESP

The study 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. PSP

Transport of students is done with the VEE's two 9-seat vehicles, and by a hired coach when needed. Large animals can be transported by three trailers belonging to the VEE. Two vehicles are available for the transport of small animals. In all cases, transports are done by a licensed driver. Cadavers and animal materials are transported by a refrigerated truck under contract with a specialised company. All transports are done in agreement with national and EU standards.

B. ESP

No differences from the PSP.

4.8.2. Analysis of the findings/Comments

A. PSP

Students and live animals are transported by specific vehicles with a licensed driver. Cadavers and materials of animal origin are transported through a refrigerated truck by a specialized company. All transports are done in agreement with national and EU standards.

B. ESP

No differences from the PSP.

4.8.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

4.8.4. Decision

A. PSP

The study programme is compliant with Standard 4.8.

B. ESP

The study 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. PSP

At the VEE, biosecurity and occupational safety regulations are posted on the VEE website, can be accessed through a QR code posted at all relevant facilities, and the implementation is ensured by regular checks done by a VEE internal committee. All students received mandatory biosecurity training. Biosecurity procedures, achievement and respecting biosecurity rules, pharmacy practice, drug storage, and waste management are regularly checked by internal and external official bodies following national regulations. During the visitation, insufficient compliance with good pharmacy practices was observed at extramural facilities used for core clinical training.

B. ESP

No differences from the PSP.

4.9.2. Analysis of the findings/Comments

A. PSP

The VEE has a good operational policy and procedures, a clear commitment for the delivery and implementation of biosecurity, and a QA system for the regular monitoring of biosecurity assurance. Suboptimal good pharmacy practices in some extramural facilities used for core clinical training were detected during the visitation, partially compensated by the good intramural pharmacy practice.

B. ESP

No differences from the PSP.

4.9.3. Suggestions for improvement

A. PSP

It is suggested to harmonize good pharmacy practices between the intramural and extramural facilities and to implement the official prescriptions for each drug.

B. ESP

No differences from the PSP.

4.9.4. Decision

A. PSP

The VEE is partially compliant with Standard 4.9 because of suboptimal good pharmacy practices in some extramural facilities used for core clinical training.

B. ESP

The VEE is partially compliant with Standard 4.9 because of suboptimal good pharmacy practices in some extramural facilities used for core clinical training.

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. PSP

The VEE uses healthy live animals for preclinical training, including cadavers and animal origin material, as well as diseased live animals from all species groups.

The cadavers and material of animal origin (n=113 as an annual average for the period 2021-2023) used for anatomy training are donated by private clinics (pets, birds) or slaughterhouses

(horses). Healthy live animals used for preclinical training (n=373 as an annual average over the period 2021-2023) are purchased specifically for training and housed in the faculty or in the two teaching farms owned by the university. Necropsies (n=445 as an annual average over the period 2021-2023) are performed on all species groups and mainly concern ruminants and exotic pets. The sources of supply are diverse (public authorities, private clinics, VTH). With the exception of pigs (due to regulations related to the presence of African swine fever outbreaks in the country) and aquatic animals, all species are seen intramurally. Three-quarters of ruminants seen at the VTH or extramurally are seen as a first opinion. Conversely, companion animals and horses are mostly referred cases.

B. ESP

No differences from the PSP.

5.1.2. Analysis of the findings/Comments

A. PSP

Students are trained through an adequate number and variety of healthy and diseased animals. The VEE has organised its sourcing of cadavers and raw materials in a proper way that allows safe and efficient hands-on training of students. The values for indicators I14, I15 and I16 are slightly higher than the minimum values. The balance between first opinion and referral cases is appropriate for training undergraduate students.

B. ESP

No differences from the PSP.

5.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

5.1.4. Decision

A. PSP

The study programme is compliant with Standard 5.1.

B. ESP

The study programme is compliant with Standard 5.1.

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

5.2.1. Findings

A. PSP

The VEE uses research and educational stations owned by the university in Swojczyce and

Radomierz (cattle and bee production). Moreover, it has developed agreements with commercial farms (4 for dairy-cattle production, 3 for poultry and 2 for horses), as well as with a shelter for companion animals. In addition, three private equine clinics welcome students for their clinical rotations in equine.

Due to African Swine Fever, visiting pig-holding facilities with students was banned by the ministry. Compensation measures were implemented by the VEE, using presentations, pictures and videos as well as invited lectures by field veterinarians.

B. ESP

No differences from the PSP.

5.2.2. Analysis of the findings/Comments

A. PSP

The combined use of educational farms and commercial farms enables the progressive acquisition of the expected competences in the fields of animal production, individual and herd medicine for the different species. Some biosecurity standards are not met by external providers of core clinical training (see standard 4.3).

B. ESP

No differences from the PSP.

5.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

5.2.4. Decision

A. PSP

The study programme is compliant with Standard 5.2.

B. ESP

The study 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. PSP

Nursing care skills such as feeding, wound bandaging, wound management are implemented and taught to undergraduate students during the clinical courses and implemented by the students during the clinical rotations.

During clinical rotations, 5–9 students are assigned to each department for a week. They are

subdivided into smaller groups of 2–3 persons in some activities. Under teacher supervision, students had the opportunity to interact with animal owners and their supervisor (anamnesis, diagnosis discussions, treatment plans, follow-up care), to perform clinical examinations, diagnostics and treatment plans. They document cases and procedures in a e-logbook, which is later on discussed with the teacher.

B. ESP

No differences from the PSP.

5.3.2. Analysis of the findings/Comments

A. PSP

Both for intramural and extramural activities, students are actively involved in all phases of the care of an animal and in the drafting of reports.

B. ESP

No differences from the PSP.

5.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

5.3.4. Decision

A. PSP

The study programme is compliant with Standard 5.3.

B. ESP

The study 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. PSP

The VEE uses a software package shared by all the clinics of the VTH called Klinika XP to record data from clinical activities. Students are trained in its use and use it during clinical rotations. The results of analyses carried out in the two internal laboratories of the VEE (UniLab and EpiVet) are integrated into the patient records in Klinika XP.

For extramural clinical activities, students record the procedures they observed or performed under the supervision of the practitioner and/or the clinical staff in their individual e-logbooks, which are subsequently checked by the responsible VEE staff.

B. ESP

No differences from the PSP.

5.4.2. Analysis of the findings/Comments

A. PSP

Students are able to use the Klinika XP system. Clinical cases seen by students extra-murally in FPA are recorded and integrated in the e-log book.

B. ESP

No differences from the PSP.

5.4.3. Suggestions for improvement

A. PSP

It is suggested to consider allowing a remote access to the medical records by students for teaching purposes.

B. ESP

No differences from the PSP.

5.4.4. Decision

A. PSP

The study programme is compliant with Standard 5.4.

B. ESP

The study 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. PSP

The VEE ensures access (including remote access) to learning resources for supporting teaching, research, and lifelong learning. Key facilities include the Main Library (ML), Resource and Teaching Support Centre (RTSC/CKNO), and University IT Centre (UITC). The ML provides access to a very large range of books and journals, as well as e-books, e-journals, and tools like Writefull and SciFlow), and to open resources such as the Digital Library of Lower Silesia and the

WUELS Knowledge Base.

The RTSC/CKNO supports e-learning and digital teaching resources, whereas the UITC manages IT infrastructure, hardware, and internet access. Skill-laboratories in clinics and departments provide phantoms, trainers, and software for hands-on training.

The Library's website (available both in Polish and English) provides the essential information for users, and instructional materials are provided to students, staff, and doctoral candidates. Updates and resources are shared via social media, emails, and library displays. The RTSC provides learning material details on dedicated websites, linked to WUELS' homepage and faculty pages. The Student Extranet serves as a central hub for e-resources and educational platforms.

The Library's resource purchasing policy is developed in collaboration with the academic community, Deans, Vice-Deans, the Library Council, and University authorities. Resource availability is reviewed each semester, and decisions on renewing electronic subscriptions are based on usage statistics and syllabus recommendations. For educational software purchases, subject heads coordinate with the University IT Centre, which manages procurement and licensing. Major technology decisions are made by central administration, with support from RTSC/CKNO, which oversees upgrades and implements projects to improve educational resources.

B. ESP

No differences from the PSP.

6.1.2. Analysis of the findings/Comments

A. PSP

The VEE ensures sufficient learning resources for supporting students' teaching, research, and lifelong learning.

B. ESP

No differences from the PSP.

6.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

6.1.4. Decision

A. PSP

The study programme is compliant with Standard 6.1.

B. ESP

The study 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 secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

A. PSP

Students are provided with electronic ID cards and email addresses based on their unique album number, which also serves as a login for university systems namely, library, USOS, e-learning. WiFi is available across the campus, including residences, with access secured by student/employee ID numbers.

In 2023, the university launched the Student Extranet, an information hub providing access to services like email, USOS, and the academic calendar via a single login (CAS).

The ML and VEE Libraries offer computer stations with Internet access, Eduroam WiFi, and licensed electronic resources accessible on-site or remotely via the HAN system. The ML employs 34 full-time staff, with extensive professional experience and is open Monday to Friday from 8:00 a.m. to 7:00 p.m., on Saturdays, during part-time study dates, from 10:00 a.m. to 3:00 p.m. Also, a book pick-up locker is open 24/7.

Funds for the Library's resources (print and electronic) originate from the University's budget, with partial access to electronic resources provided under a national license by the Ministry of Science and Higher Education. Additional funding is sourced from the Disability Support Fund and consortia purchases.

The WUELS ML, located on the Grunwald Campus near the Main Building and the VEE, offers a range of facilities, such as a lending and user service centre, reading rooms, six study rooms (including acoustic booths), a training room, and the outdoor Bee&Chill Patio for study and relaxation. It provides 135 seats, including 35 computer workstations (five adapted for people with disabilities) and 64 free electrical connections for portable PCs. Self-service facilities as printers, scanners, Dropbox and book pick-up locker are also available.

Information about the printed collections of the ML and VEE Libraries is available through the electronic catalogue (Aleph) and the Primo multi-search engine on the Library's website which allows for simultaneous searches of all WUELS Library collections, electronic resources, and the Lower Silesia Digital Library.

An important resource that is co-created by the Library's Documentation and Scientific Information Department is the WUELS Knowledge Base (BWUPWr) which enables searches for full texts of books, articles, and teaching materials, and serves as a bibliographic and abstract database of WUELS publications.

For veterinary subjects, smaller in-house libraries with specific literature are available in certain departments, including the Department of Epizootiology and Clinic of Bird and Exotic Animals and the Department of Reproduction and Clinic of Farm Animals.

On the Biskupin Campus, the Faculty of Biology and Animal Husbandry Library provides access to resources on-site in the reading room and allows enrolled users to borrow printed collections,

operating Monday to Friday, 9:00 a.m. to 3:30 p.m.

Permanent Internet access is available to students and staff. The University's network (WiFi and wired) operates uniformly across campuses and student residences, allowing unrestricted access. Library resources are accessible remotely via the HAN system, eliminating the need for VPNs, which are limited to employees handling ERP and accounting systems.

B. ESP

No differences from the PSP.

6.2.2. Analysis of the findings/Comments

A. PSP

The learning resources are adequate to ensure access to the relevant information.

B. ESP

No differences from the PSP.

6.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

6.2.4. Decision

A. PSP

The study programme is compliant with Standard 6.2.

B. ESP

The study 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. PSP

The ML provides the following resources: a) veterinary books and periodicals–printed books and magazines published between 2000 and 2024: 9,217 books (including 1,621 in English) and 180 journals (including 27 in English), b) veterinary e-books and e-periodicals–approximately 111,000 licensed e-books and 1,300 licensed e-journals, c) other e-books and e-periodicals–203,614 licensed eBooks and 9,931 licensed e-journals in total. Twenty-three databases/e-resources are listed on the ML website among those dedicated to students of the VEE, including

electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum). The RTSC supports the tasks of digitising, depositing and providing access to educational resources in the veterinary sciences.

Since 2017, the educational and scientific resources have been deposited in domain repositories such as: a) Atlas of Open Science Resources—a platform that collects numerous open resources in the form of microscopy images of histological and histopathological preparations, as well as described and clinically documented cases of animal diseases, b) The Didactic Data Repository in the BWUPWr, a newly introduced growing resource, which contains examples of open and accessible materials in the field of veterinary science, c) The WUELS Remote Learning Platform and EDUVET 2.0 use the Moodle system to deliver courses via distance learning methods. While the VEE prioritises stationary classes and practical skills, e-courses serve as supplementary resources, such as teaching aids like histology or histopathology slide images in e-repositories, d) The WUELS E-repositories Platform is a service enabling structured and authorised sharing of teaching content in the form of resources on the Moodle platform. Currently, there are 18 courses available on the platform, e) Other sources, such as Google Workplace, are used by individual teachers as a distant learning platform as well as e-repositories and are available for WUELS staff and students once individual access has been granted, f) The organisation and supervision of the skill labs. To enhance practical and manual skills while adhering to the principle of “never the first time on a live animal,” the VEE has acquired 38 trainers, phantoms, and software for students. The skill-lab is divided among four main units located in the VEE’s Clinics, with additional equipment in the Division of Animal Physiology and the Department of Biochemistry. Each unit is organised independently.

B. ESP

No differences from the PSP.

6.3.2. Analysis of the findings/Comments

A. PSP

The VEE provides students with access to learning resources, internet and internal study resources, and facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). Well-equipped skill labs, which are well-integrated in the study programme

B. ESP

No differences from the PSP.

6.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

6.3.4. Decision

A. PSP

The study programme is compliant with Standard 6.3.

B. ESP

The study 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. PSP

The centralised Admissions Committee appointed by the Rector oversees a transparent and uniform application process. The VEE has an official application website and application system where all the information for potential students can be found in Polish and English. Available information covers admission, application criteria, the curriculum, the study outline, basic study regulations and available facilities. Approximately 160 applicants are currently admitted each year into the Polish language programme.

B. ESP

Admission is based on grades in biology and chemistry during online interviews assessing also scientific English, subject knowledge, and motivation. Applicants missing one subject must demonstrate competence in the interview. Usually, 48 students are admitted to the ESP each year.

7.1.2. Analysis of the findings/Comments

A. PSP

The VEE applies regulations throughout the student life cycle and publishes transparent information on its website. Information on how potential secondary school students are attracted through other platforms (open days, informative brochures, contact with high schools) was demonstrated during the visitation. The VEE has formal cooperation with other VEEs that is clearly advertised.

B. ESP

Extra interview processes for potential ESP students are in place.

7.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.1.4. Decision

A. PSP

The study programme is compliant with Standard 7.1.

B. ESP

The study 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. PSP

Student enrolment in the VEE is subject to national and university regulations, which limit the number of available places. The VEE until the 2021/2022 academic year also accepted full-fee national students, representing 30% of students with the lowest enrolment score. Significant changes were done in 2022/2023 academic year that limiting enrolment and fee-based study.

The total number of veterinary undergraduate students registered at the VEE for PSP in the academic year 2020/2021 was 1435 and 1048 in academic year 2022/2023; the reduction in total numbers was due to the decision to no longer admit full-fee students into the PSP. For ESP, the total number of students in the academic year 2020/2021 was 153, and 212 in academic year 2022/2023.

The reduction in number of admitted students for PSP reduced the workload for the academic staff and therefore improved the quality of teaching.

The mean value of the students graduating annually is currently 230 in PSP (this will drop in the next years due to the lower admission numbers since 2022/23) and 15 in ESP. More than 70 % of students graduate in the standard length of study. The average number of PhD students over the past three years was 32, and the average number of residents was 2.

For Polish students, repeating a year does not induce additional fees.

B. ESP

Students in the ESP must pay full annual tuition fees for each year they have to repeat or extend their course of study.

7.2.2. Analysis of the findings/Comments

A. PSP

In the SER there is only data about the number of students. According to the on-site findings, the VEE ensures that the number of students is consistent with the resources available concerning staff and space. The number of students enrolled has decreased in recent years, which has improved the quality of teaching.

B. ESP

No differences from the PSP.

7.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.2.4. Decision

A. PSP

The study programme is compliant with Standard 7.2.

B. ESP

The study 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. PSP

According to Polish law entrance exams for domestic applicants are prohibited. The admission process for the Veterinary Medicine program in Polish is based on Polish Matura exam results in advanced biology and chemistry, requiring a minimum score of 30%. Applicants working as veterinary technicians receive bonus points for practical experiences. The admission process for the English study program is based on results in biology and chemistry and online interviews. Whole process is overseen by the Admissions Committee with a specialized group for international applicants. Members of the Admissions Committee are annually trained. There is one central Admissions Committee at the university level, each faculty has its own admissions team responsible for processing applications within the faculty. The FVM Admissions Committee is chaired by the Vice-Dean for Education, while the central Admission Committee is appointed by Rector. Committee members are appointed by the Dean from among academic staff with relevant experience and qualifications. Before the admissions process begins, members receive training on current admission criteria, legal and institutional regulations, and procedures to ensure transparency, fairness, and consistency in candidate evaluation.

B. ESP

Due to possible differences in the education system and quality standards, applicants are on-line interviewed in English with a focus on their motivation and knowledge in chemistry and biology.

7.3.2. Analysis of the findings/Comments

A. PSP

Separate procedures are applied for Polish and English study programmes. The VEE cannot select students according to the results of entrance exams, because these are prohibited from Polish law for domestic applicants. This can be a barrier to recruiting students who best meet the needs of the profession.

B. ESP

Students for ESP are admitted based on an interview with knowledge of biology and chemistry as well as scientific English. This helps to evaluate if there are any gaps in education or language barriers that can negatively impact future studies in the programme for the candidate. Differences in knowledge resulting from varying education systems and quality standards are balanced through early diagnostic assessments and continuous academic support, including tutoring and access to additional learning resources.

7.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.3.4. Decision

A. PSP

The study programme is compliant with Standard 7.3.

B. ESP

The study 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. PSP

The WUELS has established a Support and Accessibility Centre for students with special needs, aiming to ensure equal learning opportunities. This centre supports students with disabilities, learning disorders, or conditions hindering their full participation in educational and personal growth at the university. Applicants for veterinary medicine study must undergo clinical examination to assess their health and safety for course participation. Information for students with special needs are published on websites, both in Polish and English.

B. ESP

The ESP students are not obliged to have additional healthcare. The EU students have European healthcare insurance. The rest of the students are recommended to obtain health insurance through our national health fund or another private health fund. VEE has the Support and Accessibility Centre, which is for PSP and ESP as well.

7.4.2. Analysis of the findings/Comments

A. PSP

The procedures for managing students with disabilities are handled by dedicated service at the university level. All facilities and equipment are accessible for the students and employees with disabilities.

B. ESP

No differences from the PSP.

7.4.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.4.4. Decision

A. PSP

The study programme is compliant with Standard 7.4.

B. ESP

The study 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. PSP

Progression criteria are defined in legal acts and the Study Curriculum. During 11 semesters students must obtain 360 ECTS points. Subjects are divided into two categories as sequential and non-sequential. Deficit limits in ECTS points are defined for each semester. Student progression can be full or conditional according to the allowed ECTS deficit. Course repetition is allowed by the deputy dean's approval. Corrective actions for students with academic difficulties include consultation hours with course leaders or joining a tutoring program. For a

specific group of students an individual study program is available. Students can request to be examined before a board, if exam fairness is questioned. The Student Support and Accessibility Centre has a tutoring program for students with academic difficulties, teachers have individual consultation hours, there is a tutor for each year of study and there is also the possibility to obtain help from the Vice-Deans

B. ESP

No differences from the PSP.

7.5.2. Analysis of the findings/Comments

A. PSP

The rules for student progression are transparent, and there are detailed mechanisms for monitoring attrition and progression. Processes how problems with student progression are identified and how they are individualised are clear and effective.

B. ESP

No differences from the PSP.

7.5.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.5.4. Decision

A. PSP

The study programme is compliant with Standard 7.5.

B. ESP

The study 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. PSP

The university follows the Code of Administrative Procedure; all decisions can be appealed to the Rector or contested in administrative court. Mechanisms and reasons for the exclusion of students are described in the Study regulation. Students receive notification and can explain before dismissal. The disciplinary board can decide on disciplinary penalties from a warning to exclusion in case of misconduct of university regulations by students. Students are members of the Disciplinary Board. Students have the right to appeal decisions at both the university and

faculty (VEE) levels; appeals must be submitted in writing within the specified timeframe. At the faculty level, appeals are reviewed by a designated Vice-Dean for PSP and ESP respectively. If needed, cases can be escalated to the Vice-Rector for Student Affairs and Education. The Dean is responsible for the educational issues, but in case of disagreement students can appeal to the Vice-Rector for Student Affairs, then the main Rector.

B. ESP

No differences from the PSP.

7.6.2. Analysis of the findings/Comments

A. PSP

All procedures ensure transparency, impartiality and adherence to institutional regulations.

B. ESP

No differences from the PSP.

7.6.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.6.4. Decision

A. PSP

The study programme is compliant with Standard 7.6.

B. ESP

The study 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. PSP

The university provides support services through the Support and Accessibility Centre, psychological support in Polish and English. The admission office provides a good practice guide and Welcome Point for supporting international students. The resolution of student complaints is in the competence of the associate dean for student affairs. There is an anti-discrimination

committee and an anti-discrimination ombudsman. Students have access to physical activities, sport clubs and student organisations.

B. ESP

No differences from the PSP.

7.7.2. Analysis of the findings/Comments

A. PSP

The mechanisms in place demonstrate that the VEE pays attention to the well-being of its students. However, many of these mechanisms are based on tools or services set up by the University. Students have access to all support services as well as contact persons who can solve their individual problems. There are enough working and relaxing places in the VEE campus.

B. ESP

No differences from the PSP.

7.7.3. Suggestions for improvement

A. PSP

It is suggested to consider that students who do not speak Polish are provided with easier access to the university's support services.

B. ESP

No differences from the PSP.

7.7.4. Decision

A. PSP

The study programme is compliant with Standard 7.7.

B. ESP

The study 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. PSP

Feedback from applicants is evaluated during QA sessions. Students anonymously evaluate teachers and classes at the end of each semester.

If a student would like to convey their needs, wishes, suggestions, complaints or comments, it can be done through their participation in different bodies of the VEE by providing feedback on the study programme

B. ESP

No differences from the PSP.

7.8.2. Analysis of the findings/Comments

A. PSP

Students have different possibilities to address their needs, both to their peers (as members of the different committees or boards), to their tutors, or to the staff. Despite this, there is low student participation in questionnaires because they consider them time-consuming and not effective.

B. ESP

No differences from the PSP.

7.8.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

7.8.4. Decision

A. PSP

The study programme is compliant with Standard 7.8.

B. ESP

The study 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. PSP

Learning outcomes for the veterinary medicine programme as approved by the University senate in 2019 follow the Polish level 7 qualification requirements that coincide with the respective European Qualifications Framework. A list of 46 Day Once Competences is provided in SER Appendix 3.4, together with a description and the subjects in which these competences are addressed.

All examination regulations are in accordance with the Statute of WUELS and the VEE Criteria and Rules (Regulations of study), and made available to staff, students and stakeholders on the VEE website.

Within the University Education Quality Assurance System, the Rector's Committee for

Education Quality Assurance (RCEQA) and the Faculty Committees for Education Quality Assurance (FCEQA) oversee the education and examination processes. Students have to complete a preset number of ECTS per semester, and monitoring of learning outcomes, ECTS deficits, and graduation rates are reviewed by the FCEQA. Corrective actions are proposed in order to improve the quality and efficiency of education including assessment. Proposed actions at the faculty level are implemented by the Dean's Council headed by the Dean of the VEE.

B. ESP

No differences from the PSP.

8.1.2. Analysis of the findings/Comments

A. PSP

The VEE, as part of the University, has clearly defined lines of responsibility for education and assessment, and demonstrates a progressive development towards entry-level competence.

The VEE Day One Competences listed in SER Appendix 3.4 do not fully match with the ESEVT SOP 2023 D1C (Annex 2). The responsibility of transferring the DOC into subject-specific learning objectives and assessments, and communicating these to the students, is within the responsibility of the respective teaching staff.

B. ESP

No differences from the PSP.

8.1.3. Suggestions for improvement

A. PSP

It is suggested to consider updating the list of D1C to the latest EAEVE D1C, and match those against the subject-specific learning outcomes and their assessment.

B. ESP

No difference from the PSP.

8.1.4. Decision

A. PSP

The study programme is compliant with Standard 8.1.

B. ESP

The study 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. PSP

A range of examination methods including, class participation, oral presentations, multimedia projects, teamwork, colloquiums, and formal exams, are implemented, depending on the subject. Students at the beginning of each subject are informed about the educational content, objectives, learning outcomes and assessment criteria. Assessment formats are presented in the course descriptions (Syllabus) available online and communicated to the students at the beginning of a teaching cycle.

The two main assessment methods used are colloquia (during the semester) and final exams (written, oral/practical, or mixed) in each subject; the latter are scheduled at the end of each teaching semester (Jan/Feb and June/July). Written formats include single or multiple-choice tests, open questions, and online assessments using the Moodle platform.

The grading system and its calculation is clearly outlined, and exam results are communicated to students within 14 days. Students have the possibility to consult the respective lecturers after an assessment for clarification and can appeal a given grade to the responsible academic teacher and the Vice–Dean. Students can resit a failed exam once. In case of a second insufficient note, students can request a third (and final) board exam following University regulations.

B. ESP

No differences from the PSP.

8.2.2. Analysis of the findings/Comments

A. PSP

The examination practice is published, outlined to the students at the beginning of each class, and consistently applied across all subjects.

B. ESP

No differences from the PSP.

8.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

8.2.4. Decision

A. PSP

The study programme is compliant with Standard 8.2.

B. ESP

The study 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. PSP

A range of University-level guidelines are in place related to the education and assessment procedures, and their implementation is monitored by the Rectors Committee for Education Quality Assurance (University) and the VEE Committee for Education Quality Assurance. The VEE has compiled a list of 46 Day One Competences to be developed during the course of study. Traditional assessment formats are employed, and the outcome (grade distribution, pass rates) is monitored by the Dean's Office.

B. ESP

No differences from the PSP.

8.3.2. Analysis of the findings/Comments

A. PSP

The regulatory framework as well as the committee structure is established, and assessment outcomes are monitored.

B. ESP

No differences from the PSP.

8.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

8.3.4. Decision

A. PSP

The study programme is compliant with Standard 8.3.

B. ESP

The study 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. PSP

The study regulatory framework of the University and the VEE as well as the implemented study programme (syllabus) mandate students to have covered /achieved the prescribed Day One Competences (named DOS or day one skills). Lecturers are obliged to confirm these achievements in the student e-logbook. Students are encouraged to actively engage in the learning process through in-class lab work, exercises, presentations and discussions.

B. ESP

No differences from the PSP.

8.4.2. Analysis of the findings/Comments

A. PSP

The VEE has adopted a set of Day One Competences that need to be achieved (and therefore assessed) during study, and the regulatory and committee framework to oversee its implementation.

B. ESP

No differences from the PSP.

8.4.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

8.4.4. Decision

A. PSP

The study programme is compliant with Standard 8.4.

B. ESP

The study 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. PSP

The VEE uses a range of formative and normative assessment approaches to ensure that the students graduating from the VEE have acquired the predefined DOC. Student e-logbooks are used to document the progression of practical clinical skills towards DOC. Training received during the EPT (see details provided in standards 3.5-3.7) has to be documented by the students in a report that is assessed by a VEE faculty member responsible for the respective EPT. There are contractual agreements with the EPT providers, they receive information on the subjects to be covered during the EPT, and must verify the student diary entries on the EPT and complete a practice opinion report on students' performance.

B. ESP

No differences from the PSP.

8.5.2. Analysis of the findings/Comments

A. PSP

The assessment structure is established, and achievement of learning objectives recorded both for internal assessments as well as during EPT.

B. ESP

No differences from the PSP.

8.5.3. Suggestions for improvement

A. PSP

It is suggested to consider implementing more structured assessment formats as laid out in the EAEVE Guidelines for Assessment in Veterinary Education (published in Jan. 2025).

B. ESP

No difference from the PSP.

8.5.4. Decision

A. PSP

The study programme is compliant with Standard 8.5.

B. ESP

The study 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. PSP

Employment is regulated by national law, university statutes, and European research standards. The creation of academic positions is authorised by the Rector upon the Dean's request. Staffing needs are evaluated with the course coordinator and department head. Candidates are selected through an open competition, announced by the Rector, outlining tasks and contract types. A selection committee, including university and discipline representatives, oversees the process. Applicants must show documented teaching or research experience, and professors must also demonstrate project leadership and PhD supervision. English fluency is required, and clinical posts demand a veterinary license and hands-on experience. Gender balance and transparent documentation are mandatory in recruitment. Results are publicly posted. Contracts range from a fixed-term to indefinite and follow formal promotion procedures.

Since January 2025, newly employed teachers have to follow an online course of 5 hours duration dedicated to training techniques in veterinary education through a distance learning platform. Academic staff are encouraged to implement various teaching (problem-based learning, flipped classroom...).

86% of permanent teaching staff and 84% of temporary staff are veterinarians. The VEE employs 22 full professors, 44 associate professors, 71 lecturers and 17 assistants.

B. ESP

No differences from the PSP

9.1.2. Analysis of the findings/Comments

A. PSP

The VEE has implemented a well-structured programme of teacher training both at University and faculty levels. Recruitment is made through transparent processes.

B. ESP

No differences from the PSP.

9.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

9.1.4. Decision

A. PSP

The study programme is compliant with Standard 9.1.

B. ESP

The study 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. PSP

On average over the last three years, the VEE has employed 389 FTE teaching staff, 267 of whom are academic staff, 53 certified specialists, 29 temporary contracted persons and 32 PhD students. The VEE also employs 130 support staff and 123 permanent research staff.

Academic staff participate in scientific committees of national and international conferences and some of them are members of expert bodies.

The VEE is involved in the implementation of the 19 Polish specialty courses. One European diplomat in neurology is employed by the VEE and some collaborations exist with European specialists in bovine health management).

B. ESP

No differences from the PSP.

9.2.2. Analysis of the findings/Comments

A. PSP

Number, qualifications and skills of staff are appropriate to deliver the study programmes. The VEE has designed and implemented an e-learning course devoted to newly recruited teaching staff to train them to teach and assess.

B. ESP

No differences from the PSP.

9.2.3. Suggestions for improvement

A. PSP

It is suggested to consider promoting international specialisation within clinical teaching staff.

B. ESP

No differences from the PSP.

9.2.4. Decision

A. PSP

The study programme is compliant with Standard 9.2.

B. ESP

The study 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. PSP

Most academic staff have a permanent contract (see 9.1.1).

The annual teaching load depends on the grade and whether you hold a veterinary qualification.

The grades are as follows: full professor, associate professor with habilitation, assistant professor with habilitation, assistant (with PhD), assistant and lecturer/instructor. The annual teaching load varies from 180 hours per year for a veterinary full professor to 540 hours per year for a non-veterinary lecturer/instructor. At the request of academic staff, the Rector of WUELS can modulate the annual number of teaching hours for a given year to take into account special situations. With a few exceptions, lectures are given by full and associate professors.

B. ESP

No differences from the PSP.

9.3.2. Analysis of the findings/Comments

A. PSP

Staff have the opportunity to develop his knowledge and skills (see 9.1). The WUELS Resource and Teaching Support Centre efficiently help teachers in the selection, use and application of innovative forms, teaching methods and teaching tools.

The VEE has built and implemented a well-designed programme to promote innovation and reward teaching excellence.

B. ESP

No differences from the PSP.

9.3.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

9.3.4. Decision

A. PSP

The study programme is compliant with Standard 9.3.

B. ESP

The study 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. PSP

Professional growth and development of teaching and support staff is ensured by different means:

- a mentoring program that engages the Rector, Deans, Vice-Deans, Head of the Departments and senior academic staff;
- a dedicated support and accessibility centre (CWID) providing training and support for students and staff in topics such as mental health prevention, stress management or soft skills (through the Staff Academy program for example).

Moreover, the VEE supports staff development by co-financing participation to training courses and national or international.

Staff of the VEE are involved in the decision-making process through their participation to several councils (WUELS Senate, Scientific Discipline Council for Veterinary Sciences, Veterinary Science Program Council...).

Promotion criteria for VEE teaching staff are explicitly written in a document called "Rules for WUELS Academic Teacher Evaluation". For academic staff, the four-year individual evaluation takes into account teaching, clinical, research and organisational activities. An appeal procedure is in place. The best evaluated academic staff can receive – individually or collectively - Rector's or Prime Minister's awards and an additional salary, both defined in University regulations.

Support staff evaluation and promotion are governed by specific rules defined in a Rector Decree. Outstanding results can be distinguished through the Rector's awards.

B. ESP

No differences from the PSP.

9.4.2. Analysis of the findings/Comments

A. PSP

The promotion criteria are clear and consider all aspects of teaching, research, service and other scholarly activities. Assessment incorporates student feedback.

Academic and support staff contribute to the VEE's direction and decision-making processes through their presence on a variety of committees.

B. ESP

No differences from the PSP.

9.4.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

9.4.4. Decision

A. PSP

The study programme is compliant with Standard 9.4.

B. ESP

The study 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. PSP

The Rector's Committee for Education Quality Assurance (RCEQA) and the Faculty Committees for Education Quality Assurance (FCEQA) are involved in the assessment of teaching and teaching staff. Students anonymously complete, twice a year, online questionnaires according to the University regulations. Moreover, a four-year individual evaluation of teaching staff is implemented following University rules (Decree No. 1/2021 of WUELS Rector). The next one will cover the period 2017–2021.

RCQE and FCEQA are in charge of preparing annual reports, summarising student survey results. They address deficiencies, give critical feedback and suggest corrective actions through the Dean's Council. Additionally, direct meetings with students can be organised with

the Dean, Vice–Dean for Student Affairs and Vice–Dean for International Cooperation. In case of negative evaluations, teaching inspections are carried out.

B. ESP

No differences from the PSP

9.5.2. Analysis of the findings/Comments

A. PSP

A system for assessment of teaching staff is in operation and includes student participation. QA Committees, both at the university and the VEE level periodically analyse the results and are able to define and to implement corrective actions to close the loop (PDCA).

B. ESP

No differences from the PSP.

9.5.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

9.5.4. Decision

A. PSP

The study programme is compliant with Standard 9.5.

B. ESP

The study 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. PSP

The VEE conducts intensive research across all Departments in veterinary medicine. Faculty members engage in innovative high–level research and skill development aligned with the “One Health” approach, shaping students’ technical abilities, and social attitudes. Academic teachers further enrich their expertise through domestic and international projects, internships, and scientific exchanges.

By Order of the WUELS Rector, regulations for the selection, appointment, and operation of

Leading Research Groups (LRGs) were implemented. Each LRG is led by a selected researcher based on academic achievements. Three LRGs were formed in 2019: Innovative Diagnostics and Veterinary Therapy, Animal Diseases Translational Research, and Veterinary Basic, Pre-clinical and Hygienic Sciences. The latter two were dissolved in late 2022 and early 2023, respectively, with a new group, Veterinary Oncology, being established in May 2023.

Additionally, all faculty departments conduct research on animal disease mechanisms, therapeutic applications, food safety, microbial pathogenicity, pharmacokinetics, diagnostics, biotechnology, reproduction, and translational studies using animal models.

Most of the teaching staff has a significant number of publications in conference materials and peer-reviewed scientific journals.

Moreover, in the years 2020–2024 the VEE research teams submitted 13 patents/innovation to the Polish Patent Office. From the eighteen major funded research programmes in the VEE, seven were ongoing during the last complete academic year prior to the Visitation. The total amount of the grants was 3.496.938,34 Euros (with an average duration of 3 years and an average amount of grant of 194.274,35 Euros). This environment ensures high quality research-based education for all undergraduate and postgraduate students, in which VEE staff are actively involved.

B. ESP

No differences from the PSP.

10.1.2. Analysis of the findings/Comments

A. PSP

Research activities of teaching staff are adequate.

B. ESP

No differences from the PSP.

10.1.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

10.1.4. Decision

A. PSP

The study programme is compliant with Standard 9.5.

B. ESP

The study 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. PSP

The VEE offers a 5.5-year master's program in Polish and English, along with international exchange opportunities for students, doctoral candidates, and staff. The curriculum provides qualifications for advanced specialisation and research. Students can enhance their knowledge by participating in scientific projects and events, within Student Scientific Clubs (SSCs) that engage in research under a doctoral-level supervisor and are managed by superintendents appointed by the Rector. SSCs receive funding from WUELS as well as internal and external grants like the "Young Minds" programme and a Ministry of Education and Science initiative.

The average amount of grant in 2021-2022 (11 projects) was 2.184,89 Euros per project with an average duration of 11,81 months. The corresponding values in 2022-2023 (10 projects) were 5.331,325 Euros and 8.7 months and in 2023-24 (5 projects) with only 2 receiving a grant of 2.336,67 Euros each and 6 months duration each, respectively. The scientific achievements of the 32 projects by the SSCs were 47 publications and 65 participations in conferences (see Appendix 10.3 – Student Scientific Clubs).

Their activities are evaluated yearly based on scientific achievements, event organisation, and contributions to WUELS promotion. The VEE hosts the most SSCs at WUELS with 9 active groups in areas including veterinary medicine, surgery, wildlife medicine, infectious diseases, and exotic animals, although one club, "Mephitis," temporarily suspended activities in 2024 (see Appendix 10.3).

At the VEE, there is no obligation for students to participate in scientific research. However, every student of VEE can participate voluntarily in scientific research conducted at individual departments but are not entitled to financial compensation. Student activity may be highlighted by co-authorship in a publication and/or is taken into account in awarding the Rector's scholarship. The ratio of VEE students having co-authored a publication or conference paper/scientific projects they participated in was 8/11 (2021-2022), 16/25 (2022-2023) and 10/12 (2023-2024) (see Appendix 10.4).

B. ESP

No differences from the PSP.

10.2.2. Analysis of the findings/Comments

A. PSP

Numerous opportunities exist for undergraduate students to participate in a research programme.

B. ESP

No differences from the PSP.

10.2.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

10.2.4. Decision

A. PSP

The study programme is compliant with Standard 10.2.

B. ESP

The study 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. PSP

Poland does not have an official veterinary internship program, and postgraduate students can work as veterinarians without prerequisites. The Doctoral School (DS) at WUELS, established in 2019, offers interdisciplinary programs in fields such as veterinary sciences.

The 8-semester doctoral program at WUELS focuses on veterinary science, with key research areas including disease mechanisms, therapeutic advancements, food safety, diagnostics, reproduction, biotechnology, and tissue engineering. It is managed by a director and the Doctoral School Council, with oversight by the vice-rector for science and administrative support from the school office.

WUELS's key initiative is the "Implementation Doctorate" program, funded by the Ministry of Science and Higher Education. This program fosters cooperation between the University and the socio-economic sector by training doctoral students in partnership with employers, guided by two supervisors: a scientific and an industrial one.

Veterinarians can obtain a doctorate in veterinary sciences without participating in formal doctoral studies or implementation doctorates. This option is often chosen by experienced professionals, such as veterinarians working on farms or in clinics.

The Regulation of the Minister of Agriculture and Food Economy (1994) outline the procedure for veterinarians to obtain a specialist title, requiring at least two years of professional experience, completion of specialist training, and passing a specialist exam. As per the updated regulation (2022), the VEE offers specialist training in areas such as: ruminant diseases; horse diseases; dog and cat diseases; poultry diseases; diseases of utility insects; veterinary surgery; animal reproduction; veterinary imaging diagnostics; hygiene of slaughter animals and food of animal origin and epizootiology and veterinary administration. Exams are conducted by the Veterinary Specialisation Committee at the National Veterinary Research Institute (NVRI) – The State Research Institute in Puławy. The number of veterinarians participating in specialisation courses in the last 3 academic years was 289 (2020-21), 522 (2021-2022), 434 (2022-2023) (Table 10.3.2 in the SER).

Only one unit offers regular postgraduate studies not related to clinical or scientific work. Each year the Department of Food Hygiene and Consumer Health Protection accepts veterinarians for postgraduate studies entitled "Good Manufacturing Practice, Good Hygienic Practice and Auditing of Food Health Quality Systems". The studies were attended by 25 veterinarians in the academic year 2021-2022, 24 in the academic year 2022-2023 and 22 in the last year before the

visit.

B. ESP

No differences from the PSP.

10.3.2. Analysis of the findings/Comments

A. PSP

The VEE provides adequate postgraduate degree programmes in research but few in specialisation.

B. ESP

No differences from the PSP.

10.3.3. Suggestions for improvement

A. PSP

It is suggested to consider increasing residencies, especially in clinical sciences.

B. ESP

No differences from the PSP.

10.3.4. Decision

A. PSP

The study programme is compliant with Standard 10.3.

B. ESP

The study 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. PSP

The VEE has the Scientific Council, which oversees coordinating the research activities. Research groups set priorities and define research directions, and apply for regional, national or international funding. The lines of research pursued by the Scientific Council are also integrated into postgraduate programmes (Doctorate) and continuing educational programmes. All programs with relevance to research, continuing and postgraduate education are subjected to approval by the Dean and Rector, as required by Polish Law and the Statute of the WUELS. All programmes undergo regular evaluation.

B. ESP

No differences from the PSP.

10.4.2. Analysis of the findings/Comments

A. PSP

The VEE has an adequate system of QA for research activities.

B. ESP

No differences from the PSP.

10.4.3. Suggestions for improvement

A. PSP

None.

B. ESP

No differences from the PSP.

10.4.4. Decision

A. PSP

The study programme is compliant with Standard 10.4.

B. ESP

The study programme is compliant with Standard 10.4.

ESEVT Indicators (The 2 study programmes are globalised for the calculation of the Indicators)

ESEVT Indicators

	Name of the VEE:	Faculty of Veterinary Medicine in Wrocław, Poland			
	Name & mail of the	prof. Stanisław Dzimira			
	Date of the form fill	30/01/25			
	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	259	263	281	267,7
2	n° of undergraduate students	1519	1238	1152	1303
3	n° of FTE veterinarians involved in veterinary training	156	153	153	154,0
4	n° of students graduating annually	253	223	234	236,7
5	n° of FTE support staff involved in veterinary training	129	128	134	130,3
6	n° of hours of practical (non-clinical) training	1555	1555	1555	1555
7	n° of hours of Core Clinical Training (CCT)	878	878	878	878
8	n° of hours of VPH (including FSQ) training	376	376	376	376
9	n° of hours of extra-mural practical training in VPH (including FSQ)	160	160	160	160
10	n° of companion animal patients seen intra-murally	19912	23441	25025	22793
11	n° of individual ruminant and pig patients seen intra-murally	403	333	55	263,7
12	n° of equine patients seen intra-murally	336	418	859	537,7
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1504	1269	1281	1351
14	n° of companion animal patients seen extra-murally	9	18	17	14,7
15	n° of individual ruminants and pig patients seen extra-murally	1922	2154	2245	2107
16	n° of equine patients seen extra-murally	143	175	155	157,7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	136	169	215	173,3
18	n° of visits to ruminant and pig herds	274	422	378	358,0
19	n° of visits to poultry and farmed rabbit units	15	36	34	28,3
20	n° of companion animal necropsies	278	348	371	332,3
21	n° of ruminant and pig necropsies	193	217	233	214,3
22	n° of equine necropsies	19	24	28	23,7
23	n° of rabbit, rodent, bird and exotic pet necropsies	2113	2469	1822	2135
24	n° of FTE specialised veterinarians involved in veterinary training	55	55	55	55,0
25	n° of PhD graduating annually	13	27	15	18,3

ESEVT Indicators

Name of the VEE Faculty of Veterinary Medicine in Wrocław, Poland					
Date of the form		30/01/25			
Calculated Indicators from raw data		VEE values	Median values ¹	Minimal values ²	Balance
11	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,205	0,15	0,13	0,079
12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,651	0,84	0,63	0,021
13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,551	0,88	0,54	0,011
14	n° of hours of practical (non-clinical) training	1555	953,50	700,59	854,4
15	n° of hours of Core Clinical Training (CCT)	878	941,58	704,80	173,2
16	n° of hours of VPH (including FSQ) training	376	293,50	191,80	184,2
17	n° of hours of extra-mural practical training in VPH (including FSQ)	160	75,00	31,80	128,2
18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	96,369	67,37	44,01	52,359
19	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	10,017	18,75	9,74	0,277
110	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,938	5,96	2,15	0,788
111	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	6,442	3,11	1,16	5,282
112	n° of visits to ruminant and pig herds / n° of students graduating annually	1,513	1,29	0,54	0,973
113	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,120	0,11	0,04	0,075
114	n° of companion animal necropsies / n° of students graduating annually	1,404	2,11	1,40	0,004
115	n° of ruminant and pig necropsies / n° of students graduating annually	0,906	1,36	0,90	0,006
116	n° of equine necropsies / n° of students graduating annually	0,100	0,18	0,10	0,000
117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	9,020	2,65	0,88	8,140
118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,232	0,27	0,06	0,172
119	n° of PhD graduating annually / n° of students graduating annually	0,077	0,15	0,07	0,007

Findings

All Indicators are above the minimal value.

Analysis of the findings/Comments

According to the SOP, the reported number of companion animal patients seen intramurally is overestimated, as the same patient, when seen by multiple departments, cannot be counted as a separate case, and as patients examined without undergraduate students cannot be included in the count. However, this overestimation doesn't affect the compliance of the VEE with the Standards.

Suggestions for improvement

It is suggested to strictly follow the instructions provided in the SOP to complete the Indicators file.

ESEVT Rubrics (summary of the Decision 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))

A. PSP

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: <ul style="list-style-type: none"> • 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). 	X		

<p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>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.</p> <p>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.</p> <p>3.1.1. General findings</p>			
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		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of 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.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework include a description of Day One Competences form the basis for explicit statements of the objectives and learning outcomes of individual units of study be communicated to staff and students be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 		X	
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes perform ongoing 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		
<p>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.</p> <p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>		X	
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		

Area 4. Facilities and equipment			
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. 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.	X		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity • 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		

<p>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.</p> <p>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.</p>	X		
<p>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.</p>	X		
Area 9. Teaching and support staff			
<p>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.</p> <p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>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.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.</p> <p>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.</p>	X		
<p>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.</p>	X		
Area 10. Research programmes, continuing and postgraduate education			
<p>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).</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

The Veterinary Institute and Animal Clinic was established in Lviv in 1881. In 1897, it was granted the status of an Academy of Veterinary Medicine. In 1951, it was part of the Higher School of Agriculture.

In 2006, it became the Faculty of Veterinary Medicine (called the VEE in this report) of the Wrocław University of Environmental and Life Sciences (WUELS). The VEE is one of the six faculties within the University.

The main buildings are in the Wrocław city centre (Grunwaldzki Campus), with the Division of Animal Anatomy on the Biskupin Campus, and facilities for farm animals at Research and Education Stations in Swojczyce and Radomierz.

Since 2008, an English Division track has provided the same curriculum in English for full fee students.

The VEE was positively evaluated by the ESEVT in 1998 and 2015.

The SER was provided on time and written mostly in agreement with the SOP 2023, although some data had to be corrected. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Due to Force Majeure, the student team member was unable to attend the visitation in person but participated remotely in several webinars and sent a written report to the members of the visiting team.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:

- A dedicated teaching staff committed to delivering high-quality education
- Availability of staff to support students' needs
- Broad facilities for students' learning and recreational activities
- Student-focused library with efficient rental system, numerous study and meeting rooms and dedicated staff
- Well-developed practical and clinical training in animal reproduction
- A structured progression in student training, incorporating models, organs, healthy and finally diseased animals
- Well-equipped and well-maintained intramural clinical and laboratory facilities
- Well-equipped skill labs with models/stimulators that are well-integrated into the study programme
- Numerous opportunities for undergraduate students to participate in a research programme.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards.

However, several deficiencies have been identified by the Visiting Team. These deficiencies concern both the Polish and the English Study Programmes.

Minor Deficiencies:

- The VEE is partially compliant with Standard 3.1.3 because of suboptimal hands-on training in some extramural facilities used for core clinical training.
- The VEE is partially compliant with Standard 3.1.4 because of suboptimal training in ruminant individual medicine.
- The VEE is partially compliant with Standard 3.3 because of suboptimal information of teaching staff and students on 2023 ESEVT D1C.
- The VEE is partially compliant with Standard 3.6 because of suboptimal description of the duties of the EPT providers and suboptimal monitoring of the students' liability insurance for extramural compulsory activities.
- The VEE is partially compliant with Standard 4.3 because of suboptimal biosecurity procedures in some intramural and extramural facilities used for core clinical training.
- The VEE is partially compliant with Standard 4.4 because of suboptimal exposure of students to emergency cases in some species.
- The VEE is partially compliant with Standard 4.5 because of suboptimal Intensive Care Unit for companion animals.
- The VEE is partially compliant with Standard 4.9 because of suboptimal good pharmacy practices in some extramural facilities used for core clinical training.

Major Deficiencies:

None.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

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
ESP: English Study Programme
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
PSP: Polish Study Programme
QA: Quality Assurance
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital
WUELS or UPWR: Wrocław University of Environmental and Life Sciences

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the Wrocław University of Environmental and Life Sciences is therefore classified as holding the status of: **ACCREDITATION**.