

**Faculty report of
Faculty Committee for Education Quality Assurance *)**

Field of study: Veterinary Medicine/ Veterinary Medicine ED

Academic year: 2022/2023

1. Report on implementation of corrective measures recommended in the previous academic year.

Committee's comment: Due to low participation of students in the surveying process it still seems necessary to convince students that diligent completion of surveys brings about a visible result of solving problems related to education and leads to increasing its quality. Faculty Committee for Education Quality Assurance (hereinafter abbreviated to FCfEQA) is aware of the fact that this task is impossible to implement without strengthening the position of the Dean's Authorities in the legal structure of the university.

- At the end of each semester in the course of the surveying process, the Dean receives daily information via e-mail from the Student Affairs Centre about the survey participation rate for the previous day. I must admit that initially the rate is very low and is measured in a fraction of one per cent. I then send this information to the faculty student government asking, and I emphasize the word asking, for higher activity and participation. This always has a positive effect, but as you can see with a low numerical dimension. The problem, in my opinion, rests in the excessively extensive and complicated form of the surveys, where the surveyed student has the opportunity to evaluate teachers whom he did not have classes with but who work in a given unit. Changing and simplifying the form of surveys will certainly have a positive effect, but it is to be done at the university and not at the faculty level.

Committee's comment: obliging teachers who are responsible for the subject to update the information contained in the subject syllabus on time and ensuring cooperation among the Dean's Authorities, the Studies Organization Department and the administrators of the USOSweb system and of the Syllabus program in the correct assignment of subject description sheets to the corresponding education cycles.

- Every year, in connection with the work related to the preparation of the studies curricula for the next cycle, teachers are informed about the need to update the content of the subject description sheets which they coordinate. For this purpose, they receive links to their subjects generated from the Syllabus system, and then

they update the information in the system by appropriately specified deadlines. This work is supervised by Dean's Authorities together with the Committee for the Correction of Syllabuses specially appointed by the Programme Board of the Veterinary Faculty. The Committee Members are in touch with the subject Coordinators. They provide assistance and check whether the subject description sheets have been prepared correctly. Additionally, still before the upcoming deadline for updating the syllabuses, information is sent to teachers with tips on what they should pay attention to while updating the subject description sheets. Among other things, attention is paid to the proper allocation of the learning effects for the given field of study, correct formulation of subject effects, application of correct methods of verification of learning effects or updating of recommended literature. The work is carried out in cooperation with the administrator of the Syllabus system. The work timeliness is supervised by the Dean's Authorities, who are obliged to complete the work by the deadline specified in the Rector's order. Supervision over the proper assignment of subject description sheets to the appropriate education cycles is exercised by the Dean's Authorities, together with the Dean's Office employees and the administrator of the USOSweb system.

Committee's comment: The Faculty Programme Board and the Dean's College/Faculty Council need to verify the teachers responsible for the subjects. In the cases of extreme negligence on their part regarding the organization of the classes (creating subject description sheets and following the rules contained therein), the time of conducting classes, the substantive level of the classes, and the method of verifying the learning effect, the FCfEQA suggests to the Dean's Authorities changing the teacher responsible for the subject to an academic teacher who will be able to cope with the duties effectively and reliably.

- The Dean's Authorities support this postulate, however, there has been no need to frequently apply such measures to date, although a single incident occurred. This was following a complaint from ED students and a lack of understanding on the part of the Teacher, to whom the substantive comments were addressed. And this lack of reaction to the comments made by the students and poor evaluation in students' surveys substantiate such actions.

Committee's comment: Analysing the curriculum in terms of the possibility of transferring breeding practice in order to provide students with the necessary theoretical and practical knowledge on handling of the so-called large animals, on the purpose of breeding of livestock and on the principles of organization of a production farm.

- In my opinion, the postulate has no basis for implementation, as the holiday breeding practice in holiday time is carried out after the fourth semester and after the students have completed a large part of the subjects in the field of animal husbandry and breeding, i.e. agronomy, general and veterinary genetics, animal husbandry and breeding, animal hygiene and technologies in animal production. They are therefore theoretically prepared to undergo practical training. Another issue is the place of practice. According to the Breeding Practices Regulations: "These have to be farms with a high level and a large scale of livestock production." Students can choose among cowsheds, pig farms and stables with different physical access to the animals depending on the form of breeding. What I mean is that there is no need for everyday, direct contact with animals - group breeding in pens, technological groups, etc.

Committee's comment: Involving the concerned practical training providers in the improvement of the study curriculum so that the Faculty's graduates are best prepared for the requirements of the labour market.

- The curriculum is regulated by the standard of education, but its improvement is a continuous work not only of teachers, faculty members, but also of external stakeholders. Such work happens on an ongoing basis with practical training providers suggesting what skills they think the students lack.

Committee's comment: The necessity to adapt the information contained in the USOSweb to reality in relation to the assignment of teachers to specific classes (It applies to classes conducted by many teachers who change during the semester).

- This depends on the correct entry of data into the system by the department planners. Currently this work has been taken over by the employees of the Dean's Office, but the source information always comes from the unit conducting the classes. We will pay attention to it.

Committee's comment: Introduction of an additional survey concerning students after completing their internships, in consultation with the University Team for Surveying and the University Authorities.

- I am not sure if another survey, unless not very extensive, will be acceptable for students who already have trouble filling out surveys concerning their regular classes (see reply to note No.1). Unless the committee is concerned with surveys on internship places in the sense of their assessment, conditions and suitability for practical vocational training. There are various fora where students describe their internship sites, informing one another where it is interesting and where they are

responsible, among other things, for cleaning. Such internships are removed from the lists of recommended places.

Committee's comment: Improving of the decision-making process used by the Dean's Authorities and clear application of the University legal regulations in the context of decisions taken in order to meet the expectations of students in the context of the information provided. This applies in particular to English-speaking students, who should have access to the same information as Polish-speaking students (e.g. translation of the faculty report into English or information about the change of mode from full-time to online studies).

- In my opinion this is a very fair comment and it has already come into force in the context of the correct flow of information between the teacher and the ED student. However, not all teachers are aware of this. As a college, we work on this by talking to and paying attention to teachers and responding quickly to feedback from ED and Erasmus students. This year's report will be translated and posted on the faculty website (unless the committee itself provides an English version of the report).

Committee's comment: The Dean's Authorities should sensitize the teachers responsible for the subject to the necessity of complying with Order of the Rector of UPWr No. 35/2022 with regard to the obligations arising from it towards the FCfEQA.

- We try to inform teachers about the legitimacy of the Committee's actions, and it seems to me that there are no complaints or comments about its work. If the Committee's actions are misunderstood, the only explanation that comes to my mind is the so-called human nature and incomprehensible stubbornness. We will improve it. I herewith ask the Head of the Committee for names of particular people who fail to cooperate with the Committee.

Committee's comment: Due to the necessity to gradually introduce modern teaching methods into the curriculum, the Dean's Authorities' attention is drawn to the need to oblige teachers responsible for the subject to include the scope of application of the methods in the subject description sheet as well as to list subjects for which the modern methods have been introduced within the next Dean's Report.

- The Dean's Authorities collaborate with the Resource and Teaching Support Centre of UPWr promoting the idea of teachers' participation in various didactic trainings, especially those aimed at using modern teaching methods, such as Problem Based Learning (PBL) or Flipped classroom. In the opinion of the Dean's Authorities, teachers take part in these trainings in large numbers, and then these methods are introduced into the didactic process and further into the subject

description sheets. However, such activities require the subject coordinator to train the other teachers at the same time, which is not always the case. In the opinion of the Dean's Authorities, the training on the PBL method was attended by the largest group of the Faculty employees, which took place with the great support of the Dean and the Heads of Units, several of whom were trained in this method.

Committee's comment: Nowadays, when the University Authorities pay particular attention to creating an atmosphere of an open and tolerant academic community at our University, all University employees, and academic teachers in particular, should be aware of the dangers that may arise from any manifestations of intolerance, lack of objectivity in the views proclaimed ex cathedra, lack of sensitivity to the needs and expectations of young people in the area of creating a sense of their acceptance and equal treatment regardless of gender, religion, sexual orientation, appearance, race, social origin, etc., which are unacceptable and devastate the extremely sensitive sphere of human feelings, and the consequences of the violation may be difficult to predict and may damage the image of the University as an open and tolerant entity.

- Among other things, due to the fact that students of many cultures study at our faculty (ED students, students from the East, Erasmus program students), the Dean's College is particularly sensitive to caring about good relations and interpersonal contact. On many occasions, we have intervened in response to students' complaints about teachers preaching their "theories" of the world based on esoteric perception of reality (! - there was one such case). Conversations with these people proved effective. We also took initiative by supporting people in the process of gender change by contacting not only teachers, but also the providers of student practices with whom we agreed the rules of addressing the concerned persons according to their will. Therefore, tolerance and mutual respect among people who study and work at the Faculty of Veterinary Medicine are a *sine qua non*.

To sum up, based on the Dean's report on the implementation of the corrective measures recommended in the previous academic year, the FCfEQA would like to express its gratitude to the Dean's Authorities for their efforts to implement the comments of FCfEQA contained in the previous Faculty Report, and states that the undertaken actions align with the assumptions of the education quality assurance system and further confirms that only through shared effort of all of us we will be able to meet the challenges of the today's world faced by the Faculty. Improving the quality of education is a continuous

process which should involve not only the employees of the Faculty, such as academic teachers, engineering and technical employees participating in the organization of didactic classes or employees of the Dean's Office in a way that significantly affects the implementation and coordination of activities undertaken by the Faculty Authorities, but should also involve the students, who, as future graduates, have a vested interest in being adequately prepared for their future profession

2. Assessment of verification methods for learning effects.

In academic year 2022/23, the Faculty Committee for Education Quality Assurance (*FCfEQA*) conducted a review of all subject description sheets applicable in the fields of Veterinary Medicine (full-time and part-time studies) and Veterinary Medicine ED. Due to the liquidation of part-time studies as per Order of the Rector of UPWr No. 166/2022 and no recruitment for the above-mentioned studies in academic year 2022/23, the revision of subjects was limited to the ones that were continued. In the course of the analysis, it was found that the methods used in the fields of Veterinary Medicine and Veterinary Medicine ED should be considered adequate and sufficient for individual subjects taught within individual education cycles. The identified inconsistencies concerned only a few subjects, and the majority of corrections were delivered in cooperation with the Dean's Authorities of the Faculty. It should be noted that the delivery of all the learning effects for the given field of study in accordance with the applicable standard of education is extremely important for the didactic process at the Faculty of Veterinary Medicine. The *FCfEQA* appreciates the efforts made by the Dean's Authorities to deliver this assumption. Due to the fact that the process of updating subject description sheets is an annual activity, it should be emphasized that only consistent cooperation of teachers responsible for the subject, Dean's Authorities, the Committee for the Correction of Syllabuses, the Faculty Committee for Education Quality Assurance, the Dean's Office Employees and Administrators of the Syllabus system can lead to the effective elimination of possible inconsistencies and errors appearing in the updated subject description sheets. The *FCfEQA* takes this opportunity to state that the cooperation is exemplary and to thank all the Employees involved in this process for their commitment and time devoted to the implementation of related tasks.

The distribution of grades obtained by students during this educational process is inextricably linked with evaluation of the learning effects verification method. It should be noted that in the case of most subjects taught in the fields of Veterinary Medicine and Veterinary Medicine ED the average grade obtained for all subjects is 4.4 (minimum 3.02, maximum 5.0), and the distribution of grades is close to the normal distribution. The

distribution of grades differs significantly from the normal distribution only in the case of a few subjects which the FCfEQA plans to look at in detail in the current academic year as part of its duty to assess the verification methods for learning effects. Therefore, the FCfEQA would like to underline once again that in accordance with Appendix 4., point 1, sub-point 3., of the current ordinance of the Rector of UPWr: *The academic teacher in charge of the subject is obliged to submit documentation – all assignments of students from the given semester to the FCfEQA within 7 days from receiving the information request sent in the electronic format as well as to provide necessary information concerning the learning effects verification method.* At the same time, it would like to ask all teachers responsible for the subject, approached by FCfEQA, to enable taking efficient and effective actions.

In conclusion, it should be stated that in the case of the fields of Veterinary Medicine /Veterinary Medicine ED, the cooperation of all employees involved in this process brings satisfactory results, and possible problems are resolved on an ongoing basis.

3. Result analysis of student surveys, class inspection reports and graduates' surveys excluding their professional careers.

In accordance with Order of the Rector of UPWr No. 35/2022, the FCfEQA analysed student surveys provided by the Centre for Student Affairs, which were conducted in academic years 2020/2021, 2021/2022 and 2022/2023. The average point evaluation values (from 0 to 5) are presented in the table below.

Academic year	Field of study	Answered by %	Hours of individual work	Self assessment of classes conducted by the teacher	Evaluation of substantive support and contact with the teacher off the class	Evaluation of the prepared didactic materials	Evaluation of the teacher	Evaluation of teacher-student interaction	Evaluation of the on-line classes	Evaluation of personal involvement in on-line classes compared to in-class meetings	Evaluation of the number of assignments
2020-2021	full-time	16.1	2.1			3.9	3.9		3.8		1.7
2021-2022		11.4	1.8	3.1	3.1	3.1	3.2	3.0	2.7	2.7	
2022-2023		4.2	2.4	4.4	4.5	4.5	4.6	4.5	4.4	4.4	
2020-2021	part-time	39.4	2.6			4.5	4.5		4.4		2.0
2021-2022		21.3	2.6	4.3	4.4	4.4	4.4	4.4	3.8	3.9	
2022-2023		4.4	2.9	4.5	4.5	4.5	4.6	4.5	4.3	4.4	
2020-2021	English Div	8.3	2.1			3.5	3.6		3.5		1.1
2021-2022		3.3	1.6	2.3	2.3	2.2	2.3	2.2	1.8	1.9	
2022-2023		2.8	2.6	4.4	4.5	4.4	4.6	4.5	4.4	4.3	

Unfortunately, due to changed questions in the surveys, it was impossible to compare all the responses for the given periods (empty cells in the table). With regard to the survey

participants' turnout, a further and significant decline is observed, with the strongest trend in the case of English Division. As for the maximum turnout, it is presented in the table below.

Academic year	Field of study	Answered by maximum %	Subject	Evaluation of the teacher	Evaluation of the classes conducted by the teacher
2020-2021	full-time	97.7	Laboratory and clinical diagnostics I	4.8	4.5
2021-2022		74.2	Laboratory and clinical diagnostics I	5	5
2022-2023		79.0	Cell biology	4.7	4.6
2020-2021	part-time	86.9	Animal physiology I	5	4.9
2021-2022		62.4	Animal anatomy	4.9	5
2022-2023		25.0	Laboratory and clinical diagnostics I	4.8	4.8
2020-2021	English Div.	35.5	Animal anatomy I/Chemistry	3.2/4.7	2.6/4.5
2021-2022		29.3	Animal breeding	4.6	4.4
2022-2023		16.0	Animal anatomy/Cell biology	4.8/4.8	4.5/4.9

The results presented above allow us to refute the prevailing belief among academic teachers that students participating in the survey are motivated mainly by the desire to express a negative assessment of the evaluated teachers. First of all, among the most frequently evaluated subjects in the period from 2020 to 2023, only once did English-speaking students try to draw attention to the very low level of classes in the subject Animal anatomy I. Secondly, as can be seen from the above list, students show high turnout in surveys to appreciate the efforts of the best teachers. Although the overall attendance in the survey process is decreasing, it should be noted that evaluators usually mobilize in the case of evaluating very good teachers. Of course, it is true that in the point and descriptive assessments (not available to the FCfEQA) there appear extremely negative opinions, but the FCfEQA always follows the principle of representativeness of the survey in the selection of classes for possible observation, just as the University Authorities do in the case of awarding an allowance for the best teachers (30% of completed questionnaires). Currently, the biggest problem for the FCfEQA is the fact that the results of the last survey brought such a low participation rate in the process (on average 2.8 – 4.4%) that it is increasingly difficult to indicate a survey whose results can be considered reliable.

In the case of answering individual questions of the student survey (bearing in mind their decreasing representativeness), it should be noted that in the case of all questions, we observe an improved evaluation from students. Indeed, in academic year 2021/2022, most of the criteria were assessed the worst, but in the next academic year 2022/2023, the assessment results increased, approaching the results for academic year 2020/2021. It can be concluded that after

the difficulties related to the pandemic, the return to the in-class mode of teaching has made the quality of the course of Veterinary Medicine/ Veterinary Medicine ED increase again.

It should be stated that despite the efforts of the Dean's Authorities and the Rector's Authorities, a significant problem of the process is still the low participation of students in surveys, probably resulting from the belief that they lack their "driving force" and the excessive number of surveys that are assigned to each student. As we have already seen from previous Faculty Reports, the survey process itself requires further improvement due to the fact that it is necessary to reconcile two inherently contradictory objectives of the survey. On the one hand, from the point of view of the University Authorities, it is very important to unify the content of questions that students can answer, because it allows for comparison of the results obtained among individual faculties. On the other hand, the didactic specificity of each of these faculties requires, in order to obtain answers that are important for the Dean's Authorities, a certain embedding of the content of the questions asked in the questionnaires, taking into account the specificity and educational requirements for each of them. An additional problem, highlighted by the participants of faculty meetings, is the lack of an opportunity for the evaluated academic teachers to appeal against the assessment expressed in the survey and considered biased or non-substantive. It seems that the existing system does not allow for objectivity by the FCfEQA in the case of the selection of subjects to be observed due to the fact that classes are often evaluated by a very small number of respondents and that the FCfEQA lacks access to the descriptive part of the evaluation. The discussion conducted during faculty meetings shows that there are situations when a descriptive evaluation available for inspection by the evaluated academic teacher contains information that may not relate to the classes conducted by the teacher. To make matters worse, the FCfEQA having no access to the descriptive part of the questionnaires is unable to verify the point score included in the survey, basing only on the students' opinions presented in a descriptive form. The academic question is: who would perform the appeal function for the evaluated academic teachers and how would this process be carried out, given no actions planned by the University Authorities in this area? It should be remembered that each survey gives rise to the possibility of abuses and omissions resulting from human nature, and its results should be as objective as possible, so that on their basis each FCfEQA can take the necessary actions affecting the quality of education. On the one hand, we deal here with the opinion of students, who still encounter situations where the evaluated teachers draw attention to the "consequences" of a negative assessment of their classes related to the crediting of the subject; on the other hand, students' opinions bear the hallmarks of an assessment that cannot be considered substantive, against which the evaluated academic teacher cannot defend himself. In the opinion of the FCfEQA, it is important to solve both problems. Firstly, teachers themselves

should avoid situations in which referring to their assessments may give rise to suspicions of bias on their part in the course of teaching and assessing learning outcomes. Secondly, even a critical but well-founded opinion on classes expressed by students should be treated by teachers as a manifestation of constructive criticism, provided that it is substantive, which should be taken into account by the teacher in the further process of improving and adapting the course of the teaching process to the needs of students. This requires maturity on both sides to weigh all the pros and cons to meet the challenge of effective education.

In the case of evaluation of the Dean's Office's work, the three-year summary of the grades obtained is presented in the table below.

Academic year	Field of study	Number of returned surveys	Average evaluation of the kindness and communication skills of the Dean's Office staff	Average evaluation of the efficiency of solving issues by the Dean's Office staff	Average evaluation of reliability of information provided by the Dean's Office staff	Average evaluation of the sanitary conditions at the University premises	Average evaluation of the rest and social amenities at the University premises	Average evaluation of internet accessibility at the University premises	Average evaluation of accessibility of information at the Faculty/University website	Average evaluation of timeliness of information presented at the Faculty/University website	Average evaluation of other forms of sharing information
2020-2021	full-time	139.0	4.6	4.2	4.0	4.4	2.9	2.3	3.8	3.8	3.6
2021-2022		52	4.5	4.2	4.0	4.6	3.7	3.0	4.0	4.1	3.8
2022-2023		72.0	4.5	4.4	4.3	4.3	3.7	2.9	4.0	4.0	3.8
2020-2021	part-time	39.0	4.3	3.9	4.0	4.0	2.4	2.0	3.8	3.8	3.8
2021-2022		18	4.8	4.6	4.3	4.7	3.8	3.0	3.9	3.9	4.0
2022-2023											
2020-2021	English Div	23.0	4.3	3.6	3.3	4.0	2.3	2.3	3.1	3.3	2.8
2021-2022		13	4.1	3.2	3.5	4.7	3.6	2.8	3.5	3.5	3.4
2022-2023		6	4.7	4.5	4.5	4.7	3.2	2.5	3.8	3.7	3.7

In the case of the majority of questions, a gradual increase in the evaluation was observed, and this applies to the evaluation criteria related to the work of the Dean's Office (friendliness of employees, efficiency of action, reliability of the information provided), while the timeliness of the information published on the website and other forms of providing information were rated slightly worse. The FCfEQA appreciates and thanks the employees of the Dean's Office for their efforts to provide access to information, as well as kindness and assistance in conducting administrative and organizational matters concerning students. The fact of equal access to information for Polish- and English-speaking students is still important. In connection with the promise of the Dean's Authorities regarding the translation of this report into English, the FCfEQA considers the efforts made to be reasonable as they may result in solving the mentioned problem in the shortest possible time. Unfortunately, the access to the Internet at the University premises is still rated low. As you know, this is a university-wide problem upon which the Faculty Authorities have no influence. In addition, in the case of access to social facilities, Polish-speaking students rate it better and better.

With regard to surveys by graduates, the results of the three-year survey process are presented in the table below. It should be noted that the survey process also included English-

speaking students, which is a manifestation of the desire for equal treatment of students of both fields (Veterinary Medicine and Veterinary Medicine ED). At the same time, it should be noted that the participation of English-speaking students in the evaluation process is minimal and every effort should be made to change this state of affairs. In the opinion of the FCfEQA, this is the only way to identify possible differences in education and discrepancies in its evaluation in both fields of study.

Academic year	Field of study	Number of returned surveys	To what extent have your expectations from the chosen field been satisfied:	Has the curriculum been structured correctly:	How do you evaluate the flow of information for students at the University:	How do you evaluate the attitude of teachers towards students:	How do you evaluate the service provided for students by Dean's Office:	How do you evaluate the level of care by the supervisor of your thesis:	To what extent was the time assumed in the curriculum for the preparation of the thesis sufficient:	Was the number of hours of practical classes sufficient:	How do you assess University library resources in your field:	How do you evaluate University infrastructure and equipment (accessibility to modern specialist devices):	How do you evaluate the students' benefits system:	How do you evaluate the conditions for cultural, sports, intellectual development provided by the University:	Was the duration of the internship appropriate to the range of skills to be mastered during the internship:	How do you assess your preparation for the internship on the basis of previously completed subjects:	How do you evaluate the infrastructure & equipment at the student practice (accessibility of modern specialist instrumentation):
2020-2021	full-time	130	3.1	2.8	3.3		3.4	4.6	3.3	3.2	2.1		3.0	3.8	3.7	3.3	3.6
2021-2022		47	2.7	2.4	2.9		4.3	3.4	3.3	1.5	3.5		3.2	3.1	2.3	2.3	3.2
2022-2023		36	2.9	2.4	3.2	3.3	4.6	4.1	4.0	1.5	3.3	3.2	3.3	3.4	2.4	2.2	3.6
2020-2021	English Div.																
2021-2022		3	3.0	2.7	2.0		4.3	3.3	4.0	1.7	4.0		3.3	3.7	2.0	2.0	3.3
2022-2023		1	3.0	3.0	1.0	3.0	4.0	4.0	4.0	1.0	3.0	3.0	1.0	2.0	4.0	3.0	3.0

Based on the above data, the participation rate of graduates in the survey is still decreasing and a special attention should be paid to the field of Veterinary Medicine ED. Unfortunately, in the opinion of graduates, both the structure of the study program and the fulfilment of students' expectations related to the chosen field of study leave much to be desired. While in the case of English-language studies, both parameters are at a stable but low level, in the case of Polish-language studies, there is a downward trend in the assessment (especially as regards the structure of the study program). It is obvious that in the case of our field of study there are principles in place pertaining to the standard of education, which cannot be changed. However, the FCfEQA pays attention to the possibility of adapting the education process, within classes, to the expectations of students (attractiveness of classes, use of modern teaching methods, establishing an effective teacher-student relationship, elimination of communication and organizational problems affecting the education process). Additionally, attention should be paid to the need to confront the expectations of students and graduates with the reality of future work in the profession of a veterinary doctor, which is significantly influenced by both the duties incumbent on the representatives of our profession and the expectations of the society towards us as representatives of the profession of public trust. It must be noted again that the service of students in the dean's office was rated very highly. Traditionally, the evaluation of the supervisors and the method of progressing diploma theses seems inconsistent, as in the case of our field of study, such a diploma procedure does not apply. The number of practical classes was rated the lowest, and in the case of English-Division students, this grade reached the lowest possible value. Given the fact that in the vast majority we educate future practitioners, this state of affairs should be considered unacceptable. As we know, in the case of some subjects, the situation is gradually changing for the better, but from the graduate's point of view, the most important are practical

classes related to clinical subjects. This state of affairs is significantly influenced by the lack of a "hospital for large animals", which has been postulated for years. In addition, as part of modern education in subjects related to the hygiene of slaughter animals and products of animal origin, in the opinion of the FCfEQA, it seems justified to undertake work on the creation of the necessary instruments that can allow to present the issues of animal production technology, hygiene and technology of animal products and the role of a veterinary doctor in supervising these processes in a modern and interactive way. It seems that in cooperation with other faculties of the UPWr it would be possible to create a structure of a unit that could meet not only the challenges related to the education of future veterinary doctors, but also representatives of other professions related to animal production or animal and human nutrition. With regard to library resources, it was found that the assessment of this criterion fluctuates within the limits of only sufficient assessment. It is in the nature of our profession to have access to the latest information and lifelong self-education, which is why we should make every effort to ensure that library resources and electronic access to them are at the highest possible level. Polish-speaking graduates rated access to social benefits for students at the sufficient level, but in the case of their English-speaking counterparts this score dropped from 3.3 to 1.0, which requires effective action in this matter. While the possibility of cultural and sports development was assessed by the Polish-speaking students at a sufficient level, in the case of English-speaking students the rate was slightly worse. With regard to student internships, Polish-speaking students rate the duration of internships as insufficient for the skills that should have been mastered during the internship; the same applies to classes aimed at preparing students for internships. On the other hand, with regard to furnishing internship places with modern equipment and instrumentation, the Polish-speaking students indicate that they are able to assess this criterion better and better.

Six classes underwent inspection in the current reporting year. In the case of one research and teaching member who conducted classes for 2 years in a row, the classes were evaluated as conducted correctly. However, it should be noted that the use of modern teaching methods, application of multimedia or teaching aids cannot permanently "mask" deficiencies in the "didactic master-craft" and substantive knowledge of the subject, allowing for conducting classes without thorough preparation. It is unacceptable to say that any of us, academic teachers being employed as a research and teaching member, is responsible only for conducting any kind of scientific research, without simultaneous responsibility for conducting classes at an appropriate level. Given the above, the FCfEQA would like to draw the attention of teachers in charge of individual courses to their responsibility for substantive preparation of employees who conduct classes. Although the described case has only an individual dimension, it has a significant impact on the process of education itself, in which we all participate.

Moreover, class observations were conducted for five more subjects (Pathophysiology I, Academic Entrepreneurship, Clinical and Laboratory Diagnostics, Hygiene of Meat and Slaughter Animals, Topographical Anatomy). All of the classes were rated very highly by the FCfEQA. Unfortunately, the limitations of an objective nature did not allow for the effective implementation of the intentions of the FCfEQA.

These pertained to:

- changing of the day, time and place of classes, the hours of which did not match the information contained in the USOS system, which should be binding in terms of information;
- finishing of the course earlier than provided for in the subject description sheet (syllabus), which means before the end of the semester, even though the subject description sheet includes the sequence of 15 classes in the same number of weeks in the semester;
- faulty "decoding", by the Dean of the Faculty, of the list of employees to be inspected (the indicated teacher, who wrote these words, underwent observation of the classes he teaches - Topographical anatomy), despite the fact that according to the information received from the Dean's Authorities, he should be conducting classes, which he had not been teaching for years (the writer of these words would like to thank for appointing him to the inspection, as the Head of FCfEQA cannot "stand above the law");
- a bizarre situation in which the teacher would have to be present "in two places at the same time" while conducting classes in two subjects (all the more so because the observation of classes was carried out at the request of the Dean's Authorities and turned out to be ineffective for the above-mentioned reason).

All the observations were highly rated. This was probably due to the fact that the inspected subjects did not match the intentions of the FCfEQA for reasons beyond its control. It should be added, however, that all the observed classes were with no doubt rated high. The FCfEQA would like to apologize to the teachers for unnecessary stress associated with the inspection of their classes, appreciate the quality of the classes and draw attention to the fact that the applied teaching methods mostly follow the tendencies in modern education attractive for students.

In the summer semester of academic year 2022-2023, it was not possible for the FCfEQA to obtain information that would allow to plan and effectively conduct inspections of classes (the written request of the Committee dated 23 April 2023 remained unanswered).

Therefore, the FCfEQA focused on the observation of a teacher conducting classes in the second year of their conducting.

In the current academic year, the University Authorities have finally decided to make the personalized results of the point rating (unfortunately without the descriptive evaluation) available to the heads of the faculty committees. This will significantly improve the process of selecting classes and teachers indicated for inspection in consultation with the Dean of the Faculty. The FCfEQA considers this to be a step in the right direction with regard to ensuring the quality of education, as in the case of other higher education institutions, all members of the FCfEQA have full access to the personalized results of point ratings and descriptive evaluations of all teaching staff conducting classes.

4. The opinion of external stakeholders, including units where field internships are carried out (opinion of the internship supervisor from the provider's side), regarding the preparation of future graduates for professional work and validity and correctness of the preparation of new curricula.
 - Internship practices in breeding (II year of studies). The analysis of surveys of internship providers as well as the opinions of students provided at the time of obtaining credits for internships indicate that the organization of internships in breeding is featured by effective cooperation of both parties, leading to the intended goal. In the case of breeding practices, the problem is the seasonality of reproduction of some species of farm animals, which is associated with the omission of this important period for the breeder and veterinary doctor (internships take place during the summer holidays). Some internship providers postulated the extension of the internship period, as well as they pointed out the limited knowledge of legal regulations and the students' inability to handle the so-called large animals. Both postulates are extremely important. However, in the case of knowledge of legal regulations pertaining to breeding farm animals, students should acquire this knowledge later in the further course of studies, which justifies the observation. When it comes to the ability to handle the so-called large animals, students should acquire these skills during clinical classes, i.e. once again later in the further course of study. In the opinion of the Faculty, the practices in breeding significantly contribute to the initiation of this process. Most students had not had to deal with so-called large animals before starting their studies. It seems that it is unjustified to push this obligation onto internship providers. In the opinion of the FCfEQA, it still seems justified to postpone internship practices in breeding to the period of studies when students already gain basic knowledge

about dealing with so-called large animals, the principles of organizing breeding and the role of a veterinary doctor, but in the opinion of the Faculty Authorities, this postulate is impossible to meet. That is why the FCfEQA postulates changes in the curriculum so as to provide students with the necessary knowledge on how to handle so-called large animals in advance. Once again, there appears a problem with practical classes. At the same time, it should be emphasized that internships in breeding play a very important role in the first contact with so-called large animals, getting acquainted with the organization and functioning of the farm, and the involvement of students in internships, furthermore very favourable relations with internship providers (repeatedly confirming their willingness to continue cooperation) pose a potential that cannot be lost. It is also important for internship providers to be aware of the level of knowledge and skills of students entering the practices in breeding. In conclusion, it should be stated that it was possible to discontinue cooperation with all internship providers whose performance raised issues and at the same time create friendly conditions for internships which resulted in the students' willingness to continue cooperation with the field units. The FCfEQA would like to thank the Managers and Supervisors of internships in Breeding for effective organization of the practices.

- Clinical internships I and II (IV and V year of studies). In the case of fourth-year students undergoing clinical internships, the overwhelming majority of opinions of internship providers should be considered positive. It should be emphasized that in the opinion of the internship providers, the students showed an exemplary attitude during their clinical practice. Their conscientiousness, responsibility for the assigned tasks, willingness to deepen their practical knowledge, independence and communication were mostly rated very high. Similarly, the students' competences in the field of knowledge and skills were also assessed as very satisfactory in the opinion of internship providers. On the other hand, in the opinion of internship providers, the main area that needs improvement is the student's practical skills. In the didactic process, more attention should be paid to the practical education of the student and the knowledge of legal regulations. Similarly, the students were very satisfied with the clinical internships themselves (in selected cases, they complained about the limited amount of time devoted to them by the providers and the limited opportunity to acquire practical skills).

In the case of fifth-year students, once again there is a predominantly positive opinion about the internship (similarly, some students complained about the limited amount of time that the internship provider could devote to them to

supervise the practical activities performed, with one person who asked for a change of the place of internship). In majority the internship providers highly valued the theoretical preparation of students for clinical internships and their ability to use the knowledge and skills gained during the studies in practice. Additionally, the providers appreciated students' conscientiousness, diligence, high personal culture, good approach to animals and good contact with the owners of the animals. Among the critical comments the following should be mentioned: deficiencies in practical skills, such as: insertion of venous catheters, blood collection, injections, use of surgical instruments, suturing, operation of surgical instrumentation, knowledge of medicines – trade names, availability, practical application of knowledge in the field of pharmacotherapy, performing autopsies and gaps in knowledge about administration in Animal Treatment Divisions (ZLZ). It was also suggested to increase the number of practical classes. Internship providers also pointed to the need to improve soft skills. They pointed out deficiencies in interpersonal communication, communication with clients, problem-solving skills, coping with stressful situations, as well as communicativeness and self-reliance.

In the case of both Clinical Practice I and Clinical Practice II, all internship providers expressed their willingness to continue cooperation with the Faculty. The FCfEQA expresses its appreciation to the Faculty Authorities and the Managers and Supervisors of Clinical Practices for their commitment to the best possible organization of the course of internships. It is known that cooperation with internship providers is extremely important to ensure effective education process in the field of Veterinary Medicine. It is during the clinical internship that students have the opportunity to confront the knowledge and skills they have already acquired with the practical side of the veterinary profession in order to be able to further deepen their knowledge and practical skills. Understanding of both parties (students and internship providers), mutual interaction of the Faculty and Animals Treatment Divisions within the framework of student education, and the involvement of students in theoretical and practical education are essential for the effective implementation of the clinical internship program. It is not possible to create didactic conditions in which all students will be able to learn all practical medical and veterinary activities during classes at the university and demonstrate proficiency. It is also impossible for internship providers to devote all their time to share these skills and knowledge, because they are operating their Animal Treatment Divisions in a competitive free-market conditions. It seems pointless

to push the responsibility for learning practical skills to each other by academic teachers and internship providers. In the opinion of the FCfEQA, only through cooperation between both parties in this area, maintaining mutual balance and utilizing students' involvement in learning can bring the desired effect.

In the case of English-speaking fourth-year students, about 90% of internship providers declared further cooperation with the University. Most of the students were also highly rated by the providers in terms of knowledge and skills. They emphasized the students' great involvement in the process of implementing clinical internships, empathy and willingness to deepen their knowledge. In terms of deficiencies, practical training providers paid attention to the knowledge of legal regulations in a given field, the ability to use equipment and instrumentation applied in medical and veterinary practice, and the level of substantive preparation of the student for the subject of the practice. It seems that the educational process should focus more on practical education of the student specifically related to: the use of various diagnostic and therapeutic procedures, ways to approach the owner of the animal, the ability to keep medical and veterinary records and the knowledge of legal regulations concerning veterinary medicine. Most of the students were satisfied with their clinical internships.

In the case of English-speaking fifth-year students, about 70% of providers declared further cooperation in the area of clinical internships. Most of the students were assessed very positively in terms of the scope of their knowledge and skills. Recognition was also given to those who could demonstrate their knowledge of the legal norms in force in different countries.

As before, the students' commitment to clinical work, empathy and willingness to deepen their knowledge were recognized, whereas the critical remarks concerned mainly: knowledge of legal regulations, the ability to use equipment and instrumentation applied in a given field and the level of substantive preparation of the student to the contents of the practice.

To sum up, both in the case of Polish-speaking and English-speaking students, an increase in their level of knowledge and skills was observed as their studies progressed. *In toto* the providers drew attention to the need to broaden the education of students in the use of various diagnostic and therapeutic procedures, ways to approach the owners of treated animals, the ability to keep medical and veterinary records and the knowledge of legal regulations concerning veterinary medicine. It is also important to develop the students in the area of the so-called "soft skills", problem-solving and stress management. The FCfEQA considers this

very important due to the nature of the veterinarian profession and the psychological burden accompanying its practice. It is not without reason that our professional group is strongly affected by the phenomenon of professional burnout, the work-related depression or the percentage of suicides among its representatives. That is why it seems extremely important to place greater emphasis on these issues during classes. Possibly using the potential of the humanities in this area is the key to solving the problem(?).

- Internships in the Veterinary Inspection I and II (fourth and fifth years of studies). In the opinion of Internship Managers and Supervisors at the Veterinary Inspection, the Polish-language students of the fourth year should have internships in processing plants carrying out slaughter every day (i.e. 5 times a week). This has been implemented already and deserves recognition from the FCfEQA. Such organization of internships allows students to acquire practical skills and knowledge expected and required by the study curriculum. Unfortunately, during routine inspections of internships and during conversations with internship providers, the comments were expressed about the lack of good manners of some students. The majority of companies (85%) declare their willingness to continue cooperation with the University regarding the realization of student internships. Students are usually assessed as very good by the internship providers, in terms of competence during the internship the students are rarely assessed as good.

In the case of Polish-speaking students of the fifth year of studies, the majority of internship providers also declared their willingness to continue cooperation in the realization of internships. The students were assessed as very good by the internship providers, rarely good for their competences during the internship.

The majority of the students chose the District Veterinary Inspectorates as the place of internship, in line with the suggestions of the Managers and Supervisors of Internships in the Veterinary Inspection, which may have a positive impact on the acquisition of the expected practical skills by the students.

Unfortunately, some providers complained about the lack of manners on the part of some students, which came to light during routine inspections of internships and telephone conversations with internship providers. In the opinion of the FCfEQA, the assumptions concerning the organization of internships at the veterinary inspection have positive impact on students' understanding of the role of the Veterinary Inspection in the society.

In the case of English-speaking students of the fourth year doing their internship at the veterinary inspection, the majority of providers expressed their willingness to continue cooperation in the realization of student internships (65.5%). Most of the students' supervisors did not have any comments or suggestions related to the adjustment of the curriculum and learning outcomes. On the other hand, there was a request to conduct more practical classes and broaden the knowledge about EU regulations and directives. The students were evaluated very well by the internship providers. Similarly to the Polish-speaking students, the fourth-year students of Veterinary Medicine underwent internships in processing plants that carried out slaughter every day (5 times a week, and the number of slaughtered animals was at least 30 animals per day), which should allow students to acquire the required skills and knowledge.

With regard to English-speaking students of the fifth year, the surveys indicate that they are well or very well prepared to internships. The involvement of students in the process of acquiring knowledge and skills during internships was emphasized. Critical remarks were rare. The majority of internship providers maintain their willingness to continue cooperation in this area, while a significant minority is interested in shaping and improving the plan of studies. Nevertheless, it is worth taking advantage of the participation of employers interested in organizing a study program in the field of Veterinary Medicine due to the fact that they operate in the legal and medical-veterinary realities in various countries, which may differ significantly from the position and function of the veterinary doctor in Poland.

5. Assessment of selected theses and the graduation process.

Not applicable.

6. The assessment of doctoral studies conducted at the faculty in cooperation with their head.

Not applicable.

7. The assessment of postgraduate programs conducted at the faculty in cooperation with their heads.

In the case of postgraduate studies conducted at the Faculty, i.e. Good Manufacturing and Hygiene Practice and Auditing of Food Health Quality Systems, 26 students took part in the survey process. The analysis of the results of surveys conducted among students shows that: the curriculum, the level of classes, the timeliness of the content provided, the usefulness of subjects in the curriculum and teaching materials, the use of teaching methods

and communication methods, the degree of preparation for the exam, meeting the expectations of students and improving professional qualifications were assessed very well. At the same time, most students claim that the share of research-teaching staff should equal the share of outstanding practitioners involved in the course of postgraduate studies. Additionally, about 30% of the students pointed out the need to increase the number of hours of practical classes. At the same time, about half of the students stated that the curriculum of postgraduate studies does not need to be changed. This clearly indicates a positive trend in the number of practical classes.

8. Giving an opinion on curricula for the education cycle starting in the following academic year.

With regard to the curriculum, the FCfEQA issued a positive opinion. At the same time, the FCfEQA would like to point out that the existing state of the study program leaves some doubts related to its adaptation to the needs of the field of study, to the challenges of the labour market and to the expectations of future graduates. The conditions for conducting classes during the pandemic and immediately after the lifting of sanitary restrictions were of significant importance here. The return to a fully stationary mode of teaching, with the use of remote methods only in justified cases, had a positive impact on the implementation of the study program. The Dean's Authorities have taken steps to improve the quality of education in the field of Veterinary Medicine and Veterinary Medicine ED. It is a long-term process, aiming to convince some academic teachers to change their attitude (including their views that are not substantively related to the nature of the subject or generally accepted knowledge), introducing new teaching aids (which, unfortunately, were not concluded without drawbacks and purchases below the standards of academic teaching) or introducing modern teaching methods. The FCfEQA hopes that the next reform of the University structure, together with the stronger empowerment of the Dean of the Faculty and the establishment of the Dean's Council, will contribute to a more effective implementation of the role played by the Faculty Authorities in shaping the teaching process and supervising its implementation. The fact that heads of departments have little funds available for teaching related purposes, which makes it impossible to meet all teaching needs, is still a significant problem. Moreover, the disbursement of these funds appears to be non-transparent. The FCfEQA requests that consideration be given to whether it would not be a better solution to entrust the teaching subsidies to teachers responsible for the subjects, who are more familiar with the specifics and needs of teaching classes. In addition, the Committee points out that the very value of the teaching subsidy in the case of such a cost-intensive course as ours requires additional financial resources. It is known that the Faculty offers paid English-

language studies, but it turns out that the needs of this group of students, due to the lack of funds dedicated to them, are usually financed from grants assumed for Polish-speaking students. In the opinion of the FCfEQA, it is unacceptable that an English-speaking student who pays regular tuition fees cannot expect financial support for the organization of studies. The Committee is aware that this is a university-wide problem that the Faculty Authorities cannot afford to solve on their own.

9. Assessment of the degree of implementation of modern teaching methods.

It is necessary, these days, to adapt the teaching methods applied during classes in the field of Veterinary Medicine or Veterinary Medicine ED to the needs of students. In this respect, the University and the Dean's Authorities are constantly striving to prepare academic teachers for their possible use. Teaching methods listed in the subject description sheets (Syllabuses), provided by the Survey Centre, give evidence for their introduction (problem-based learning, flipped classroom, brain storm, didactic films, simulation in practical classes, etc.). The methods constitute an increasing percentage of teaching activities, but there are still some in which they are not used at all. Another issue is the doubt about their practical implementation. On the one hand, there is a possibility that they have been introduced into the subject description sheets without their actual use, and on the other hand, it should be remembered that not every modern teaching method is suitable for use in all subjects. The methods should also be avoided if their introduction, instead of improving the quality of education and facilitating learning for students, may lead to additional burden for students, illusory relief of academic teachers from the teaching burden imposed on students as part of *in gremio* classes, or lead to a situation in which students themselves are unable to see the benefits from their use.

10. The scope of recommended corrective measures with respect to individual fields of study and the whole faculty.

Due to the fact that the Faculty of Veterinary Medicine educates Polish- and English-speaking students in only one field of study, the recommended corrective measures have been treated collectively.

- A significant decline in student participation in the survey process is continuously observed. Currently, for many of the evaluated subjects, the participation rate of surveys places them below their representativeness. The FCfEQA would like to inform you that in the current academic year the Committee has gained access to personalized surveys results, i.e. scored point (without the descriptive part) for all academic teachers. Therefore, the FCfEQA encourages all students to take advantage of this opportunity to evaluate the classes they attend which should allow the

Committee to more effectively monitor the level of teaching in the field of Veterinary Medicine. For years, the Dean's Authorities have been appealing for student participation in this process, therefore the FCfEQA asks the Dean's College to maintain this activity.

- Further obliging of the teachers responsible for the course to timely update the information contained in the subject description sheets as well as fostering of the cooperation of the Dean's Authorities, the Department of Study Organization, the administrators of the USOSweb system and of the Syllabus program in the correct assignment of subject description sheets to the appropriate education cycles. This is an ongoing process, and the upcoming EAEVE inspection makes us optimize our activities in this area.
- Further activities to ensure equal access to information for Polish- and English-speaking students. The efforts made in this area to date have already been reflected in the results of the surveys, but it should be remembered that there is a need for further improvement in order to maintain the highest standards in this area.
- Drawing of the attention of all academic teachers (in particular teachers responsible for courses) to the fact that the information contained in the subject description sheets is binding. Unacceptable but still occurring are the illusionary cases where academic teachers do not comply with these rules and freely modify the rules of organizing classes, verifying the learning outcomes, or fail to make them known to students before the start of the course.
- Reminding to all academic teachers that the semester consists of 15 weeks and therefore the last week cannot be treated as time off from classes (the last week classes are included in the subject description sheets and are included in the didactic workload).
- Solving of the problem of misguided savings related to the lack of an available cloakroom in the E5 building, where the postmortem room is located. In summer and autumn, students are deprived of the opportunity to leave their outerwear before participating in dissecting classes, which violates the basics of health and safety rules.
- Solving of the problem of staffing classes in the Department of Internal Medicine with the Clinic of Horses, Dogs and Cats, consisting in the practice applied during classes in Clinical and Laboratory Diagnostics, when in the case of classes held within two clinical groups, only one teacher conducting the classes is present, because the other one conducts other classes at the same time.

- With regard to internships, the FCfEQA suggests creating a concise competence framework for students in years II, IV and V, which would describe the basic competences and skills that students should acquire as part of their classes. This knowledge will allow to effectively present the level of knowledge and skills of students doing internships to internship providers and avoid misunderstandings in this area.
- With regard to classes during which students acquire basic practical skills, the lack of which was mentioned in surveys by internship providers in breeding practices, clinical and veterinary inspection practices (such as handling of animals, basic practical skills necessary in clinical practice, knowledge of legal standards concerning the Veterinary Inspection and EU legislation in this area), the teachers responsible for the subject should be sensitized about the need to adapt these classes to the requirements of students.
- Considering of solutions to problems related to the risk of professional burnout in the Faculty graduates, interpersonal contacts, dealing with burdensome, demanding or conflictual customers, problem solving, resistance to stress related to the profession of a veterinary doctor or occupational depression due to the fact that nowadays representatives of the veterinary profession are one of the social groups affected by the above-mentioned problems, with tragic consequences.
- Adapting of the information contained in the USOSweb to reality in relation to the assignment of teachers to specific classes (applies to classes conducted by many teachers who change during the semester). This task should be the responsibility of planners.
- In consultation with the University Authorities, regulating of the issue of financing classes for English-speaking students, as these are paid studies and cannot be funded from subsidies allocated by the Ministry of Science and Higher Education.
- Due to the fact that each new teacher employed should undergo observation of his classes in the 2nd year of teaching the subject, it is necessary to create an effective systemic solution that will allow the FCfEQA to identify teachers subjected to this obligation in subsequent academic years.
- Due to the recurring problem with the shortage of ECTS credits (between the value recorded in the study program and the value declared by students on the basis of the results of the assessment of the student's own work), it is recommended to verify the legitimacy of the ECTS credits assigned to individual subjects and to modify the teaching process so as to limit (in the case of some courses) the amount of material

that the student is obliged to master on his/her own as part of the preparation for classes and that which is not sufficiently presented in the course (lectures and classes).

- Equal access for Polish-speaking and English-speaking students to optional classes. Currently, these subjects are not equally available to both groups of students.
- With regard solely to the classes, the students expressed critical comments pertaining to: the attractiveness of the classes, the use of modern teaching methods, the establishment of an effective teacher-student relationship, and the elimination of communication and organizational problems related to the education process. Therefore, appreciating the actions already taken in this area, the FCfEQA asks for their further intensification through continuously improving the competences of academic teachers.
- Since the number of practical classes was rated the lowest, and in the case of English-speaking students this grade reached the lowest possible value, it is necessary to draw attention of all academic teachers to the need to make every effort in the field of practical skills training. In the opinion of the FCfEQA, it is justified to raise the postulate concerning the lack of functioning of the "hospital for large animals", which has been postulated for years. Additionally, as part of modern education in subjects related to the hygiene of slaughter animals and products of animal origin, in the opinion of the FCfEQA, it seems justified to undertake work on the creation of the necessary instruments that can allow to present the issues of animal production technology, hygiene and technology of animal products and the role of a veterinary doctor in supervising these processes in a modern and interactive way. It seems that in cooperation with other faculties of UPWr, it would be possible to create structures of an institution that could meet not only the challenges related to the education of future veterinary doctors, but also representatives of other professions related to animal production or animal and human nutrition.
- With regard to library resources, it was found that the assessment of this criterion fluctuates within the limits of the only sufficient grade. It is in the nature of our profession to have access to the latest information and lifelong self-education, which is why we should make every effort to ensure that library resources and electronic access to them are at the highest possible level.
- Polish-speaking graduates rated access to social benefits for students at the sufficient level, but in the case of their English-speaking counterpart this score dropped from 3.3 to 1.0, which requires effective action in this area.

- With regard to student internships and classes preparing for them, a system of mutual didactic cohabitation should be developed. This can only be done by taking advantage of the mutual cooperation of internship providers and academic teachers conducting classes, influencing the possibility of subsequent, more effective implementation of internships. Therefore, the FCfEQA suggests creating a wide-ranging platform for cooperation between the Faculty and Internship providers aimed at practical education of students, which will allow to explain to the providers the reality of teaching classes at the University (informative role), to really adjust the expectations of the internship providers to the level of knowledge that students possess by acquiring it successively in the course of studies (explanatory role) as well as the practical division of the roles of classes and internships in the theoretical and practical preparation and improvement of knowledge and skills necessary for the effective performance of the profession (consolidating role).
- Drawing of attention of all research and teaching staff to the fact that, in connection with their professional duties, conducting scientific research cannot be an "excuse" for lack of time or competence in teaching. After all, these two elements of our work (not to mention organizational activities) are equally important. It is unacceptable to say that any of us, academic teachers, are solely responsible for some kind of scientific research conducted, instead of simultaneously conducting classes at an appropriate level, while being employed as a research and teaching staff member.
- With regard to the questionnaires concerning the implementation of internships, apart from comments on their duration, shortage of practical skills, deficiencies in the ability to use modern equipment or scarce knowledge of legal regulations concerning our profession (including the legislation of the European Union), there were also suggestions regarding education in the field of the so-called "soft skills", i.e.: deficiencies in interpersonal communication, communication with the customer, ability to solve problems, coping with stressful situations, working with a conflicting or demanding client, as well as communication skills and self-reliance. Therefore, the FCfEQA draws the attention of the Dean's Authorities to these problems and asks them to consider possible changes in education, to allow future graduates to effectively deal with these threats that are posed by the practical side of the veterinary profession. Possibly the humanities are capable of delivering these intentions together with the opportunity to learn about the professional experience in this area encountered by veterinary practitioners (?).
- Internship providers, commented on personal culture of some students during internships. Since academic studies are not only a process of transferring knowledge

and skills, but also a period of shaping attitudes and creating patterns of behaviour, the FCfEQA asks the Dean's Authorities to pay attention of all employees involved in teaching to the fact that their individual attitude and the way of conducting classes significantly influences students and that they should be role models for the students.

- An issue which, in the opinion of the FCfEQA needs to be regulated is the obligation for academic teachers to confirm the cards of classes entrusted to them. The FCfEQA believes this should take place before the commencement of classes in the semester to which the above-mentioned entrustment relates, and not in the course of its duration.
- Ultimately, the Committee itself, composed of academic teachers, is aware of the fact that the very value of the didactic subsidy in the case of such a cost-intensive course as ours requires additional financial resources. As you know, the Faculty offers paid English-language studies, but it turns out that the needs of this group of students are usually financed from grants for Polish-speaking students, due to the lack of funds dedicated to them. In the opinion of the FCfEQA, it is unacceptable that an English-speaking student who pays regular tuition fees cannot expect financial support for the organization of studies and this problem should be solved as soon as possible in cooperation with the University Authorities. This applies to both Polish-speaking and English-speaking students, who cannot, so far, even count on the provision of elementary health and safety rules by the university, a good example of which is the lack of access to cloakrooms or disposable gloves.
- The last issue is the students' access to social amenities and a public Internet network in the university buildings. It cannot be assumed that this is a university-wide problem and not postulate changes in this area from the University Authorities. All the more so that in the current world characterized by a rapid flow of information in the so-called "social media", hastily expressed opinions in this area affect our own image as a modern university, which is why the FCfEQA postulates an effective solution to the aforementioned problems with the University Authorities.

11. Summary and conclusions

In the opinion of the FCfEQA, with respect to the assurance of education quality, the Faculty Authorities have made effective efforts to successively solve the identified problems. In addition, the Dean's Authorities took several actions aimed at constantly improving their teaching competences by creating conditions that allow academic teachers to attend trainings. Unfortunately, the rather tight schedule of classes that every teacher has to conduct often makes it impossible to participate in these trainings or participate in groups aimed at

improving the quality of education. This is a university-wide problem, which the Dean's Authorities alone are probably not able to solve. The efforts of the Dean's Office staff leading to the best possible service for students deserve recognition from the FCfEQA. As the Head of the FCfEQA, I would like to thank all the involved employees for these efforts. With the return of the fully stationary mode of teaching, the possibility of conducting classes effectively has increased. A further decline in the participation of students in surveys is a significant problem. Perhaps direct access to personalized scores of individual employees, in cooperation with the Dean of the Faculty, will change this state of affairs. As a veterinary doctor by education, I must personally add that only the access to the complete results of the evaluation of teachers conducting classes (incl. descriptive evaluation) can enable effective identification (diagnosis) of possible problems and propose solutions. After all, the survey process itself is based on the honesty of the evaluators, especially since the evaluated teachers do not have the opportunity to refer to the results of the surveys (the University has not provided any solutions in this regard so far), therefore, on behalf of the FCfEQA, I would like to ask all students not only to take part in the survey, but also to express their opinions in a factual manner and in accordance with the best will.

In conclusion, I would like to add that as an academic community we are inextricably linked with one another (academic teachers, employees of the Faculty Authorities and students) in pursuit of one overriding goal, which is to educate the next generations of adepts of *ars veterinaria*.

Report prepared by:

Wrocław, 15 Dec. 2023 Prof. Aleksander Chrószcz, (Hab. PhD), Head of the Faculty
Committee for Education Quality Assurance FCfEQA

APPENDICES

Re. 6**Survey results for doctoral students****Survey results for the assessment of classes and the teacher in doctoral studies**

Survey questions Appendix 2	% of positive marks	% of negative marks
The assessment of the way classes are conducted		
Did the classes help to broaden your general knowledge enabling you to understand your discipline more fully?	none	none
Did the classes allow developing practical skills in editing scientific texts, preparing papers, poster (applies mainly to the seminar)?	none	none
Were the conditions for carrying out the course suitable (date, room equipment)?	none	none
Were the criteria for completing the course clear, publicly available and respected by the lecturer?	none	none
The assessment of the teacher		
Did the teacher present the subject content in a communicative and understandable way?	none	none
Did the teacher offer individual content assistance in the form of consultation?	none	none
Did the teacher enable active participation in classes (initiated discussion, allowed expressing private opinions)?	none	none
Did the teacher show an appropriate attitude towards course participants (punctuality, reliability, personal culture)?	none	none

Assessment scale used in the survey - Appendix 2:

positive: (answers 5-3)

negative: (answers 2-1)

Doctoral graduates survey results

Number of graduates/ number of assessing graduates: 3/3

Survey questions Appendix 2	Assessment scale used in the survey compilation		
	3	2	1
1. Availability of information on the university and faculty websites concerning doctoral studies (is it accessible and comprehensive?).	4	3	0
2. The clarity of the recruitment criteria for doctoral studies.	6	1	0
3. Clarity of presentation (at the beginning of doctoral studies) of the rules of their course, obtaining credits, passing exams, opening and closing of the doctoral dissertation process, etc.	6	1	0
4. The possibility for the doctoral student to participate as an observer in classes in courses that he or she will later pursue with students.	7	0	0
5. Assistance given by more experienced research and teaching staff when preparing for teaching activities.	7	0	0
6. Being able to access a computer at all times and having personal workplace.	7	0	0
7. Number (offer) of facultative courses proposed.	4	3	0
8. Curriculum for doctoral studies	4	3	0
9. Support received from an organizational unit or university during doctoral studies:			
- financial support of research work	5	2	0
- help with obtaining a research grant/scholarship	1	5	0
- creating opportunities for writing publications	6	1	0
- availability of literature needed for the doctoral dissertation in the university library	6	1	0
10. Decision to undertake doctoral studies	5	1	1
11. The quality of administrative support for doctoral students in the dean's office.	7	0	0
12. Involvement and care of the thesis supervisor.	6	1	0

Re. 7**Results of postgraduate students' survey „Good Manufacturing and Hygiene Practice and Auditing of Food Health Quality Systems”**

Faculty of Veterinary Medicine academic year 2022/2023

Number of course participants / number of assessing participants / 26

Criteria	% of positive marks	% of negative marks	% of no opinion
1. Satisfaction with the curriculum	100%		
2. Class level	100%		
3. Relevance of the curriculum content	96.16%	3.84%	
4. Usefulness of the curriculum content	96.16%	3.84%	
5. Were students given the opportunity to suggest changes to the curriculum?	80.77%		19.23%
6. Usefulness of teaching materials provided during the course of study	100%		
7. Teaching methods applied	96.16%	3.84%	
8. The way the Head of studies communicates with students	100%		
9. Preparation to the specialist exam / final (if the studies end up with an exam)	100%		
10. Degree of fulfilled expectations	96.16%	3.84%	
11. Upgrading professional qualifications	100%		
12. The usefulness of studies in professional development	100%		
13. Preferred lecturers (% of responses):			
a) research and teaching staff only			
b) research and teaching staff mainly	16%		
c) outstanding practitioners only	15.38%		
d) equally research and teaching staff as well as practitioners	76.92%		
e) other persons			
14. Organization of the studies (% of responses):			
a) more practical classes	30.76%		
b) more theoretical classes			
c) clearer criteria for passing classes			
d) better adjustment of meeting hours to the hours at the disposal of the students	7.69%		
e) reduced group size (lower number of students in groups)			

f) increased group size	
g) better furnished rooms where the classes are held	3.84%
h) more efficient administrative services, including information exchange with the students	
i) no changes required	53.84%
j) other	

The grading scale used in the preparation of questionnaires from Appendix 7:

positive: responses from the first three columns

negative: responses from the last two columns

record in the form of a clear reference under the table

With the protocol developed by the Manager of Postgraduate Studies Dr. K. Morzyk.