



FULL VISITATION REPORT

To the Veterinary Education Establishment of the Warsaw University of Life Sciences,
Warsaw, Poland

On 9 - 13 March 2026

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Introduction

The Warsaw Faculty of Veterinary Medicine (called the VEE in this report) traces its heritage to the Agronomic Institute in Burakow on 17 July 1824. In 1891, the VEE moved to a purpose-built complex in Grochow. In 1952, the VEE moved from Warsaw University to Warsaw University of Life Sciences (SGGW). In the early 2000s, the VEE moved to modern campuses in Ursynów and Wolica.

In addition to the local language study programme (called LSP in this report), the VEE opened in 2007 an English-language programme for international students (called ESP in this report).

Previous EAEVE evaluations took place in 1999, 2010 and 2019, and the last accreditation status was provided by ECOVE in 2022 after a Re-visitation.

Teaching and research are regularly assessed by the Polish Accreditation Committee (PKA).

Several developments have occurred since the last visitation:

-) In 2019, the former Faculty of Veterinary Medicine was divided into two units with distinct tasks: the Faculty of Veterinary Medicine (FVM) devoted exclusively to teaching (undergraduate, postgraduate and other forms) and the Institute of Veterinary Medicine (IVM) responsible for research and for providing staff and infrastructure to support FVM teaching.
-) In 2019, a new Regulation of the Minister of Science and Higher Education was introduced, a standard for veterinary education requiring at least 360 ECTS credits and a minimum of 5,200 teaching hours; the VEE has adapted its curriculum accordingly.
-) In 2021, the Centre of Translational Medicine (CTM) was created, which inter alia contributes to training in equine and farm-animal medicine, including veterinary prevention and herd-health management.
-) Currently, the epidemiological situation in Poland requires special planning and responsible organisation of classes and visits held at external facilities.

The ESEVT SOP 2023 is valid for this Visitation.

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. LSP

In this Visitation, the VEE is a combination of the Faculty of Veterinary Medicine and the SGGW Institute of Veterinary Medicine, plus the SGGW's Centre of Translational Medicine.

In 2018/19, the government in Poland introduced a major restructuring of Higher Education and Science provision. Under this new Polish Law, the structure of the Warsaw University of Life Sciences (Szkola Główna Gospodarstwa Wiejskiego w Warszawie, SGGW) has 14 Faculties, one of which is the Faculty of Veterinary Medicine, 16 Institutes (including an Institute of Veterinary Medicine) plus 4 centres/units/facilities including a Centre of Translational Medicine, a Biosecurity Committee and an Animal Research Ethics Committee. All these 34 entities are of similar level and standing and hierarchical level in SGGW's infrastructural organogram.

Within this structure, the FVM is a teaching-only unit (Dean, vice-Deans and seven administrative staff members) responsible for undergraduate and postgraduate teaching of veterinary students; the staff infrastructure (academic and support staff) resources to support the teaching of FVM are provided by a separate, but linked Institute of Veterinary Medicine (IVM). Large animal (farm animal and equine) teaching facilities and clinical services are provided by the Centre of Translational Medicine (CTM) which is otherwise a research-oriented Centre. Together, the FVM and IVM, along with the CTM, constitute the VEE.

B. ESP.

The above organisational structure applies to both the veterinary course delivered in Polish and the one delivered in English, i.e., no difference with LSP. FVM only employs administrative staff who are bilingual in Polish and English.

1.1.2. Analysis of the findings/Comments

A. LSP

The VEE is part of the Warsaw University of Life Sciences (SGGW), Poland and is recognised by the national government, the Polish National Veterinary Chamber and the Polish Accreditation Committee (PKA). It received its most recent PKA visitation in 2021, with a positive outcome and a Certificate of Excellence in Education in the category "Excellent Field of Study" (Resolution No. 89/2022 of 10 February 2022).

The Dean, who is Head of the FVM, is appointed by the Rector of SGGW, advised by the Scientific Council of the Veterinary Medicine Discipline and University Senate, and has a 4-year term of office that may be extended for a second 4-year term. The Dean has the formal responsibilities for overseeing the curriculum, including its delivery and quality assurance. The Dean is supported by a Vice Dean and a Veterinary Medicine Student Council, which is part of the university's overarching Student Government of SGGW. The Dean also appoints an advisory Programme Council which is co-terminus with the Dean's appointment. Both the Dean and Vice-Dean of FVM are veterinary surgeons.

The IVM is led by a Director appointed on a 4-year term and has 7 multi-disciplinary departments covering pre-clinical and clinical sciences, and a Division covering epidemiology and veterinary economics. The Director of IVM is supported by an Institute Board (council) appointed by the Director (on advice of senior colleagues) who also determines its Terms of Reference. Both the Director and Vice-Director of IVM are veterinary surgeons.

For clinical practical training, the Centre of Translational Medicine (CTM) with its own staff and its clinical facilities contributes clinical teaching for the VEE. The CTM and the Department of Large Animal Diseases and Clinic have separate heads; according to Appendix 3, the Department is headed by dr hab. Bartosz Pawliński, Assoc. Prof., and the CTM by Prof. dr hab. Zdzisław Gajewski. There is also a Head of Horse Clinic and a Head of Small Animal Clinic, and all are qualified veterinary surgeons.

CTM's provision is supplemented via contracts with external stakeholders for the provision of preclinical and clinical instruction and experience.

The staffing of the veterinary programme is reviewed and agreed annually by the Dean of FVM and Director of IVM agree which staff will deliver the different elements of the veterinary programme; the Programme Council of FVM, and the Scientific Council of the Veterinary Medicine Discipline and the Institute Board (both IVM) provide advice and oversight of. The Scientific Council and the Programme Council also conduct an annual review of the veterinary programme and submit a proposal to the Senate Committee for Teaching and Education for approval and adoption by the University Senate.

Both FVM and IVM have their own Mission Statements that embrace the ESEVT Standards. These Statements are supported by Strategic and Operational Plans. Progress in implementation of FVM's and IVM's Plans is reviewed on an annual basis by the Programme Council and Institute Board respectively.

B. ESP

No difference with LSP.

1.1.3. Suggestions for improvement

A. LSP

The VEE should ensure that documented updates or modifications of the Mission Statements and/or of the Strategic or Operational Plans are appended to the Plans on an annual basis.

B. ESP

The VEE should ensure that its Strategic and Operational Plans are available in English on its website (see Standard 6.3). Otherwise, no difference with LSP.

1.1.4. Decision

A. LSP

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. LSP

The VEE is part of the Warsaw University of Life Sciences (SGGW), Poland and is recognised by the national government, the Polish National Veterinary Chamber and the Polish Accreditation Committee (PKA).

The Dean, the Vice-Dean in charge of the veterinary curriculum and the two Heads of the VTH (small animal, large animal including equine) are all DVM.

For management and delivery of the undergraduate veterinary programme at the VEE, and before the start of each academic year, the Dean of FVM provides the Director of IVM with a list of teaching staff requirements, the Director then proposes how these needs could be addressed by IVM staff. A finalised list of instructors, selecting from the most appropriate specialists from IVM, other SGGW institutes and external providers is produced by the Dean. Oversight of this process is delivered through advisory bodies: a Scientific Council of the Veterinary Medicine Discipline, composed of 40 members from different disciplines and which is responsible for the scientific activity and academic degrees; an Institute Board (both IVM); and a Programme Council (FVM). The University's (SGGW's) working practises are that all study programmes – including the VEE's veterinary programme – are reviewed and modified on an annual basis; for the veterinary programme, the Scientific Council and Programme Council conduct the review and then submit their proposal to the Senate Committee for Teaching and Education for approval and adoption by the University Senate.

B. ESP

No difference with LSP.

1.2.2. Analysis of the findings/Comments

A. LSP

There is a strong, collaborative interaction between the Dean of FVM and Director of IVM (and Director, CTM) and their administrative support teams that ensures delivery of a cohesive, well-

staffed and supported veterinary programme. Although there has not been any incident during SGGW's current Faculty/Institute management structure where there was a significant difference of view between FVM and IVM, SGGW's Rector and relevant Vice-Rectors would be the arbiters should such an occasion arise.

The SGGW is due to revise its internal management structures in autumn 2026 at which point the FVM and IVM will be combined into a single Faculty, reverting a structure similar to that pre-2019.

B. ESP

The English version of FVM's website does not give the report from the PKA's most recent visitation, only that of the EAEVE visitation. Furthermore, some of the dropdown links on the FVM's webpages do not link to any other part of the website. Some of the information available on the website for the veterinary programme delivered in English contains material that has not been translated from Polish (see 6.3).

The VEE normally has a separate Vice-Dean for the English course, but this role is currently fulfilled by a single Vice Dean covering both the Polish and English courses, pending a reorganisation of SGGW's management structures in autumn 2026.

1.2.3. Suggestions for improvement

A. LSP

The annual updates on the VEE's Operational Plans, and any modifications to the Strategic Plans, should be made available on its website – in both Polish and English.

B. ESP

The information and materials available on the website for the veterinary programme in English should be as comprehensive as that for the programme delivered in Polish, and all the information should be in English.

1.2.4. Decision

A. LSP

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. LSP

The VEE's (FVM's and IVM's) current Strategic Plan (2024-2030) is provided only in Polish on the VEE's website. It includes a SWOT analysis and is accompanied by an Operational Plan. While the targets and target dates within the IVM's included semi-quantified outcomes, those of the FVM were less well defined. The contributors to the strategic plan were not readily identifiable.

There is student representation on FVM's Programme Council, and external stakeholders, all of whom can input into the development and review of FVM's Strategic and Operational Plans.

B. ESP

See 1.2.1

1.3.2. Analysis of the findings/Comments

A. LSP

In both cases (FVM and IVM), although most of the overall strategic objectives appear realistic, some are dependent on many factors not within its control, including sufficient external funding to implement key elements of the plan. For several items in the Plans, interim achievement levels or progression indicators within longer-term targets were not defined.

Both FVM and IVM have compiled a Risk Register identifying, and quantifying, important factors that would compromise delivery of the veterinary programme to ESEVT standards and relevant mitigation processes.

B. ESP

No difference with LSP.

1.3.3. Suggestions for improvement

A. LSP

The VEE should consider defining key attainment targets in their Operational Plans with clear and transparent metrics rather than percentages. Documented progress and/or achievement of milestones and key targets should be clearly signposted and available on VEE's website.

B. ESP

No difference with LSP.

1.3.4. Decision

A. LSP

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. LSP

Quality Assurance (QA) of education within the VEE is aligned with and reports to SGGW's quality assurance system (QAS) for education which, in turn, is coordinated by a representative of the Rector, supported by the Rector's Committee for Education Quality. The VEE's (academic) QA Officer, who is appointed by the Dean, evaluates each study programme at least once per academic year using the 10 review areas and standards issued by the Polish (veterinary) Accreditation Committee. The QA Officer is supported by a Faculty QA Committee whose members include those academic staff who are members of the Programme Council. Student feedback is communicated through formal and informal channels (see Area 7). The QA Officer submits a written and verbal report to the FVM/VEE's Programme Council. Following approval by the Dean, the finalised report is submitted to the Rector's committee.

Codes of conduct for staff are stipulated in their contracts / terms of employment; all students swear an "oath" at the commencement of their studies.

B. ESP

No difference with LSP.

1.4.2. Analysis of the findings/Comments

A. LSP

The VEE shows a clear commitment to the importance of QA processes in veterinary education.

Details of the QA processes, policy or operation of QA at the VEE is not provided on either the Polish or English version of the VEE's website.

B. ESP

No difference with LSP.

1.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

1.4.4. Decision

A. LSP

The study programme is compliant with Standard 1.4.

B. ESP

The study programme is compliant with Standard 1.4. However, please also see Standards 4.9 and 6.1 regarding information available on the English language version of the VEE's website.

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. LSP

The VEE maintains websites available in both Polish and English. The VEE also maintains up-to-date Facebook pages through which events and announcements are shared and conducts visits and guided tours for prospective applicants. The SGGW operates sites on a broader range of social media platforms and communicates to all academic staff throughout the university via a weekly e-newsletter. The SGGW also organises open days, science days, science festivals locally and nationally; dates for these events are given on the websites. In addition, the VEE is represented at the annual SGGW careers fair and other admissions/career events organised by external European bodies.

The VEE's Programme Council membership includes external stakeholder membership.

The VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports are clearly signposted on its website.

B. ESP

No difference with LSP.

1.5.2. Analysis of the findings/Comments

A. LSP

On the Polish version of the website, the most recent study programme on the FVM's website is for those students starting their studies in the academic year 2022-23. In other regards, the webpages that are present are clearly presented, but very limited in the information they give.

B. ESP

On the English version of the website (WePoint), there is a link to the 2024-25 curriculum content but the link to the 2025-26 academic year is not active.

1.5.3. Suggestions for improvement

A. LSP

The VEE should ensure that its website is kept fully up to date.

B. ESP

No difference with LSP.

1.5.4. Decision

A. LSP

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. LSP

The VEE operates a PDCA (plan-do-check-act) QA cycle on an annual basis. Course organisers must submit a “Verification of Learning Outcomes” to the QA Officer at the end of each course; this includes assessment metrics data, comments on the degree of alignment of the assessment with the published course learning outcomes. This document also outlines planned or implemented improvements to the content or delivery of the course. End-of-semester student feedback is also collected, anonymously, online (see also Standard 7.8). The QA Officer submits a report for each of the semester’s courses to the FVM’s Programme Council, for consideration (see above). Membership of the Programme Council includes academic staff, students and external stakeholders, including veterinary practitioners.

FVM communicates with planners and implements improvements within the QA cycle through meetings and Minutes of the Programme Council and Institute Council, departmental meetings with academic staff, e-mails to staff and students, the internal FVM intranet, meetings of the Student Council and briefing sessions to students at the start of semesters.

B. ESP

No difference with LSP.

1.6.2. Analysis of the findings/Comments

A. LSP

The VEE follows a clear QA policy and procedures. However, there is a paucity of information related to the QA cycle and its outcomes on the VEE’s website. The VEE should consider expanding the QA pages on both the Polish and English versions of its website, ensuring equivalent and consistent levels of information are available on both.

B. ESP

No difference with LSP.

1.6.3. Suggestions for improvement

A. LSP

The VEE should ensure that the policies, procedures and outcomes of its QA Policy is available to students, staff and other stakeholders.

B. ESP

No difference with LSP.

1.6.4. Decision

A. LSP

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. LSP

The VEE received ESEVT visitations in 1999, 2010, 2019. The 2019 visitation identified one major and three minor deficiencies that prompted a revisitation in 2022 that confirmed that all four deficiencies had been resolved. The VEE currently has full accreditation status.

The VEE received a positive outcome from the national accreditation body (PKA) in its most recent accreditation visit in 2021 and was graded as “Excellent”; the visitation report commended several areas of strength and excellence. Its next national accreditation visitation is scheduled to be in 2027.

Several external stakeholders have opportunities to directly engage with curriculum development. As part of its continuous QA process, the VEE liaises with other external stakeholders such as the National Chamber of Veterinary Surgeons and local practitioners to inform and develop its veterinary programme and curriculum syllabus. It also communicates with its graduates through the Association of SGGW Alumni, although it recognises that it needs to strengthen those contacts.

B. ESP

No difference with LSP.

1.7.2. Analysis of the findings/Comments

A. LSP

The VEE is regularly visited by ESEVT and implements a continuous QA process.

B. ESP

No difference with LSP.

1.7.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

1.7.4. Decision

A. LSP

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. LSP

Public higher education in Poland, which includes VVE, is financed by the Ministry of Science and Higher Education. There is a legal basis for this funding, following statutory regulations specifying the coefficients. The VEE funding is mainly in the form of subsidies and consists of two elements: general subsidy, which is the main source of funding, which can be allocated autonomously; the funds for scientific activity. These may be research grants awarded by the National Science Centre (NCN), the National Centre for Research and Development (NCBR) or other agencies, these cover both basic and applied, innovative and implementation projects. Other fundings are targeted subsidies for infrastructure investments (e.g. laboratories, halls of residence, for specific government or strategic programmes, European funds from EU programmes and Structural Funds.

The allocation of funds at the VEE is carried out in accordance with the provisions of the SGGW Statute, according to an algorithm adopted by the SGGW Senate and published in the form of resolutions. The amount allocated to institutes consists of the following elements: a base amount representing 25% of the SJ amount for the previous year and an additional amount, which is calculated according to the following rules: 34% of the amount is allocated to the student component, 25% of the amount is allocated to the staff component, 1% of the amount is allocated to the internationalisation component, 25% of the amount is allocated to the research component, 5% of the amount is allocated to the PhD students component, 10% of the amount is allocated to the research and development component.

B. ESP

No difference with LSP.

2.1.2. Analysis of the findings/Comments

A. LSP

Public higher education in Poland and VVE, is financed by the government on a legal basis. The VEE is funded in the form of subsidies, which can be allocated autonomously. Other fundings are targeted subsidies for infrastructure investments. The allocation of funding at the VEE is organised in accordance with the provisions of the SGGW Statute.

B. ESP

No difference with LSP.

2.1.3. Suggestions for improvement

A. LSP

The specificity of veterinary education is that it needs to run a veterinary teaching hospital that increases the overall costs, including building maintenance, equipment and staff, even if it

generates clinical income. The SGGW credit allocation algorithm could better take this particularity into account.

B. ESP

No difference with LSP.

2.1.4. Decision

A. LSP

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. LSP

The veterinary clinics primarily serve an educational mission, providing students with essential hands-on clinical training in line with ESEVT standards. Financial profitability is therefore secondary to maintaining high-quality teaching and specialised infrastructure. Due to the high costs of 24/7 clinical services, advanced equipment, and ongoing investments—particularly in the Horse Clinic—the Faculty and Institute require additional central university support. Strategic priorities focus on sustaining educational excellence while ensuring shared financial responsibility across university units.

B. ESP

No difference with LSP.

2.2.2. Analysis of the findings/Comments

A. LSP

The VTH serves as educational and hands-on clinical training based on standards, profitability is a second priority. Strategic priorities focus on updating of VTH equipment and infrastructure.

B. ESP

No difference with LSP.

2.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

2.2.4. Decision

A. LSP

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. LSP

The Faculty and Institute operate within a structured and supervised financial management system, ensuring transparent planning, monitoring, and accountability in line with university statutes. Financial autonomy is balanced with central oversight and shared institutional responsibility. Continuous investment in infrastructure and advanced clinical equipment remains a strategic priority to maintain high educational standards and alignment with ESEVT requirements, supported by a combination of central funding, external grants, and institutional income.

B. ESP

No difference with LSP.

2.3.2. Analysis of the findings/Comments

A. LSP

VEE operates based on a transparent University's approved financial plan, VEE has financial autonomy and shared institutional responsibilities. Future investment in VEE and VTH is a priority to maintain educational standards and meet requirements.

B. ESP

No difference with LSP.

2.3.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

2.3.4. Decision

A. LSP

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. LSP

The curriculum in Veterinary Medicine has been designed according to the EU Directive 2005/36, the Polish national legislation and educational standards, the EAEVE requirements and the Resolution of the Senate of the Warsaw University of Life Science (2020 and 2023).

There are two identical curricula running in parallel, one in Polish and the other in English. The organisation provides the same lectures for the two curricula but on different days of the week given often by the same teacher. Lectures and practical activities are fixed and made available to students at the beginning of the Academic Year.

The course is 5.5 years in duration and a total of 360 ECTS credits are needed to be completed; the curriculum includes a minimum of 44 ECTS of elective courses (42 ECTS from the academic year 2025/2026), and graduates are awarded the professional title of Doctor of Veterinary Medicine. The programme was adapted in 2019 following amendments to the Act on Higher Education and Sciences and totals 360 ECTS. The initial two years are dedicated to fundamental basic subjects and sciences, with supplementary components designed to introduce clinical sciences, i.e. animal handling course. Starting in the third year, the course shifts its focus to paraclinical and clinical sciences, practical skills and food safety. Clinical sciences both in companion and food-producing animals are gradually delivered from the second year, maintaining a multidisciplinary training up to the end of the course. The final years concentrate

on core clinical training, including clinical rotations within and outside the university at affiliated facilities and elective courses. All the curriculum accounts for about 5260 teaching hours. The distribution of ECTS among the semesters ranges from 58 in the first year, 72 in the second, 57 in the third, 79 in the fourth, 78 in the fifth and 16 in the eleventh semester. The distribution of hours between theoretical/practical teaching is according to the approval of the current programme from the Senate. Out of the 5260 teaching hours, 1809 are devoted to Basic subjects (225 hours) and Basic Sciences (1584), 1520 to the Clinical Sciences and 291 to Veterinary Public Health including Food Safety and Quality, 520 to EPT. The rest of the hours are related to electives starting from the first semester and practical rotations in the last three semesters and some other activities such as occupational safety and health, language courses, and physical education. The programme offers more than 120 electives taught in Polish or English or both. In the curriculum electives are worth a minimum of 44 ECTS credits and 42 from the academic year 2025/2026. The list of electives is annually/semesterly subject to changes due to opportunities, needs, trends and scientific research. The curriculum is developed, updated and improved by the Programme Council made up of the Dean, the Vice Deans and representatives of academic staff, stakeholders, practitioners and students. Feedback from those involved in the curriculum, including students, teachers, practitioners and stakeholders, is used to monitor its effectiveness and update it.

The learning outcomes, splitted in knowledge, skills and attitudes (the latter being called 'social competences' at the University level), are defined for all 11 semesters, displayed on the website and implemented in many areas. However, some teachers deliver courses and exams that are still mainly discipline-oriented.

B. ESP

No difference with LSP.

3.1.1.2. Analysis of the findings/Comments

A. LSP

The VEE's wide range of electives is commendable in its ability to cater to students' varied interests and aspirations, whether and where they are keen to explore specific areas of veterinary medicine in greater depth.

The number of ECTS provided in the 5.5 course years exceeds that indicated and approved by the Bologna Process. This involves delivering ECTS credits normally awarded over six years in a shorter period. The distribution of hours dedicated to contact hours and individual study is heavily skewed towards teaching contact time, leaving students little time for personal study.

Furthermore, there is heterogeneity in the distribution of credits awarded over the five years ranging from 58 ECTS in the first year to 79 and 78 in the fourth and fifth years. This results in an excessive workload for students, who prefer not to attend classes. Teaching and assessment methods are different according to the topics and teachers.

From this table 31.2 in the SER, it is possible to calculate or derive some information regarding the teaching methods. Among the face-to-face teaching methods, lectures and seminars, methods where the students are predominantly passive and where the attendance is low, represent 46.5%, the non-clinical teaching methods 35.1% and the clinical activities 18.3%.

It is also possible to calculate the distribution of student activities among the total student workload. On average, the number of weekly face-to-face teaching hours is around 32h ($[(J-C)/11 \text{ semesters} * 15 \text{ weeks}]$), which is high. Thus, on the basis of 2 ECTS per week (50h), the time left for personal work is only 18h per week and represents 36% of the student workload. In the same

spirit, the percentage of self-directed learning is very low (0.9%). This cannot be changed because it is imposed by the Polish law.

The students confirmed that sometimes the excessive workload also affects university and social life.

Additionally, in some areas and despite the clear definition of learning outcomes distributed into knowledge, skills and attitudes, the teaching activities and the student's assessment mostly concern knowledge only, remain teacher-oriented, with teaching methods being mainly discipline-oriented and not enough case/problem-based and moreover competence-based. It is the case, for example, in some basic sciences and in ruminant individual medicine and herd health management (see 3.1.4.).

B. ESP

The English-speaking curriculum has exactly the same characteristics. However, pieces of information in several core subjects and electives and the learning outcomes displayed on the VEE's website remain in Polish only (see standard 6.1).

3.1.1.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Increase the time left for students' personal work, mostly by further decreasing the number of hours dedicated to lectures and promoting alternative active learning methods;
-) Promote case/problem-based teaching and competence-based education (including assessment) everywhere. The systematic use of a curriculum-mapping software could be helpful to support this implementation, at both the study affairs office level as well as at the teachers' level, by streamlining collaboration between teachers, improving transparency and alignment, reducing redundancy/overlaps and allowing quick adjustments due to unforeseen events.

B. ESP

No difference with LSP.

3.1.1.4. Decision

A. LSP

The study programme is partially compliant with Standard 3.1.1 because of suboptimal balance between the number of teaching hours and the time left for personal work, leading to a relative overload for students.

The study programme is partially compliant with Standard 3.1.1 because of suboptimal competence-based education.

B. ESP

The study programme is partially compliant with Standard 3.1.1 because of suboptimal balance between the number of teaching hours and the time left for personal work, leading to a relative overload for students.

The study programme is partially compliant with Standard 3.1.1 because of suboptimal competence-based education.

3.1.2. Basic Sciences

3.1.2.1. Findings

A. LSP

Over the first three years of the course, students are taught the Basic Sciences subjects that include anatomy, histology and embryology, physiology, genetics, biochemistry, microbiology, parasitology, pathology, pharmacy, toxicology, immunology, epidemiology, and professional ethics, animal ethology, animal welfare, animal nutrition, animal health economics and practice management, information literacy and data management other basic subjects such as physics, chemistry, biology, feed plants and toxic plants and biomedical statistics. Basic Sciences subjects account for 1584 teaching hours. As the course progresses, there is an increasing focus on interdisciplinary elements and clinical subjects. Several disciplines, such as topographic anatomy and parasitology for example, have integration with clinical ones.

In general, teaching methods include lectures, laboratory work, seminars, group activities utilising digital tools, interactive online platforms, video etc. Animal dissection is performed as elective “Comparative Anatomy” (2 ECTS) in the third semester.

Calendars of the teaching lectures/practical activities are available to English and Polish students at the beginning of the year/semester. The dates are fixed, and colleagues supply teachers if they are unavailable for a day. Almost all the teachers upload lecture notes in advance or contemporarily to the courses on platforms such as MS Teams or Moodle. In some cases, self-evaluation tests and self-assessment tests are uploaded as well.

In general, laboratories are large, comfortable, well-equipped and in some cases are provided with innovative tools. All have emergency boxes, DPI and biosecurity manuals available. Practical activities are carried out in small groups of students (maximum 15 people), all of whom must have passed biosecurity tests. Teachers and support staff are present in adequate numbers to supervise the students.

The necropsy facility is of good standard, well-equipped. The fridges are adequately cleaned and maintained.

B. ESP

No difference with LSP.

3.1.2.2. Analysis of the findings/Comments

A. LSP

The outstanding computer-based interactive training in anatomy and histology is commendable. Indeed, the laboratories of Anatomy and Histology are particularly well equipped specifically for veterinary students. The Anatomy laboratory is equipped with an interactive platform (SECTRA) displaying anatomical images of several animal species, through two huge touch-sensitive screens. This allows students to view different anatomical planes, bones, muscles, nervous, circulatory and lymphatic systems, etc. The Anatomy lab has a large number of formalin-fixed cadavers/parts of animals stored in a saline water solution to avoid the contact of students with formalin. The laboratory of Histology has a huge quantity of microscopes (34) connected with individual screens and the teacher’s microscope and screen, allowing students to work individually or in teams with the teacher.

During lectures in Physiology, the students have to take pictures of the teacher’s slides as they are not made available on the Moodle platform nor on MS Teams. This issue has not been corrected despite complaints from students. The computer-based practical activity in the Physiology laboratory is carried out with tools and software not specifically devoted to veterinary

students (see standard 6.1).

As in other areas of the VEE, the observance of the biosecurity procedures in the necropsy hall and the dirty/clean separation in the changing rooms have to be addressed (see standard 4.9). The wall display of QR-codes on the wall is not necessary in the rooms where the use of cell phones is forbidden.

B. ESP

No difference with LSP.

3.1.2.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Decrease the number of hours devoted to lectures in favour of individual study (see 3.1.1);
-) Make lecture notes and self-evaluation tests available for all the subjects;
-) Conduct practical activities on healthy animals in physiology;
-) Ensure a strict application of biosecurity procedures everywhere.

B. ESP

No difference with LSP.

3.1.2.4. Decision

A. LSP

The study programme is partially compliant with Standard 3.1.2 because of suboptimal practical training and learning resources in physiology, **despite complaints from students.**

B. ESP

The study programme is partially compliant with Standard 3.1.2 because of suboptimal practical training and learning resources in physiology.

3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.1.3.1. Findings

A. LSP

Training in clinical sciences for companion animals and horses at the VEE is progressive, starting in the 2nd year with basics in species identification, animal management, and husbandry. The curriculum gradually advances through theoretical and practical courses, including surgery, diagnostics, and preventive medicine. By the 4th and 5th years, students focus on specialised clinical rotations, hands-on practice, and electives in areas such as small animal surgery, emergencies, and equine fieldwork, ensuring a comprehensive transition from theory to clinical expertise. The individual time spent in clinical rotations counts 120h for small animals, 64h for horses and 40 in avian topics. These rotations are mainly organised in the 5th and 6th years.

B. ESP

No difference with LSP.

3.1.3.2. Analysis of the findings/Comments

A. LSP

The construction of the programme, the progression throughout the semesters, the clear definition of the learning outcomes, the number of hours and the different clinical activities in the small animal clinic as well as in the equine clinic, are adapted. However, the group size (between 8 and 10 students) does not allow an optimal hands-on activity on an individual basis for all students (see standard 5.3).

B. ESP

No difference with LSP.

3.1.3.3. Suggestions for improvement

A. LSP

It is suggested to reduce the group size in order to systematically optimize an active hands-on participation of each student on the animals (see standard 5.3.).

B. ESP

No difference with LSP.

3.1.3.4 Decision

A. LSP

The study programme is compliant with Standard 3.1.3.

B. ESP

The study programme is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

A. LSP

Training in food-producing animals extends from 2nd to 5.5th year of the curriculum, with core clinical training from Year 4. Contact hours comprise a mixture of lectures, laboratory sessions, and hands-on clinical rotations, and cover all relevant topics of animal production and health. The clinical training occurs mostly in intramural settings, namely the Obory Farm, where approximately 800 cattle are housed. Students spend their clinical rotation dedicated to ruminants in the farm, in groups of 8 to 10 students, always supervised by one teacher. There are sporadic cases seen at the Large Animal Clinic, mainly pet small ruminants (two in the last 12 months). Elective courses involve visits to the SGGW Experimental Żelazna farm, where students are exposed to small ruminants' medicine, surgery, and husbandry.

There are also extramural settings with affiliated external facilities to deliver practical training, including veterinary practices, that students visit for the subject of milk hygiene; laboratories; an insemination centre; and food industry units. The final semester includes a Herd Health Management training, where students apply epidemiological, nutritional, and preventive strategies in real farm settings. There are collaborations with private practitioners and affiliated external facilities for both external practical training and selected teaching activities organised under academic supervision (eg. Bovisvet – Veterinary Practice for Reproduction and Cattle Diseases with on-call service).

There are multiple elective courses related to food-producing animals (e.g. diseases of small ruminants, hoof trimming in cattle, hoof management in cattle, veterinary of pig herd, mastitis prevention and treatment in dairy herds, and many others), some offered in English, some in Polish and some in both languages.

At the Obory farm, there is a pig herd to which students have access to for their training in pig health and husbandry.

At the same farm, there are also premises for poultry production, including two broiler production halls, each accommodating up to 1,000 broiler chickens, one layer hall fitted with two cage battery segments, each housing 240 laying hens, one ornamental poultry hall housing approximately 800 birds, and a dedicated egg storage room with sorting equipment.

Students also visit pigs in topics such as contagious diseases, and cattle farms in topics such as animal nutrition (Year 3) and preventative medicine (Year 6).

Regarding the cattle clinical activities at the Obory farm, students are given a list of bovine animals to examine, production data from the herd management software for analysis, but there is no consistent training on communication skills with the farmer.

The VEE runs an apiary and students get exposed to handling of the insects, bee anatomic classes, and diagnostics of bee diseases. There are two academic staff dedicated to education of students in the bee topics.

B. ESP

No difference with LSP.

3.1.4.2. Analysis of the findings/Comments

A. LSP

At the VEE, the training in poultry and bees is outstanding, which is commendable.

There is an adequate number of contact hours to deliver teaching to students, and the offer of elective courses is wide. However, the exposure to individual medicine in the core programme is limited to visiting one farm, where the students see a large number of clinical bovine cases, but the variety of these cases is insufficient. Core exposure to small ruminants is limited, but it is not absent and includes teaching activities at Żelazna and affiliated external facilities.

An ambulatory clinic in the strict sense is not available; however, the VEE conducts on-call field visits to equine and bovine patients and presents Obory as an equivalent facility for production animals. There is insufficient training in surgery, insufficient exposure to emergency cases, insufficient number of ruminants' necropsies, insufficient teaching on communication skills in food-producing animals, with no convincing compensations.

B. ESP

No difference with LSP.

3.1.4.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Create opportunities to expose students to a wider variety of clinical individual cases and surgical cases in farms and/or in the large animal clinic; and/or find any other compensations;
-) Ensure the number of pig/ruminants' necropsies is increased.

B. ESP

No difference with LSP.

3.1.4.4. Decision

A. LSP

The study programme is not compliant with Standard 3.1.4 because of insufficient training in individual medicine, surgery, emergencies and necropsies in ruminants.

B. ESP

The study programme is not compliant with Standard 3.1.4 because of insufficient training in individual medicine, surgery, emergencies and necropsies in ruminants.

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

3.1.5.1. Findings

A. LSP

At the VEE, 291 hours of Veterinary Public Health (VPH) are covered through dedicated compulsory courses delivered between the 3rd and 5th years of study. These include the following subjects: 1. Veterinary legislation, including official controls and regulatory veterinary services, forensic veterinary medicine and certification – 66 hours 2. Control of food, feed and animal by-products – 105 hours 3. Zoonoses and their prevention – 15 hours 4. Food hygiene and environmental health – 75 hours 5. Basic food technology – 30 hours. These courses combine lectures, laboratory work, practical exercises, and case-based learning. In addition to the 240 hours of structured teaching, students complete 160 hours of compulsory EPT in VPH (including FSQ – Veterinary Inspection and Slaughterhouse Practice), divided into: • 80 hours after the 4th year • 80 hours after the 5th year. Furthermore, they visit processing plants (3 times) and other plants like animal by-product rendering plants (2 times). Practical rotations under teaching staff supervision at the VEE are not given.

B. ESP

No difference with LSP.

3.1.5.2. Analysis of the findings/Comments

A. LSP

At the VEE the teaching of the topic VPH is based on theoretical preparation and substantial practical exposure in official veterinary inspection and food safety systems. Especially the teaching in FSQ, both theoretical as practical, is done excellently. All subjects are covered from AM and PM inspections to HACCP, milk and meat hygiene and seafood control. Elective courses on VPH expands the knowledge on species-specific inspection procedures, particular zoonotic risks, technological aspects, and regulatory requirements, providing more advanced and detailed training beyond the core curriculum.

For the compulsory 2x80-hour summer placements (160 in total), students may choose the facility, provided it meets Faculty requirements and a tripartite agreement is signed. For visits organised with a Faculty academic supervisor during the academic year, the host facilities are selected by the Faculty based on availability and suitability. The visits to the slaughterhouses and processing plants are part of the compulsory courses. At the slaughterhouse biosafety is maintained correctly.

The summer placements EPT providers and support staff involved in teaching follow a dedicated 4-hour compulsory training course. The content of this course is fully aligned with EAEVE guidelines and includes: • Code of conduct, • ESEVT Day One Competences (D1C), • Good

Clinical Practice (GCP), • Principles of practical and clinical teaching, • Basic assessment methodology.

B. ESP

No difference with LSP.

3.1.5.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

3.1.5.4. Decision

A. LSP

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. LSP

Professional knowledge-related competences are incorporated into the VEE curriculum as an elective. Communication skills and professionalism are developed progressively through elective courses, embedded seminars, and supervised clinical rotations in small and large animal clinics, alongside core training in veterinary economics and clinic management. From the second year onward, students also complete professional internships, gaining hands-on experience across key veterinary sectors including farms, clinics, slaughterhouses, food and feed production facilities, and artificial insemination centres.

B. ESP

No difference with LSP.

3.1.6.2. Analysis of the findings/Comments

A. LSP

Professional knowledge related competences e.g. communication, professionalism, and clinic management, are integrated into the VEE curriculum but mainly taught by elective disciplines. All students participate in roleplay, but not in a well-structured way. Other Professional knowledges are taught in the programme or during EPT.

B. ESP

No difference with LSP.

3.1.6.3. Suggestions for improvement

A. LSP

It is suggested to enhance training in communication skills, for example, mock role-play scenarios and reflective practice in a dedicated mock clinic.

B. ESP

No difference with LSP.

3.1.6.4 Decision

A. LSP

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. LSP

The VEE's veterinary programme is delivered in accordance with Level 7 of the European Qualifications Framework, and level 7 of the Polish national qualifications framework. Each course within the veterinary programme lists the intended Learning Outcomes as required by National Regulations in Polish law. Learning Outcomes are defined for every course and every learning session has a number of stated Learning Objectives. There is clear alignment of the Learning Outcomes/Objectives with Day One Competences.

The programme leads to the professional title of "Lekarz weterynarii" (Doctor of Veterinary Medicine). A national register of licensed veterinary surgeons is maintained by the Polish National Veterinary Chamber; registration is mandatory to practise.

Curriculum content, teaching delivery methods and learning support materials are reviewed by the QA Officer, the QA Committee and Programme Council annually. Student feedback is collected online at the end of every semester and reviewed by the Faculty's Quality Assurance System. In addition, there is an online reporting system – the Education Quality Box – that allows students to raise complaints or concerns anonymously. Where this occurs, the QA Officer or nominee is required to respond within 24 hours to initiate remedial measures where appropriate.

Within the programme, students have opportunities to pursue areas of particular interest through elective courses; high-achieving students may also have an Individual Study Programme

(see Standard 7.7). Students also have the opportunity to conduct a research project (Honours) towards the end of the veterinary programme.

B. ESP

No difference with LSP.

3.2.2. Analysis of the findings/Comments

A. LSP

Learning outcomes – in Polish and in English – for teaching courses are available through curriculum and syllabus pages on the VEE’s website. However, their wording does not conform with best, modern practice in the use of verbs associated with learning outcomes. Intended Learning Outcomes for individual teaching sessions are not present on the website. There is variable use of “learning objectives” (session level) and “learning outcomes” (course level) that is not explained to either staff or students.

The VEE has a well-organised QA cycle and follows written, publicised procedures. However, students prefer to access informal channels to give feedback on the quality of their teaching and learning, including self-learning, by communicating directly to their year group “Tutor” or the Dean. (see Area 7).

B. ESP

No difference with LSP.

3.2.3. Suggestions for improvement

A. LSP

The VEE should consider incorporating the current informal student feedback channels into its more formal, documented, QA feedback loops, and developing and publishing a proactive QA Plan.

B. ESP

No difference with LSP.

3.2.4. Decision

A. LSP

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. LSP

In Poland, education in veterinary medicine must be delivered in accordance with the Regulation of the Minister of Science and Higher Education and Polish Law, which incorporates the relevant European Directives and resolutions of the European Council on recognition of professional qualifications, and the guidelines published by ESEVT and PKA.

The veterinary programme shows a scaffolded progression from basic sciences to individual and population medicine/surgery and public health. Each of the courses within the programme has a syllabus that outlines the expected learning outcomes and how they relate to specific Day One Competences. The syllabi are published on the VEE's digital platform and students are alerted to these at the beginning of each course. Assessments are aligned to outcomes and use a range of authentic assessment formats including in-course assessments.

Each course is reviewed annually as a routine element of the Quality Assurance processes. The course organiser is responsible for preparing a report according to a standardised proforma that includes suggestions for improvements and a review of changes made in response to previous feedback.

Students maintain a written record of their clinical exposure in a logbook (Students' Daybook of Summer Practice and Clinical Training) and a Day One Skills Diary. These are reviewed by academic supervisors and act as sources of data to monitor whether students are gaining enough exposure and experience of clinical cases.

B. ESP

No difference with LSP.

3.3.2. Analysis of the findings/Comments

A. LSP

Many of the reports relating to reviews of how the learning outcomes align with teaching sessions are not provided in English.

FVM uses a commercially-available software package and an e-syllabus system for mapping the learning objectives/learning outcomes to Day One Competences. Data can be extracted into MS Excel spreadsheets to identify gaps, degree of coverage and any excess duplication of curriculum learning outcomes. The Dean's Office ensures that access to the main database is restricted, to avoid inappropriate editing/changes to the database. Specific searches and targeted Excel sheets are provided to staff on request.

B. ESP

The curriculum mapping document is available in Polish only. Otherwise, no differences with LSP.

3.3.3. Suggestions for improvement

A. LSP

B. ESP

No difference with LSP.

3.3.4. Decision

A. LSP

The study programme is compliant with Standard 3.3.

B. ESP

The study programme is compliant with Standard 3.3.

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

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

3.4.1. Findings

A. LSP

The VEE has a published committee structure incorporating both FVM and IVM with clear reporting lines and that covers teaching, assessment and QA. The formal routes by which these committees communicate with the overarching, central SGGW committees is also clear. Minutes of committee meetings are available in Polish only.

The VEE's Faculty Programme Council is the main decision-making body for the curriculum and QA. It has clear terms of reference; its membership includes student representatives and external stakeholders. The Programme Council receives reports and proposals for improvements, including responses to feedback from students, staff, external reviews and other stakeholders from course organisers, and the QA Officer who also presents data analyses of assessments and other relevant details from the "Verification of Learning Outcomes" findings that are compiled after the examinations at the end of each semester. The Council reviews the effectiveness of actions implemented in response to this feedback.

The most recent holistic curriculum review was conducted in 2019 which implemented a reduction of teaching hours, and included input from students, external practitioners and other major veterinary stakeholder organisations. A mid-cycle review was held in 2023; the next holistic review is due to be held in autumn 2026.

The VEE conducts regular reviews of staff during which training needs and staff member requests are discussed; training logs (courses attended) are a key component of the review process and include consideration of teaching, learning and assessment courses run by SGGW or externally.

Staff can apply to the Dean for support in obtaining funding to support attendance at training events or courses.

B. ESP

No difference with LSP.

3.4.2. Analysis of the findings/Comments

A. LSP

Training in education methodologies and assessment is compulsory for PhD students and for newly-appointed staff and compliance is monitored by the Dean. SGGW provides many training opportunities on a wide range of topics related to delivery of education; attendance is encouraged by the Dean and specific training requirements of individual teaching staff may be identified and incorporated into the staff review process either from personal desires or enthusiasm and/or in response to feedback from different sources. The staff review documents act as a training log for each member of academic teaching staff.

B. ESP

No difference with LSP.

3.4.3. Suggestions for improvement

A. LSP

It is suggested that the VEE consider instituting regular staff training events within the faculty in which specific issues relevant to FVM/IVM could be addressed. These events might also facilitate sharing of the individual examples of good educational practice conducted by different staff, through their personal interest and initiative, across different departments and courses throughout the curriculum.

B. ESP

No difference with LSP.

3.4.4. Decision

A. LSP

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. LSP

EPT in the VEE is integrated as a compulsory subject in the curriculum using two formats as an elective course and externally supervised. Elective courses cover a broad spectrum of veterinary fields and can be selected individually from 1st to 11th semester, which has to be a minimum of 44 ECTS. In the VEE students after 4th semester must complete 21 ECTS practical training in different veterinary fields with external stakeholders. After this training students are assessed and graded by academic staff of VEE.

B. ESP

No difference with LSP.

3.5.2. Analysis of the findings/Comments

A. LSP

EPT within the VEE is integrated into the curriculum as a compulsory component delivered through two formats: elective courses and externally supervised training. Elective courses span a wide range of veterinary fields and may be selected individually from the 1st to the 11th semester, with a required minimum of 44 ECTS. In addition, after the 4th semester, VEE students must complete 21 ECTS of practical training in various veterinary fields with external stakeholders, after which their performance is assessed and graded by VEE academic staff.

B. ESP

EPT for ESP usually performed in their home areas, for those staying in Poland, there is a list of EPT places they can apply to perform EPT.

3.5.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

3.5.4. Decision

A. LSP

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. LSP

The EPT providers of the VEE meet relevant Polish legal requirements and national Veterinary practice Standard. EPT is conducted based on a formal contract between student, VEE and host organisation. Each EPT is supervised by an academic coordinator, students are assessed by the EPT provider's supervisor, and students can complete an anonymous evaluation form of the EPT provider. Both evaluation forms are reviewed by QA responsible academic staff, students are graded based on their logbooks, supervisor evaluation, oral presentation or reports.

B. ESP

No difference with LSP.

3.6.2. Analysis of the findings/Comments

A. LSP

The EPT providers of the VEE comply with relevant Polish legal requirements and national veterinary practice standards. EPT is carried out under a formal agreement between the student, the VEE, and the host organisation, with supervision by an academic coordinator; students are assessed by the host supervisor and through logbooks, presentations, or reports, while mutual evaluations are reviewed by quality assurance academic staff.

B. ESP

EPT providers in foreign countries must meet relevant National legal requirements and veterinary practice standards.

3.6.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

3.6.4. Decision

A. LSP

The study programme is compliant with Standard 3.6.

B. ESP

The study programme is compliant with Standard 3.6.

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

3.7.1. Findings

A. LSP

Before EPT, students receive clear objectives, expectations, and documentation requirements. During the EPT, students record their activities and competences in an official logbook. In some EPT places, students may also submit written reports or case logs, which are reviewed by academic tutors to support reflection, learning goals, and professional orientation. Mutual evaluations are carried out by both students and EPT providers and form the basis for formal assessment and quality assurance, in line with intended learning outcomes. The VEE also ensures transparency and student well-being through formal complaint mechanisms.

B. ESP

No difference with LSP.

3.7.2. Analysis of the findings/Comments

A. LSP

Before EPT, students are provided with clear objectives and requirements, and during the EPT they document their activities and competences in an official logbook. Assessment is based on mutual evaluations by students and EPT providers, supported by formal quality assurance and complaint mechanisms that ensure transparency, student well-being, and timely corrective actions.

B. ESP

No difference with LSP.

3.7.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

3.7.4. Decision

A. LSP

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. LSP**

Inside the huge multidisciplinary university which covers a total of 70 hectares, the VEE is organised around three different buildings (numbered 22 to 24) that are very close to each other. Buildings 22 and 23 are about 25 years old, whereas building 24 is over 50 years old. Building 22 is mainly devoted to the small animal clinic and clinical teaching rooms. The small animal VTH, despite its recency, was partly renovated in 2025. Building 23 hosts the home to the Department of Preclinical Sciences and teaching laboratories. Building 24 hosts the Dean's Office, anatomy, pathology and other preclinical subjects, together with food safety and public health. This building underwent recent partial renovation, mainly lecture rooms, laboratories, restrooms and lockers.

A separate building, at walking distance (1.5km), is located in Wolica and hosts the Large Animal clinic, the Department of Large Animal Diseases, a Teaching Stable (managed by the Institute of Animal Sciences) and the Centre for Translational Medicine. There, recent refurbishments concerned the paddock, induction box, horse lifter and security booth.

In addition, the VEE has access to a huge 1360 hectares teaching farm belonging to the university and located 13 km from the main campus, mostly devoted to dairy cows, pig and poultry production. The university also runs an experimental farm in Żelazna, which is located around 90 km from Warsaw.

The campus offers an excellent, modern and comfortable working environment. It is well-equipped with internet access across all facilities, providing students and staff with free, unlimited Wi-Fi with efficient Eduroam connections. Compliance with health and accessibility regulations ensures a safe and inclusive environment.

The biosecurity procedures, the protocols for fire safety, radiological safety and first aid instructions are defined and displayed everywhere. Waste management follows stringent regulations. The SGGW university has a well-defined real estate maintenance programme that is included in the "university strategy for 2030" plan. Embedded in these broader strategic goals of SGGW, the VEE runs its own maintenance program, so that financially, the VEE's operations, maintenance and development are governed by budget from the Faculty or by allocations from the SGGW university.

B. ESP

No difference with LSP.

4.1.2. Analysis of the findings/Comments**A. LSP**

Generally speaking, the numerous and well-equipped facilities, which are well maintained, produce a commendable working, teaching and learning environment that is conducive for learning. Students have access to plenty of rooms for self-learning and group learning, in the VEE or at the SGGW level, for example for sports, student life and mental health support or in the central library.

In the small animal VTH, in some places like for example in the surgery section, renovation has not been performed. Here and there, the paint on the door frames is peeling and splinters of wood are appearing in the areas where transport trolleys rub, making cleaning and possible disinfection difficult if needed (see biosecurity in standard 4.9.).

B. ESP

No difference with LSP.

4.1.3. Suggestions for improvement

A. LSP

See standard 4.3. for improving the small animal clinic and standard 4.9 for biosecurity.

B. ESP

No difference with LSP.

4.1.4. Decision

A. LSP

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. LSP

The VEE owns three 120-144 seat auditoriums, four 240-seat lecture halls (aula) and a large 312-seat lecture hall. In addition, teachers and students are dispatched in 14 smaller lecture rooms accommodating between 30 and 80 students. These classrooms and seminar rooms are all well-equipped with audio-visual and videoconferencing, allowing hybrid teaching sessions. For practical work, there are 25 tutorial/laboratory rooms counting a total of nearly 780 seats.

The Skills lab is divided into two species-oriented labs, one for small animals and one for the large ones, both located inside the corresponding VTH.

There are also numerous premises for catering, locker rooms, accommodation for on-call students, sports and leisure. The students have access to the large Central Library and to the VEEs specific library and to the Human Nutrition Sciences library.

The IT equipment is of very good standard, allowing local and distant access to all relevant information concerning the different activities offered by the VEE (except for the distant access to the medical record software, see standard 5.4).

B. ESP

No difference with LSP.

4.2.2. Analysis of the findings/Comments

A. LSP

All facilities are adapted to the number of students. The corridors are wide and bright. Enough lockers and well-maintained sanitary facilities are available for staff and students. Even though a cafeteria was recently closed within the faculty, students have access to a canteen in the library building at a short walking distance.

Academic and support staff work in numerous offices, governed by a well-defined regulation concerning the number of square meters per person, leading to a fair distribution of the individual or shared offices. Research facilities are adapted and equipped according to the needs.

B. ESP

No difference with LSP.

4.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

4.2.4. Decision

A. LSP

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. LSP

The teaching facilities in the teaching farm include housing and allocations for an impressive number of animals utilised in teaching. As an example, there are up to 770 cattle heads dispatched in seven large barns and a 2x8 milking facility. The Poultry Production Unit comprises two broiler halls accommodating up to 1,000 broilers each and one layer hall with two battery segments, each housing 240 laying hens. Pigs, rabbits, and horses are housed in lesser numbers. The distant 850-hectare Żelazna farm also houses 300 small ruminants (sheep and goats). There is also a pond producing 16 tons a year of common carp. All animals are registered according to Polish regulations.

The university's main campus owns up to 10 bee hives, associated with a small building dedicated to storing, maintaining, and sampling equipment. Within the VEE's buildings, there is a diagnostic and research laboratory dedicated to beekeeping that allows for the organisation of practical training sessions on bee anatomy, necropsy, and the diagnosis of bee diseases. This activity, managed by two specific members of the academic staff, is well known to beekeepers in the region who regularly send samples for analysis.

The 3-floor small animal clinic has been partly renovated and re-equipped. It offers enough

consulting rooms and surgical theatres to manage animal patients and student groups. There is 3 separate rooms for different exotic species. The clinic offers a total of 32 cages for dog and cat hospitalisations, in three separate rooms. There is no specific ICU, this activity being performed in the hospitalisation rooms. The small animal isolation facility is located in a separate ward with a sanitary lock and can house 16 dogs and 3 cats.

The large animal clinic is designed to manage both equine and ruminant cases, with 3 consulting rooms and 2 surgical suites. 20 horse stalls are available for general hospitalisation and 4 for intensive care, the latter being equipped with a lift. 2 stalls (one indoor and one outdoor) are devoted to large animal isolation.

One small additional building is dedicated to rodent research animals and is presently undergoing renovation.

The necropsy unit is located on the ground floor of the small animal clinic but is equipped with a hoist for large animals, separate changing rooms, lockers, secure rooms for confined cases and a specialised effluent collection system. There is a dedicated cold room for possible contagious carcasses and a cold storage room shared with the anatomy facilities.

Everywhere, biosecurity procedures are strictly defined and displayed but not systematically observed (see standard 4.9).

B. ESP

No difference with LSP.

4.3.2 Analysis of the findings/Comments

A. LSP

The university's proactive consideration for environmental sustainability is commendable. Outdoor spaces (gardens, alleys, trees etc) are very well maintained and clean. The maintenance of the exterior facades and windows is very good.

Animal welfare is an integral component of management at the teaching farms, guaranteeing adequate space allowance, appropriate bedding, ventilation, lighting, access to water and nutrition tailored to species-specific needs. Environmental enrichment is implemented through different means e.g. pasture access, group housing where appropriate, provision of scratching devices or manipulable materials, structured exercise areas, and species-appropriate behavioural opportunities. Welfare indicators (health status, body condition, behaviour, productivity parameters) are regularly monitored by academic staff and veterinarians, and students are actively involved in welfare assessment as part of their training.

In the small animal clinic, attempts are made here and there to separate dogs and cats, in line with a "cat-friendly" approach aimed at reducing stress and improving animal welfare. However, in many areas including hospitalisation spaces, dogs and cats are mixed.

In the farm, students are not required to use overalls; they change their normal clothes for other normal clothes that are supposedly used only for the farm and taken home to wash. No form of guaranteeing this was observed. Students do change their normal shoes to Wellington boots. No tap was observed at the transition zone between the changing room and animal areas; only boot dips. Students ignored some of these boot dips, indicating insufficient awareness for its use in a routine manner. These points are treated in standard 4.9 (biosecurity).

The VEE has no food processing plant (feed technology, milk processing etc.).

B. ESP

No difference with LSP.

4.3.3. Suggestions for improvement

A. LSP

It is suggested to implement a further separation of dogs and cats (see Standard 4.4).
For biosecurity, see Standard 4.9.

B. ESP

No difference with LSP.

4.3.4. Decision

A. LSP

The study programme is compliant with Standard 4.3.

B. ESP

The study programme is compliant with Standard 4.3.

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

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

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

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

A. LSP

The VTH is supervised by two Directors, one for the small animal clinic and the second for the large animal one. Both are DVMs. The VTH makes great efforts to ensure the best level of care for patients combined with the best training for students. It is well-equipped with state-of-the-art clinical services and equipment across various areas, ensuring comprehensive care and advanced learning opportunities.

Inside the small animal clinic, the emergency service runs on a 24/7/365 basis. It offers general and specialised consultations in all main disciplines including exotics.

The large animal clinic, which sometimes receives ruminants, mainly acts as an equine clinic, which is providing 24/7 emergency and hospitalisation services. During nights and weekends, surgeons and students are available on call. It is organised in three different areas (reproduction, surgery and internal medicine/infectious diseases/emergencies/ICU). At the moment, there is no dedicated room for the large animal clinical skills lab, manikins being dispatched in different examination rooms.

There is no dedicated ruminant emergency hospital service, but on-call field visits to bovine patients and ambulatory services are available (this point is included in the proposal for standard 3.1.4).

B. ESP

No difference with LSP.

4.4.2. Analysis of the findings/Comments

A. LSP

Originally, the small animal clinic was designed as two mirrored sections. One of these sections is primarily used only as a tool for isolating contagious animals. Thus, as an isolation facility, it is really huge (2 stairs, see standard 4.6), most of the cages and even rooms being underutilized. Many rooms remain unused or very rarely used. This opportunity could be used to accommodate a spacious clinical skills lab, completed with a maintenance and repair workshop for the models (see standard 4.5), and to further separate the dogs and cats.

In the equine clinic, students are not required to wear protective boots and overalls (see biosecurity, standard 4.9).

B. ESP

No difference with LSP.

4.4.3. Suggestions for improvement

A. LSP

It is suggested to further implement the cat-friendly concept in the VTH.

B. ESP

No difference with LSP.

4.4.4. Decision

A. LSP

The study programme is compliant with Standard 4.4.

B. ESP

The study programme is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1. Findings

A. LSP

From the 4th year, students begin conducting clinical interviews with real patients under the supervision of academic staff. The Small Animal Clinic provides comprehensive clinical services and research opportunities, with students gaining hands-on experience from year 2 onward. Training covers animal care, surgery, and diagnostics, intensifying in later years and including pharmaceutical management. Collaboration with the Animal Shelter "Na Paluchu" allows practical work with dogs and cats. The Exotic Animals and Pet Birds Unit offers experience with non-traditional species from year 5. Equine and farm animal training occurs at the Wolica Equine

Clinic and Teaching Stable, while the Apiary Unit focuses on bee health and management in the final year.

The diagnostic imaging sections in both small animal clinic is well-equipped with digital radiology, CT scan in both clinics, a mobile X-ray machine and an MRI in the equine clinic. The location of the unit in the small animal clinic is not close to the surgery section, leading to animal transportations in the corridors. In the equine clinic, a large hoist allows handling of the horses across the facility. The diagnostic imaging activity is fully compliant with the Polish regulations. Both clinics have pharmacies for drug storage and delivery, with appropriate safes for regulated drugs. In the small animal clinic, all drugs are managed according to the national regulations. In the equine clinic, the use of multi-puncture bottles is not systematically in accordance with current regulations, as some bottles not mentioning their date of first use, as well as expired medications, have been found.

B. ESP

No difference with LSP.

4.5.2. Analysis of the findings/Comments

A. LSP

The two clinical skills labs offer a limited variety of mannequins and models to ensure students' skills acquisition before acting on a real patient. At the time of the visitation, no human resource was allocated to the CSL but the appointment of two people is scheduled. Thus, the CSL till now does not allow free access to students. Furthermore, there is no room allocated for model maintenance, preparation and repair, silicone mixing, 3D-printer etc., nearly all models having been bought to specific companies. In many cases, simple homemade models, for example, created by modifying plush toys, are very effective for learning basic gestures and the relevant procedural skills, also decreasing the cost of the CSL.

Students are also trained in client communication through role-playing sessions with teaching staff as actors, the corresponding sessions being delivered in the internal medicine section of the small animal VTH. No dedicated room, with a one-way mirror for example, is available.

A VTH has to be fully compliant with applicable laws and regulations and must serve as an example for student training, so that the Good Pharmacy Practices must be observed.

B. ESP

No difference with LSP.

4.5.3. Suggestions for improvement

A. LSP

It is suggested to accelerate the development and implementation of the CSL by increasing the space and the number and variety of workshops, including for example animal handling, propaedeutics, diagnostic examinations, use of an ultrasound machine and image construction, anaesthesia and liquid infusions, personal protective equipment, simple surgical activities etc. (See also Standard 6.3).

It is also suggested to observe the Good Pharmacy Practices everywhere.

B. ESP

No difference with LSP.

4.5.4. Decision

A. LSP

The study programme is partially compliant with Standard 4.5 because of suboptimal Good Pharmacy Practices in some clinical facilities.

B. ESP

The study programme is partially compliant with Standard 4.5 because of suboptimal Good Pharmacy Practices in some clinical facilities.

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. LSP

The Small Animal Clinic has a secure infectious diseases ward with isolation rooms for cats, dogs, and exotic animals. Access is restricted and governed by strict entry/exit protocols. Effluents are collected and treated according to definite protocols. Due to the initial mirror conception of the small animal clinic (see 4.4.2), this section of the VTH is huge and underutilized. The separate entrance, mirroring the main entrance of the clinic, is on the ground floor, with a large hall where students and staff find the protective equipment and overshoes. Then, after entering the restricted access area, a large corridor delivers a succession of rooms with numerous cages for contagious animals. Effluent is collected and treated by a contract company. A cleaning trolley and tools are specific to this facility. Furthermore, in some rooms, red plastic cleaning tools are hung on the wall. The exit is downstairs, with a clear floor red mark separating the dirty and the clean area.

The large animal clinic in Wolica features a separate isolation building for horses, with biosecurity measures and supervised access. For ruminants, care is mainly on farm, with species-specific biosecurity procedures. The VEE provides biosecurity SOPs for all species, and students must complete infection control training before clinical work.

B. ESP

No difference with LSP.

4.6.2. Analysis of the findings/Comments

A. LSP

The volume of the isolation facility is so huge, that in case of real contamination, with a highly pathogen Salmonella for example, the area to be disinfected is enormous. In the large exit corridor of this facility, there is no physical barrier between the dirty and the clean area. Furthermore, if there are mattresses impregnated with disinfectant products at the entrance (clean to dirty), there is no mattress nor pediluve at the exit (dirty to clean). This point is incorporated in the standard accounting for biosecurity (4.9).

B. ESP

No difference with LSP.

4.6.3. Suggestions for improvement

A. LSP

The VEE could consider and implement a partial re-affectation of some rooms in the small animal isolation facility for other uses (see Standard 4.4).

B. ESP

No difference with LSP.

4.6.4. Decision

A. LSP

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. LSP

There is no ambulatory clinic for production animals. However, the Obory farm, owned by the university, can really be considered as an equivalent facility, where the students have access to healthy and diseased individual animals as well as herd health management.

B. ESP

No difference with LSP.

4.7.2. Analysis of the findings/Comments

A. LSP

The Obory farm can be considered as equivalent as an ambulatory clinic for the species, breeds, production sector (mainly dairy for cattle) and type of disease that are handled there. The problem lies in the fact that this is the main tool that is used and that there is not enough convincing compensations for a larger variety of breeds and diseases. They are limited and are partly provided through Želazna, affiliated external facilities and selected private farms under academic supervision. However, as this facility in a strict sense of very good standard, this point is grouped and outlined in standard 3.1.4 (curriculum in food producing animals).

B. ESP

No difference with LSP.

4.7.3. Suggestions for improvement

A. LSP

See Standard 3.1.4.

B. ESP

No difference with LSP.

4.7.4. Decision

A. LSP

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. LSP

The VEE uses a fleet of vehicles, including vans and 2 50-seat coaches, to support clinical teaching and staff mobility. Students are transported to field classes using university or contracted vehicles, but in many situations, they have to use public transport for nearby locations. The VEE owns a horse trailer, but most horses are brought by owners. Animal cadaver transport is not provided; owners are responsible for delivery if necropsy is needed. Disposal of carcasses and specimens is managed by a contracted company, with all procedures following national regulations.

B. ESP

No difference with LSP.

4.8.2. Analysis of the findings/Comments

A. LSP

To ensure fair and equal access to the curriculum, the faculty should provide consistent transportation support for students. Access to mandatory classes and continuous education should not be a financial or logistical burden on the students, and establishing a fair system for all divisions is highly recommended.

The absence of vehicles devoted to live animals' transportation, cadavers/carcasses can be considered as a limiting factor for student education in ruminants. This was highlighted by teaching staff, for example, as a justification for the reduced number of necropsies used in teaching.

B. ESP

No difference with LSP.

4.8.3. Suggestions for improvement

A. LSP

It is suggested to:

-) improve student transportation to extramural teaching sites;
-) acquire appropriate vehicles designed for animal and cadaver transportation.

B. ESP

No difference with LSP.

4.8.4. Decision

A. LSP

The study programme is partially compliant with Standard 4.8 because of suboptimal student transportation.

B. ESP

The study programme is partially compliant with Standard 4.8 because of suboptimal student transportation.

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. LSP

The VEE at SGGW aims to ensure high standards in biosecurity, animal welfare, and clinical practice through clear procedures, regular staff and student training. All animal procedures follow a Biosecurity Manual overseen by dedicated committees and officers. Infrastructure and practices comply with national and EU regulations. Ethics and welfare committees provide guidance, and facilities undergo frequent inspections by government and university authorities. Clinical teaching is led by qualified specialists, and feedback from staff, students, and clients is actively monitored and addressed. All new staff receive mandatory safety and hygiene training, and incidents are investigated to improve compliance. In all facilities, pictograms and relevant procedures are displayed on the walls or doors, with QR-codes leading to the biosecurity manual.

However, systematic deficiencies in the observance and monitoring of these procedures have been observed on numerous occasions, in the laboratories (e.g., absence of eye-washers and incomplete first aid kits), in both small and large animal clinics and in the farm. It concerns, for example, students and staff wearing jewellery (rings, bracelets, wristbands or piercings) and watches in places where they are not supposed to, hair untied, absence of adapted overalls etc. In addition, there is an insufficient physical dirty to clean separation in the relevant facilities (isolation, necropsy).

B. ESP

No difference with LSP.

4.9.2. Analysis of the findings/Comments

A. LSP

Once again, the biosecurity manual and procedures are well defined and displayed. But they also have to be observed and systematically monitored internally, in order to detect and immediately correct any event of rule-breaking, everywhere inside and outside the VEE as far as it is under its

control.

B. ESP

No difference with LSP.

4.9.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Increase the culture of biosecurity and raise awareness among students and staff about the potential consequences of not following procedures, not only through possible accidents, the emergence of zoonoses, cross-contamination between animals, but also through the shutdown for decontamination and disinfection of all or part of the activities for up to one month, with the resulting consequences on student training and clinical revenues;
-) Install physical barriers (for example benches) to better separate the dirty/clean areas where relevant (isolation facility and necropsy room);
-) Plan to renovate the small animal surgery section;
-) Organise random and unannounced internal inspection visits by members of the Biosecurity Committee.

B. ESP

No difference with LSP.

4.9.4. Decision

A. LSP

The study programme is not compliant with Standard 4.9 because of insufficient observance of biosecurity procedures in some facilities used for practical and clinical training.

B. ESP

The study programme is not compliant with Standard 4.9 because of insufficient observance of biosecurity procedures in some facilities used for practical and 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. LSP

The VEE uses a high number of animal resources in practical classes, with constant figures along the previous years, like the number of necropsies in companion animals. There was an increase in the number of necropsies in ruminants, from 1 in 2022/2023 to 20 in 2023/2024 and 14 in 2024/2025. The indicator regarding the number of equine necropsies in the VEE (0.075) is also below the minimum required (0.10).

Anatomy classes use a wide range of cadavers fixed in formalin and stored in saline solution and kept in good conditions.

Pathology classes use cadavers sourced from the University commercial activities and farms, private veterinary clinics, poultry farms (particularly high numbers of turkeys), avian sanctuary, private givers and hatcheries.

No healthy animals from poultry and rabbit species, nor exotic pets, are used in pre-clinical training; students are exposed to handling of birds in the rotation of Avian diseases.

Pigs were seen extramurally (contagious diseases course) and intramurally (clinical rotation) in steady high numbers (mean=236.6 and 609.33, respectively).

There has been a visit per student to slaughterhouses of ruminants, pig and poultry and 5 other visits to animal production-related premises (cutting plant, feed-addictive processing plant, and others), not dedicated to clinical training in individual medicine.

As a compensation mechanism for the shortage of intramural necropsies, students must perform at least two necropsies in two different species, mainly poultry and companion animals (not horses), and videos on pig necropsies are shown to the students in class.

Due to the shortage of small ruminants, the VEE supports and manages a 250 sheep flock and a 50 goats herd at the Experimental Farm Żelazna, located 90 km from Warsaw, but only elective students visit this farm.

B. ESP

No difference with LSP.

5.1.2. Analysis of the findings/Comments

A. LSP

The indicator regarding the number of necropsies of pigs/ruminants in the VEE (0.29) is still well below the minimum of 0.90 expected to follow the SOP. The number of equine necropsies is slightly below the standard, due to one year with only 8 necropsies.

Currently, the VEE is not providing sufficient convincing compensations for the identified shortage of necropsies in pig/ruminants, and exposure to small ruminants' medicine, in the core practical training of students (see 3.1.4).

B. ESP

No difference with LSP.

5.1.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Create the conditions to increase the number of pigs and ruminants' necropsies performed by students with carcasses sourced from the Obory farm; and/or other providers;
-) Maintain the number of equine necropsies around the figures attained in 2022/2023 and 2024/2025.

B. ESP

No difference with LSP.

5.1.4. Decision

A. LSP

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. LSP

The VEE utilises 2 external farms as partners to deliver practical training of students in topics such as Farm animal diseases - Infectious diseases, and Animal nutrition; all activities are planned and organised by academics, and the activities that entail animal handling (commonly, vaccination) in these farms are directly under the VEE's academic staff.

Off-site Veterinary Public Health teaching activities are delivered between the 3rd and 5th years of the programme, and the curriculum in the core programme includes several visits to slaughterhouses, each conducted under the supervision of one or two academic staff members. Students take their wellington boots to farms and spare clothes that they change into before practical activities with biological hazards and remove after those activities, and are given disposable aprons for biosecurity purposes.

B. ESP

No difference with LSP.

5.2.2. Analysis of the findings/Comments

A. LSP

The teaching activities provided at external sites follow the same teaching quality standards as those provided at intramural facilities.

The biosecurity procedures at external sites follow the same standards as in intramural facilities.

B. ESP

No difference with LSP.

5.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

5.2.4. Decision

A. LSP

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. LSP

Groups of typically 8 to 10 students are embedded in routine clinical activities in the VTH clinics (companion animals, including small animals and equine) and in Obory farm during clinical rotations. Students are under academic supervision during hands-on activities, deliver case presentations in real-case scenarios and prepare clinical rotation reports in the different species. It was clear during the visit, particularly in small animals and equine clinics, a situation where a rotational group of 11 students was observed around one dog, some students had the opportunity to “do”, and all the rest only “observe” and that during these rotations it is very likely that not all students will have the opportunity to train practical skills.

B. ESP

No difference with LSP.

5.3.2. Analysis of the findings/Comments

A. LSP

Clinical rotations of 8 to 10 students, in particular in small animal clinics and in equine clinics, do not allow an active participation of hands-on activities due to the low patient/students ratio. On the Obory farm, the size of these groups are not a limitation as there are a large number of animals to be examined.

Some opportunities for students to demonstrate competences are created during the clinical work, but due to the number of students per patient in small animals and equine, it is not possible for every student to train and demonstrate the competence defined as the learning outcome for that particular activity.

B. ESP

No difference with LSP.

5.3.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Allow for smaller groups in clinical activities per patient.
-) Define clear learning outputs for all clinical activities.

B. ESP

No difference with LSP.

5.3.4. Decision

A. LSP

The study programme is partially compliant with Standard 5.3 because of excessive group size in some clinical trainings, which may adversely affect the hands-on training of all students.

B. ESP

The study programme is partially compliant with Standard 5.3 because of excessive group size in some clinical trainings, which may adversely affect the hands-on training of all students.

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. LSP

The VEE uses two patient record systems, one for companion animals called “Klinika XP”, and one for farm animals, specifically the treatment book (Książka leczenia), which constitutes the central repository for clinical information. The medical records from farm animals are not transformed into an informatised format. Klinika XP is not accessible from outside the VEE, as some academic staff members did not get a VPN account to be able to do , which makes it difficult to prepare for their intervention or to provide appropriate advice during the on-call duties.

There is also the CASA system for computerised semen evaluation to which students can have access to, if they want to do a poster or other scientific output.

Students do not have access to the software due to data protection rules, and are given medical records through the clinicians, anonymised.

All medical records are in Polish, and information is translated to English by clinicians and provided to the English division students.

B. ESP

No difference with LSP.

5.4.2. Analysis of the findings/Comments

A. LSP

The medical records from farm animal clinical work are retrievable, as the medicine book is available for clinicians to consult. However, these data are in a format of difficult consultation and require prior digitalisation for further analysis and interpretation, limiting the possibilities of its use for clinical research.

B. ESP

No difference with LSP.

5.4.3. Suggestions for improvement

A. LSP

It is suggested to transfer all cases seen on farms (Obory farm and external sites) into a digital format, possibly into the Klinika XP, to enhance students’ and clinicians’ clinical research.

B. ESP

No difference with LSP.

5.4.4. Decision

A. LSP

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. LSP

Students receive training using the learning resources of the VEE during the first semester of the veterinary medicine study. This is done by the Faculty, the Institute of Veterinary Medicine Library and the Central Library combined in Polish and in English. Training includes e.g. the use of bibliography databases and e books. Students are also trained in using the Moodle e-learning platform, MS teams and the Virtual Dean’s office so they can access syllabi, teaching materials, schedules and grades.

B. ESP

The VEE has an English version of the website. On the website info on courses is provided. Learning resources in English are sent to students using the VEE’s platforms and by email.

6.1.2. Analysis of the findings/Comments

A. LSP

Lecture materials (e.g. slides, notes, additional resources) are sent to the students through the official university platforms such as MS Teams and the Moodle. Some teachers send materials by email. The quality of the teaching materials are monitored by the course coordinators.

The VEE has a Clinical Skills Laboratory consisting of a Small Animal Skills lab and a Large Animal Skills lab.

English language courses are part of the curriculum.

B. ESP

Learning resources in the ESP are suboptimal. (see also 3.1.2)

The website in English is not as filled as the website in Polish e.g the academic integrity policy is missing (see 1.4).

In the English study program students receive lecture materials in the same way as the students in the Polish program. But some parts of the course descriptions in the ESP are in Polish (e.g. the learning outcomes are only partially provided in English, the other cells in the tables remaining in Polish). Furthermore, on doors to labs there are always descriptions in Polish but sometimes missing in English.

Also the used medical records system is only in Polish (see 4.5).

In general students of the ESP receive the same information, documents as the students in the Polish program. They do not report disadvantages in terms of access to information.

Students in the ESP follow Polish language lessons.

6.1.3. Suggestions for improvement

The VEE should harmonize the way study materials are provided to the students. The VEE should decide on one method, system, platform to supply course info to students and not have course coordinators decide how this is done.

6.1.4. Decision

A. LSP

The study programme is compliant with Standard 6.1.

B. ESP

The study programme is partially compliant with Standard 6.1 because of suboptimal learning resources and information in the English language.

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

At the VEE, there are 2 libraries. The Central library, the Wladyslaw Grabiski Central Library, the VEE library, and the Heliodor Rozyki-Szejkowski Library. Both have reading room seats, computer working stations and staff helping the students. The 2 libraries have different opening hours. The Main Library (SGGW Central Library): Reading rooms: Monday–Friday: 08:00–20:00; Saturday: 11:00–18:00 Textbook Lending Department: Monday–Friday: 08:00–18:00; Saturday: 11:00–18:00 VEE Library (Faculty / Institute of Veterinary Medicine Library): Standard period: Monday–Friday: 08:00–15:00; During examination sessions: extended hours, 08:00–20:00. All recommended core textbooks are available in printed form in the library lending collection, and a substantial proportion are also accessible in electronic format. At the libraries, books in Polish and English are available. If additional titles are required, staff or students may submit a purchase request, after which the Library Director evaluates and decides on the acquisition in accordance with collection development policy and available budget.

At both libraries support is given by personnel present and courses are provided for students to learn bibliographical skills. In the central library students can reserve individual and group working spots.

At the VEE high speed wifi is available in all teaching and clinical buildings. Students can access learning materials from home because the VEE provides services using an authenticated proxy/VPN. Almost all students have their own laptop and software is provided by the VEE.

B. ESP

No difference with LSP.

6.2.2. Analysis of the findings/Comments

A. LSP

At both libraries, dedicated staff can help students find materials and books. Places for studying were available in both libraries. In the main library, the “acoustic pods”, available with an online booking system, form silent cocoons for individual or up to 4-5 people group work. The library at the VEE is especially used during classes so students do not have to walk to the main library (10 minutes).

Wifi was present in the places visited at the VEE.

B. ESP

No difference with LSP.

6.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

6.2.4. Decision

A. LSP

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. LSP

Learning resources are provided by the VEE. Especially, the Institute library has volumes (7300) dedicated to veterinary medicine.

At the Clinical Skills Labs several techniques can be practised like endoscopy, surgical skills, e.g., suturing, injection techniques and lab work. The Small Animal Skill Laboratory was created recently because funding became available.

B. ESP

No difference with LSP.

6.3.2. Analysis of the findings/Comments

A. LSP

The main library has modern facilities. The individual and group workspaces were especially functional. The library at the VEE is limited in space but works efficiently for the veterinary students.

The clinical Skills Laboratories are primarily used within scheduled teaching activities but can be accessed by students outside these activities on request. The students should contact a teacher and arrange a supervised practice. This however rarely happens. Two dedicated persons for the skill labs are going to be hired. Before this Small Animal Skills Lab was established, staff used mannequins separately in each department.

The clinical skill labs are suboptimal. The skill lab at the small animal clinic is a start to use this education tool. But it should be developed further. e.g. in available stations (for example a cat intubation station is missing), as in possibilities for students to visit the facility freely, at their own liking during displayed opening hours. Using the skill laboratories are not yet enough incorporated in the courses to achieve and secure “never the first time on a live animal”. Especially because there is no dedicated responsible person the skill labs cannot be used properly.

B. ESP

No difference with LSP.

6.3.3. Suggestions for improvement

A. LSP

It is suggested to:

-) Incorporate skills labs into the educational strategy of the relevant courses;
-) Develop additional tools in the skills labs;
-) Appoint dedicated staff.

B. ESP

No difference with LSP.

6.3.4. Decision

A. LSP

The study programme is partially compliant with Standard 6.3 because of suboptimal equipment and use of the skills labs.

B. ESP

The study programme is partially compliant with Standard 6.3 because of suboptimal equipment and use of the skills labs.

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. LSP

Admissions procedures and thresholds for progression through semesters/years of the course and requirements for graduation for the VEE are regulated by a legal, national regulatory framework within Polish Law relating to a 'standard education' of veterinary students that is enshrined in the SGGW University Statutes, study regulations and enacted by SGGW's Recruitment Committee through Resolutions of the University Senate with input from the FVM's Programme Council. Relevant information is available (in Polish and English) on SGGW's website.

For prospective applicants, detailed outlines of the VEE's veterinary programme are available through the FVM website where details of the curriculum, descriptions of the different subject areas, syllabi (and ECTS Credit value), names and affiliations of those delivering the different courses, learning outcomes, methods of assessment, etc can be found. Students enrolled on the programme can access details of the examinations for each course online where details of progression criteria are clearly stated. Teaching staff also provide those details at the start of every course.

The achievements and standards required of students to complete the veterinary programme are clearly provided and detailed in course documentation detailed online via SGGW's e-learning platform (e-sggw); students must achieve all the veterinary programme's learning outcomes, demonstrate that they have met all the Day One Competences, and successfully complete the final examinations. Students may also undertake an additional, optional, research-based project (Honours Thesis) in their final semester.

7.1.2. Analysis of the findings/Comments

A. LSP

The VEE has little control over which applicants are offered places, particularly on the course delivered in Polish, as admissions to all veterinary programmes in Poland are conducted under national regulations. Nevertheless, the Dean and FVM's Programme Council can recommend to SGGW Senate and Rector its limits on student numbers that would be consistent with its physical facilities, staffing and access to animal resources. The overall admissions process is effective in ensuring a relatively consistent and realistic cohort size.

B. ESP

SGGW has a specific support centre for international students, WePoint, that provides a wide range of academic and pastoral support services to both incoming and existing international students. The format of online information available in English differs from that for the Polish course and not pages of the English website are in English.

7.1.3. Suggestions for improvement

A. LSP

The VEE should ensure that its online information is kept up-to-date.

B. ESP

No difference with LSP.

7.1.4. Decision

A. LSP

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. LSP

The VEE delivers two parallel programmes, one in Polish and one in English. Limits on the overall number of students admitted each year, and the numbers on each of those two programmes, are set by the Dean following consultation with the Programme Council and central SGGW authorities. In recent years, the number of students admitted overall per year has been stable, as has the number of academic staff. The provision of physical facilities is sufficient to run the two parallel courses simultaneously and was enhanced in 2021 by the creation of a facility, the Centre of Translational Medicine which is responsible for clinical teaching in farm animal species and equines. The VEE maintains legal contracts with external stakeholders in farm animal, equine and small animal practices and organisations to facilitate access and student exposure and experience to healthy and diseased animals, and materials of animal origin in viable, commercial enterprises.

B. ESP

No difference with LSP.

7.2.2. Analysis of the findings/Comments

A. LSP

There is a significant attrition rate of students during the application period and over the first semester, particularly on the course delivered in Polish. The agreed number of offers that can be made to applicants is set at a level that anticipates such attrition and delivers a consistent number of students to the later years of the Polish and English programmes. Reasons for this higher attrition rate in year 1 have been analysed; one key factor identified is that a proportion of first year students re-apply to Human Medicine programmes, particularly as some first-year subjects overlap and there is a very high national demand for medical doctors in Poland at the current time. t

With regards to staffing resources for the number of students admitted, the highest score in the VEE's Risk Register relates to difficulties in recruitment and retention of clinicians to support clinical training. Other high scores relate to insufficient funding for clinical teaching and infrastructure, insufficient caseload numbers with consequent limitations to students' exposure to clinical cases across all species, and cybersecurity. The VEE is also challenged by a chronic shortage of technical staff, including veterinary technicians, due largely to competition between private and public sectors and the salaries that can be offered - this is a further potential threat to the sustained standards of delivery and undergraduate training of the curriculum. Nevertheless, the VEE currently achieves or exceeds guideline figures given in the ESEVT Indicators (but see Standard 3.1.4)

There is an excellent esprit de corps among the technical and support staff and good retention rates, despite the payment rates for support staff in the university sector, and this facilitates

maintaining good student experiences in practical classes. The VEE offers ad hoc employment to students to offset technical staff shortages.

B. ESP

No difference with LSP

7.2.3. Suggestions for improvement

A. LSP

The VEE is encouraged to recruit two new support staff for its developing clinical skills laboratories. An academic member of staff should be given a role for overall oversight and development of the clinical skills centre and integration into the curriculum.

B. ESP

No difference with LSP.

7.2.4. Decision

A. LSP

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. LSP

Selection and admissions procedures for applicants from Poland are determined by national regulations and are based on the national secondary school leaving examination results; biology and chemistry are compulsory subjects for veterinary applicants. SGGW has an algorithm for using these in a points-based system by which they rank applicants and places on the programme taught in Polish are then filled by ranking order. Separately, (non-competitive) places may be offered to applicants who have significant achievements in national or international Olympiads.

Candidates for the programme taught in English must have high grades in their national school examinations, have a stipulated level of competency in the English language and must complete an entrance exam; this and any other selection criteria are clearly outlined on the VEE's MyPoint website.

Applicants from Poland can apply for the course delivered in English, and non-Polish students fluent in Polish may apply for the course delivered in that language. There are no student fees for

the course taught in Polish; those on the English course are subject to a tuition fee of €10,500 per annum.

All applications are submitted through the relevant website and the personal details of applicants are anonymised/redacted in the selection process to reduce risks of bias; no adjustments to admissions criteria are made for socio-economic or national ranking of their school's achievement data. Admissions interviews are not conducted – selection is based only on academic achievement. Details of the formal procedures for appeals against individual decisions are available on SGGW's website.

Applicants for the veterinary programme who have identified learning differences, mental health or other disabilities are only required to declare them after they have been offered a place on the programme. Individual needs are assessed by SGGW's central Students' Health Centre who also suggest and recommend appropriate reasonable adjustments on an individual basis. The VEE then determines whether they can deliver those adjustments, whether these are compatible with the demands of veterinary training and achievement of all Day One Competences.

The VEE's Programme Council monitors student progression and any predictability of the 'point score' of individual matriculating students with their level of achievement/exam success, etc through the veterinary programme and any factors (disability, chronic illness, etc) that may have impacted negatively on their performance. Where specific aspects or learning outcomes of the curriculum are over-represented in the data or show lower success rates, the Programme Council reviews those parts of the curriculum to try and identify, and then mitigate/remediate, any identified causes. Data from student surveys, feedback from teaching staff and "Verification of Learning Outcomes" forms also inform this process.

B. ESP

No difference with LSP.

7.3.2. Analysis of the findings/Comments

A. LSP

The VEE is consulted by SGGW on numbers of students admitted onto its Polish and English courses; cohort sizes are stable even though the development of new veterinary schools in Poland has caused a slight reduction in the overall number of applicants. Since the application process and ranking of applicants is online, anonymised and determined by school examination results, no ongoing training of VEE staff in the admissions process is required.

B. ESP

Applicants from Ireland form the majority of students on the course delivered in English. The opening of two new veterinary schools in Ireland from October 2026 may impact student numbers on the fee-paying course, and therefore SGGW/VEE income.

7.3.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

7.3.4. Decision

A. LSP

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. LSP

There is national legislation regarding students with disabilities or learning differences with which the SGGW, and VEE, are legally required to comply. Where relevant and/or appropriate, a student may be assigned an Academic Tutor and an Individual Study Plan to support their ability to engage with and participate fully in their learning in lectures, practicals, clinical practical work, etc, and achieve the Day One Competences, and whether any adjustments to examinations and assessments should be applied. Curriculum adjustments must be approved by the Vice-Dean for Student Affairs, who considers professional medical advice in their decision-making. In addition, the VEE has appointed a Disability Support Officer to coordinate assistance in implementation of identified needs/adaptations and ensure consistency of provision. All applicants are required to declare any disabilities or long-term illnesses after they have accepted an offer of a place on the VEE's programme; this facilitates the VEE in ensuring appropriate support resources are available.

B. ESP

No difference with LSP.

7.4.2. Analysis of the findings/Comments

A. LSP

Details and information for applicants and students with disabilities is available on the SGGW/VEE website. A comprehensive network of support and advice is available; support adjustments are coordinated at University level by their Office for People with Disabilities and Accessibility (BOND), which has a dedicated website. Students may apply for support measures listed in the official SGGW Support Catalogue. Buildings and other physical facilities have been designed to accommodate individuals with restricted mobility.

Although neither an illness or a disability, the VEE also implements individual study arrangements for pregnant students and new mothers. Their academic schedules are tailored to their needs, with course substitutions and programme adjustments made available in the subsequent academic years to support their progression.

B. ESP

Apart from ensuring equivalence of information available via the Polish and English versions of the BOND websites, there are no difference with LSP.

7.4.3. Suggestions for improvement

A. LSP

The VEE should implement a formal policy of conducting a Risk Assessment for every facility and teaching session, document what measures are implemented to mitigate identified risks.

B. ESP

No difference with LSP.

7.4.4. Decision

A. LSP

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. LSP

SGGW's Study Regulations outline the University's governance of student progression through a degree programme, and are available publicly via the SGGW website. More specific details for the undergraduate veterinary programme are also available publicly.

At the start of each semester / each course, students receive a clear description of the criteria and standards required to pass the assessments of that course. A document giving details of the assessment criteria for each course and semester is also details posted on Moodle or MS Teams; this document also indicates the level of achievement required not only to exceed the pass threshold but also higher grades.

Students are required to successfully pass the examinations at the end of each semester to progress to the following semester. The overall grade achieved in these examinations includes an element of multi-component, in-course assessments which provides interim evaluations of a student's progress. The Tutor for that year group may meet with individual students to discuss potential remediation; students are also encouraged to engage with individual members of staff through the system of weekly consultation hours. Each student's previous exam performances can be monitored via the e-HMS system in which end-of-semester final grades and current in-course marks ("partial assessments") can be found.

Students are allowed two automatic attempts at each examination, with the second attempt taken 2-3 months after the first attempt using the same examination format; remedial support is offered during this time. Data relating to a cohort's performance in an examination – including

parameters such as mark distribution, level of performance across the different learning outcomes – are submitted to the VEE’s QA Officer using a “Verification of Learning Outcomes” form for QA analysis and evaluation of reliability, reproducibility and validity of examinations against which student performance can be matched; this is a component of VEE’s quality improvement measures.

Students who are not successful at the first or second attempt can present a request for a “commission examination”. This examination is in written and oral format and is conducted by a panel of staff that does not include the course organiser concerned.

The VEE monitors attrition and progression rates. Apart from those applicants who decline the offer of a place on the VEE’s course, and some students transferring to Human Medicine in year 1 (see above), the other main reasons for the attrition rate relate to difficulties some students experience in the transition in the methods of teaching between secondary schools and university, abilities to adapt learning styles, workload - all of which impact on performance in summative assessments - financial issues and other personal reasons.

B. ESP

The attrition rate is lower but otherwise no difference with LSP.

7.5.2. Analysis of the findings/Comments

A. LSP

The format of the “commission examination” is different from that of the examination presented to the whole cohort at the end of a semester; this could offer an opportunity for a student that experiences difficulties with a particular type of assessment to demonstrate their true ability. However, the VEE needs to ensure that the competency threshold of the “commission examination” is consistent with that of the main examination event and maintains standards of validity, reliability and authentic evaluation of (e.g., hands-on, practical) competences.

The VEE offers elective courses in Learning Skills in the early parts of the programme, to support students adapting to learning styles commensurate with higher education. These electives are, however, in competition with other electives linked directly to core academic subjects of the course.

At the start of semester 1, all students in the university swear an “oath” that is read out to them, in Polish. There is no other written Code of Conduct for veterinary students that could, for example, include commitments to client confidentiality that are key aspects of professional behaviours but less relevant to students in many other subjects.

B. ESP

The student oath mentioned above is read out in Polish, so those on the VEE’s English programme do not know what they have sworn to uphold (see Standard 6.3).

7.5.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

7.5.4. Decision

A. LSP

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. LSP

Successful applicants for the VEE's veterinary programme can only commence their studies if they submit the required documentation and must have started attending compulsory classes within the first month of 1st year.; they are otherwise excluded from the programme.

SGGW has published procedures that must be followed if a student in a course is to be excluded from their studies. The formal procedures for removal of a student from the veterinary programme are subject to Polish administrative law and SGGW (University) procedures; these are available from the SGGW Study Regulations. The disciplinary panel's decision is sent, in writing, to the student by the VEE's Vice-Dean; the letter also indicates the appeals process that a student can follow.

B. ESP

No difference with LSP.

7.6.2. Analysis of the findings/Comments

A. LSP

There are legal procedures that must be followed by VEE and SGGW; these are enshrined in Polish administrative law and University procedures. Removal of a student from the course is delivered in writing as a formal administrative act. SGGW has a Vice-Rector for Didactics who considers student appeals against such decisions. Apart from the case submitted by the Dean describing the reasons for exclusion, the decision-making process is independent of the VEE's academic teaching staff.

B. ESP

No difference with LSP.

7.6.3. Suggestions for improvement

A. LSP

The VEE should consider establishing a "Fitness for Veterinary Practice" (or similar) disciplinary process by which student misconduct for a wide range of reasons (not just academic achievement levels), as befits a degree programme that is linked to a professional qualification in a self-regulating profession.

B. ESP

No difference with LSP.

7.6.4. Decision

A. LSP

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. LSP

Student welfare is coordinated at both University and FVM levels. Within the VEE, each cohort of students has a year tutor who assists with academic, pastoral and financial matters, including interpersonal interactions. All students must complete compulsory anti-bullying and anti-discrimination training in their first year. All students have the opportunity to discuss their progress in individual subjects through a system of weekly consultation hours offered by all academic staff. Where appropriate, a student can be provided with an agreed Individual Lesson Plan and/or Personalised Study Plan to assist their time management and successful engagement with the course. Sources of financial assistance (scholarships, grants, other awards) are available.

The University provides a Student Health Centre and free-of-charge counselling and professional psychologist support for all students and staff; onward referral to external specialist services is also possible.

Learning support is available through multiple sources including both a Faculty and a University Library, both with extended opening hours and quiet study space to ensure flexible access to core and supplementary learning resources.

The University has a broad range of student societies covering sports, cultural and other pursuits. There is both an SGGW Student Self-Government body and a Veterinary Medicine Student Self-Government to develop and represent student interests.

The VEE and its parent SGGW University both have standard procedures for addressing student grievances of various levels. Within the VEE, concerns can be raised with the relevant course coordinator or year tutor, or the Dean or Vice-Dean. The Student Self-Government body is available to support individual students making a complaint. Where cases of harassment/bullying or discrimination and instances where academic integrity is questionable

arise and are reported to the Dean, advice can be sought from a University Ombudsman. Formal proceedings are considered by the University's Disciplinary Committee and an impartial, independent Academic Ombudsman is available to support staff or students.

B. ESP

In addition to the above, WePoint provides a range of support services for international students. Otherwise, there are no differences with LSP.

7.7.2. Analysis of the findings/Comments

A. LSP

The friendly campus, striving to fulfil the welfare needs of students, is commendable. Students are well informed about the routes by which they can raise grievances and concerns and have confidence in the Dean that such occurrences will be treated with respect. The Dean or year tutor addresses concerns raised directly with them in a timely manner.

B. ESP

No difference with LSP.

7.7.3. Suggestions for improvement

The VEE should consider implementing a policy and practice whereby a confidential, written record is kept of cases raised verbally to the Dean or year tutor, and the remediation actions or measures implemented. This would provide an audit trail should a grievance be escalated.

B. ESP

No difference with LSP.

7.7.4. Decision

A. LSP

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. LSP

At the end of every semester, an online, formal mechanism is available to all students who can then provide feedback on the teaching and learning they have received that semester. In addition, there are several other routes by which issues can be raised. Students' suggestions, comments, complaints and other feedback relating to the veterinary programme can be raised by their representatives on the Veterinary Medicine Student Self-Government group and/or the SGGW Student Self-Government structure. Each year cohort has a year representative who can raise issues of concern with their year group "tutor" and/or the Dean; individual students can also contact the year tutor and Dean directly. Issues of concern related to the external practical

training (EPT) can be raised with the Summer Practice Coordinators and/or the VEE's Faculty QA Committee for consideration and resolution.

Anonymous feedback or comments can be made using the University's Education Quality Box or through an online portal.

B. ESP

No difference with LSP.

7.8.2. Analysis of the findings/Comments

A. LSP

There is a very low participation rate of student engagement in formal feedback mechanisms at the end of each semester - falling from ~25% (max) at the end of the first semester to nearer 10% or below thereafter. Students expressed scepticism regarding the effectiveness of this particular QA loop, citing that suggestions or complaints are either disregarded or addressed with significant delays. This low participation rate undermines the objectivity of the surveys and suggests that the current system is not perceived as an effective tool for institutional improvement.

The students are much more active in bringing complaints, grievances and/or constructive feedback directly to their year tutor or Dean, citing prompt responses and timely redress of issues raised.

SGGW's Education Quality Box is seldom used by students.

B. ESP

No difference with LSP.

7.8.3. Suggestions for improvement

A. LSP

The VEE should continue to offer multiple routes by which students can provide feedback and should consider maintaining written records of issues raised verbally with the year tutors or the Dean.

B. ESP

No difference with LSP.

7.8.4. Decision

A. LSP

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. LSP

The assessment strategy at different levels is the responsibility of the university and faculty. The general framework, including the grading scale, rights and obligations for students and academic staff, is defined by the university. At the faculty level, the Programme Council, comprising also students and external stakeholders, is responsible for designing, monitoring and improving the assessment system in accordance with the faculty's quality assurance system. Assessment methods consist of written exams, quizzes with multiple choice or open answers, practical assessments, reports, oral presentations and discussions, logbooks and self-assessment tools. They are aligned with and chosen on the basis of the learning outcomes and the level of study and reported in each syllabus available online on the website of the VEE. The strategies are discussed and revised during the approval or modification of course syllabi and study plans.

B. ESP

No difference with LSP.

8.1.2. Analysis of the findings/Comments

A. LSP

The Programme Council and most of the academic staff are clearly involved in the assessment process and are aware of the opportunity and need to change or update it. There is a variability of assessment methods used and not all courses include a formative assessment but rather partial mid-term tests (students have access to their marks from these and so can monitor their level of performance during the course) and an end-of-course exam. Students are informed about the assessment formats used at the start of each course; examples of excellent/good pass/fail answers to open-ended questions are not always available to guide student learning.

The QA processes within the VEE have a clear cycle of evaluation of assessments, both pre- and post-hoc. Teachers on a course are required to submit examination questions and also indicative answers/marking schemes for open-ended questions, together with an indication of the relevant learning objectives/outcomes evaluated by that question. The course organiser then compiles the examination paper, ensuring that there is balanced coverage of all the learning outcomes for that course. There is variable use of external examiners as a benchmarking exercise. After the examination, there is a post-hoc analysis of mark distribution and “rogue” questions can be eliminated from the assessment. Course organisers are required to submit “Verification of Learning Outcomes” (WEU) documentation that is then analysed by the QA Officer/Committee, who provides a report to the Programme Council. The QA Committee and Programme Council include consideration of the authenticity of assessments (whether the format of the assessment truly aligns with the competences being assessed) in their analyses of the progression of students through the veterinary programme.

B. ESP

No difference with LSP.

8.1.3. Suggestions for improvement

A. LSP

The VEE should promote the inclusion, in the teaching skills programme, of the use of digital

technologies to increase the students' interactive activities together with formative and self-assessments (quizzes with general and specific feedback, digital escape games, gamification of online resources etc.).

B. ESP

No difference with LSP.

8.1.4. Decision

A. LSP

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. LSP

There is no central, formal standard-setting procedure for examination. The course coordinator determines the form and structure of the examination according to the learning outcomes and Study Regulations. All syllabi contain assessment tasks and grading criteria, learning outcomes, teaching methods (lectures, laboratories, seminars, clinical rotations, fieldwork), various types of assessment (written tests, multiple choice quizzes, oral exams, practical skills evaluations, reports, case presentations), minimum requirements to pass and the weighting of each component. Teachers are requested to present the course schedule in the first lesson, including attendance rules, the number and timing of tests and the form of the partial grades and final exam. Final grades take into account the continuous assessment, mid-term tests, final exams, reports, etc. Practical and clinical skills are assessed directly during laboratory and clinical classes and through evaluation of performance during placements and internships. All final grades are recorded in the e-HMS system and are immediately visible to students. Partial grades are additionally communicated to students on an ongoing basis in an anonymised, coded form. Students receive feedback and to view their assessed work within deadlines set by the regulations. There is the opportunity for students to appeal in the case they believe to have received a disagreeable and unfair assessment.

During clinical rotations, students' progression to D1C is assessed according to the learning outcomes reported in the syllabi and the outcomes described in the Student's logbook and Student's Daybook of Summer Practice and clinical training. Students are aware that they have to demonstrate to have all the requisites to obtain the approval and signature from the supervisor/teacher.

Information on appeal procedures, assessment tasks and grading criteria are contained in the Study Regulations. Information on the date of exams is available online.

B. ESP

No difference with LSP.

8.2.2. Analysis of the findings/Comments

A. LSP

Syllabi are available on the website and contain the assessment criteria and the learning outcome. More complete and analytical information regarding the method of assessment used and criteria for the grades is generally uploaded on Moodle or other platforms at the beginning of the year/semester. More than one teacher has reported that the rules governing assessment methods and grading criteria, as published on the website syllabi of the current academic year, must be accepted by both students and teachers. Teachers are not permitted to modify these rules without compromising the transparency and predictability of the assessment process. The nature of the assessments for each course within the programme is communicated to the students both in written form and verbally at the start of each course - this is intended to ensure that students are well informed on how they will be assessed and almost all of them agree with the methods used and are confident regarding the reliability, consistency and objectivity of the assessment and grades criteria used. Students have the right to view their written examination papers after grading to understand their mistakes. There is, in general, a low percentage of students who fail the exams more than one time and in very few cases, they resort to the examination commission (see also Standards 3.2-3.4, above).

Professional skills and attributes are assessed throughout the course in all the practical activities under all the aspects including biosecurity and communication, the latter being sometimes difficult for English students especially if they have to speak with Polish tongue clients. Also, some practical activities carried out with a large number of students do not clearly allow students to gain hands-on experience and, consequently, assess each student's individual skills by the teacher/supervisor.

B. ESP

No difference with LSP. In some cases, communication skills with clients may be difficult due to the language.

8.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

It is suggested to:

-) Make all parts of the syllabi in English (see Standard 6.3);
-) Perform a case-scenario or role-play scenario in English.

8.2.4. Decision

A. LSP

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. LSP

Several processes are in place to review assessment outcomes, act when necessary and ensure accuracy and fairness. Grade distribution is regularly checked at the end of each course to monitor and propose changes to teaching methods, assessment formats or the syllabus. WEU forms and students' feedback are analysed by the Programme Council to implement corrective measures. Programme Council annual reports are stored, as well as the teachers' documentation related to each course (for five years along), which can be periodically checked by the Faculty Quality Assurance Committee. All the Boards of the VEE are involved in the processes regarding alignments of assessment and learning outcomes, changes of curricula and contents, evaluation and methods of syllabi.

B. ESP

No difference with LSP.

8.3.2. Analysis of the findings/Comments

A. LSP

Students are asked to voluntarily fill in a questionnaire at the end of each course but it is evident by the not very high percentage of questionnaire collected that this procedure is not popular with the students, maybe because they do not believe anything may change according to their answers. Completing a questionnaire is not legally mandatory, so students are free to do so or not. (see also Standard 7.8.)

B. ESP

No difference with LSP.

8.3.3. Suggestions for improvement

A. LSP

It is suggested to promote and implement the questionnaire as a regular good practice

B. ESP

No difference with LSP.

8.3.4. Decision

A. LSP

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. LSP

Learning outcomes are defined for each subject and designed to contribute to the achievement of the Day One Competences. Course coordinators are responsible for selecting the most appropriate assessment tools for each subject and for specifying which components are essential for passing the course. Assessment of practical, clinical and laboratory classes is performed, evaluating the hands-on involvement, communication and teamworking ability, the performance of procedures and ensuring safety. These activities are recorded in logbooks. All the assessments and the achievement of D1C, practical training, as well as the Day One Skills Diary and Student's Logbook of Summer Practice and Clinical Training are verified by authorised staff to evaluate the development of competences. Only students who have completed all components and documented required skills are permitted to graduate.

B. ESP

No difference with LSP.

8.4.2. Analysis of the findings/Comments

A. LSP

VEE encourages participation in individual scientific research and projects prior to graduation. The faculty provides the necessary institutional support for these initiatives, allowing students to engage directly with the scientific community. Furthermore, student clubs and organisations play a crucial role in this ecosystem, providing a platform for both personal and professional development.

B. ESP

No difference with LSP.

8.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

8.4.4. Decision

A. LSP

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. LSP

A wide range of formative and summative assessment methods are used to evaluate students' knowledge, practical skills and clinical competence. There are several types of written examination, such as multiple choice, short answer and structured essay questions, either individually or in combination. Students' practical skills, knowledge application and attitude towards patients, colleagues and animal owners are evaluated via continuous assessment during laboratory and clinical classes. In the pre-clinical years, students acquire basic manual and procedural skills during laboratory classes. In the clinical years, students participate in the work of the university clinics and award grades based on their ability to perform examinations, diagnostic and therapeutic procedures, record-keeping, and communication and professional conduct. Activities during surgeries, farm visits, food-safety inspections and herd-health work are documented in the Student's Logbook of Summer Practice and Clinical Training and contribute to the achievement of D1C. Documents are periodically verified by academic staff for completeness; this verification is a prerequisite for admission to the final stages of the programme and graduation. Students can provide anonymous feedback through questionnaires for their experience during EPT to make the involved Boards implement corrective measures. EPT providers are annually checked for compliance with agreed standards.

B. ESP

No difference with LSP.

8.5.2. Analysis of the findings/Comments

A. LSP

In general, the course coordinators are deeply committed, also in an enthusiastic and strongly motivated way to build a direct bridge between the learning outcomes and the assessment of knowledge and competences. In some cases and in some areas, it has been possible to observe that the practical activities to acquire specific competences are not conducted from a veterinary point of view or the assessment is carried out in a non-specific veterinary way (see Standard 3.1.2)

B. ESP

No difference with LSP.

8.5.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

8.5.4. Decision

A. LSP

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. LSP

Academic staff are employed as professors, associate professors, assistant professors and assistants, through an open competition.

72.5 % of all teaching FTE curriculum are veterinarians, 88% of the academic staff teaching veterinary students hold at least a PhD. 70 veterinarians from academic staff hold a national certificate of specialisation, and 2 are ECVS Diplomates.

For EPT providers and support staff involved in teaching, a dedicated 4-hour compulsory training course is required and part of the collaboration rules of engagement.

All newly appointed academic teachers are required to complete mandatory pedagogical training, inserted in a formal, quality-assured programme. Since 2025, a 1-day initial training programme has been introduced for clinical teachers involved in teaching activities.

PhD students complete a course in "*Academic teaching methods*" and other subjects related to autopresentation, communication and interpersonal skills, and it includes digital tools and interactive methods, and feel they can suggest changes to teaching sessions with students, with innovative methods, and that these changes are embraced by senior teachers; they have given examples.

Senior academic members receive information with training opportunities, but participation is not enforced.

Clinicians in external sites that receive students for internships or rotations and that are involved in workplace learning attend a 4-hour teaching training, provided by the University, as part of the collaboration protocol.

B. ESP

No difference with LSP.

9.1.2. Analysis of the findings/Comments

A. LSP

Most teaching staff in the VEE involved in core veterinary training are veterinarians.

There are pockets of great examples of innovative teaching methods and adapting to the current student reality; however there is no consistency in sharing of these experiences and spread of information to the whole teaching body, and not all teachers are exposed and aware of these possibilities and therefore encouraged to train in innovative pedagogical methods.

B. ESP

No difference with LSP.

9.1.3. Suggestions for improvement

A. LSP

It is suggested that every member of the teaching staff involved in training attends training on innovative teaching techniques on a regular basis.

B. ESP

No difference with LSP.

9.1.4. Decision

A. LSP

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. LSP

The adequacy of staffing is regularly monitored through formal quality-assurance procedures and adjusted.

The indicator of FTE veterinarians involved in teaching has been maintained in the last 3 years, although the absolute number of FTE teaching staff has decreased in the last 3 years, in line with the decrease in the number of undergraduate students, the latter averaging 1236 students in the last 3 years. The support staff indicator is 0.381, below the minimum of 0.54.

At the end of courses or teaching periods, students complete anonymous surveys assessing the quality of teaching, organisation and assessment methods. Students may also submit comments and suggestions via the Education Quality Box. These responses and comments are promptly reviewed, and appropriate corrective actions are initiated where needed. Feedback is

provided to the student, explaining what measures have been taken to improve the teaching and learning process. This has been confirmed by students during the visitation.
There is no enforcement of training for teaching and assessing of students to teaching staff on an annual basis.

B. ESP

No difference with LSP.

9.2.2. Analysis of the findings/Comments

A. LSP

The support staff indicator is below the minimal threshold due to the calculation not involving the support staff employed by the University that actually is involved in the Faculty activities.
The students' survey and the Education Quality Box act as formal and informal quality assurance for teaching competence and effectiveness monitoring, and are responding adequately to the needs of the students.

B. ESP

No difference with LSP.

9.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

9.2.4. Decision

A. LSP

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. LSP

The VEE provides several routes for teacher training, including formal pedagogical training in-house, internally-funded national and international mobility schemes, national specialist training programmes and other CPD courses that enhance professional competences funded by the Faculty, and continuous professional development to support staff.

The VEE operates a motivational remuneration system that recognises and rewards teaching outputs and broader professional performance, including Rector's awards and periodic salary increases, and yearly scientific, teaching and organisational awards are granted on the basis of recommendations, and its impact is reviewed annually. There were 23 individual awards and 1 team award granted in 2022-2024 related to educational activities.

The recent policy of converting some external practitioner posts into permanent teaching positions has increased the number of full-time veterinarians and reduced overtime.

Academic staff are employed on research, research-teaching or teaching contracts with full social security and access to promotion within the academic career path.

B. ESP

No difference with LSP.

9.3.2. Analysis of the findings/Comments

A. LSP

Staff are pleased with the opportunities they receive to improve teaching skills, although it was mentioned that not every member of staff is interested in pursuing these opportunities and although these courses do not sufficiently cover the development of alternative active teaching methods and the inclusion of digital technologies for this purpose.

The reward system is mainly based on quantitative criteria and assessed by peers, and qualitative criteria for assessing teaching excellence are not clearly defined and rely mainly on the students' surveys, but the system is in place.

Staff are overall satisfied with the work-life balance, with occasional disturbances like a current situation that is increasing workload, due to the passing of an academic member; this is in the process of being corrected by external recruitment.

B. ESP

No difference with LSP.

9.3.3. Suggestions for improvement

A. LSP

See 9.1.3.

B. ESP

No difference with LSP.

9.3.4. Decision

A. LSP

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. LSP

Progression along the academic career path (assistant – assistant professor – associate professor – professor) depends on documented scientific and teaching achievements, and promotion decisions are based on peer review by faculty and University bodies and comply with national regulations on academic degrees and titles, based on a Staff Evaluation Report, which aggregates data on teaching evaluations, research performance and organisational performance, typically every four years. Academic staff and doctoral students also present their scientific and teaching achievements during an Annual Reporting Session, all informing decisions on promotions, award nominations, training needs and the operation of the motivational remuneration system. Grade and salary progression are linked to seniority, performance and the availability of posts, and staff may request promotion or apply through open competitions.

B. ESP

No difference with LSP.

9.4.2. Analysis of the findings/Comments

A. LSP

There is a positive and collegial atmosphere among support and teaching staff, which is commendable.

Staff are pleased with the social events offered by the University.

All members of teaching and support staff are aware of the promotion criteria, know where to find information about these procedures, and transmit a feeling of fairness in the process. There are opportunities for professional growth and development, and an evidenced possibility for support staff to change to another workplace within the University.

B. ESP

No difference with LSP.

9.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

9.4.4. Decision

A. LSP

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. LSP

Students evaluate teaching and examinations through anonymous surveys conducted at the end of courses or teaching periods, and by providing free-text comments and use the Education Quality Box every time in the year for additional observations and suggestions, which acts as an informal system to appraise teaching and teaching staff. Students are satisfied with the anonymity aspect of the formal and informal system.

There were situations in the past where corrective measures were put in place, including observation of selected classes, feedback to the teachers concerned, and changes to teaching methods or course organisation.

B. ESP

No difference with LSP.

9.5.2. Analysis of the findings/Comments

A. LSP

The low response rate of the formal appraisal system is compensated by the informal system, which works and prompts change in the VEE.

B. ESP

No difference with LSP.

9.5.3. Suggestions for improvement

A. LSP

It is suggested to identify strategies to increase the student response rate to the survey.

B. ESP

No difference with LSP.

9.5.4. Decision

A. LSP

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. LSP

The VEE has strong and broad research profiles demonstrated by almost 900 publications in diverse veterinary and non-veterinary journals. All teachers are assigned to a discipline of veterinary medicine and have to do research. They have to dedicate 50% of their time to research activities. Research funding comes from more than 40 externally funded projects from the Polish government and from international funding e.g. Horizon 2020 and EU4Health projects. Also, clinical staff are active in research. Research success is directly linked to the academic careers of staff.

B. ESP

No difference with LSP.

10.1.2. Analysis of the findings/Comments

A. LSP

At the VEE, the academic staff is actively involved in research. The staff have possibilities to visit congresses, but funding for these visits comes from projects.

B. ESP

No difference with LSP.

10.1.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

10.1.4. Decision

A. LSP

The study programme is compliant with Standard 10.1.

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. LSP

Students are trained to use bibliographical databases, critically check scientific publications and protocols. They can also follow several research-oriented courses as part of the elective courses. At the VEE, students can graduate without a master's thesis, but especially for students who want to apply for jobs in research. A specific course, Research project, has been introduced. Students who participate in this course write a thesis. Students can participate in research activities outside the core curriculum e.g. through the International Veterinary Students Association. The outcome of student research is disseminated outside the VEE, e.g., scientific conference.

B. ESP

No difference with LSP.

10.2.2. Analysis of the findings/Comments

A. LSP

The 10th international scientific conference of veterinary students was organised in May 2025. Presentations on a wide range of subjects were given from preclinical research to research subjects on exotic and wildlife animals.

B. ESP

Only a limited number of students in the ESP do the Research Project (3-4 per year). They participate in this project to already have a publication on their CV after graduation. The quality of the honours thesis is high.

10.2.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

10.2.4. Decision

A. LSP

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. LSP

The VEE has a Doctoral School as part of the Doctoral School of SGGW. PhD students conduct original research projects in different areas including clinical sciences and food safety. Around 50 PhD students are active at the VEE. PhD students are involved in teaching after they have

completed teaching courses. The VEE is also offering postgraduate courses for specialisation to veterinarians. These veterinarians can become national specialists in e.g. Equine diseases, Diseases of dogs and cats and Hygiene of slaughter animals and Food of Animal Origin. In 2024 more than 300 veterinarians participated in these multi-year programmes. The VEE is a training institute for EBVS College of Small Ruminant Health Management (ECSRHM). At the moment, 4 residents are participating in this training. In collaboration with international partners, the VEE is active in the European School for Advanced Veterinary Studies.

B. ESP

No difference with LSP.

10.3.2. Analysis of the findings/Comments

The VEE is very active in providing courses for becoming a national specialist but only limited actions are undertaken to start residencies to become a European specialist.

B. ESP

No difference with LSP.

10.3.3. Suggestions for improvement

A. LSP

It is suggested to increase the number of residencies in clinical disciplines.

B. ESP

No difference with LSP.

10.3.4. Decision

A. LSP

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. LSP

Research work and the integration in teaching are part of the quality assurance system. It is also part of the human resource policy especially in career development. In the staff evaluation report normally executed every 4 years, research activities like number of publications, participation in funded projects and PhD support are assessed. The outcome of these assessments have influence on career development but also on decisions on workload and support measures. Every year, in the Institute Council, research is assessed using the Scientific Report System. In this way, the VEE ensured that the research conducted is closely related to the teaching subjects and the veterinary scientific disciplines.

B. ESP

No difference with LSP.

10.4.2. Analysis of the findings/Comments

A. LSP

The quality assurance system is working.

B. ESP

No difference with LSP.

10.4.3. Suggestions for improvement

A. LSP

None.

B. ESP

No difference with LSP.

10.4.4. Decision

A. LSP

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)*

Name of the VEE:		FACULTY OF VETERINARY MEDICINE IN WARSAW, POLAND			
Name & mail of the VEE's Head:		MICHAŁ SKIBNIEWSKI MICHAL_SKIBNIEWSKI@SGGW.EDU.PL			
Date of the form filling:		14/12/2025			
Raw data from the last 3 complete academic years		Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training	213.25	216	221.5	216.92
2	n° of undergraduate students	1221	1232	1256	1236.33
3	n° of FTE veterinarians involved in veterinary training	157.9	162.38	158.1	159.46
4	n° of students graduating annually	172	191	181	181.33
5	n° of FTE support staff involved in veterinary training	77.25	68.25	62	69.166
6	n° of hours of practical (non-clinical) training	1424	1424	1424	1424
7	n° of hours of Core Clinical Training (CCT)	993	993	993	993
8	n° of hours of VPH (including FSQ) training	240	240	240	240
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	14787	13536	11671	13331.3
11	n° of individual ruminant and pig patients seen intra-murally	1353	1587	1266	1402
12	n° of equine patients seen intra-murally	306	294	247	282.33
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	211	305	342	286.0
14	n° of companion animal patients seen extra-murally	405	405	405	405.0
15	n° of individual ruminants and pig patients seen extra-murally	1225	1248	1238	1237.0
16	n° of equine patients seen extra-murally	1095	992	938	1008.3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	1200	2207	2207	1871.3
18	n° of visits to ruminant and pig herds	271	322	324	305.7
19	n° of visits to poultry, farmed rabbit, fish and bee units	48	51	55	51.3
20	n° of companion animal necropsies	261	265	236	254.0
21	n° of ruminant and pig necropsies	48	56	56	53.3

22	n° of equine necropsies	17	8	16	13.7
23	n° of rabbit, rodent, bird and exotic pet necropsies	2978	2962	3012	2984.0
24	n° of FTE specialised veterinarians involved in veterinary training	70	69	66	68.3
25	n° of PhD-students graduating annually	16	12	10	12.7

Name of the VEE:		FACULTY OF VETERINARY MEDICINE IN WARSAW, POLAND			
Date of the form filling:		14/12/2025			
Calculated Indicators from raw data		VEE values	Median values	Minimal Values	Balance
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.175	0.15	0.13	0.049
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.879	0.84	0.63	0.249
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.381	0.88	0.54	-0.159
I4	n° of hours of practical (non-clinical) training	1424.00	953.50	700.59	723.41
I5	n° of hours of Core Clinical Training (CCT)	993.00	941.58	704.80	288.20
I6	n° of hours of VPH (including FSQ) training	240.00	293.50	191.80	48.20
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	160.00	75.00	31.80	128.20
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	75.75	67.37	44.01	31.74
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	14.55	18.75	9.74	4.81
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	7.118	5.96	2.15	4.97
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	11.89	3.11	1.16	10.74
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1.67	1.29	0.54	1.15

I13	n° of visits to poultry, rabbit, fish and bee units / n° of students graduating annually	0.28	0.11	0.04	0.24
I14	n° of companion animal necropsies / n° of students graduating annually	1.401	2.11	1.40	0.001
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.294	1.36	0.90	-0.606
I16	n° of equine necropsies / n° of students graduating annually	0.075	0.18	0.10	-0.025
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	16.45	2.65	0.88	15.57
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.38	0.27	0.06	0.32
I19	n° of PhD-students graduating annually / n° of students graduating annually	0.07	0.15	0.07	0.00

Findings

All Indicators are above the minimal values except I3, I15 and I16.

Analysis of the findings/Comments

The low number of support staff is analysed in Standard 9.2.

The low number of necropsies in ruminants, pigs and horses is analysed in Standard 5.1.

Suggestions for improvement

See Standards 5.1 and 9.2.

ESEVT Rubrics (summary of the decisions 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. LSP

Area 1. Objectives, Organisation and Quality Assurance Policy	C	P	N
	C	C	C
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.	X		

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.			
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2. This concerns: • Basic Sciences • Clinical Sciences in companion animals (including equine and exotic pets) • Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) • Veterinary Public Health (including Food Safety and Quality) • Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.		X	
3.1.1. General findings			
3.1.2. Basic sciences		X	
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)			X
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.	X		
Standard 3.3: Programme learning outcomes must: • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.	X		
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.	X		

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.			
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. 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: • 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.	X		

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.			
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.		X	
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.		X	
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.			X
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.		X	
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		

Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.		X	
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated	X		

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.			
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation.	X		

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.			
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

B. ESP

No difference with LSP except for Standard 6.1, which is partially compliant.

Executive Summary

The Warsaw Faculty of Veterinary Medicine (called the VEE in this report) traces its heritage to the Agronomic Institute in Burakow on 17 July 1824. In 1891, the VEE moved to a purpose-built complex in Grochow. In 1952, the VEE moved from Warsaw University to Warsaw University of Life Sciences (SGGW). In the early 2000s, the VEE moved to modern campuses in Ursynów and Wolica.

In addition to the local language study programme (called LSP in this report), the VEE opened in 2007 an English-language programme for international students (called ESP in this report).

Previous EAEVE evaluations took place in 1999, 2010 and 2019, and the last accreditation status was provided by ECOVE in 2022 after a Re-visitation.

The ESEVT SOP 2023 is valid for the Visitation.

The SER was provided on time and written in agreement with the SOP 2023. 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.

Commendations

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

- High number and variety of electives offered to students
- Outstanding computer-based interactive training in anatomy and histology
- Outstanding training in poultry and bees
- Outstanding practical training in FSQ
- Numerous and well-equipped facilities, which are well maintained
- Proactive consideration for environmental sustainability
- Plenty of rooms for self-learning and group learning
- Friendly campus for the welfare needs of students
- Positive and collegial atmosphere among support and teaching staff

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards for both study programmes. However, several deficiencies have been identified by the Visiting Team.

List of items of partial compliance with the ESEVT Standards:

A. LSP

- The study programme is partially compliant with Standard 3.1.1 because of suboptimal balance between the number of teaching hours and the time left for personal work, leading to a relative overload for students.
- The study programme is partially compliant with Standard 3.1.1 because of suboptimal competence-based education.
- The study programme is partially compliant with Standard 3.1.2 because of suboptimal practical training and learning resources in physiology.
- The study programme is partially compliant with Standard 4.5 because of suboptimal Good Pharmacy Practices in some clinical facilities.

- The study programme is partially compliant with Standard 4.8 because of suboptimal student transportation.
- The study programme is partially compliant with Standard 5.3 because of excessive group size in some clinical trainings, which may adversely affect the hands-on training of all students.
- The study programme is partially compliant with Standard 6.3 because of suboptimal equipment and use of the skills labs.

B. ESP

No difference with LSP except for Standard 6.1:

- The study programme is partially compliant with Standard 6.1 because of suboptimal learning resources and information in the English language.

List of items of non-compliance with the ESEVT Standards

A. LSP

- The study programme is not compliant with Standard 3.1.4 because of insufficient training in individual medicine, surgery, emergencies and necropsies in ruminants.
- The study programme is not compliant with Standard 4.9 because of insufficient observance of biosecurity procedures in some facilities used for practical and clinical training.

B. ESP

- The study programme is not compliant with Standard 3.1.4 because of insufficient training in individual medicine, surgery, emergencies and necropsies in ruminants.
- The study programme is not compliant with Standard 4.9 because of insufficient observance of biosecurity procedures in some facilities used for practical and clinical training.

Additional suggestions for improvement are described in this Visitation Report.

Decision of ECOVE

The Committee concluded that two Major Deficiencies have been identified.

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

Glossary

CCT: Core Clinical Training
CSL: Clinical Skills Lab
CTM: Centre of Translational Medicine
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 language study programme
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
LSP: Local language study programme
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
PKA: Polish Accreditation CommitteeQA: Quality Assurance
SER: Self Evaluation Report
SGGW: Warsaw University of Life Sciences
SOP: 2023 Standard Operating Procedure
VEE: Veterinary Education Establishment (FVM in the SER)
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital