

**European Association
of Establishments for Veterinary Education**

**Association Européenne
des Etablissements d'Enseignement Vétérinaire**



REPORT on the STAGE 1 VISITATION to

Wroclaw University of Environmental and Life Sciences, Faculty of Veterinary Medicine

23 – 27 November 2015

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INTRODUCTION

The Wrocław University of Environmental and Life Sciences, Faculty of Veterinary Medicine in Wrocław is one of 5 veterinary Faculties in Poland. The history goes back to 1881 when the veterinary school in Lviv was opened. After WWII the whole staff of this veterinary Faculty was moved to Wrocław and the Faculty reopened in its new location in November 1945.

A new independent Wrocław University with 5 faculties was created in 2006

- Faculty of Life Science and Technology
- Faculty of Biology and Animal Science
- Faculty of Environmental Engineering and Geodesy
- Faculty of Food Science
- Faculty of Veterinary Medicine

Apart from the anatomy division all Faculty buildings and facilities are located at the Grunwaldzki Campus in the city of Wrocław. Further to this the Faculty has full access to a nearby dairy farm (with sheep and geese) owned by the University and partly used for training of zootechnicians.

The Wrocław FVM was evaluated by EAEVE for the first time in 1998 and since evaluated in 2009 with 2 deficiencies

- inadequacy of the number of large animal clinical cases
- deficiency of the isolation facilities

The Faculty has rectified the deficiencies and also included changes of the curriculum, renewed equipment to the clinics, restructuring of the emergency clinic, elective courses, increased practical training and night shifts where students participate.

The Self Evaluation Report 2015 was prepared according to the SOP laid down in the guidelines.

The team experienced a well organized site visit, excellent hospitality and an open door policy, where all requests from the team were professionally fulfilled.

Suggestions have been made to help the Wrocław University, Faculty of Veterinary Medicine in Wrocław to improve even further and to continue to make the best of its potential to fulfill the objectives.

The team found no evidence of major deficiencies and suggests that the Faculty is fully approved at Stage I according to the rules laid down in the SOP.

1 OBJECTIVES & STRATEGY

1.1 Findings

The Faculty of Veterinary Medicine, Wrocław University (FVM) of Environmental and Life Sciences (WUELS-FVM) is a Faculty with the main campus located within the city limit and with Professor Krzysztof Kubiak serving as dean.

The WUELS-FVM presents in its mission statement:

- education and research covering agriculture and related sciences
- directly dealing with rural development, food quality and management
- environmentally sustainable development with respect for human and animal welfare

The FVM presents in its mission statement:

- education of students
- post graduate information
- dissemination of research results
- provide services to the public

followed by a statement of objectives which includes (SER, p7):

- research
- broaden general and specialist knowledge
- enabling students to obtain a degree equivalent to a UK Veterinary Surgeon or a US DVM
- a 4 year PhD programme
- a 2 – 3 year diploma/specialist programme
- fully acquired day-one-skills

The Faculty comments upon the generally poor financial situation for academic institutions in Poland. This includes self generated income from services offered to the public. However, 30 % of this income must be given to the central university authorities.

Furthermore it is stressed that the Polish population of 39 mio until January 2015 was served by 4 Polish veterinary faculties (Warsaw, Olsztyn, Lublin, Wrocław) but that a new veterinary faculties have been opened recently in Poznan and a new veterinary faculty in Krakow is pending.

1.2 Comment

The WUELS-FVM lists a number of strengths (SER p9) e.g.

- well-qualified teaching and research staff
- adequate research facilities and equipment
- a comprehensive curriculum
- post graduate program
- a high case load especially in small animals

and a number of weaknesses

- insufficient funding for salaries and infrastructure
- inadequate number of technical staff members in some departments

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- inadequate independence from the university

The 2009 EAEVE site visit resulted in 5 Category I deficiencies

- insufficient large animal caseload (especially cattle and swine)
- no true mobile ambulatory clinic
- EMS in clinics was not adequately planned and organized
- no adequate isolation facilities for large animals
- library with limitations and absence of e-learning

And the 2010 EAEVE revisit resulted in the following conclusion:

The caseload for food animals, particularly cattle and swine, is insufficient. The isolation facilities are inadequate. ECOVE decision: These two unrelated category 1 deficiencies are still unresolved.

The 2015-team found that all former deficiencies have been rectified.

It is the opinion of the 2015-team, that the requirements regarding Objectives as they are laid down in Annex I of the SOP are met.

1.3 Suggestions

- A clear reference to EU standards for the veterinary education as it is laid down in EU Directive 2005/36 and with amendments in EU Directive 2013/55 in stead of vague references to UK and US standards.
- A clear Faculty strategy to alleviate the weaknesses mentioned in the SER might be advantageous to the WUELS-FVM in the continuous negotiations for improvements.

2 ORGANISATION

2.1 Findings

A traditional top-down university structure with line command is scheduled with the rector making the overall decisions based on input from deans and councils.

The Dean of the veterinary faculty Prof. Krzysztof Kubiak is a vet (DVM, PhD). The dean is supported by 2 vice-deans:

- vice-dean for student matters, Dr. Stanislaw Dzimira, DVM, PhD
- vice-dean for international cooperation and studies conducted in English (*Faculty website*), Dr. Robert Karczmarczyk, DVM, PhD

The Faculty Council consists of the dean and the vice deans supplemented by all professors and elected representatives of other academic teachers, students (6 students, one from each class, but no representative from the English-speaking group), doctoral students, non-teaching staff, trade union representatives and retired academic teachers. The Council meets at least once a month.

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A list of the Faculty Council's area of work and decision is presented on page 12 (SER).

The Faculty is subdivided into:

- 9 departments
- the departments are subdivided into 15 divisions
- 1 center (Diagnostic Exp. and Innovative Biomedical Technology Center)
- 1 computer laboratory
- 1 unit for laboratory animals
- 8 special units with partial autonomy within the departments, partly providing external services to the public

2.2 Comments

The Faculty runs a complex and mushrooming departmental, divisional and unit structure with seemingly unclear and unfocused powers of cross-departmental coordination and instruction.

The University Statute supports a growing departmental structure by allowing a new department to be established when 8 academic teachers (minimum 2 being at the level of professor) demand it. This does not in any way enhance the idea of effective and coordinated decision making within the Faculty and at the departmental levels.

The retired professors still carry a lot of weights inside of the Faculty, they have their own offices on the campus and a seat in the Council. They represent a less modern influence that doesn't go hand in hand with younger staff.

The Faculty resents its lack of autonomy towards the University, and the University's will to decrease its number of departments.

The organization fully supports research projects and the team saw many solid research areas where departments cooperated. However, the team saw some examples of duplicated teaching which may be caused by a less than ideal communication between departments.

By slimming the organisation e.g. by reducing the number of departments coordination of teaching and research would be made easier for the Faculty and it would be more cost-efficient.

The Faculty comments that a former suggestion of decreasing the number of departments and restructuring the Faculty organisation has not been successful. However, the team is of the opinion that restructuring the Faculty would result in a more efficient running of e.g. the clinical departments (examples):

- common reception area for small animals
- common, electronic patient record system for the clinics
- common use of expensive equipment (e.g. ultrasound machines which are placed in numerous places in several departments or X-ray equipments that are currently available in 4 different places)
- more intensive use of research equipment for diagnostic purposes
- intensified use of the surgical theatres

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It is the opinion of the team that the Faculty has an unexploited potential and with the planned construction of a new Large Animal clinic there is a window of opportunity to consider to change the organisation.

It is the opinion of the 2015-team, that the requirements regarding Organisation as they are laid down in Annex I of the SOP are met.

2.3 Suggestions

- As reorganisation is often a complicated process the Faculty should consider to establish a reorganisation committee supplemented with external experts.
- The laboratory jig saw (labs not located close to the departmental management (SER, p14)) should be solved by considering reallocating physical facilities (buildings, rooms etc.) to support the work flow and the management structure.
- The Faculty should consider to incorporate a representative from the English speaking student track in the Faculty Council.

3 FINANCES

3.1 Findings

Distribution of the fiscal means available at university level is decided by the university Senate. 65 % of the fiscal funding is distributed to the faculties by an algorithm and 35% is spent on e.g. library, education generally, sports and internationalisation.

The WUELS-FVM budget is allocated following a ministerial/university algorithm. This includes a constant 70 % funding based on the past fiscal year's funding. The remaining 30 % is formed by a number of variables, e.g. academic, teaching, research, internationalisation etc. The veterinary program together with other programs has the highest coefficient (3 out of 3) in the funding algorithm.

The Faculty budget is created in all details (as is the same for all other Faculties) by the Rector's staff (the Chancellor's office) and it is based upon a number of algorithms.

National research money is distributed among faculties according to a national ranking.

Departmental funding is calculated and decided based on scientific ranking for 90 % of the annual budget and 10 % based on teaching activity all according to pre fixed algorithms.

The Dean has a 2-3 % reserve for extraordinary purposes.

Allocated money cannot be transferred from one fiscal year to another.

Additional income is generated from tuition from national and international students, students repeating semesters, income in the clinics, diagnostic services, research grants, and cooperation with industry partners.

Salaries are generally low. Salaries at the entry research and teaching level is very low.

3.2 Comments

The WUELS-FVM is generally underfinanced especially with respect to teaching and didactic purposes. The SER (p17-18) directly states that funding for teaching is not sufficient. The Faculty alleviates this situation by agreements with farm owners and others that in return for their participation in the teaching (directly by instruction of students or indirectly by providing services such as access to farm animals etc.) they get advisory services, veterinary consultations, and other means of help free of charge.

However, it is commendable that the Faculty manages to run a full veterinary curriculum and a broad, high quality research programme even with insufficient funding and in some instances on a *quid pro quo* basis to a certain degree.

It is difficult to run an independent Faculty without support from a highly qualified financial officer at Faculty level. Most often such officers refer directly to the Dean.

Using several fixed algorithms to set the budget restricts the possibilities for reallocation of money and may be severely prohibitive for necessary changes in the allocation of money for research and especially for teaching.

The allocation of money at the departmental level favours research heavy departments while teaching activities is only to a much lesser degree favoured.

The salary level is generally low and the even very low salary at the entry level for young researchers is so low that it will become increasingly difficult to attract and retain qualified faculty and staff.

It is the opinion of the 2015-team, that the requirements regarding Finances as they are laid down in Annex I of the SOP are met.

3.3 Suggestions

- The FVM should establish its own, professional Faculty financial support function directly referring to the Dean.
- The FVM should create a 5-year strategic plan including a financial plan.
- The Dean (together with the deans from the other faculties) should influence the university to re-evaluate the algorithms used to establish the budget at both faculty and department level.
- The WUELS-FVM must be allocated sufficient funding to perform its educational duties at a minimum European level as laid down in EU Directives 2005/36 and 2013/55.
- High quality teaching activities including creation of new teaching methods should be encouraged by the university and the Faculty by changing the weighting between research/teaching from 90/10 to a share more favourable for teaching.
- Salaries should be raised and especially salaries at the entry level for teachers and researchers must be raised to secure that young faculty can be attracted and retained.
- *Quid pro quo* as a financial principle should be avoided in a modern university.

4 CURRICULUM

4.1 GENERAL ASPECTS

4.1.1 Findings

The minimum curriculum duration is 5.5 years. It is defined by law at the national level: the curriculum must count 5,130 h and 330 ETCS. A precise number of teaching hours is allocated to each subject to be taught, including the mandatory extramural work. The faculty can amend the curriculum by using 960 h among the total 5,130 h, after discussions in the Faculty Didactic Commission. According to the SER, *“this new, species-oriented curriculum includes 185 hrs of equine diseases, 245 hrs of farm animal diseases, 230 hrs of dogs and cats diseases and 90 hrs of poultry diseases.”* The clinical rotations occur during the fourth and fifth years. There is no tracking system.

Despite the large size of the classes, the number of supervised and/or practical training hours is high, so that the teaching duty is heavy.

The excellent level of the students allow their involvement and active participation in their learning process. The engagement of the teaching and support staff in educating them is noticeable. A high level in basic sciences gives foundations for the student’s education in comparative biology, pathophysiology and medicine.

4.1.2 Comments

The general structure of the curriculum established by the “attachment 109” as common to all Polish veterinary Faculties respects both the European higher education general standards and the EA EVE requirements. The length of the curriculum fulfils the EU directive.

The overall curriculum structure is balanced and structured according to semesters and years. There is no clear identification of a bachelor/master level according to the Bologna process. A PhD level is therefore clearly organized.

There is no tracking system. It is out of the scope of the evaluation to know if it reflects the structure of the profession in Poland. All years were therefore evaluated according to SOPs and used for calculating the relevant ratios. Whenever necessary, the structure of electives was taken into account.

The Visitation Team’s opinion is that in general, the curriculum is classical and conservative. The “competency approach”, based on definition, active learning and evaluation of “day-one skills” is not systematically implemented. However, in some disciplines, the team observed that this approach is systematically used.

The R6 ratio (supervised vs theoretical training) is good. However, in most cases, the students do not get any homework in order to prepare seminars and practicals and therefore can’t become optimally active during the sessions. The R7 (non-clinical vs clinical work) ratio is within the accepted range.

Practical training and hands-on experience is prescribed by the curriculum as well as supervised extramural training.

In the Visitation Team's opinion, the requirements regarding Curriculum, General Aspects as they are laid down in Annex I of the SOP are met.

4.1.3 Suggestions

- There is a strong recommendation to implement a systematic competency-oriented approach in the Faculty.
- The Visitation Team supports all activities leading to systematically collecting feedback:
 - on each aspect of the new curriculum and its continuous improvement.
 - on the implementation and follow-up of the day-one skills by all departments on an integrative basis, especially for transversal skills and attitudes.
- The team recommends to increase the number of hours devoted to clinical activities e.g. by decreasing the overall percentage of passive teaching methods (especially lectures).
- The team noticed that EduWet is mostly used as a repository of handouts, powerpoint slides, etc. Faculty should consider promoting a better integration of EduWet into the education process (*blended learning* and *flipped class concept*). All teachers should be better informed, and if not taught, on new active teaching methods.
- EduWet's should deliver the same information for both polish and english students.

4.2 BASIC SUBJECTS & BASIC SCIENCES

4.2.1 Findings

The admission requirements are equal for all candidates. They must be successful (minimum 30% of over standard high school maximum point level) at final high school examination, called Matura in chemistry and biology. Students who had passed Matura before 2005 or Polish citizens who hold a foreign high school certificate which is not recognised by Polish authorities have to pass an entrance test in biology and chemistry.

Basic subjects compliant with the directive 2005/36/EC, are taught as a part of a core curriculum, like Biology, Cell Biology, Biochemistry, Biophysics, Chemistry, Histology and Embryology, Animal Anatomy, Topographic Anatomy, Animal Physiology, Microbiology, Immunology, general and Veterinary Genetics, Veterinary Epidemiology, Pathophysiology, Veterinary Pharmacology, Pharmacy, Toxicology, environmental Protection, Biostatistics and Methods for Documentation and Forensic Medicine. They must cover not less than 1185 hours out of 5130 resulting in 87 out of 330 ECTS regarding the national curriculum for Veterinary Medicine and the Act on Higher Education. These subjects are supposed to be connected to clinical subjects. Collaboration between Biochemistry and clinical sciences is evident from online VetVip project, generating clinical cases to study biochemistry in a real clinical situation. Genetic and veterinary genetic is being taught as a part of Animal Husbandry. The exams have to be taken in the 2 exam periods. 60 ECTS should be collected for the progression to the next year.

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Carcases for Anatomy course are preserved by formalin and glycerol. Students are not protected enough from the effect of formalin. Washing out the formalin or use of another conservation method would be strongly recommended.

The labs for anatomy course are equipped with stainless steel working tables. There is enough place for the simultaneous work of several groups of students.

The pathology department has well equipped necropsy room with possibility of simultaneous work on six smaller animals as well as special facilities (trolleys and big stainless steel table) for large animals' necropsies. All measures for student protection are in place. The carcasses are kept in freezers next to the necropsy room. There is a separate entrances for students. Disposable protective cloths and boots are used.

The number of dissections and necropsies is in accordance with standard EAEVE recommendations as demonstrated by Table 7.2 and ratio calculations R18, R19 and R20.

During the interviews with students it was clarified that biosafety and biosecurity issues are discussed before starting any practical course.

The ratio between theoretical and practical training is in favour of practical training as requested by the national veterinary curriculum.

The so called "rectors groups", determined for the whole University, are supposed to consist of 18 students. However, it is divided to 9 students' groups (per teacher) for work at anatomy, microbiology or pathology. In chemistry, biochemistry, pharmacology, toxicology and microbiology students are trained to use basic analytical methods and calculation by themselves.

There are 18 courses, covering basic sciences offered as elective subjects in Polish program.

In the English Division the compulsory subjects are equivalent to the national program, however the number of elective subjects available also in English is smaller.

4.2.2 Comments

It is the opinion of the 2015-team, that the requirements regarding Curriculum Basic Subjects as they are laid down in Annex I of the SOP are met.

4.2.3 Suggestions

- Using the formalin preparations should be seriously avoided

4.3 ANIMAL PRODUCTION

4.3.1 Findings

Three Faculties are responsible of teaching the curriculum of Animal Production offered by the FVM. The subjects of Animal Nutrition and Feed quality, Animal Breeding and Animal Hygiene are taught by the Faculty of Biology and Animal Breeding, Agronomy is taught by the Faculty of Live Sciences and technology and finally, and the rest of subjects are taught by the FVM. The subject of general

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and veterinary genetics was included as a part of the Animal Production curriculum by the FVM due to its applied approach. Thus, they offered a total of 11 compulsory subjects which comprise more than 400 hours. Four electives are offered.

The non-clinical animal work related to Animal Production is based on a compulsory extramural summer practical training of 80h conducted at the end of the 2nd year. The students select the farm where they want to go and the FVM authorize the training if the farm is considered suitable. The early exposure to handling of farm animals take place during the intramural practices of “Animal breeding” in the third semester (2h at the farm of Swojec and 2h in a small poultry farm located in the WUELS). There are no practicals on Agronomy or Veterinary Economics.

The cattle and sheep farm of Swojec that is used for the intramural training is located next to the FVM.

The students are taught about the general safety rules and the risks associated with the training although during the visit to the farms the team saw some students with non appropriate attire or hard boots handling large animals.

4.3.2 Comments

The curriculum of Animal Production is balanced between lectures and practical training although the hours of intramural non-clinical work with large animals could be increased. The staff involved in the teaching of this group of subjects is highly motivated but there is a lower level of coordination of teaching activities. Despite this, the teaching has a correct species-orientation and the subjects taught to veterinary students by the staff of other Faculties (NVS) are also veterinary-oriented.

The students select the farm in which they are going to conduct the summer practical training. This procedure should be carefully checked by the FVM because it could imply that some students could start the clinical subjects without handling all the food producing animals. The summer training is randomly checked (15%) by the Faculty staff, which visits the farms. When students return to the Faculty, they have a meeting with the teachers who check their training book and ask them questions in order to insure that they did follow the training.

The location of the farms in relation to the FVM (except Swojec) implies a handicap for teaching activity due to the long transportation time.

In the opinion of the 2015-team, the requirements regarding Animal Production are met as they are laid out in Annex I of the SOP.

4.3.3 Suggestions

- The cooperation between the Departments involved in the teaching of Animal Production should be promoted by the FVM.
- A better coordination of the subjects of Animal Production with the clinical disciplines should be considered .

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- The plan for a new facility for large animals in the outskirts of Wrocław is highly recommended.
- Students that do not comply with the biosecurity procedures, especially overall and boots must not be accepted in the facilities (see chapter 5.3.3).

4.4 CLINICAL SCIENCES

4.4.1 Findings

The clinical training is developed through the curriculum.

Practical teaching is divided into 3 categories: laboratory and desk-based work (performed in groups between 12 and 20 students), non-clinical animal work, and clinical training.

Clinical training is initiated during the 3^d and 4th year with respectively 65 and 360 h/student/year, including extramural mandatory periods.

The semester 10 (5th year) is partly devoted to “clinical internships” (135 h). These clinical internships/rotations are organized on a complex basis because, due to the national curriculum, the number of clinical hours is allocated on a species basis, whereas the four weeks rotations occur in the four subject-oriented clinics. The hours are allocated as follows:

	Epizootiology and exotics	Internal diseases	Reproduction and farm animals	Surgery	Total
Small animals	7	16	8	14	45
Horses	3	12	10	20	45
Farm animals	10	10	20	5	45

During the semester 10 students also have 30 h devoted to avian diseases and 160 h of extramural clinical activities.

Semester 11 (6th year) is mainly organized with four weeks “clinical internship” rotations within the four clinics as follows:

	Epizootiology and exotics	Internal diseases	Reproduction and farm animals	Surgery	Total
Small animals	8	16	7	14	45
Horses	4	13	8	20	45
Farm animals	10	10	20	5	45

The rest of the semester 11 is devoted to electives.

Depending on the choice made by students for the extramural “animal clinics” and the electives, the total volume of hours of clinical training in the different species varies a lot and the only minimal figures are represented by the clinical internships.

The ratios students/teachers for clinical teaching are in agreement with the recommendations; a clinical group generally includes 4 to 6 students and a clinician, but for certain activities it is possible to have a group of up to 20 students for one clinician.

The caseload in small animal clinics is correct (around 63 animals per student graduating annually).

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The on-call emergency service and the mobile ambulatory clinic is run by the clinics of reproduction and farm animals. A timetable, defining which vet is on duty is displayed in the clinic. For emergencies, students are not present, but they can be phoned by the vet and can participate in the management of cases under supervision. In fact, it seems that the night emergency system mostly works for the especially interested volunteers.

For the mobile clinic, the system is really functioning and 3 to 4 students go outside, with a teacher, every day all over the year in case of incoming call.

Reproduction follow-ups, individual and herd medicine are also performed in not less than 15 farms with which the Faculty collaborates, covering cattle, sheep, swine, poultry, fishes and bees. For example, the facilities and animals in Pawlowice (dairy cattle, sheep, and pigs) are of excellent standard and provide a very good tool for teaching, including parturitions, dystocias, endometritis, mastitis and so on.

In addition to clinical teaching performed at the Establishment, there are obligatory extramural periods. This obligatory extramural activity (farm practice, animal clinics and veterinary inspection), although controlled by the teachers, is not really standardized and supervised through the Establishment.

4.4.2 Comments

The ratio R7 (supervised practical training vs clinical work) is “borderline” (1.769, the upper limit being 1.809 in the SOP). But it includes extramural clinical activities, among which a lot are depending on the choice made by each student, so that, to the team’s opinion, the Faculty is not fully able to guarantee that the day-one skills, as defined by the Annex 4 of the SOP, are covered in all different species.

The caseload in large animals (horses and farm animals) has been greatly increased in the last years, either in the clinics or by collaborations outside the faculty. However, the equine caseload could be further increased.

In all clinical activities, biosecurity procedures seem to be defined and in most cases displayed. But the team would like to point out that:

- in some places, they are only displayed in Polish;
- if the students do not comply with these procedures, there is not necessarily any specific consequence;
- in the extramural activities, occasionally no suitable protecting clothing (aprons, boots) were worn by students. These would be strongly recommended.

In some places (surgery and reproduction departments), there are training rooms, manikins and inert models but the training is not organised in a unified system designed to promote this clinical skills learning. The students clinical skills logbook is not systematically in use and doesn’t exist in English.

It is the opinion of the 2015-team, that the requirements regarding Curriculum Clinical Sciences as they are laid down in Annex I of the SOP are met.

4.4.3 Suggestions

- The team would like to make strong recommendations concerning the “clinical internships”:
 - to increase the number of hours (and by consequence the number of weeks) devoted to these activities, by better using the 960h that are at the disposal of the Faculty (SER, page 21), instead of lectures
 - to ensure that the day-one skills, coming in all species, are defined in all four clinics
 - to better ensure that any student fulfils these day-one skills by better using the paper “logbook” and/or by installing an e-portfolio
 - to change their name, as the term “internship” is usually kept for a one-year postgraduate education system.
- The Faculty should consider any lever to increase:
 - the real and effective activity of the emergency service
 - the number of small animals hospitalized in the clinics
 - the equine caseload
- Moreover, the team suggest that the clinics and labs tend to harmonize their opening hours and that the Faculty generally considers any additional lever to raise the attractiveness of the clinics (see chapter 6.2)

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

4.5.1 Findings

The course syllabi of the Meat inspection and Hygiene and the Veterinary Public Health (FHT-VPH) build on the expectation that students have gain prerequisite knowledge and skills on prior courses within the veterinary and animal production science, eg. agronomy, animal hygiene and welfare, microbiology, pharmacology, pathophysiology and pathomorphology. However, FHT-VPH teachers seem to have no direct vertical coordination or collaboration regarding teaching with the teachers of the supporting subjects, neither to the teachers of the horizontally linked courses in veterinary toxicology and zoonosis.

FHT-VPH subjects are taught in a series of compulsory courses starting at 6th semester “Public Health Protection in a State of Disaster” and continuing over semesters 7th – 10th with Fodder hygiene, Food Sanitary Law, Milk Hygiene, Veterinary Administration and Law, Safety of Feedstuff, Slaughter Animal and Meat Hygiene I, II and II and Hygiene of Food Processing I and II. Furthermore, students have to complete two periods of practical extramural training) regarding Meat inspection on slaughterhouse(s) (2 weeks) and Hygiene inspection on food processing plants (2 weeks). This extramural training is placed in the summer holidays at years 4th and 5th, respectively.

FHT-VPH subjects are taught and trained in a classical subject orientated manner through lectures and compulsory “practicals”, supplemented with the mentioned extramural training. The supervised “practicals” most often consists of a seminar or lecture for student groups of 20 students followed by a laboratory or hands-on practical exercise.

Meat inspection practicals take place in two modules: two days to cattle and pig slaughterhouses at the 8th and one day at 9th semester. The focus is post mortem inspection training and assessment. However, at the first visit students are also introduced to the slaughter-processes including ante-mortem inspection of animal welfare and transport. At the second visit students' practical meat inspection skills are assessed at a pig slaughterhouse.

“Practicals” in food technology and hygiene inspection is carried out as day excursions to milk and two visits in food processing plants at 8th and 10th semester, respectively. Students in groups of 10-20 experience and discuss various food technological processes, monitoring of critical control points, GMP/GHP rules and hygiene inspection with the teacher, a company technologists, and also often with an official veterinarian, if she/he is available at the time of the excursion.

Students have to organize the extra-mural summer practices by themselves. Prior to the practice start, the relevant course leader must approve the slaughterhouses and food processing plants, and the students must have obtained acceptance from these establishments. For Meat inspection, only slaughterhouses that are staffed with one or more fulltime official veterinary officers are approved. For Food processing plants, only companies that have been officially approved by the official veterinary governmental organization and that are regularly inspected by official veterinarians can be a part of the extramural training program.

During the practices, students have to produce logbooks, which must be approved by both the official veterinarian, a responsible officer at the extra-mural establishment and by the responsible teacher. After the practice periods, the relevant teachers assess the skills and knowledge obtained by the students.

The FHT-VPH-subjects add up to 23 ECTS of faculty taught and supervised course activities. It includes, according the SER Appendix 1, 160 hours of lectures, 295 hours of practical exercises (excluding transport to/from external facilities), plus the 160 h extra-mural practice at slaughterhouses and food processing plants. Hence, FHT-VPH contributes to 635 hours, which are equivalent to 12 % of the total 5130 hours in the curriculum. This number of hours is safely within the EAEVE-recommendations (please refer to list of ratios).

4.5.2 Comments

No protective gloves are supplied to students when practising meat inspection. Students are discouraged to use protective gloves e.g. mesh gloves or cut resistance gloves because they hinder optimal palpation of carcasses and offal at the inspection platform.

Hence, the teaching and practical training regarding FHT-VPH include all elements required for adequate veterinary training and fulfil the EAEVE standards.

It is the opinion of the 2015-team, that the requirements regarding Food Hygiene & Technology and Veterinary Public Health as they are laid down in Annex I of the SOP are met.

4.5.3 Suggestions

- The faculty should supply students with protective gloves for meat inspection and demand that students use those when working on the meat inspection platform to ensure personal safety of their students during compulsory training

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- For safety and educational reasons it should be compulsory that all staff and teachers participating in meat inspection training wear protective, metal gloves when working with knives.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

4.6.1 Findings

FVM offers 62 different electives covering all professional clinical areas and many basic science areas. They have in general a volume between 3 and 7 days per course. In the recent curriculum, the elective subjects constitute 22 ECTS (6,7%) of the full curriculum and are distributed as 2, 2 and 18 ECTS on the 7th, 10th and 11th semester, respectively. Hence, the electives are not considered as tracking.

In general, an elective course will be implemented if more than 18 students enroll, but if resources allow they may be executed with less students, if department resources allow. As the English division students only consist of around 14 students, only a limited number of electives are available for this group.

In addition to the elective subjects, students have to engage in extramural training during summer holidays: farm practice (1 ECTS / 2 week) after 4th semester, clinical practice (5 ECTS / 4 weeks, and meat inspection at slaughterhouse (2 ECTS, 2 weeks) after 8th semester, and clinical practice (5 ECTS / 4 weeks, and Hygiene inspection at food processing plants (2 ECTS, 2 weeks) after 10th semester. Students have to organise their own activities and are able to chose between animal species and interests.

4.6.2 Comments

To the team's opinion, the Faculty is aware enough of the cost-benefice ratio of a high number of electives that are proposed to the students. In fact, the number of electives has been reduced and the total number of ECTS has been decreased from 30 to 22. The team agrees which such a decision.

It is the opinion of the 2015-team, that the requirements regarding Electives as they are laid down in Annex I of the SOP are met.

4.6.3 Suggestions

- None.

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

5.1.1 Findings

It appears in the Curriculum that the official methods used for teaching are lectures, seminars, laboratory and desk based work, nonclinical animal work and clinical work including extramural practical training in farms, animal clinics and food hygiene. From the information obtained during

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the interviews, it seems to a great extent that seminars are meant as a follow-up to the lectures (on precise parts of the course) delivered in small groups and preceding practical work.

The new curriculum is species oriented and lasts 11 semesters. The last two semesters (10th and 11th) are dedicated to clinical practice. The number of teaching hours (SER Ch.4.1) is 5,130 equivalent to 330 ECTS and the ratio between basic and clinical sciences are defined by the Higher Education Act for all five vet schools in Poland, and cannot be changed by the schools individually. Attachment 109 determines the obligatory extramural training.

Specific learning objectives assigned to subjects and courses are defined in the syllabus, and can be found (in English) on the university web page for Erasmus students. The same document offers a list of recommended literature in English, German as well as Polish for each course. From the interviews the team understood that Polish students highly appreciate literature in Polish language.

Problem oriented teaching has been recently launched by the Division of Biochemistry and the clinical departments. Teachers participate in an international program, called VetVIP, which was started by the University of Veterinary Medicine Hannover, together with veterinary medicine faculties from Budapest, Wroclaw and Lublin.

Participation in the practical work, seminars and clinical rotations is mandatory, but only 80% attendance is required for the lectures.

A very high number of selective subjects is available (60), 6th year students have to choose at least five of them (totalling 22 ECTS). In reality some 25 courses only are selected by the students, and the English track can only choose between 22 subjects.

The coordination and evaluation of teaching is the responsibility of the Dean for Student Affairs, who can propose changes to the Faculty Council. Proposals for changes in the teaching process can also be voiced by teachers and sent to the Commission for Study Curriculum.

Students and staff have the possibility of using Moodle platform, called EduVet. It is mainly used to deposit study documents and handouts as well as the results of different evaluations and to communicate with the students.

Training of day one skills (SER, p39) is dispersed among several subjects and is not an autonomous subject. Students are obliged to undergo this training, and a special credit book has to be signed by a teacher, proving that the student has reached an acceptable level. Private practitioners accept the level of practical experience for the newly graduated.

At national level, a global teaching evaluation is done by the National Accreditation Committee every 5-8 years on the basis of an SER.

At University level the quality evaluation is done by electronic voting devices. UNI CTQE enables assessment of classes, didactic basis, document control, analysis of teaching, ECTS coordination. The annual report goes to the Vice Rector and the University Senate that reunites the five faculties.

At Faculty level the performance of courses is annually evaluated by FCETQ, for each teacher and each subject. On-line questionnaire results are reported back to the Dean and non-compliant results should be discussed by the head of the department and the Dean. Students opinion can be given

anonymously in Dean's Box, and also expressed during meetings between the Deans and the Student Council twice a semester. Each graduating student is asked to evaluate all courses. Courses and teaching are regularly evaluated by students, using an electronic or paper version. The analysis of the results is available to each particular teacher and all results to the dean. From the interviews it was evident that a bigger impact of these results would be highly appreciated by students.

At the Department level the quality of teaching is checked by head of the department once a year. Report goes to Dean and Faculty Commission for Evaluation of Teaching Quality (FCETQ), which includes at least one student member.

Extramural clinical teaching: there are 14 weeks of mandatory extramural practical training during the holidays, including 8 weeks of animal clinics training with a practicing veterinarian or in one of the animals clinics of the Faculty.

Intramural clinical teaching: clinical rotations totals 270 hours during one week in each of the clinical department (Internal, Infectious, Reproduction, Surgery), two times (one in semester 10 then 11). The program is specified in pages 33-34 of SER.

5.1.2 Comments

Several hours are devoted to sport, humanistic subjects, foreign languages.

The autonomy of the faculty to change the curriculum is limited by the National curriculum.

The SER suggests that the evaluation system has no real way of having a meaningful outcome on teaching methods, partly because of the professors' status. However, after interviews, it seems like the students can easily and freely suggest changes to their teachers or to the Dean when they are not satisfied with a course or a teacher.

It is the opinion of the 2015-team, that the requirements regarding Teaching Methodology as they are laid down in Annex I of the SOP are met.

5.1.3 Suggestions

- Teachers should have more opportunities to get familiar with new didactic and teaching skills e.g. by means of continuing learning, conferences and so. In the same spirit, the volume of problem-oriented teaching, e-learning, inverted classes and other modern methods of teaching should be increased in all departments.
- Clinical exposure could be increased by increasing both the caseload in each of the clinical departments and the number of intramural clinical hours (see 4.1.3, 4.4.3 and 6.2.3).

5.2 EXAMINATIONS

5.2.1 Findings

The FVM examination system is determined by general regulations of the University. The maximum number of exams per students shall not exceed 8 during one academic year. There are two two-week periods for examination at the end of each semester, as well as frequent formative evaluations during

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each course (small written test, oral presentations). The Faculty decides upon the precise timetabling of examinations in consultation with student council.

There is not a centralized policy of examination for the FVM. The teachers and the Department heads have the autonomy to decide upon the nature of the assessment for each subject, e.g. written exams (short essays or multiple-choice), oral examination, practical exams or different ways of continuous assessment. The specific procedure of evaluation of each subject is outlined in each syllabus and available at the FVM course website. Many exams require that the students meet specific requirements in order to enrol for the examination. The specific details are outlined in the course syllabus. No external examiners are used at any of the exams. However, for most oral exams a third person observes the examination.

There is no limit of number of attempts to pass a subject. However, students have to pass all so-called “critical subjects” within a study year in order to progress to the next year nor engage in the extramural summer training programs. Students that fail the first exam attend a second one, organized within two weeks. If a student fails again, she or he can apply for a third examination within the same year. This examination is carried out by a Commission of appointed teachers. If a student fail a “Commission exam” and the subject is considered “critical”, she will have to repeat the course and pass the exam the following year. The Dean can authorize the progression if students fail a “non-critical” subject.

Students’ participation in the extramural training is randomly (20%) checked and verified by the teachers who visit the training locations. When students return to the Faculty, they have a meeting with the teachers who check their logbook and ask them question in order to insure that they did follow the training. If the answers are not satisfying, students can be asked to repeat the extramural training.

5.2.2 Comments

The FVM has a standard examination system used by several Universities with many subjects that must be passed in a structured way. Students cannot continue with some later subjects without having demonstrably achieved a satisfactory level of understanding or competence in the required disciplines, which forces a few students to use an extra year to repeat and pass failed courses.

The examination system appears effective. There were no complaints from the students, except a lack of free time before exams to properly prepare. Students also underline that some oral exams take place only between the teacher and the student alone, and there should be a third party. The written exams are sometimes not anonymous (name and group information is required). If the students are not in agreement with the results of an exam, they usually speak with the person on duty and finally, if not solved, the students can translate the complaint to the Dean’s Office, according to the WUELS rules.

It is the opinion of the 2015-team, that the requirements regarding Examination as they are laid down in Annex I of the SOP are met.

5.2.3 Suggestions

- A third person should be present for oral examinations

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- All log books for extramural service should be checked
- The Faculty should establish a common set of rules (policy) for examinations

5.3 STUDENT WELFARE

5.3.1 Findings

To protect students from zoonosis the Faculty implemented a special personal biosecurity policy. It is based on legal regulations and is made in cooperation with the University Health and Safety Work Section.

At the beginning of 1st year each student must attend an obligatory “course of safety” during which they are taught about general safety rules. Without passing this course, students are not allowed to attend any practical classes. Rules of safety are usually repeated before every lab course and clinics. They are placated on the walls of the laboratories. Before the practical classes students are instructed in how to deal with potentially dangerous materials. All the potentially risky works and procedures are carried out under the inspection and based on the permission of a teacher.

In the clinical classes every student has protective clothing, on extramural work, disposable ones. Comment: during clinical work with horse not but one student had acceptable protective shoe, even textile shoes were on. In the stables of the university farms the voluntary students did not wear neither protective clothing nor protectives shoes. The same could be observed during the horse race track practical.

Students have insurance for intramural as well as extramural practicals. Physicians and psychologists are available at the University level for free.

Accommodations for students are well organized. There are 5 dormitories available for veterinary students. Generally University offers 2300 places in student dormitories for a relatively cheap rent. There are single, double and 3 persons rooms and up to 4 persons are sharing kitchen and bathroom. Students can attend extra activity like sports free of charge (University Sport Centre with swimming pool and many sections of sport, i.e. basketball, volleyball, tennis, two dance clubs, fitness, horse riding, etc.). There is also available canteen and café at the University. Wi-Fi is available everywhere on the campus and in the dormitories. Some student associations are also available: IVSA and Erasmus Student Network, numerous science clubs.

Lately at the University two units responsible for tracking the future career and job selection of graduate students have been established: University Career Bureau and Bureau for Tracking of Graduates Future. In this year a special software is used for monitoring of quality teaching and graduates career has been introduced (<http://epak.edu.pl>).

Students are involved with the Faculty management through their representatives: they elect 6 representatives (one per year) that seat in the Faculty Council and the Commission for Evaluation of Teaching Quality. There is also a “Student Council” composed of the spokespersons of each year (designed by the students themselves), this council meets with the Dean twice a semester to discuss any kind of problems related to teaching, schedules and such.

Every teacher is obliged to have consultation hours for students once a week.

5.3.2 Comments

Courses on safety seem to be organized well, under the supervision of a Work Safety inspector. Biosecurity during the practicals could be developed; hardly any eye washers could be seen, and students had protective glasses on the microbiological practical, but only a few wore them; they were on top of their heads. Safety equipment of the laboratories should meet the work safety requirements. No protective gloves were worn by students in the slaughterhouse.

Before extramural activities (farms, slaughterhouses, processing plants) the students must undergo medical examinations, and special tests (fecal samples, *Salmonella*, *Shigella*). The safety rules in the laboratories or clinics aren't always translated into English, which is a potential problem for the English division students.

The number of dormitory places are in accordance with the number of the students, the accommodations are good (e.g. sports centre, cafeterias, clubs and associations).

It is important that the university has special units dealing with the future prospects of the students. According to the Polish Veterinary Chamber's information there is an over production of veterinarians in Poland; in this case helping the students in finding jobs is extremely important.

The students seem satisfied with their relationship toward the teachers and the Dean. They have easy access to them, can freely speak to them about their problems and be listened to. Their suggestions of change are often taken into account.

After the last assessment it was proposed to vaccinate all veterinary students against tetanus (they were vaccinated in childhood but some kind of booster would be a good idea). It is apparently still not done since it appears as a suggestion at the end of Chap.5 (p 43). Furthermore, it is not compulsory that they get vaccinated against rabies, it should be strongly recommended to them by the Faculty (approximately 50 cases of canine rabies occur in Poland every year).

It is the opinion of the 2015-team, that the requirements regarding Student Welfare as they are laid down in Annex I of the SOP are met.

5.3.3 Suggestions

- Existing biosecurity measures should be carefully scrutinized and enforced and developed where they are missing, especially concerning basic protective gear such as boots and gloves
- Students that do not comply with these biosecurity procedures, especially overall, boots or glasses must not be accepted in the facilities
- The Faculty should make sure that all safety instructions in all areas of the Faculty are displayed and given both in Polish and in English
- The Faculty should consider a vaccination strategy for students

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

6.1.1 Findings

The departments and the four clinics of the Faculty of Veterinary Medicine are located at the Main Campus of the WUELS. Division of Animal Anatomy is located nearby at the Campus in Biskupin. Some of the premises are pre WW II, some are from the 70-ies. However, most premises have been renovated and equipped during the last few years. And all premises present conditions conducive for good teaching and learning.

There is enough space in 11 lecture halls of different size, equipped with computer and projection facilities. In addition there are 12 rooms for smaller group work and 12 labs. Labs for students' practical work at each department are adequately equipped for training. Necropsy room is equipped with four tables for small animals as well as with good facilities for large animal necropsies. Practical training is performed after the second year as practical work on the farms during the summer holidays followed by clinical rotation (called internship) in the clinics, which are very well equipped. The third access to clinical training is during the visits of the cattle/pig farms which are located outside Wroclaw (5 to 130 km out of Wroclaw) where students are trained under supervision of the faculty staff. Five poultry farms are located 75-100 km out of the town, two fish farms 60-100 km from Wroclaw, and an apiary is located at 10 km from the main Campus, Centre for Treatment and rehabilitation of Wild Animals is in Zlotowek.

Slaughterhouses and meat processing plants are located 60 to 150 km outside the Wroclaw. They are all approved by the veterinary authorities. Practicals in meat inspection and food hygiene and technology on these facilities are supervised by teachers.

Two vehicles are available for transfer of students to the external farm facilities. For students staying there for three days the accommodation (for free) is organised in the hostel.

All facilities related to the food producing animals are out of Wroclaw.

Waste management is arranged by the Faculty with external companies.

Health & safety issues and biohazard announcements and instructions were observed in most places. However, in many places the majority of the instructions were in Polish not taking into account that the Faculty now has introduced an English speaking teaching line.

The team noticed that safety shoes and rubber boots were not worn in all places where students and teachers worked with large animals.

The team was pleased to notice that medicine and dangerous drugs were stored properly and that medicine was not expired.

Fire extinguishers (pressurized and hoses) and first aid kits were in place over all.

Eye washers were generally not present in all student labs.

6.1.2 Comments

The conditions for animals at the Swojec farm were less than optimal for a university farm.

To follow a relevant set of safety regulations the Faculty need to have a control function at Faculty level with local safety committees at department level. These controllers must have power to enforce safety regulations.

It is the opinion of the 2015-team, that the requirements regarding Physical Facilities, General Aspects as they are laid down in Annex I of the SOP are met.

6.1.3 Suggestions

- In the anatomy labs the ventilation should be better adapted to the procedures used (formalin vapours)
- Formalin should be replaced with less dangerous substances
- Conditions for animals at the Swojec farm should be revised
- A safety issues control function at Faculty level with local safety committees at Department level should be established. These controllers must have power to enforce safety regulations
- Students must wear safety gum boots when working with large animals

6.2 CLINICAL FACILITIES & ORGANISATION

6.2.1 Findings

In the current facilities, teaching, research and clinical activities are integrated and coordinated by different Departments. Despite the fact that the curriculum is supposed to be organised on a species-oriented basis, the clinical activities are organised in four different clinics run by their related department. All four buildings have been renovated and are in conditions meeting the international standard.

The department of Epizootiology and Clinic of Bird and Exotic Animals runs a clinic devoted to exotic animals (mammals, birds, reptiles and fishes), including a dissection/necropsy room for poultry, and another clinic for contagious animals. Isolation facilities are existing for all species and well organized.

The department of Internal Medicine and Clinic of Diseases of Horses, Dogs and Cats is hosting most of the clinical activities for small animals (“policlinic”): cardiology, neurology, gastroenterology, uronephrology, dermatology, oncology, physiotherapy, clinical nutrition. The main horse clinic also is located there.

The department of Reproduction and Clinic of Farm Animals is running all activities regarding small animal reproduction (medicine, surgery, biotechnology) and is well structured and organized. The main firstline farm animal clinic is hosted in this building.

The department of Surgery is in charge of all surgical activities in all species. The facilities, as in the three other buildings, have been renovated. However, the small animal surgery rooms remain old-fashioned, as they are not under positive pressure and they have several surgical tables in the same big room, with difficult separation of “clean” and “dirty” activities. The large animal surgery room

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is well equipped and animal handling to the wake-up/recovery room is correct, despite of the long distance. However, the induction area is not located under the hoist, so that it is difficult to put a heavy animal on the surgical table. The balcony that offers opportunity for student to look at the surgical procedures is a good teaching tool, but is questionable from an aseptic point of view.

The consultations are open to the owners with different opening hours depending on the clinics or diagnostic lab:

	Small animals	Horses	Surgery	Reproduction and farm anim.	Epizootiology and exotics	Epi-Vet	Uni-Lab
Mon-Fri	9:00 – 22:00	8:00 – 19:00	8:00 – 19:00	8:00 – 18:00	8:30 – 18:00	8:30 – 15:30	8:30 – 15:30
W-E, holidays	10:00 -18:00	10:00 – 13:00	10:00 – 13:00	9:00 – 13:00	closed	closed	11:00 – 18:00

Consultation hours are thus variable. In all clinics, consultations are attended from Monday to Friday. Also, an *emergency service* is working on paper 24 h per day, 7 days per weeks. In reality, this service is poorly active and seems to mostly involve volunteer students (see Chapter 4.4).

There is no real intensive care unit for small animals. The places available for hospitalisation and animal accommodation are adequate for most species, but they are greatly underused.

Anaesthesia is not a centralized service. The true anesthesiologists are located in the Surgery department, so that anesthetics that are performed in other buildings are not under their supervision, except on special calls. In the same way, diagnostic imaging is mainly organised into the surgery department. The clinics has the equipment to adequately perform all of radiological and ultrasonic examinations and a 16 rows CT scan, but the 1.5 T MRI is located in a building dedicated to research, leading to possible crossroads between patients and laboratory animals. Ultrasounds diagnostics are performed in at least three different buildings.

The small animal polyclinic has one room equipped with proper cages for normal didactic dogs and cats for teaching purposes. This is also the case for birds and exotic animals in the Clinic of Bird and Exotic Animals. Thus, several skills can be demonstrated on healthy animals inside the clinics with the same equipment that is used during the clinical activities.

There is no central pharmacy in the clinics and for all species, pharmacy services are decentralised to each clinical area.

There is no central diagnostic laboratory platform. Two small labs are mainly used for biochemistry, blood gases etc. Bacteriology, mycology and such specific analysis are performed in the relevant departments.

Health and safety measures for practical work and the laboratories are described in SER and is adequate. However, the risks for health and safety in other areas (equine and farm premises) are already described in chapters 5.3 and 6.1.

Different types of waste are collected separately and eliminated properly. The Faculty is working with two different specialized companies. The medical waste is packaged in specific boxes and transferred to specific containers. Infectious waste is stored in another type of containers and disposed of as medical waste disposal procedure.

In farm animals, animals are hospitalised in the Establishment (healthy animals and animals that are managed for reproduction and C-section). Ambulatory clinic is operation during the day only for large animals. Reproductive and health monitoring and clinical services are performed on animals in different very good standard farms (see chapter 4.4).

For all species, a software denominated XP Clinic is supposed to be used as clients and patients database. In the facts, there is some discrepancies between the four clinics so that there is no real centralized database that can be used to monitor all billing, pharmacy dispensing, appointments, sales and to record clinical and diagnostic laboratory information. In the same way, there is no centralized digital image storage system for radiographs, ultrasounds, CT-scan and MRI.

6.2.2 Comments

Due to history, the facilities are organized on departmental basis, and are not species-oriented, leading to a lot of underused big rooms, especially for large animals.

In the same way, the diagnostic laboratories are not organized as a modern centralized “platform” with opening hours in correspondence with a real emergency activity. The labs are for internal use only and do rarely provide services for private practitioners.

The opening hours of the different clinics and labs are different, thus limiting easy understanding by the animal owners, limiting transfer of an animal between the clinics, and limiting the possibility to proceed some diagnostic laboratory analyses.

In all clinical facilities, biosecurity procedures seem to be defined and in most cases displayed, but not always in both Polish and English and not always observed.

Despite these comments it is the opinion of the 2015-team, that the requirements regarding Clinical Facilities and Organisation as they are laid down in Annex I of the SOP are met.

6.2.3 Suggestions

- The team strongly support the Faculty’s project to build a new Large Animal Hospital in the countryside
- The Faculty should consider any lever to increase the number of equine cases
- There is a need for better integration and/or mutualisation between the four different clinics (opening hours, facilities, equipment and staff). A centralized patient software system has to be promoted
- The conditions for a better hospitalization in the small animal clinics, together with a critical care unit and a really effective emergency service should be developed
- Biosecurity procedures should be defined, displayed in both Polish and English languages, observed by students and staff, and controlled

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

7.1 Findings

Anatomy

The Department of Animal Physiology and Biostructure possesses complete sets of bones and skeletons of various animal species which are used in student trainings. Furthermore, animals obtained from farms belonging to WUELS and private farms (37 ruminants and 19 equines) and from Faculty clinic and private clinics in the Wrocław area (67 dogs and around 38 cats) are used in the anatomy teaching. Moreover, parts of the body and internal organs (offals of swine, horse front and hind legs, stomachs of ruminants) are purchased from the slaughterhouse in Rawicz in a suitable amount. 36 poultry cadavers are purchased from poultry breeding companies. The specimens are used for teaching both as fresh and frozen specimens and after fixation with 10 % mixture of formaldehyde (4%) – glycerol – alcohol dissolved in water. No whole cattle and horse dissection is made on the department of anatomy. Dogs, cats, swine and small ruminants are dissected.

During the visit to the anatomy dissection facilities where students were having dissection exercises, we found that there was a strong smell of formaldehyde in the adjacent cooling room for teaching specimens. Some of the team members also noticed a weaker formaldehyde smell from the fixed cadavers that students were dissecting. The dissection hall has been checked by the authorities, and the concentrations of formaldehyde according to the (Polish) documentation presented for the team was found to be below the official limit. However, the formaldehyde smell in the cooling room should be checked.

Pathology

Necropsies are performed on companion, exotic and farm animals delivered from Clinics of Faculty of Veterinary Medicine, from veterinary clinics in Wrocław and surrounding cities and by the owners and breeders themselves. The post mortem examination is performed both in the Division of Pathomorphology and during the visits on the farms. Relevant pathology specimens from this material are used in histo- and cytopathology classes with students. The cooling and freezing facilities at the department are adequate for storing fresh specimens for teaching purposes.

All students at the compulsory course in pathomorphology participate in necropsies performed during the summer semester. During the winter semester, voluntary students and elective students attend the necropsies.

According to the SER, the number of necropsies of large animals (ruminants, pigs and horses) average 148 over the last 3 years, for companion animals the number is 258 and for poultry it is 120. For large animals as a whole and for poultry these numbers are within the EAEVE recommendations. However, only 6-7 horses (SER table 7.2, p54) and 5-8 cattle (according to teachers) are necropsied per year. The number of necropsies on companion animals is at the lower limit (R18, R19 and R20).

Animal production

The university owns one farm and contracts a number of other farms, including 4 cattle, 3 pig, 3 poultry and 2 fish farms as well as 1 bee and 1 wildlife facility, where students practice. Students visit the WUELS facilities in one-week periods during the clinical rotation in groups of 6 – 7 or less, and

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one of the contracted farms at least once for three days with a teacher. On the farms they have possibility to participate in all aspects of general, practical veterinary clinical work, and their participation is well documented.

Caseloads at Faculty Clinics and Hospitals, including mobile clinic

With more than 1,600 food producing large animals, 360 horses and 10,000 companion animals received for consultation at the Faculty clinic (SER table 7.3, p57) the caseloads per student are within the EAEVE recommendations. However, the number of hospitalized animals, including number of isolated animals, is low, ie. in total 5 cattle, 2 sheep/goats, 1 swine, 14 horses, 60 dogs and 2 cats. There is relevant and sufficient isolation facilities for all species. Hospital facilities where animals in need of hospitalization can be kept under suitable conditions are scarce. Which is also reflected in the low number of technical personnel for animal care (11 in the whole university).

Number of animals seen by the mobile clinic is high; 2,396 cattle, 661 small ruminants, 894 swine, 7 poultry flocks, 150 horses, hence in full accordance with the EAEVE standards.

Students on slaughterhouses/ food hygiene training

FVM have signed agreements with 9 slaughterhouses and animal food processing plants.

The practical faculty supervised compulsory training in meat inspection of cattle and swine takes place on three of these slaughterhouses of adequate size (*i.e.* number of animals slaughtered per day) and with a moderate slaughtering speed allowing small groups of students to be supervised on the inspection platform. The practicals in food technology and hygiene take place on 2 processing plants for meat and milk, respectively, where groups of 10-20 students are divided into smaller groups and are allowed to watch and inspect the processing procedures and hygiene control together with a teacher and officers from the companies. The other companies are available for students with special interests within food hygiene and inspection and for students during their extramural training. All companies are located about 30- 150 km from the faculty. Thus students have to arrange their own transportation, or maybe transported by the FVM busses in some course sessions.

All slaughterhouses and meat plants are EU market approved, and some of them also have other systems such as ISO 22 000, BRC, IFS.

7.2 Comments

According to the professor of anatomy students don't dissect whole horse and cattle; sometimes calves.

The number of necropsies is low and borderline of the EAEVE recommendation.

The number of slaughterhouses and food processing plants covers the educational needs.

It is the opinion of the 2015-team, that the requirements regarding Animals and Teaching Material of Animal Origin as they are laid down in Annex I of the SOP are met.

7.3 Suggestions

- The formaldehyde fumes in the dissection room and the cooling room should be monitored regularly and measures to exhaust the fumes eventually taken
- Agreements with external partners to deliver material for necropsies should be intensified

8 LIBRARY & EDUCATIONAL RESOURCES

8.1 Findings

The library is situated on the FMV campus but is common to all faculties of the WUELS, it offers a national Polish on-line search system as well as a user service centre, with employees available to help in searching for textbooks and research papers. Furthermore a brief course in modern library search information is provided to students and staff. It is mandatory for first year students, and is offered again to people preparing a PhD, thesis or such. A Library Committee is in charge of deciding what books to buy, the teachers and students can also make suggestions.

The library has a staff of 30 FTE and is open 60 hours a week and closed during Sundays. It is visited by 200 to 300 students per week, 50% of them approximately being veterinarian students. It houses one reading room, one periodic room and one user service centre, all opened to students with sufficient number of computers (22) and seats (60) scattered in the rooms. Wi-Fi access is free and there are some electric outlets to connect laptops. Students can easily borrow books and scientific papers (up to 10 titles in 6 months), and they are provided with a login and password that allow them to access the database from all over Poland.

There are a couple of minor, departmental libraries with mainly older literature and textbooks, located at the Department of Epizootiology and Clinic of Birds and Exotic Animals, and the Department of Reproduction and Clinic of Farm Animals. Their titles are computerized and included in the main library catalogue.

A wide array of paper and electronic journals is accessible to students and staff, a large part of this information is in Polish but a sufficient part is in English. For example there are 36 current periodic titles available, and a third to half of them are in English. There are also veterinarian journals and e-books on the database. In total 220 000 books are available (on every subjects of the University, not just for FMV). The library also collaborates with other ones in Poland and abroad to borrow and loan books.

Additional factual information on the library and related educational resources may be found in the SER (p64-69).

8.2 Comments

The WUELS has improved its library-associated offers to students and staff considerably since the 2009 EAEVE visitation.

However, the Faculty must be aware that introducing a parallel DVM-programme in English will automatically put pressure on the library as well as other educational resources to follow up with fully updated information in English.

It is the opinion of the 2015-team, that the requirements regarding Library & Educational Resources as they are laid down in Annex I of the SOP are met.

8.3 Suggestions

- The Faculty must focus on following closely and influencing the progress in acquiring specific veterinary documentation in the library

9 ADMISSION & ENROLMENT

9.1 Findings

The University Senate decides on the number of places at the veterinary education. Since 2010/11, FVM has admitted 270 students per year, though FVM states that this number is too high both in relation to financial resources allocated to the education and the veterinary labor market situation in Poland. On this background the university / faculty consider lowering the intake for 2016/17 by 50 persons. However, the educational budget according to SER (p73) is strongly linked to the number of admitted students: the more enrolled students the more money does the Faculty receive.

All students admitted into the FVM veterinary education must pass high school examination (“Matura”) or equivalent pre-university education with above average grades in Biology and Chemistry. If the entrance exam is not compatible with Matura, applicants have to pass an admission test within chemistry and biology. All students, except for those admitted into the English division (see below), must be proficient in Polish.

Students are selected and admitted into the education in 4 groups:

- (1) The top of the applicants selected on the basis of their grade points from “Matura” and enrolled without having to pay tuition, *i.e.* around 70% of admitted students.
- (2) The next group of applicants are also selected on the basis of their grade points from “Matura”, *i.e.* around 30% of students. However, these are enrolled under the condition of paying tuition fee of approximately 1000 Euro per semester during the first 6 semesters (SER p70).
- (3) Two places are reserved for Polish minorities from neighboring countries.
- (4) 12-16 English speaking students are enrolled every year on the “English Division”. These students pay a special tuition fee of 8000 Euro per year. They comprise a special student group that are taught in parallel to Polish speaking students’ groups having lectures, seminars, practicals including clinical rotations (so-called “Internships”) in English.

As other European and North American veterinary educations, the majority of admitted students are females, which FVM recognises as a problem in relation to the present veterinary labour market, especially concerning countryside practice.

Student drop-out seems not to be a major concern (neither faculty nor students were able to prompt an estimated drop-out rate for the education), but from SER (see table 9.4, p72) drop-out rates during the last 4 years (with admittance of 270 students per year) can be estimated to around 4% (31 students) in total. Student attrition is concentrated around the first year and to a lesser extent the 3rd year due to high failure rates in biochemistry/anatomy and pathomorphology, respectively. The team assumes

from the SER (table 9.4 p72) that 40-50 first year students do not pass the first year's exams and are therefore delayed or drops out.

FVM holds 75 bilateral agreements with foreign Universities and sends around 45 students abroad every year and receives also a significant amount of foreign students, mainly through the Erasmus, CEEPUS and ProEdu programs.

9.2 Comments

In the SER, FVM expresses concerns about the high intake of students in relation to the job situation for veterinarians in Poland and the financial situation. Even with extra resources the number of students entering the clinical years constitutes a challenge and a potential educational problem, if FVM does not succeed in increasing caseload in e.g. pathology and hospitals. At the moment around 170 students graduate each year.

In 2014 an average of 158 students (per year) were engaged in the clinical practicals and rotations (so-called "internships"). From 2015, it is estimated that around 230 students per year will enter the 4th, 5th and 6th years of the curriculum adding another 60-80 students per year to the clinical student load compared to the present situation. If the case loads including animals for necropsies are not increased accordingly, this may bring the present clinical and necropsy related EAEVE-ratios below the recommended levels (see list of ratios, R14, 16, 18 and 20 and Chapter 7). Furthermore, students' general possibilities for individual hands-on practical clinical training may be jeopardized, if the group size of students is increased in order to include an increased number within the present clinical rotation frame. Statements from students already indicates that the English-speaking students (small group) are able to do more individual hands-on clinical work during compulsory sessions than the regular and larger groups of Polish speaking students.

It is the opinion of the 2015-team, that the requirements regarding Admission and Enrolment as they are laid down in Annex I of the SOP are met.

9.3 Suggestions

- It is recommended that FVM develops a plan for increasing the caseload of particular equine patients, but also small animal patients, and implement this plan as soon as possible in order to retain the present number of animals per student in the clinics and for necropsies as number of students increase.
- An additional recommended solution is to increase the number of clinical work hours per student.
- It is recommended that FVM enhance the efficacy of the small animal clinics in order to attract more patients and optimise the use of the existing patient material with more focus on compulsory student activities than the aid from voluntary student activities.
- The Visiting Team strongly supports the Faculty statement that it is necessary to revisit the national budget allocation algorithm (especially the multiplier coefficient) for the veterinary education

10 ACADEMIC, TEACHING & SUPPORT STAFF

10.1 Findings

The number of academic teaching positions is sufficient for the present number of students. However, the number of support staff especially nursing and caretaking staff in the clinics, is regarded as insufficient by the Faculty.

The teaching staff mainly works full-time. Their teaching load is 210 hours/year for professors, 240/year for associate professors, assistant professors and assistants and 360 hours/year for lecturers, PhD-students are included in the teaching staff as FTE, with 90 – 120 hrs of teaching per year (SER, Table 10.1). R1 is higher than the ratio recommended. There are 160 FTEs, 133 of them being veterinarians (PhD students included as 1FTE). This ratio (83%) is satisfactory. Teachers of other faculties of WUELS participate in teaching at the FVE.

The WUELS Rector can create new positions of FTE on the request of the Dean (regulated by the Higher Education Act July 27th, 2005, the Minister of Science and Higher Education and the University Statutes). Mobility within the establishment, either to fill vacancies or as a promotion system is possible but appears to be rare. Available positions are announced by the Dean. Technical staff is formed by 81 people and is considered not enough by the Faculty (SER).

In theory, there are funds to attend scientific meetings or going on sabbatical but the second possibility is in practice not possible.

Promotion to permanent positions is possible after obtaining a PhD and full professors must present their “habilitation”.

10.2 Comments

The Faculty suggests (SER, p78-80) that the employment policy of the WUELS seems not to consider the specific particularities of FVM teaching in comparison with other Faculties to maintain an appropriate ratio between staff, the support staff and the number of students, potentially leading to a significant affection of the FVM teaching quality. In theory, the new positions depend on the number of students, but the WUELS prefers to pay extra hours than employing new people. The impact for the Faculty’s future and the necessary staff renewal should be carefully evaluated.

The international announcement call of the job vacancies is poor.

Despite these problems, there are many PhD students who are interested in seeking positions at the Faculty, even despite the low salaries.

Some members of the staff have the possibility to engage in private activities outside the Faculty. These activities are regulated by the Higher Education Act.

It seems that there are differences in career promotion between Departments. This could explain the particular imbalance in many areas e.g. in Surgery, in which there are 9 assistant and only 1 associate professor, compared to Immunology, in which almost half the staff are full professors.

It is the opinion of the 2015-team, that the requirements regarding Academic Teaching and Support Staff as they are laid down in Annex I of the SOP are met.

10.3 Suggestions

- The Faculty should carefully consider to develop the attractiveness for jobs into the clinics. In Wrocław as everywhere, the clinicians have a huge clinical and teaching duty, leading to the possibility of a poorer research. Thus, incentives (salary and/or career promotion) and assistance by several full-time clinicians with a non-academic status have to be created. The particularities of a Faculty of Veterinary Medicine should be taken into account by the WUELS authorities. The number of teaching staff and support staff should be directly related to the real needs of a FVM
- A full program of activities of continuing education for staff is encouraged, considering the teaching capacities improvement, especially for junior staff and not only PhD students
- A policy for residency programs (European College of Veterinary Specialisation) is absolutely necessary especially for clinical departments, in order to increase the number of internationally acknowledged key opinion leaders
- Conditions for sabbaticals abroad should be implemented

11 CONTINUING EDUCATION

11.1 Findings

Continuing Professional Education (CPE) is in the objectives, and a CPE program is in place.

There are 17 different CPE courses available on the program, out of them 3 are definitely for small animal practitioners, there are courses also for farm animal practitioners.

State (official) veterinarians can also participate in the courses, the feed hygiene, veterinary prophylaxis, slaughter animals and hygiene of food of animal origin, epidemiology and veterinary administration are meant for them first of all. Specialists may also choose special courses like fur animal or wild animal diseases, radiology, etc. Thus the range of possibilities is wide enough. Currently 5 CPE courses are run.

Specialization study lasts from 4 to 6 semesters – depending on the discipline.

After completing the course and passing an exam called State Examination in State Examination Commission in Puławy (National Veterinary Research Institute), participants receive a title of “specialist.”

The Faculty of Veterinary Medicine in Wrocław has been involved with this kind of activity and training programs for veterinarians for many years.

Specialization costs 400 – 500 €/semester, paid by the participants; majority of the money goes to the central veterinary institute that organizes the majority of the courses, a part of the amount goes to the faculties to cover the expenses, and a part is utilized for teaching purposes.

Conferences on different topics are also organized by and at the University.

At the moment CPE is NOT mandatory for the veterinary surgeons. In Poland it is recommended for the veterinary surgeons to participate in courses of continuing education. The National Chamber of

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Veterinary Surgeons recommends acquisition of learning credits, but there is still a way to verify those recommendations.

Neither distant learning possibility nor distant exams are made possible by the University.

Choice of CPE courses, conferences, seminars is wide enough.

11.2 Comments

A certain number of CPE courses (as expressed in credit points) should be mandatory for the veterinary surgeons. The National Veterinary Chamber should be involved in organization, in administration of the courses and in assessment of the participants. However, this suggestion is outside the scope of the evaluation team's remit.

It is the opinion of the 2015-team, that the requirements regarding Continuing Education as they are laid down in Annex I of the SOP are met.

11.3 Suggestions

- The Faculty should consider offering short courses for Polish veterinary practitioners e.g. as distance courses

12 POSTGRADUATE EDUCATION

12.1 Findings

Beside continuing professional education (life-long training) described in previous chapter, there are two types of the postgraduate education: national specialisation program (4 - 6 semesters) in Veterinary Surgery, Diseases of Poultry and Exotic Birds, Diseases of Commercial Insects, Diseases of Cats and Dogs, Epizootiology and Veterinary Administration, Slaughter Animals and Hygiene of Food of Animal Origin and a 3 cycle doctoral programme in veterinary medicine. This program can be taken as a four year, full time program. The number of positions available is defined annually by the dean. Potential dissertation promoters are listed on the web page. The candidates are selected according to the procedure defined in the faculty document Rules and regulations of doctoral training. The thesis can be presented in three different ways: (1) in a form of published book or a series of at least three papers, at least one should be published in the peer reviewed journals; (2) as a presentation of an independent part of collective work or (3) as a presentation of an innovative solution of scientific problem. In these last two cases the publishing of papers is not required. Thesis should be positively evaluated by two professors. Selected doctoral students are awarded the scholarship for the all four years of training.

There is no EBVS-residency program at FVM Wroclaw and no internship program. One European specialist has been finished recently, two residencies are still in progress. The biggest problem for a higher activity in this field is the lack of financial support (study abroad is much more expensive).

12.2 Comments

The web site is a very poor source of information both in Polish and English regarding doctoral study program.

It is the opinion of the 2015-team, that the requirements regarding Post Graduate Education as they are laid down in Annex I of the SOP are met.

12.3 Suggestions

- The FVM should consider developing an active and efficient policy to promote European specializations.

13 RESEARCH

13.1 Findings

The Faculty is performing research in several fields of veterinary sciences, including basic sciences, preclinical and clinical sciences and human public health. Several teams participate in European and other international projects and the Faculty's success in Polish national funding projects is well-known.

As a result, the level of publications, as assessed either by the number of papers or by their impact factor, for example, is very good. The research infrastructures also are good e.g. demonstrated by the opening of the Experimental Diagnostic and Innovative Biomedical Techniques Center, mainly designed to experiments on pigs and equipped with high standard machines.

All students can participate in the research activities. The veterinary students science club is especially active within the whole university and one of their projects was awarded at the national level two years ago.

The number of PhD fellows (more than 30) is high as compared with the number of students graduating annually and the PhD teaching program is well defined and organized. PhD students have a 90 – 120 h annual teaching duty, so that they can infuse part of their research while teaching, developing critical thinking.

13.2 Comments

It is the opinion of the 2015-team, that the requirements regarding Research as they are laid down in Annex I of the SOP are met.

13.3 Suggestions

None.

Student report, Wroclaw

During the course of this visit at Wroclaw FVM as a student member, I was granted full access to every aspect of the process. I was associated with every discussions and always had the opportunity to add my own input. Furthermore, I participated directly in the creation of chapters 2, 5.1, 5.2, 5.3, 8 and 9 of the final report. The comments below only allude to a more personal point of view from a student's perspective.

2 Organisation

The Faculty is divided into 9 departments, a relatively high number. It makes the collaboration and the decision-making process between them more complicated, especially concerning the clinics. Animals clinics are taught by four departments (Surgery, Infectious Disease, Internal Medicine and Reproduction), in separate buildings, with their own equipments, and each of these departments are supposed to cover all species. A more integrated approach could allow for a more efficient teaching in clinics, may it be for the schedules, the follow-up of the cases or even to reduce costs of functioning.

5 Teaching

5.1 Teaching methodology

Concerning the teaching of Basic Science : the small size of the groups during seminars or lab work is a most positive point. The only regret is a lack of a more modern didactic approach, for example using e-learning or problem-oriented learning. A more systematic evaluation of the quality of teaching by the students could also be good.

Concerning the Clinics : there is a real need of a more important caseload in every clinics, especially equine and canine practice. This lack of cases impairs the insurance that every students have the same Day One Skills upon arriving on the job market. It should also be noted that the safety and biosecurity rules are displayed but not always enforced, since we saw many a student without proper boots in the stables, next to the teachers, working with cows or horses.

5.2 Exams

Students are generally satisfied with the exams, but are not always aware of the procedure in case of failure to pass, e.g how many times can they retake a class, are they able to follow through the next year with a failed course, etc. The drop-out rate and the reasons behind dropping-out remain unclear.

5.3 Students welfare

The University offers a lot of valuable accommodations to its students : rooms and canteens at a cheap price, a large Sport Centre to enjoy free of charge, good internet connection everywhere on the campus, as well as a common and well stocked library. A health care centre can also be found on site. Science clubs are particularly active and popular. Students also take upon themselves to organise three times a year conferences on various veterinarian subjects, that can be attended for free by everyone.

All in all, students enjoy a lot of autonomy, even in their curriculum where they're strongly encouraged to volunteer for additional training in every courses or clinics they like.

8 Library

The shared University Library being situated right on the FVM, this easy access explains why 50% of the students visiting it are vet students. The opportunity to access the database from all over Poland is a very positive and highly appreciated point.

9 Admission and Enrolment

The decision to make the lower-grades part of the enrolled students (30% of the enrolled) pay high tuition fee (2000 euro a year) for 3 years seem kind of unfair. Instead, the track paying tuition could be based on the parents incomes, in order not to penalize poorer students.

Executive summary

The visit to the Wroclaw University of Environmental and Life Sciences, Faculty of Veterinary Medicine 23 – 27 November 2015 was carried out in a cordial and very friendly and professional atmosphere. The team was supplied with all further information that was requested.

The self-evaluation report proved a helpful tool, reflecting the true status of the veterinary school in Wroclaw. However, there were omissions generally of a positive character and a few misunderstandings which were rectified during the visit.

All over the campus the team noted that the Faculty was clean and tidy. The team saw many examples of excellent teaching. By excellent teaching the team means a process where there is productive and intensive interaction between teachers at different levels and students. But it also includes an environment conducive of teaching where it is obvious that there is mutual respect for each other at all levels from first year students to senior professors.

During the visit the team was warmly accepted everywhere with free access to all facilities, and to partner sites. We were pleased to have the opportunity to freely exchange information with faculty members, students and staff.

The team wants to highlight the very positive impressions regarding the different aspects of the Faculty's activities. We want to especially mention:

- The small size of the groups during seminars, practicals and in the clinics, and the excellent students level, allow their involvement and active participation in their learning process.
- The engagement of the teaching and support staff in educating students is noticeable and is pointed out by all students.
- A high level in basic sciences gives foundations for the student's education in comparative biology, pathophysiology and medicine.
- The recent changes in the curriculum already have positive effects to improve the quality of graduates and this curriculum has a good potential to further evolve.
- Most buildings, recently renewed or recently built provide high standard for supporting veterinary education.
- As the faculty is not embedded in an animal production area, the FVM, Wroclaw found solutions to efficiently collaborate with various partners with top equipment as those at e.g. the farm in Pawlowice and the MROZ slaughterhouse and meat processing plant. This gives very good teaching opportunities and, moreover, leaves place for further developments.
- The high proportion of veterinarians among the teaching staff has to be outlined.

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However, there are also areas that can be improved, and the team puts forward:

- A strong recommendation to establish a clear multi-year **strategic plan including a financial plan**, and with a focus on further building constructions, especially a new large animal clinics in the countryside, together with a voluntary re-organization scheme of the departments and of the small animal clinic, and with an efficient lever in allocating money within the Faculty
- The FVM should establish its own, professional, Faculty financial support function directly referring to the Dean
- The strong need to better define the competencies at the day of graduation (« day-one » skills) and incorporate these into the assessments of the students, that is, the minimum requirements that you have to guarantee for **all graduates and in all species and activities**. In that aspects, we suggest:
 - to increase the number of hours devoted to clinical activities under direct supervision and control of the Faculty, that is what you call clinical internships;
 - to increase the overall attractiveness of the combined small animal clinics by harmonizing the opening hours, the level of equipment and especially to raise the quality of the clinicians even further by launching an active policy to promote European specializations;
 - to run a really efficient emergency, hospitalization and critical care service in the small animal clinic;
 - to further increase the equine caseload.
- The team has concerns about **biosecurity** and disease control in some facilities within the Faculty; the safety procedures (biosecurity but also animal handling by students) seem to be defined but not necessarily written in both Polish and English languages, displayed and observed.

The Category I deficiencies pointed out in the former visitations have been correctly addressed and the team is of the opinion that these deficiencies have been satisfactorily rectified.

Altogether, it is the opinion of the team's evaluators that the Wroclaw University of Environmental and Life Sciences, Faculty of Veterinary Medicine fulfils all the standards provided for Stage I

The team found no major deficiencies for STAGE I.

Annex 1 Indicators (ratios)

Main indicators (Ratios) to be used for EAEVE in the evaluation the Faculty of Veterinary Medicine, University of Wroclaw, 23 – 27 November 2015, Poland

		Recommended values (max, min, range)	
R1.	no. undergraduate veterinary students: ----- no. total academic FTE in veterinary training:	1373 ----- 160	= 8.58 max (8.381)
R2.	no. undergraduate veterinary students: ----- no. FTE total Faculty:	1373 ----- 160	= 8.58 max (9.377)
R3.	no. undergraduate veterinary students ----- no. VS FTE in veterinary training	1373 ----- 133	= 10.32 max (11.057)
R4.	no. graduating annually: ----- no. VS FTE in veterinary training:	171 ----- 133	= 1.29 max (2.070)
R5.	no. FTE supportive staff in veterinary training: ----- no. FTE academic staff in veterinary training:	81 ----- 160	= 0.51 range (0.505-1.907)
R6.	Supervised practical training: ----- Theoretical training (Lectures, Seminars, Self directed work)	3060 ----- 1765	= 1.73 min (0.602)
R7.	Laboratory and desk based work + non-clinical animal work: ----- Clinical work	1955 ----- 1105	= 1.77 max (1.809)
R8.	Teaching load: ----- Self directed learning:	0 ----- 0	= 0.00 range (2.59-46.60)
R9.	Total hours vet curriculum: ----- Total no. curr. hours Food Hygiene / Public Health:	5130 ----- 310	= 16.54 range (8.86-31.77)
R10.	Obligatory hours extramural work in Vet inspection: ----- Total no. curr. hours Food Hygiene / Public Health:	160 ----- 310	= 0.51 range (0.074-0.556)

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R11.	no. of food producing animals seen at Faculty: ----- no. of students graduating annually:	657 ^a ----- 171	= 3.88	min (0.758)
R12.:	no. individual food-producing animal consultations: outside of the Faculty (<i>individ. animals examined</i>) ----- no. of students graduating annually	3951 ^b ----- 171	= 23.1	min (8.325)
R13.	no. herd health visits: ----- no. of students graduating annually:	92 ----- 171	= 0.54	min (0.326)
R14.	no. equine cases (<i>individ. animals in ambulatory equine practice</i>): ----- no. of students graduating annually:	522 ^c ----- 171	= 3.05	min (2.70)
R15.	no. poultry / rabbit cases (<i>ind.</i>): ----- no. of students graduating annually:	1344 ----- 171	= 7.86	min (0.407)
R16.	no. companion animals seen ----- no of students graduating annually:	10754 ----- 171	= 62.9	min (48.061)
R17.	no. poultry (flocs) and rabbit (producing units) seen: ----- no. of students graduating annually:	7 ----- 171	= 0.04	min (0.035)
R18.	no. necropsies food producing animals + equines: ----- no. of students graduating annually:	213 ^d ----- 171	= 1.24	min (1.036)
R19.	no. poultry / rabbit necropsies ----- no. of students graduating annually:	120 ^e ----- 171	= 0.7	min (0.601)
R20.	no. necropsies companion animals: ----- no. of students graduating annually:	258 ----- 171	= 1.57	min (1.589)

a = team recalculated table 7.3 and only included 2014-figures

b = team recalculated table 7.4a and only included 2014-figures

c = team recalculated table 7.3 and 7.4a and used the sum of average figures

d = team recalculated table 7.2 and only included 2014-figures

e = team recalculated table 7.2 and included an average of 2012 - 2014-figures

Annex 2 Decision of ECOVE

No Major Deficiencies had been found.

The 'Wroclaw University of Environmental and Life Sciences, Faculty of Veterinary Medicine' is classified after Stage 1 Evaluation as holding the status of: **APPROVAL**.