



VISITATION REPORT

**To the Faculty of Veterinary Medicine and the Faculty of Veterinary Hygiene and Ecology
of the University of Veterinary Sciences Brno, Brno, Czech Republic**

On 2 – 6 October 2023

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Introduction

The University of Veterinary Sciences Brno (called VETUNI in this report) was founded in 1918. In 1975, veterinary education was differentiated into two areas, namely general veterinary medicine and veterinary medicine and food hygiene.

This led to the creation in 1990 of two separate Faculties, i.e. the Faculty of Veterinary Medicine (called FVM in this report) and the Faculty of Veterinary Hygiene and Ecology (called FVHE in this report). The FVM focuses mainly on clinical veterinary medicine with a dominant development in the field of diseases of companion animals and common animal species, although the FVHE focuses mainly on state veterinary services with dominant development in the field of food safety and quality, livestock diseases, control of breeding and herding of food animals and animal welfare. Furthermore, both Faculties propose a programme in the Czech language and a similar one in the English language. Consequently, four study programmes are proposed by VETUNI:

- A. Czech Study Programme proposed by the FVM (called FVM-CSP in this report);
- B. English Study Programme proposed by the FVM (called FVM-ESP in this report);
- C. Czech Study Programme proposed by the FVHE (called FVHE-CSP in this report);
- D. English Study Programme proposed by the FVHE (called FVHE-ESP in this report).

Both Faculties have been members of EAEVE since 1995 and were granted by ECOVE the status of Approval after their last visitation in 2013.

The main feature of VETUNI is that each of the two Faculties is an independent organisational structure, providing education, research, professional and other activities.

The main developments since the last ESEVT Visitation have been:

-) Introduction of a quality assurance and quality management system;
-) Institutional accreditation by the National Accreditation Bureau for Higher Education;

-) Implementation of the Strategic Management Support Plan and Institutional Plans of the Ministry of Education;
-) Establishment of committees supporting the development of educational and creative activities and student mobility;
-) Development of 2 new strategic plans;
-) Revision of both undergraduate study programmes;
-) Revision of the doctoral degree programmes;
-) New equipment and buildings and modernisation of some facilities.

The ESEVT SOP 2019, as amended in September 2021, is valid for this Visitation.

Area 1. Objectives, Organisation and QA Policy

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

The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.

1.1.1. Findings

A. FVM-CSP

The veterinary training offered by the VEE is based on educational, scientific, research, innovative and other activities, with particular emphasis on clinical medicine of companion animals. The training is developed in an international environment, with a strong connection between the community of the students and academic staff and in cooperation with the veterinary profession, field experts and also the lay public. The training is aimed at having graduates able to protect animal health and treat animal diseases, consolidate human health, develop food safety and to mature the human-animal relationship.

Life-long learning is one of the main goals of the VEE.

The Veterinary Medicine (VM) programme is designed so that the graduate is competent in all areas of veterinary medicine with advanced training in clinical veterinary medicine. The VM programme lasts six years and, after a state examination, allows all graduates to practise the profession of veterinary doctor with the title of *Medicinae Veterinariae Doctor (MVDr.)* in all EU countries.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The veterinary training offered by the VEE is based on educational, scientific, research, innovative and other activities, with special emphasis on veterinary public health, food animal health, food safety and quality and animal protection and welfare. However, the graduate obtains all basic competences within clinical medicine of all species.

Apart from the general goals of high-quality veterinary education, FVHE has a high focus on

research.

D. FVHE-ESP

No differences with FVHE-CSP.

1.1.2. Comments

A. FVM-CSP

The veterinary training set at the VEE is organised so that the graduates are able to face all commonly encountered branches of the veterinary profession. The need for lifelong learning is clearly emphasised by the VEE. Within its mission, the VEE takes into account all the ESEVT Standards.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.1.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

1.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.1.

B. FVM-ESP

The programme is compliant with Standard 1.1.

C. FVHE-CSP

The programme is compliant with Standard 1.1.

D. FVHE-ESP

The programme is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

A. FVM-CSP

The University of Veterinary Sciences of Brno is a public University established in 1918, managed by a Rector and divided in two Faculties - the Faculty of Veterinary Medicine (FVM) and the Faculty of Veterinary Hygiene and Ecology (FVHE) - each one headed by a Dean. The Rector and both Deans hold a Veterinary degree.

The University is under the supervision of the National Accreditation Bureau for Higher Education and the Ministry of Education, Youth and Sports of the Czech Republic.

The main organisational structure of both VEEs is well described in the SER.

The FVM is organised into four sections. Two of them, i.e. the Small Animal Diseases and the Large Animal Diseases, constitute the Veterinary Teaching Hospital (VTH). The Institute of History of Veterinary Medicine is shared with the FVHE. FVM sections are further subdivided in 6 clinics and 6 departments. The veterinary clinics serve all 4 veterinary programmes at VETUNI and the departments are responsible for parts of the core teaching of all these programmes as well as elective and optional courses at the FVM-CSP and FVM-ESP.

All heads of clinics and departments hold a Veterinary Degree.

Under the Higher Education Act, the FVM has a number of governing bodies, each one with specific tasks and responsibilities.

All persons responsible for the veterinary curriculum at FVM, namely the Dean, the Vice-Dean for Education, the Vice-Dean for Science, Research and International Relations and the Study Programme Guarantor, hold a Veterinary Degree.

All persons responsible for the professional, ethical and academic affairs at the VTH, hold a Veterinary Degree.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The FVHE is organised into three sections regarding Food Hygiene and Technology, Animal Breeding, Welfare and Veterinary Public Health and Biology, Ecology and Diseases of Wildlife, Game, Fish and Bees, which are subdivided into 2 departments, respectively. The Faculty also operates a Slaughterhouse, which serves all 4 veterinary programmes at VETUNI. The FVHE Sections are responsible for the parts of the core teaching at all four VETUNI programmes, as well as the selective and optional courses at the FVHE-CSP and FVHE-ESP programmes. The slaughterhouses are for the practical training of students of the FVM and FVHE programmes.

All heads of departments hold a Veterinary Degree.

D. FVHE-ESP

No differences with FVHE-CSP.

1.2.2. Comments

A. FVM-CSP

FVM is part of a University (VETUNI) which provides training recognised as being of an equivalent level and formally recognised as such in the respective country.

The persons responsible for the veterinary curricula and the person responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) and department clinics hold a veterinary degree.

The decision-making process, organisation and management of the VEEs allow the implementation of the strategic plans and of the study programmes, in compliance with the ESEVT Standards.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.2.3. Suggestions for improvement

A. FVM-CSP

In order to improve the cohesiveness of the study programmes and simplify the organisational structure related to the programmes, it is suggested that VETUNI analyse the potential advantages and pertinence to merge the core programmes into one common Czech and one common English programme.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.2.

B. FVM-ESP

The programme is compliant with Standard 1.2.

C. FVHE-CSP

The programme is compliant with Standard 1.2.

D. FVHE-ESP

The programme is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

A. FVM-CSP

The strategic plans of both VEEs are based on the Strategic Plan of the University of Veterinary Sciences Brno (2021-2030) and the yearly Strategic Plan Implementation Programme (Operating plan).

The FVM strategic plan (SER appendix 7.1) 2021-2030 contains the VEE vision, mission and strategic goals, the latter including quality system, education, internationalisation, human resources, funding, management, promotion and marketing strategies. FVM strategic plan also encompasses a specific SWOT analysis for each strategic area. The VEE strategic plan (2021-2023) and the Strategic Plan Implementation Programme (Operating Plan) of the FVM are associated with qualitative indicators for success. The degree of achievement of goals and priorities identified in the Strategic Plan is evaluated in the FVM Annual Report, the Annual Financial Management Report and, more recently, the QA Report.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The FVHE strategic plan (SER appendix 7.2) 2021-2030 is divided into faculty strategy and priority goals. FVHE strategic plan also includes an overall SWOT analysis.

As for FVM, the FVHE VEE strategic plan (2021-2023) and the Strategic Plan Implementation Programme (Operating Plan) of the FVM are associated with qualitative indicators for success. The analyses of the degree of achievement of goals are managed as at FVM-CSP

D. FVHE-ESP

No differences with FVHE-CSP.

1.3.2. Comments

A. FVM-CSP

Both VEEs have a strategic plan, which includes a SWOT analysis, a list of objectives and goals, and an operating plan with a timeframe and qualitative indicators, but not systematically with quantitative indicators that are objectively measurable.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.3.3. Suggestions for improvement

A. FVM-CSP

Although well-detailed, all objectives and goals of the strategic plan could be more easily monitored if systematically accompanied by not only qualitative indicators but also quantitative indicators.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.3.

B. FVM-ESP

The programme is compliant with Standard 1.3.

C. FVHE-CSP

The programme is compliant with Standard 1.3.

D. FVHE-ESP

The programme is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

A. FVM-CSP

A QA system has been in place at VETUNI since 2017 and, from 2022, it has been progressively established also at both VEEs levels. The QA system is based on two Rector's Directives (2018) which set principles, requirements and Performance indicators. The fulfilment of requirements is evaluated in a Report on the Internal Quality Evaluation.

Statutory management of the QA systems is entrusted to the Rector, at the University level, and to the Deans, at the Faculties level. Vice-Rector and Vice-Deans for Strategy and Development are

the assigned responsible for the QA system while the Internal Evaluation Body is instead responsible for the evaluation of the quality activities.

Annual evaluation of all QA activities (QA Report at University and Faculty levels) is based on the collection and processing of specific data coming from the University's information system and *ad hoc* questionnaires. It concerns educational and research activities, including student's and staff's activities, performance and opinions, evaluation of lifelong learning activities, cooperation with practice, fulfilment of social responsibility, international activities, habilitation and professor appointment procedures, evaluation of quality assurance at the level of space, equipment, material, information and administrative support, assessment of the quality of the academic environment, assessment of the financial support for the activities, assessment of the support specific to the study programme of VM and VHE. The QA report is prepared and discussed at several levels and then finally approved by the University and Faculty AS. Potential recommendations aimed to improve the quality of specific activities or eliminate identified shortcomings are taken on responsibilities of the Rector who is also in charge of deciding and monitoring specific measures.

Students and internal and external stakeholders are actively involved in the QA system and informed about the outcome of the evaluation process.

A descriptive summary of the QA system based on the PDCA cycle is provided in the SER.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.4.2. Comments

A. FVM-CSP

Although the majority activity areas described in the strategic plan and included in the QA system are regularly monitored, a few QA-loops are suboptimally closed. One is suboptimal quality assurance of the assessment strategy and the overall outcomes of the assessments (exams). Another is the concern of suboptimal feedback to students from course guarantors on actions taken in relation to students' opinions (survey responses) regarding teaching.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.4.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

1.4.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 1.4. because of suboptimal closing of the QA loop in some areas, e.g. monitoring of assessment strategy.

B. FVM-ESP

The programme is partially compliant with Standard 1.4. because of suboptimal closing of the QA loop in some areas, e.g. monitoring of assessment strategy.

C. FVHE-CSP

The programme is partially compliant with Standard 1.4. because of suboptimal closing of the QA loop in some areas, e.g. monitoring of assessment strategy.

D. FVHE-ESP

The programme is partially compliant with Standard 1.4. because of suboptimal closing of the QA loop in some areas, e.g. monitoring of assessment strategy.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.

The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings

A. FVM-CSP

Internal and external stakeholders are informed about strategic documents and different reports on the educational, research, QA and other academic-related activities through the website and the University Journal (*Vita Universitatis*).

Representatives of the internal (teachers and students) and external stakeholders are involved in the process of proposing, discussing and approving strategic documents and reports.

Technical and administrative staff are involved informally at the level of Department/Clinic, where they can raise their comments.

Information on the employment of graduates is part of the Annual Report on the Activities of the FVM/FVHE. This document is discussed in the Dean's advisory bodies, in the Faculty Scientific Board and Faculty Academic Senate.

ESEVT status of the VEEs is readily available at the link provided by the SER.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.5.2. Comments

A. FVM-CSP

Both VEEs show a very good interaction with their stakeholders and provide up-to-date information regarding their strategies and activities, including the results of their revision process through their website and other means.

ESEVT status of the VEEs is readily available at VEEs websites as well as the last SER and Visitation report.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.5.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

1.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.5.

B. FVM-ESP

The programme is compliant with Standard 1.5.

C. FVHE-CSP

The programme is compliant with Standard 1.5.

D. FVHE-ESP

The programme is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

A. FVM-CSP

The degree of implementation of the strategic plan and its sub-priorities is assessed and described in the Annual Report. The status of the QA system and the trend of quality performance indicators are instead reported in the QA Report.

Potential recommended measures and actions are communicated and implemented according to their nature at the different Faculty levels (departments, advisory bodies, etc..).

Internal (students and teachers) and external stakeholders are involved in the discussion and approval of evaluation reports.

Outcomes of the meetings are available on the website and in the intranet system. Minutes of the meetings are sent by email to those concerned.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.6.2. Comments

A. FVM-CSP

Both VEEs monitor and review their activities so that they improve the level of achievement of their objectives. Both VEEs make public to all stakeholders how these analyses are used to improve all their activities.

Regarding the closing of the QA loop see also standard 1.4.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.6.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

1.6.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.6.

B. FVM-ESP

The programme is compliant with Standard 1.6.

C. FVHE-CSP

The programme is compliant with Standard 16.

D. FVHE-ESP

The programme is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

A. FVM-CSP

Both VEEs have been undergoing the external evaluation of EAEVE since 1995. Since the last visit in 2013, VEEs have undergone a number of major improvements in their activities as reported in SER Appendix 6.1 and 6.2.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.7.2. Comments

A. FVM-CSP

Both VEEs have cyclically undergone external review through the ESEVT system. Improvements made since the last ESEVT evaluation are linked to the QA system.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

1.7.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

1.7.4. Decision

A. FVM-CSP

The programme is compliant with Standard 1.7.

B. FVM-ESP

The programme is compliant with Standard 1.7.

C. FVHE-CSP

The programme is compliant with Standard 1.7.

D. FVHE-ESP

The programme is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating

costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings

A. FVM-CSP

The total budget of the VETUNI in 2023 is EUR 45,609,000 under the non-investment budget. Under the investment budget, the VEE has investment funds of EUR 12,883,312. The non-investment budget of the Rector's Office is EUR 17,702,000, the faculties EUR 16,860,000, and the University Farm EUR 11,047,000. The investment budget of the Rector's Office is EUR 8,802,331, the faculties EUR 646,748, and the University Farm EUR 3,434,233.

The VETUNI budget is divided into the Rector's Office, the two faculties - FVM and FVHE, the University Farm and other joint departments (e.g., CEITEC, Institute for Lifelong Learning, Centre of Information Technology, and Kaunic's dormitories). Common costs not included in the faculty budget are mainly central activities, services and university-wide activities (e.g., University Library, paid databases and networks, campus management, and building security).

The funding for the VETUNI is from several sources. These funds are distributed through VETUNI to the Faculties and then to the Rector's Office to finance the costs of individual University activities. Apart from teaching, the work of academic staff also includes scientific and research activities in areas related to their teaching. Within the framework of the grants of the internal grant agencies of VETUNI, funds are allocated in each project for extraordinary remuneration of the academic staff involved (premium salary component). In the case of grants from external providers, personnel costs are calculated for the staff involved. These staff therefore have additional financial remuneration over and above their basic salary, which has a significant motivational effect. FVM students in Czech study programmes do not pay tuition fees, however, if a student studies more than one year beyond the standard period of study, the VEE charge a fee of up to € 490 per semester for extended study.

The funds from the MEYS do not fully meet the financial requirements of veterinary education, and therefore the VEEs (FVM) raise additional funds for their activities, mainly through:

- participation in research grants and projects,
- veterinary and hygiene services including clinics,
- running the English study programme, and other additional activities (consultancy, contract research, rental of premises, etc.),
- participation of Faculties in the National Recovery Plan for Higher Education (2022-2024) and the Strategic Management Support Programme for Universities for Years 2022-2025.

The COVID-19 pandemic had no major impact on the funding of the University and its Faculties. The major external revenue source at FVM is clinical services, which has increased considerably in 2021/22, compared to the earlier two years. In contrast, the revenues from research grants have significantly decreased over the last 3 years. This might be explained by the five research grants in collaboration with human hospitals ended.

B. FVM-ESP

Students in the undergraduate programme in English pay an annual tuition fee of €7,600. The tuition fees collected from ESP students are used to financially support the implementation of these study programmes (personnel costs, operational and material support, services, energy costs, overheads - i.e., joint activities and central activities). Academic staff teach in both CSP and ESP. Part of their tariff salary (basic salary) is covered by ESP funds under multi-source funding. Teachers also receive an extra payment in the form of a bonus for teaching in ESP in a non-native language.

C. FVHE-CSP

No differences with FVM-CSP. In recent years, the FVHE staff have seen increased success in obtaining grants from external providers (National Agricultural Research Agency, Grant Agency of the Czech Republic, Technology Agency of the Czech Republic, etc.), which has been positively reflected in an increase in research grant income. For the staff, participation in the grant represents a significant financial motivation.

D. FVHE-ESP

No differences with FVM-CSP.

2.1.2. Comments

A. FVM-CSP

The finances are adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services for all 4 programmes. A risk-reducing feature is multiple sources of funding fees from clinics, and foreign students' tuition fees. The external research funding is a limited part of the budget - the FVHE has been more successful in recent years than FVM.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

FVHE-CSP and FVHE-ESP also have diverse sources of funding different from FVM. More research funding, but less funding from clinical services and tuition fees from English-speaking foreign students.

D. FVHE-ESP

No differences with FVHE-CSP.

2.1.3. Suggestions for improvement

A. FVM-CSP

It is suggested to develop a strategy for increasing the amount of external (national and EU) research grants obtained by FVM and FVHE. Continue to explore the options for additional core funding.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

2.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 2.1.

B. FVM-ESP

The programme is compliant with Standard 2.1.

C. FVHE-CSP

The programme is compliant with Standard 2.1.

D. FVHE-ESP

The programme is compliant with Standard 2.1.

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

2.2.1. Findings

A. FVM-CSP

The Rector discusses the draft of budget rules with the Deans of the Faculties and with the Rector's advisory bodies (Rector's Board, VEE Economic Committee). The budget is discussed and approved by the Academic Senate (AS) and the Board of Trustees. The Bursar controls the University budget.

At the Faculty level, the draft Budgeting Rules are prepared by the Bursar of the Faculty and submitted to the Dean. After discussion in the Dean's advisory bodies (Dean's Board, Meeting of Departmental Heads, Economic Committee), the Dean submits the Rules for Faculty Budgeting to the AS of the Faculty for discussion and approval. The preparation, discussion and approval of the Faculty Budget for a given year is carried out in the same way. Any changes to the budget are again discussed by the Dean's advisory bodies and approved by the AS of the Faculty. The Faculty Bursar controls the Faculty budget. The AS of the Faculty evaluates the general management of the allocated funds in a discussion and approval of the Financial Management Report for the relevant year.

Financial management of clinical and field services is the responsibility of the Head of the relevant Department/Clinic (VTH), who recommends their use for the provision and further development of these services (investment plan, a proposal for financial reward for employees in relation to the veterinary services, a proposal for distribution of the economic profit into funds.

Financial control over the use of funds from veterinary services is performed by the Bursar of the relevant Faculty. At the University level, it is supervised by the Bursar and the Auditor, who, according to a predetermined plan, audits the activities of the University and its subdivisions and recommends corrective measures based on the findings.

The funds generated by veterinary services contribute to ensuring the quality of teaching by co-financing material, equipment and personnel. The annual total of these funds is approximately € 3,300,000 per year, around 20% of the revenues for FVM.

The Ministry and the government do not intervene in the redistribution of funds at the University and Faculty level.

The financial flexibility allows FVM and FVHE to use other sources to finance their operations. FVM and FVHE have multi-source funding. The funds obtained through the execution of veterinary and hygiene services enable the development of institutes and clinical departments that provide these services as well as financial motivation for the staff involved. Laboratory and instrument equipment can be upgraded from grant funding. The fees for studying in English allow,

in addition to financially securing the teaching itself, e.g. financial incentives for teachers in the form of a bonus for teaching in a non-native language.

B. FVM-ESP

Funding of English study programmes is accounted for separately. The fee income is used to secure staffing, operational, technical and energy costs in relation to the delivery of the programme. These programmes allow the implementation of activities related to the development of the English environment at the University and the faculties.

C. FVHE-CSP

See A and Table 2.1.2.1 and 2.1.2.2.

D. FVHE-ESP

No difference with FVHE-CSP.

2.2.2. Comments

A. FVM-CSP

Clinical and field services function as instructional resources. The VEE for all 4 programmes (FVM-CSP and ESP, FVHE-CSP and ESP) has sufficient autonomy and flexibility in order to use the resources to implement its strategic plan and to meet the ESEVT Standards. The management of the resources and budgets is transparent and proactive and could thus be one commendable area of the VEE.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

2.2.3. Suggestions for improvement

A. FVM-CSP

It is suggested to search for additional research funding.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

2.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 2.2.

B. FVM-ESP

The programme is compliant with Standard 2.2.

C. FVHE-CSP

The programme is compliant with Standard 2.2.

D. FVHE-ESP

The programme is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1. Findings

A. FVM-CSP

The budget of the University and Faculties is carefully planned in the medium-term perspective of 3 years, during which its further annual increase can be expected, with regard to anticipated salary growth for staff, energy costs and increased costs of services related to the operation of individual departments. In addition, the University management is negotiating with representatives of the MEYS and the government of the Czech Republic other conditions for increasing the VEE budget. Major investments in the upgrading, or renovation of Faculty facilities and equipment are planned at the level of the University, which controls most of the investment funds. These are mainly building investments or large investment projects co-financed by the MEYS. The *Budget of VEE* is prepared on the basis of the annually approved *Rules*. The Rector discusses the draft of rules with the Deans of the Faculties and with the Rector's advisory bodies (Rector's Board, VEE Economic Committee). The *Budget of VEE* for the given year is prepared on the basis of the approved rules and determines the amount of funds allocated to the Faculties and sections of the University.

The *Budget of VEE* is discussed and approved in the same way as the *Budgeting Rules*. The staff and stakeholders are informed about the University's rules and budget in the VEFIS information system. The University has set up an internal control system and carries out regular external audits. The Bursar controls the University budget (VEE).

The budget of the FVM and FVHE is drawn up in accordance with the budget of the University on the basis of the approved *Rules for Faculty Budgeting* and is allocated to individual sections and sub-units of the Faculties in accordance with the *Organisational Regulation of the Faculty*. The draft budgeting rules are prepared by the Bursar of the Faculty and submitted to the Dean. After discussion in the Dean's advisory bodies (DB, MDH, Economic Committee), the Dean submits the *Rules for Faculty Budgeting* to the AS of the Faculty for discussion and approval. The budgeting rules are revised annually.

The preparation, discussion and approval of the *Faculty Budget* for a given year is carried out in the same way. Any changes to the budget are again discussed by the Dean's advisory bodies and approved by the AS of the Faculty. The Heads of the departments/clinics are responsible to the Dean for the use of the allocated funds. At the Faculty, the Faculty Bursar controls the Faculty budget. The AS of the Faculty evaluates the general management of the allocated funds in a discussion and approval of the *Financial Management Report* for the relevant year.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

2.3.2. Comments

A. FVM-CSP

The resources allocation is regularly reviewed to ensure that available resources meet the requirements.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

2.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

2.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 2.3.

B. FVM-ESP

The programme is compliant with Standard 2.3.

C. FVHE-CSP

The programme is compliant with Standard 2.3.

D. FVHE-ESP

The programme is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

The Brno University of Veterinary Sciences offers veterinary education in accordance with EU Directives 2005/36 and 2013/55 and national legislation.

VETUNI received national institutional accreditation (from NAB) for the period 2019 to 2028, which allowed them to make minor curricular changes autonomously. The last curriculum revision was implemented in 2021-2022.

Curricular changes are made in accordance with the University internal regulations, with the guarantor proposal based on the requirements for veterinary education set by national and international legislation and the ESEVT standards, e.g. requirements regarding Day One Competences and veterinary disciplines. The process is initiated by the Dean.

3.1.1.1. Findings

A. FVM-CSP

The study programme lasts six years (equivalent to 360 ECTS). The core programme takes up most of the first 5.5 years, with the major part of elective courses, including equine diseases, diseases in exotic animals, diseases in rabbits and poultry and a Thesis are placed in the final year. The core programme covers the areas required by EAEVE/ESEVT: basic subjects (4.8% of the total), basic sciences of specific veterinary subjects (32.8% of the total), clinical sciences of companion animals (including equines and exotic pets), clinical sciences in food-producing animals (including animal production and herd health management), food safety and quality (12% of the total) and professional knowledge. The number of hours dedicated to clinical subjects (clinical sciences for companion animals and clinical sciences for food-producing animals) represents 50.26% of the total course.

The FVM-CSP core programme includes final state exams [State Rigorous Exam (SRE) in the SER] in Dog and Cat Diseases, Ruminant and Swine Diseases, Infectious Diseases of Animals and Legislation, and Food Hygiene. Additionally, FVM-CSP students are obliged to attend at least one of the elective SREs within Equine diseases, Reptiles, Avian and Small Mammals Diseases, Diseases of Poultry and Farmed Rabbits, or perform a Thesis.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The duration of the course and the number of credits (360 ECTS) is equivalent to the FVM. The FVHE programme consists also of 5.5 years of core courses and about one semester with elective

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courses, which includes FSQ, VPH and One Health Concept, Rabbit and Poultry diseases and Thesis work. The core programme covers the areas required by the EAEVE and: basic subjects (4.6% of the total), basic sciences of specific veterinary subjects (31.2% of the total), clinical sciences of companion animals (including equines and exotic pets), clinical sciences in food-producing animals (including animal production and herd health management), food safety and quality (24.1% of the total) and professional knowledge. The number of hours dedicated to clinical subjects (clinical sciences of companion animals and clinical sciences in food-producing animals) represents a total of 40% of the total course.

The core FVHE-CSP differs from the FVM-CSP core programme from Year 3 where FVHE students have to attend 54 hours of compulsory teaching in total. The clinical teaching courses are reduced in volume by 334 h compared to FVM-CSP. Around half of these hours concern practical clinical teaching and training (see SER tables 3.1.2.1 and 3.1.2.2). However, the hours of teaching within Food Safety, Hygiene and Veterinary Public health (theoretical and practical) are increased by 546 hours compared to the FVM students.

The FVHE-CSP core programme includes as the FVM-programmes final state exams (SRE) in the clinical disciplines of Dog and Cat Diseases, Ruminant, Swine Diseases and Hygiene but two compulsory SREs within Food hygiene, namely “Hygiene and Technology of Meat and Meat Products” and “Hygiene and Technology of Milk and Milk Products”. Additionally, FVHE-CSP students are obliged to attend at least one of the elective SREs within Veterinary Protection of Public Health, Diseases of Poultry and Farm Rabbits, Game, Fish, and Bee Diseases or a Thesis.

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.1.2. Comments

A. FVM-CSP

The curriculum has a structure that covers the different subjects important for veterinary medical education within all EAEVE / ESEVT disciplinary areas.

B. FVM-ESP

No differences with FVM-CSP. The two programmes are academically identical.

C. FVHE-CSP

The education covers all important veterinary medical disciplines according to the EAEVE list of disciplines. The core programme is similar to the FVM programmes, apart from 324 hours less clinical training, which are replaced by 546 hours of training within veterinary food hygiene and public health disciplines.

D. FVHE-ESP

No differences with FVM-CSP

3.1.1.3. Suggestions for improvement

A. FVM-CSP

As already stated for standard 1.2, it is suggested that VETUNI explore the possibility of fusion the Czech and English programmes, respectively, of the two faculties into one common Czech and one common English programme to obtain more efficient use of resources (staff and facilities) and

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distribution of students across practical teaching sessions.

It is suggested that elective subjects of the programmes at the two faculties be made available for all students of the common core programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.1.

B. FVM-ESP

The programme is compliant with Standard 3.1.1.

C. FVHE-CSP

The programme is compliant with Standard 3.1.1.

D. FVHE-ESP

The programme is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

A. FVM-CSP

All the basic (general and veterinary-specific) contents are included in the course subjects, making up 37.6% of the total subjects of the course. These basic subjects are taught in the first three years.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The basic science programme is identical to the FVM-CSP programme apart from very few of teaching in General and Molecular Genetics (3 hours) and Toxicology (4 hours) and represents 35.88% of the total programme teaching hours.

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.2.2. Comments

A. FVM-CSP

The teaching of basic science is comprehensive and in according to the EAEVE Standards.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP, as the two programmes are almost identical.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.2.3. Suggestions for improvement

A. FVM-CSP

See suggestion in 3.1.1.3.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.2.

B. FVM-ESP

The programme is compliant with Standard 3.1.2.

C. FVHE-CSP

The programme is compliant with Standard 3.1.2.

D. FVHE-ESP

The programme is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

A. FVM-CSP

Students are introduced to the basics of veterinary care in the 2nd year, and clinical propaedeutics, clinical pathology and initial practical clinical training in the 3rd year. The main clinical teaching and practical training are spread over years 4, 5 and 6, including Day One Competences training, with 40 hours of clinical rotation course through all clinics including the companion animal, exotics and equine clinic in the summer semester of Year 4. However, the major part of the core clinical training regarding companion animal diseases including exotics and equine diseases takes place in Year 5. The core clinical rotations are completed during the 6th year, including intramural and ambulatory clinics, and are finalised with the SRE in Diseases of Dogs and Cats.

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Students engaging in the selective clinical courses Equine Diseases and Reptile, Avian and Small Mammal Diseases will also complete these courses with the associated SREs in Year 6.

During the clinical rotations, students are involved in the patient management of different species including small animals, exotics and equines. They have access to read and search the electronic medical record system (WINVet) in which they may enter specific diagnostic findings and parameters (clinical history and physical examination findings). Entering the definitive patient history, diagnosis and treatment plans etc. into WINVet is reserved for the veterinary academic staff.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The propaedeutics and initial practical clinical training starts in Year 3 and is very similar to the FVM-CSP programme, but reduced in volume and does not include practical training in clinical laboratory diagnostics (e.g. cytology and haematology) at the central laboratory. The majority of the clinical teaching and training is like in the FVM-CSP programme spread over year 4, 5 and 6, but in contrast to the FVM-CSP, the main part of the companion animal and equine clinical teaching and training is placed in Year 4 (and not Year 5). The clinical rotations within companion animals are completed in Year 6 and finalised with the SRE in Diseases in Dogs and Cats. In addition, students may engage in a SRE regarding Game, Fish and Bee diseases.

The total clinical teaching and training hours for FVHE-CSP are reduced by 17-18 % compared to FVM-CSP (see 3.1). This reduction affects practical core clinical training in the exotic pet diseases and equine diseases: (1) Rotations / practical clinical training in the Exotic Pet Clinic is not part of the core or elective programme of FVHE-CSP, instead, students are exposed to exotic game species in the course Game Diseases; (2) the practical clinical training in equine medicine and surgery is 28 hours (2 h /week in Year 4) compared FVM-CSPs 68 hours (across both Year 5 semesters). Furthermore, FVHE-CSP does not include compulsory weekend duties at the equine clinic.

During the core clinical rotations, students are involved in the patient management of different small animals (dogs and cats) and equines as the FVM-CSP students. They have as FVM-CSP students access to read and search the electronic medical record system (WINVet) in which they may also enter specific diagnostic findings and parameters. Entering definitive patient history, diagnosis, treatment plans etc into the WINVet is reserved for the veterinary academic staff.

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.3.2. Comments

A. FVM-CSP

The core programme offers adequate and well-organised teaching, training and assessments within all basic clinical aspects including clinical propaedeutics, and clinical pathology and practical training in Day 1 skills of companion animal (including pet exotics) and equine clinical disciplines. Thus the program supports and ensures that students acquire the Day One Competences within these disciplines in compliance with EAEVE / ESEVT Area 3.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The core clinical programme for FVHE-CSP within companion animals and equines is similar to the FVM-CSP in most aspects. However, it does not comprise a specific course/rotation in clinical laboratory diagnostics (e.g. cytology and haematology), but the program relies on diagnostic knowledge and skills taught in relation to the core clinical rotations within the companion animal and equine clinic and during practical hours of subjects such as pathophysiology, pathomorphology and clinical propaedeutics. These activities compensate partially for the absence of specific training in clinical pathology.

Even though the practical clinical teaching in equine medicine and surgery is reduced, the FVHE-CSP supports and ensures the same basic level of Day 1 skills within equine medicine and surgery as the core FVM-CSP students. Both programmes offer identical core courses in “Day 1 Skills - Equine Diseases” (see Appendices 2b.2_FVHE, 2b.1_FVM) and associated identical logbooks describing practical basic clinical procedures. Furthermore, the total intra-mural equine caseload of almost 1200 yearly patients at the Equine VTH indicates that all students, including FVHE students, have a fair chance of being involved in the treatment of most common equine diseases. In case of the absence of an appropriate variety of patient material during a clinical rotation, video recordings of former cases are used to compensate, e.g. cases of lameness.

The absence of a clinical rotation including exotic pets (birds, small mammals and reptiles) at the exotic pet clinic of the companion animal VTH is partially compensated by the FVHE core courses in game diseases, poultry diseases and (production) rabbit diseases. However, these courses do not focus on pet animals in a clinical situation.

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

It is suggested to include a specific course in clinical pathology/laboratory diagnostics in the core programme as in FVM-CSP and thereby ensure students’ competences in cytology and haematology.

It is suggested that the core clinical rotations of the FVHE-CSP at the companion animal VTH also include the Exotic Pet Clinic.

It is suggested that the clinical rotations of the FVHE-CSP at the equine clinic include weekend and after-hour duties as it does for FVM-CSP.

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.3.4 Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.3.

B. FVM-ESP

The programme is compliant with Standard 3.1.3.

C. FVHE-CSP

The programme is partially compliant with Standard 3.1.3. because of suboptimal training in clinical pathology and exotic animals for FVHE students.

D. FVHE-ESP

The programme is partially compliant with Standard 3.1.3. because of suboptimal training in clinical pathology and exotic animals for FVHE students

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

3.1.4.1. Findings

A. FVM-CSP

The core clinical training within ruminants, swine, poultry and farmed rabbits contains specific teaching of animal welfare, nutrition, animal production and Herd health management, including lectures in Animal Health Economics and Practice management. In total, the clinical teaching in production animal medicine, surgery, gynaecology etc comprises sufficient hours to ensure students' Day One Competences within these disciplines. The training includes courses on Day 1 skills in cattle and swine in dedicated clinics in the VTH and then practical rotations include 3 weeks of ruminant and swine, 1 week in the ambulatory clinic and 1 week of poultry and rabbits. Two weeks are based at the University farm which has a 800 cow dairy herd, 300 sows and a beef finisher herd. A range of other farms are visited during the ambulatory clinic week.

This ensures that a range of conditions in different types of farms are seen.

FVM students can select to undertake additional practical clinical training in Poultry and Rabbits diseases and the associated state exam (SRE).

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The core clinical training within ruminants, swine, poultry and farmed rabbits is identical to the FVM-CSP (see above). This ensures that a range of conditions in different types of farms are seen.

FVHE students can select to undertake additional practical clinical training in Poultry and Rabbits diseases and the associated state exam (SRE).

D. FVHE-ESP

No differences with FVHE-CSP.

3.1.4.2. Comments

A. FVM-CSP

The inclusion of specific lectures on Animal Health Economics and Practice management is commendable.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.4.3. Suggestions for improvement

A. FVM-CSP

It is suggested to include more in-depth data handling, management and interpretation in herd health teaching. This would be facilitated by the computerisation of farm data on the University farms and the use of modern data analysis packages.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.4.

B. FVM-ESP

The programme is compliant with Standard 3.1.4.

C. FVHE-CSP

The programme is compliant with Standard 3.1.4.

D. FVHE-ESP

The programme is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

A. FVM-CSP

In the study programme, Veterinary Medicine students are introduced to the basic principles of HACCP in the theoretical and practical teaching of Milk Production Hygiene, Meat Production

Hygiene and DOS - Food Safety and Quality.

The teaching within Veterinary Public Health including food safety and quality is organised with a view that FVM students will be able to perform” the relevant basic tasks of a state veterinarian” (citation from SER) after graduation. The teaching hours (497 hours) are 12% of the total programme (4120 hours). The teaching is focused on basic skills where the AM is taught at the clinics, and analysis of food chain information (FCI) and post-mortem examination is taught at slaughter - initially at VEE slaughterhouse 3 hours where one pig is slaughtered as a demonstration, and thereafter at the external commercial slaughterhouse working on pigs or cattle that have marked as suspicious by official assistants. The students go through the slaughter process from clean to dirty (stunning). The students do both visual inspections and incisions of lymph nodes. The students had to organise transport to the external slaughterhouse themselves (presume car availability). The focus is the practical slaughter of pigs and cattle.

The description of the live animal inspection (AM) is a part of the lectures, where the problems are described in detail including photo documentation. As a part of the first visit to the contracted slaughterhouse, the students also participate in an ante-mortem examination, which is carried out by an official veterinarian. On this occasion, students also have the opportunity to view the vehicles used for the transportation of animals.

The issue of national and international legislative requirements and ensuring the welfare and protection of animals during transport is a part of the teaching of the following courses:

- Animal Protection, Welfare and Ethology II, lecture + practical training (practical case studies)
- Inspection of Slaughter Animals and Meat, lecture + practical training (transport vehicles)
- Forensic and Veterinary Public Health, lecture + practical training (case studies – national and international transport)
- Veterinary Legislation of EU, lecture + practical training (practical case studies)

Both issues are further developed within the mandatory training at the Slaughterhouse, which is completed by students at the RVA of the SVA.

The teaching on meat processing is focused on technology and processing - e.g., fermentation. The milk section is focused on milk analyses pasteurisation, microbiology, and chemistry.

Students are familiarised with the FCI requirements during lectures and practical training in Inspection of Slaughter Animals and Meat (FVHE) / Hygiene of Meat Product I (FVM) courses. The practical control of the FCI is carried out as part of the slaughter at the faculty slaughterhouse. Training in assessing the clinical condition of slaughtered animals is carried out within the subjects Clinical Propaedeutics of Farm Animals, Diseases of Ruminant, Swine, Poultry, Rabbits and Fish. Practical training in the ante-mortem inspection of cattle and pigs is carried out at the slaughterhouse as part of the practical. Students acquire the basic requirements for the welfare of slaughtered animals in the Animal Protection, Welfare and Ethology course, but also in the lectures of the Inspection of Slaughter Animals and Meat / Hygiene of Meat Product I course.

The teaching is complemented by photo documentation and case studies. Students can also use e-learning courses. Students train assessment of animal welfare during slaughter at the faculty slaughterhouse.

Ante-mortem and post-mortem inspection of horses and small ruminants is taught theoretically because, in the Czech Republic, these animals are slaughtered in slaughterhouses exceptionally. Available video recordings and photo documentation are used during the theoretical teaching

(Inspection of Slaughter Animals and Meat / Hygiene of Meat Product I course), students have access to an e-learning course containing a large amount of photo documentation with descriptions of individual findings. Students acquire examples of pathological findings as part of teaching the subjects of Pathological Morphology and possibly Diseases of Ruminants and Horses. Ante-mortem and post-mortem inspection of the game is taught theoretically during the Inspection of Slaughter Animals and Meat / Hygiene of Meat Product I course, using video recordings, photo documentation and an e-learning course.

Students used to have the opportunity to visit poultry slaughterhouses, unfortunately, due to epidemiological reasons (avian influenza, etc.), students have not been allowed to enter the available poultry slaughterhouses. Teaching is carried out theoretically during the Inspection of Slaughter Animals and Meat / Hygiene of Meat Product I course with the use of video recordings, photo documentation and an e-learning course. Students encounter examples of pathological findings in practice as part of teaching the subjects of Pathological Morphology and Diseases of Poultry in practical training.

B. FVM-ESP

See FVM-CSP. The FVHE-ESP has the same curriculum and hours per week as the study programme FVHE-CSP. The only difference is the inclusion of foreign language teaching. In the CSP the foreign language is English, in the ESP the foreign language is Czech.

C. FVHE-CSP

The teaching hours (1043 hours) are distributed according to Table and are 24% of the total programme (4328 hours). Students of the study programme Veterinary Hygiene and Ecology have, with regard to the differentiation of this study programme, a compulsory course HACCP (completed by an examination) in the core curriculum in the 5th year. The issue of food control and systems based on HACCP principles is also developed in other FSQ courses.

The teaching is organised so the FVHE student will be able to perform the relevant tasks and duties of a state veterinarian after graduation. Furthermore, students are taught practical skills within food technology related to the processing of raw materials of animal origin and the production of products, followed by assessment and evaluation from the perspective of veterinary hygiene, technology and quality.

D. FVHE-ESP

No difference with FVHE-CSP.

3.1.5.2. Comments

A. FVM-CSP

The FVM-CSP provides the Day One Competences required for FSQ.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The FVHE-CSP provide the Day One Competences required in FSQ.

D. FVHE-ESP

No difference with FVHE-CSP.

3.1.5.3. Suggestions for improvement

A. FVM-CSP

It is suggested that the teaching of food safety and quality embraces a whole food chain perspective from farm to fork.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

More use of HACCP and risk-based food safety could be developed.

D. FVHE-ESP

No differences with FHE-CSP.

3.1.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.5.

B. FVM-ESP

The programme is compliant with Standard 3.1.5.

C. FVHE-CSP

The programme is compliant with Standard 3.1.5.

D. FVHE-ESP

The programme is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

A. FVM-CSP

The programme aims to ensure that all graduates possess the attributes of professional knowledge and is based on intramural and extramural trainings.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.6.2. Comments

A. FVM-CSP

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The FVM-CSP is commended for its well-organised and integrated professional knowledge throughout the programme.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.1.6.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.1.6.4 Decision

A. FVM-CSP

The programme is compliant with Standard 3.1.6.

B. FVM-ESP

The programme is compliant with Standard 3.1.6.

C. FVHE-CSP

The programme is compliant with Standard 3.1.6.

D. FVHE-ESP

The programme is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be

clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings

A. FVM-CSP

The content of the study programme, its form, the teaching methods and the knowledge assessment are developed to meet the intended learning outcomes (IOLs) and competences. The programme, lasting six years, allows the successful graduates to receive the title of MVDr. which entitles them to practise veterinary medicine in all EU countries.

IOLs of each course are identified by the course guarantor in collaboration with all persons involved in teaching activities and regularly monitored by the study programme guarantor.

The VEEs promote a continuous modernisation of the premises, equipment and facilities and have in place a teaching training system aimed at strengthening the pedagogical and professional competences of teaching staff. Students are actively involved in the learning process by developing independent creative activities and in the organisation of educational seminars together with VEEs' management.

The assessment of the quality of the academic environment is part of the University's QA system. Self-learning of students is encouraged by several activities which are well described in the SER.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.2.2. Comments

A. FVM-CSP

The FVM-CSP study programme is competency-based and the way in which it is designed allows it to meet teaching objectives and intended learning outcomes. The qualification resulting from a programme is clearly specified and adequately communicated.

A QA system is in place to promote and monitor the academic environment.

Students' learning opportunities as well as students' involvement and self-learning, and lifelong learning are well described.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.2.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.2.

B. FVM-ESP

The programme is compliant with Standard 3.2.

C. FVHE-CSP

The programme is compliant with Standard 3.2.

D. FVHE-ESP

The programme is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings

A. FVM-CSP

Programme and courses intended learning outcomes (ILOs) and teaching methods as well as students' assessments are defined and developed to meet the DOCs.

All teaching activities (theoretical, practicals, clinical rotation and internships, content of state examination) and their time sequence are well described in the SER and specific Appendices (2b.1 for FVM and 2b.2 for FVHE).

The study programme guarantor is responsible for the coordination of the curriculum, for its implementation, evaluation and development as well as for its communication.

The development and the review of the curriculum are based on updating of ILOs in relation to the DOCs, students' assessment, student evaluation of the teaching activities, graduate evaluation of

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the study programme and other external stakeholders (i.e. private veterinarians involved in ETP) evaluation.

The curriculum is subject to final review and evaluation by the Internal Evaluation Board.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.3.2. Comments

A. FVM-CSP

Programme and each teaching unit (ILOs) are effectively designed so that their contents are aligned as well as teaching, learning and assessment activities. Staff and students are regularly informed about ILOs and their updates.

ILOs are regularly monitored, reviewed and updated.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.3.

B. FVM-ESP

The programme is compliant with Standard 3.3.

C. FVHE-CSP

The programme is compliant with Standard 3.3.

D. FVHE-ESP

The programme is compliant with Standard 3.3.

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

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

3.4.1. Findings

A. FVM-CSP

The procedures for approval, evaluation and modification of the curriculum are part of the internal QA system.

The responsibility of each study programme is under the Guarantor of the study programme (SP). All issues related to teaching activities are addressed by the Faculty which is in charge of the study programme. The approval, evaluation and modification of the curriculum are carried out in accordance with specific internal regulations of the University.

Based on the requirements for veterinary education according to national and international legislation, and on the feedback of external stakeholders, curriculum modifications are proposed by the Guarantor of the SP to the Dean, discussed within the Dean's Board, the Veterinary Education Committee and Academic Senate and approved by the Scientific Board.

Students' representatives within several faculty bodies are actively involved in the approval, evaluation and modification of the curriculum.

The evaluation of the consistency, overlap, redundancy or weaknesses of the curriculum is carried out by the SP guarantor in cooperation with the guarantors of the individual courses.

The curriculum is published on the website. Its changes and modifications are communicated to staff, students and external stakeholders through the University Journal *Vita Universitas*.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.4.2. Comments

A. FVM-CSP

The curriculum management and delivery is under a clear responsibility of specific faculty bodies which include adequate student representation.

Periodic review of the curriculum is performed within the internal QA system and involves internal and external stakeholders, including students.

Changes and modifications of the curriculum are adequately communicated to all those concerned.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.4.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.4.

B. FVM-ESP

The programme is compliant with Standard 3.4.

C. FVHE-CSP

The programme is compliant with Standard 3.4.

D. FVHE-ESP

The programme is compliant with Standard 3.4.

Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).

Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

A. FVM-CSP

External Practical Training (EPTs) are conducted in the 3rd, 5th, and 6th years of study.

In 3rd year preclinical EPTs are performed in the field of production animals for 40 hours (1 week) and companion animals for 40 hours (1 week).

In 5th year, an EPT in FSQ and VPH for 40 hours (1 week) is performed.

In the 6th year, clinical EPTs are conducted in the field of production animals for 150 hours (4 weeks) and companion animals for 150 hours (4 weeks).

In addition, the student must choose an EPT in one of the following four areas for a period of 4 weeks: Diseases of Ruminants and Swine, Equine Diseases, Diseases of Reptiles, Birds and Small Mammals and Diseases of Poultry and Farm Rabbits.

External practical training, under the direct supervision of a private veterinarian, in the range of 150 hours (4 weeks), in the field of production animals and companion animals, is a part of the 6th-year block teaching in the Master study programme Veterinary Medicine.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

External Practical Training (EPTs) are conducted in the 3rd, 5th, and 6th years of study.

In 3rd year preclinical EPTs are performed in the field of production animals for 40 hours (1 week) and companion animals for 40 hours (1 week).

In 5th year, an EPT in FSQ and VPH for 80 hours (2 weeks) is performed.

In the 6th year, clinical EPTs are conducted in the field of production animals for 150 hours (4 weeks) and companion animals for 150 hours (4 weeks).

D. FVHE-ESP

No differences with FVHE-CSP.

3.5.2. Comments

A. FVM-CSP

External Practical Training is well-organised and structured, with abundant opportunities for students to pursue their professional interests.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP

D. FVHE-ESP

No differences with FVHE-CSP.

3.5.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.5.

B. FVM-ESP

The programme is compliant with Standard 3.5.

C. FVHE-CSP

The programme is compliant with Standard 3.5.

D. FVHE-ESP

The programme is compliant with Standard 3.5.

Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

A. FVM-CSP

FVM collaborates with FVHE regarding EPT. Together they provide a list of approved EPT providers to students via internal VEFIS. Students must select a provider and work under a FVM officer's supervision for the relevant EPT.

The number and activity of veterinarians under contract is thus distributed:

Diseases of Dogs and Cats	97
Diseases of Ruminants and Swine	49

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Equine Diseases	25
Diseases of Reptiles, Birds and Small Mammals	24
Diseases of Poultry and Farmed Rabbits	3

The Faculty's Student Office handles administrative tasks for contract preparation while EPT course guarantors are responsible for the content, organisation and evaluation of each EPT.

FVM has purchased insurance for students participating in EPT activities. The insurance covers damage to the EPT provider and accidents during EPT.

A logbook is kept by each student during their internship. It includes a list of their activities, self-evaluations, evaluations by the practical training provider, and a final evaluation by the course guarantor.

The FVM is responsible for providing, organising, and professionally evaluating the following EPT: SVA Inspector for Epidemiology, External Clinical Practical Training of Diseases of Dogs and Cats, External Clinical Practical Training of Diseases of Ruminants and Pigs, and Elective Diseases of Poultry and Rabbits. All EPTs are supervised by the FVM and the FVHE.

B. FVM-ESP

The only difference with FVM-CSP is the number and activity of veterinarians under contract:

Diseases of Dogs and Cats	20
Diseases of Ruminants and Swine	14
Equine Diseases	4
Diseases of Reptiles, Birds and Small Mammals	8

C. FVHE-CSP

FVHE collaborates with FVM regarding EPT. Together they provide a list of approved EPT providers to students via internal VEFIS. Students must select a provider and work under a FVHE officer's supervision for the relevant EPT.

The number and activity of veterinarians under contract is thus distributed:

Diseases of Dogs and Cats	97
Diseases of Ruminants and Swine	49
Diseases of Poultry and Farmed Rabbits	3

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The Faculty's Student Office handles administrative tasks for contract preparation while EPT course guarantors are responsible for the content, organisation and evaluation of each EPT.

The FVHE has purchased insurance for students participating in EPT activities. The insurance covers damage to the EPT provider and accidents during EPT.

A logbook is kept by each student during their internship. It includes a list of their activities, self-evaluations, evaluations by the practical training provider, and a final evaluation by the course guarantor.

FVHE is responsible for the following EPTs: Pre-clinical Practice in Farm Animal Breeding, Pre-clinical Practice in Pet Animal Breeding, EPT at RVA – Slaughterhouse and EPT at RVA – Veterinary Food Surveillance (this EPT is only for FVHE students).

D. FVHE-ESP

The only difference with FVHE-CSP is the number and activity of veterinarians under contract.

Diseases of Dogs and Cats	20
Diseases of Ruminants and Swine	14
Diseases of Reptiles, Birds and Small Mammals	8

3.6.2. Comments

A. FVM-CSP

A clear and well-structured EPT procedure is in place for EPT providers and students.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.6.3. Suggestions for improvement

A. FVM-CSP

It is suggested that the FVM-CSP is vigilant about the number of veterinarians in contract and seeks to increase its number to offer a greater choice to students.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.6.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.6.

B. FVM-ESP

The programme is compliant with Standard 3.6.

C. FVHE-CSP

The programme is compliant with Standard 3.6.

D. FVHE-ESP

The programme is compliant with Standard 3.6.

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

3.7.1. Findings

A. FVM-CSP

FVM students must choose an approved EPT provider. The EPT course guarantor will then inform them of the requirements and obligations. An updated set of rules for the EPT and an e-learning course on Moodle provide support, including guidelines for successful EPT completion, placement selection, placement responsibilities, assessment and monitoring, as well as procedures for complaints and obstacles. Guarantors evaluate logbook feedback to update or edit the list of EPT providers, and students can also provide feedback through the IS STAG.

Students of FVM can contact the Vice-Dean for Education, EPT guarantors, and/or the Student Office to resolve complaints or possible problems. Complaints can be submitted formally or anonymously via IS STAG during course evaluations. The complaint will be handled on an individual basis by the Vice-Dean for Education, in collaboration with the relevant EPT guarantor, who will investigate and coordinate rectification with the EPT provider. The student will be informed of the outcome after the investigation. If the EPT provider is found to be weak, the student may interrupt their training and choose a new EPT provider with the consent of the EPT guarantor. The new training may take into account the student's completed training, and the scope may be reduced accordingly.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.7.2. Comments

A. FVM-CSP

The procedures for EPT are very clear and comprehensive at every level.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

3.7.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

3.7.4. Decision

A. FVM-CSP

The programme is compliant with Standard 3.7.

B. FVM-ESP

The programme is compliant with Standard 3.7.

C. FVHE-CSP

The programme is compliant with Standard 3.7.

D. FVHE-ESP

The programme is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must

comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

A. FVM-CSP

The University Campus is located in the Královo Pole district, which is near the city centre and easily accessible by public transportation. In addition, the University Farm (UF) is available for extramural teaching and it is located 140 km far from Bro. Buildings on campus and UF are owned by the University and are used by both Faculties. The university campus is large, very well located and provides an adequate environment for learning.

The VEE has a development strategy that includes construction, renovation and modernization of buildings; renewal of equipment and ensures well-being requirements for teaching and hosting animals. Building maintenance and repairs are covered by VETUNI budget. Maintenance and modernization of internal facilities and equipment is the responsibility of the departments and they are clean, well-equipped and, in general, adequately maintained. However, in some areas as in the ruminant clinic, a better maintenance of the floors of the facilities is needed.

Facilities are compliant with EU and national legislation.

Heads of the Departments/Clinics are responsible to the Dean and the Rector for compliance with existing regulations as well as biosecurity procedures and protocols.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.1.2. Comments

A. FVM-CSP

Facilities of both FVM and FVHE are worthy of praise. They are large, well-maintained and equipped. Some differences are present between the Departments and Hospitals, as example, while the small animal VTH is highly equipped, the equipment of the equine VTH is older, scarcer and less cutting-edge.

The accommodation and laboratory on the University Farm would benefit from modernisation. Particularly the sleeping accommodation should allow privacy and ensure no discrimination regarding protected characteristics of students.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.1.3. Suggestions for improvement

A. FVM-CSP

The maintenance and equipment of the different departments could be more balanced to avoid such obvious differences.

Improvement of accessibility for disabled students is also suggested in some areas, such as at the teaching farm.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.1.

B. FVM-ESP

The programme is compliant with Standard 4.1.

C. FVHE-CSP

The programme is compliant with Standard 4.1.

D. FVHE-ESP

The programme is compliant with Standard 4.1.

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

Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

4.2.1. Findings

A. FVM-CSP

Lecture theatres are shared between the two faculties as part of integrated teaching, including 7 lecture theatres with a total capacity of 921 persons.

Seminar rooms are available for students of the two faculties. Premises for practical work including tutorial rooms, laboratories, exam and dissection rooms are available for the two faculties.

A simulation centre for small and large animals is in place. The skill lab of the small animal clinic

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is well equipped, and students of both faculties have mandatory access to this facility. The skill lab for ruminants is also in place, however, it is old-fashioned.

The University campus offers premises for self-study as the University Library and additional libraries and rooms located in the departments. A private canteen and cafeteria are used by students and employees.

Locker rooms are available at FVM and FVHE and in an additional building in the campus centre. Premises for leisure, sanitary rooms and staff offices are distributed through the VEE. There is a Sports Department inside the Campus, in which students and staff can join different sports in excellent premises and conditions.

In FVM, teachers share 86 offices (2-3 teachers per office).

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP, with the exception of the teacher offices; in FVHE teachers share the 99 offices (1-2 teachers per office).

D. FVHE-ESP

No differences with FVHE-CSP.

4.2.2. Comments

A. FVM-CSP

The facilities constitute a motive of commendation since the University Campus provides excellent facilities for the number of students, which are well equipped and allow an enriching study environment.

Special mention deserves the exotic animal facilities included in the Small Animal VTH, as well as the facilities and equipment of the VTH and the riding facilities for horses, which are outstanding.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

In addition, it is worthy of praise the excellent facilities and equipment for the practical training in FSQ for FVHE students.

D. FVHE-ESP

No differences with FVHE-CSP.

4.2.3. Suggestions for improvement

A. FVM-CSP

None

B. FVM-ESP

None

C. FVHE-CSP

None

D. FVHE-ESP

None

4.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.2.

B. FVM-ESP

The programme is compliant with Standard 4.2.

C. FVHE-CSP

The programme is compliant with Standard 4.2.

D. FVHE-ESP

The programme is compliant with Standard 4.2.

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

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

4.3.1. Findings

A. FVM-CSP

Facilities are used for both FVM and FVHE indistinctly. Premises for core clinical teaching include clinics for the main species as well as the teaching farm which are adequately in capacity considering the number of students. They include the Small Animal Clinic with more than 6000 m², Avian and Exotic clinics with 1,060 m², The Equine Clinic with 5,830 m² indoor, and The Ruminant and Swine Clinic with an internal area of 5,421 m². In addition, there are excellent premises for the teaching of game, fish and bee diseases.

The Small Animal Clinic Hospital is large and well-equipped including the exotic clinic which is also large. All hospitals are, in general, well-maintained and equipped.

There are premises for experimental animals located depending on the species and are distributed through both FVM and FVHE.

For teaching in the field of food hygiene and technology there are Meat and Fish processing units and a dairy processing unit, with equipment for meat and fish processing and production of meat, fish and dairy products, respectively. There is a slaughterhouse at the University serving students of both faculties.

There is a large necropsy hall with 6 tables, which is used predominantly for teaching activities,

and another smaller necropsy room with one table, used for necropsies with diagnostic purposes. These are used for the necropsy of small and medium-sized animals. For large animals, the necropsy is carried out on the floor of the large room.

The operations in clinical premises, in general, follow procedures to ensure safety, biosecurity, welfare and well-management practices, but there are exceptions as follows.

In the necropsy rooms, some biosecurity procedures are implemented but they should be improved.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.3.2. Comments

A. FVM-CSP

In general, the facilities of the clinics and hospitals, as well as the central buildings are large, new and very clean and well maintained. Some departments, however, are located in old but well-maintained facilities and occasionally better maintenance is necessary.

Some aspects have been found to be improved in relation to biosecurity procedures. Specifically, in the necropsy rooms, the entry and exit routes of students and staff in the necropsy room do not completely guarantee an adequate safeguard against the spread of potential risks. The equipment for personal protection used for these classes is not the most appropriate, as it was found that they do not guarantee adequate protection for students; there is not enough protective equipment for students, such as safety goggles and steel gloves.

In addition, in the equine isolation room is necessary to improve the implemented biosecurity measures and to improve the maintenance of the facility (the paint on the wall is peeling). On the other hand, in some areas of the ruminant hospital, the floors are not suitable for proper cleaning.

In general, it is necessary to increase biosecurity signals in all departments and in the Hospitals, in English and Czech (see 4.9). In addition, better delimitation of restricted areas (isolation facilities, operating rooms, radiology rooms) is needed by placing signs on the ground and on walls.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.3.3. Suggestions for improvement

A. FVM-CSP

In order to improve the biosecurity procedures in the necropsy rooms and to ensure their implementation, it is recommended to wear surgical pyjamas or overalls under the gowns, which should be sanitised on-site (in a department laundry) and provide all the students safety goggles and steel gloves. Furthermore, it is suggested that student locker rooms be moved to the same floor as the necropsy room in order to minimise risk events.

In equine isolation facilities, the walls must be repaired to ensure adequate cleaning and disinfection. Likewise, in some areas of the ruminant hospital, the floors must be changed by others to allow adequate cleaning and disinfection.

It is suggested to improve the signals in floors and walls in order to better delimitate restricted areas and biosecurity procedures and routes (see 4.9). In some laboratories and hospital consultations, it is suggested to change the cloth towels of the sinks to dry the hands, for disposable paper towels to improve the biosecurity of the staff.

Likewise, it is suggested that students must be adequately and properly dressed depending on the service attending.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.3.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in the necropsy room.

B. FVM-ESP

The programme is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in the necropsy room.

C. FVHE-CSP

The programme is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in the necropsy room.

D. FVHE-ESP

The programme is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in the necropsy room.

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

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

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

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

A. FVM-CSP

Premises for clinical activities are organised into the different Clinics/Hospitals, located in different buildings inside the University Campus. They are used in common for both Faculties: FVM and FVHE.

The Small Animal Clinic is equipped with several consulting rooms (internal medicine, surgery, obstetrics, ophthalmology, dentistry, etc.), diagnostic imaging area (including MRI and CT) and specific diagnostic techniques (ECG, EMG, arthroscopy) and diagnostic laboratories. 9 surgical theatres, an intensive care unit and hospitalisation facilities are available and operating 365/24h. The Avian and Exotic Clinic is outstanding, it is composed of three independently functional outpatient clinics for birds, reptiles and small mammals and it works as a referral facility with technical equipment including consultation rooms, diagnostic facilities, operating rooms and hospitalisation and ICU premises.

The Equine Clinic is also constructed and equipped with examination rooms, operating theatres, 16 intensive care boxes, an impressive riding arena and it is equipped for diagnostic and therapeutic activities; however, there is no advanced imaging equipment (CT, MRI) available. A 24h/7 day is provided for horses.

The Ruminant and Swine Clinic works as a separate clinic and they are equipped with stables, operating theatres, diagnostic and therapeutic equipment. Part of the clinic is the Experiment Sub-department with a surgical room and isolation facilities for pigs. The Large Animal Clinical Laboratory provides diagnostic procedures for both Equine and Ruminant and Swine Clinic. There is a phone call service for ruminants, however it fairly operates as previously organized visits rather than an emergency call system.

All clinical facilities meet the national practice standards.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.4.2. Comments

A. FVM-CSP

The Veterinary Teaching Hospitals including small animals, exotics, equines, ruminants, and swine are of good quality; especially, some of them are exceptional, as mentioned in 4.2.

The ruminant ambulatory clinic is mainly organised visits rather than emergency calls but this is partially compensated by students spending 2 weeks full-time on the University farm with a high number of animals that may require treatment.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.4.3. Suggestions for improvement

A. FVM-CSP

None

B. FVM-ESP

None

C. FVHE-CSP

None

D. FVHE-ESP

None

4.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.4.

B. FVM-ESP

The programme is compliant with Standard 4.4.

C. FVHE-CSP

The programme is compliant with Standard 4.4.

D. FVHE-ESP

The programme is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

A. FVM-CSP

All the different Clinics/Hospitals and Departments are equipped with modern diagnostic and therapeutic facilities according to the specific needs. Students learn the main techniques and analytical methods in small groups in the different laboratories of the Departments (i.e virology, parasitology, bacteriology, pathology laboratories) and during rotations, students have access to the diagnostic facilities and procedures of the Clinics/Hospitals.

In some clinics and laboratories, errors have been detected in the handling of drugs, such as outdated drugs, open multi-dose medicine containers without being properly marked on the outside. Also, in the large animal clinic, liquid material to be analysed has been found in plastic bottles, without being properly marked.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.5.2. Comments

A. FVM-CSP

There is room for improvement in the good clinical practices and drug handling and management in some of the clinics. Especially in the large animal clinic, an improvement in the clinical practice is needed.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.5.3. Suggestions for improvement

A. FVM-CSP

It is suggested to improve the implementation in all the clinics and laboratories of good pharmacy practices, including the removal of outdated drugs, adequate labelling of all the multi-dosage containers and adequate labelling of all of the teaching and research material.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.5.4. Decision

A. FVM-CSP

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

B. FVM-ESP

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

C. FVHE-CSP

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

D. FVHE-ESP

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

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

A. FVM-CSP

Isolation facilities are available in all the Clinics including Small Animals, Avian and Exotic Animals, Equines and swine. In addition, the isolation facility of the Department of Infectious Diseases and Microbiology is also available.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.6.2. Comments

A. FVM-CSP

Isolation facilities for small animals are located in the VTH, they are adequately equipped and functioning. However, there is room for improvement in some of the procedures. There are no cameras to monitor the hospitalised patients, nor are there adequate places close to the isolation facility for staff and students to periodically monitor the patient.

Isolation facilities for equine are also in place, but there is room for improvement of adequate cleaning and disinfection as well. There is no isolation facility for ruminants, however, they might use the one in the equine clinic.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.6.3. Suggestions for improvement

A. FVM-CSP

The placement of cameras to monitor patients in the small animal isolation facility is advisable. Furthermore, an improvement in the maintenance of equine isolation facilities is also advisable.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.6.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.6.

B. FVM-ESP

The programme is compliant with Standard 4.6.

C. FVHE-CSP

The programme is compliant with Standard 4.6.

D. FVHE-ESP

The programme is compliant with Standard 4.6.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings

A. FVM-CSP

The VEE has a mobile ambulatory clinic for dogs, cats and another for horses. Students spend 20 hours in practical rotations in this ambulatory service. There is another ambulatory clinic for farm animals (cattle and pigs) and students spend 40 hours in practical rotations. Students of all programmes (FVM and FVHE) are trained in different subjects on the field and supervised by academic staff.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.7.2. Comments

A. FVM-CSP

Practical training in small animals, horses and farm animals is sufficiently provided in the ambulatory clinics in the four programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.7.3. Suggestions for improvement

A. FVM-CSP

It is suggested that students might be able to do more nights on-call shifts rather than during the day.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.7.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.7.

B. FVM-ESP

The programme is compliant with Standard 4.7.

C. FVHE-CSP

The programme is compliant with Standard 4.7.

D. FVHE-ESP

The programme is compliant with Standard 4.7.

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

4.8.1. Findings

A. FVM-CSP

Transport of students is provided by the VEE by contracted bus (especially to reach the University Farm) or by ambulatory clinic cars. However, some students go to the University Farm in their own cars.

Transportation of live animals (pigs and small ruminants) is arranged by using a truck owned by the VEE that meets the requirements for transportation. For other species, owners provide their own vehicles to transport the animals.

Transport of dead animals inside the campus is carried out according to the national and European rules, using boxes, hand trucks and barrels owned by the VEE. Cadavers and carcasses are transported outside the campus by rendering companies.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.8.2. Comments

A. FVM-CSP

The transport of students, live animals, cadavers, materials from animal origin and other teaching materials is done in agreement with national and EU standards.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.8.3. Suggestions for improvement

A. FVM-CSP

It is suggested that students use the bus contracted by the University to reach the farm rather than their own cars.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

4.8.4. Decision

A. FVM-CSP

The programme is compliant with Standard 4.8.

B. FVM-ESP

The programme is compliant with Standard 4.8.

C. FVHE-CSP

The programme is compliant with Standard 4.8.

D. FVHE-ESP

The programme is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

A. FVM-CSP

Occupational health and safety procedures and fire protection procedures are regulated by internal directives of the University in accordance with national and EU rules and are available in biosecurity manuals (one per each Faculty).

All students are mandatorily instructed on health and safety precautions in the practical teaching and have to sign a declaration confirming this formation. Depending on the nature of the practical

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training, students are provided with individual protective equipment and are specifically instructed in safe laboratory practices and safe clinical practices to prevent the spread of infectious diseases. Signalling of biosecurity procedures and protocols was not sufficient in some areas (necropsy rooms, chemotherapy room, isolation facilities).

Workplaces are equipped with first aid facilities and students and staff are instructed on protocols to be followed in case of injury.

Waste management is governed by the University Legislation and rules and it is organised by type and category of waste management. Disposals are available in the different departments/clinics. Protocols to follow are implemented and revised by the Faculty Committee for safety and health at work and study at both FVM and FVHE. Suboptimal posting in the English language is also detected in some areas.

Biosecurity information in the farm was not posted in either language.

B. FVM-ESP

In addition to what is described in A. for FVM-CSP

Suboptimal posting of biosecurity rules in the English language is detected in some laboratories and clinics. Especially in the facilities of FVHE, teaching farms, and FSQ facilities, there is suboptimal posting of biosecurity and good practice. Signalling of biosecurity procedures and protocols was not sufficient in some areas (i.e. necropsy rooms, chemotherapy room, isolation facilities).

Fire safety notices on the University farm were only in the Czech language and biosecurity information was only provided verbally and not posted in either language.

C. FVHE-CSP

No differences with FVM-ESP

D. FVHE-ESP

Fire safety notices on the University farm were only in the Czech language and biosecurity information was only provided verbally and not posted in either language.

4.9.2. Comments

A. FVM-CSP

Operational policies and procedures are described in 2 manuals, one per each Faculty, which might lead to a different implementation of the biosecurity measures. Signalling and posting of biosecurity protocols must be improved in some areas of both FVM and FVHE.

The QA system that monitors and assures clinical services is not completely able to get the feedback from the students and staff regarding the suboptimal biosecurity issues that are present in both FVM and FVHE.

B. FVM-ESP

In addition to described in A. FVM-CSP, posting in English language biosecurity procedures must be improved in several facilities in order to ensure their complete understanding and compliance for all students including those in the English program.

C. FVHE-CSP

No differences with FVM-CSP

D. FVHE-ESP

No differences with FVHE-CSP

4.9.3. Suggestions for improvement

A. FVM-CSP

It is proposed that there should be only one biosafety handbook in the University (resulting from the merger of the current ones, with improvements in the identified points), for both programmes. It is also proposed to have a better system of controlling its application, in addition to a mandatory seminar/workshop to be taught to students every year.

It is suggested to improve the signalling and posting of biosecurity protocols and procedures in both languages in some of the facilities.

It is also suggested to improve the reaction to the feedback from the students and staff regarding biosecurity, in order to close the QA loop.

B. FVM-ESP

No differences with FVM-CSP

C. FVHE-CSP

No differences with FVM-CSP

D. FVHE-ESP

No differences with FVM-CSP

4.9.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in the English language in some areas.

B. FVM-ESP

The programme is partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in the English language in some areas.

C. FVHE-CSP

The programme is partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in the English language in some areas.

D. FVHE-ESP

The programme is partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in the English language in some areas.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and

material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

A. FVM-CSP

The two faculties have responsibility for different animal resources, but these are used by both programmes and the planning and organisational structures are sufficient.

University Farm Nový Jič, located 140 km from Brno, is a large facility covering an area of about 2,740 ha divided into units for cattle and pig breeding and agricultural production. There is a game-preserve for breeding fallow deer (245 ha), a pheasantry for rearing pheasants (399 ha) and a hunting ground for game breeding (999 ha). Three accommodation buildings have a total capacity of 99 beds and provide facilities for teaching activities.

Good case numbers are seen in the Companion Animal and Large Animal hospitals and production and animal ambulatory clinics. The numbers of necropsies seen are also sufficient.

FVHE has a Meat and Fish processing unit and a Dairy processing unit for teaching students in the field of food hygiene and technology which is used by both programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

5.1.2. Comments

A. FVM-CSP

The number and diversity of animals and patients are the acquisition of D1C. in agreement with the expectations and allow the acquisition of D1C.

B. FVM-ESP

None.

C. FVHE-CSP

Students have no access to the Exotic clinic in core clinical teaching and do not have an opportunity to undertake elective training in exotics. This is partially compensated for by theoretical training and practical experience of poultry, other birds and rabbits in other parts of their programme.

D. FVHE-ESP

No differences with FVHE-CSP.

5.1.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

Students could have more exposure to exotic clinical cases intramurally to reflect modern clinical practice.

D. FVHE-ESP

No differences with FVHE-CSP.

5.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 5.1.

B. FVM-ESP

The programme is compliant with Standard 5.1.

C. FVHE-CSP

The programme is compliant with Standard 5.1.

D. FVHE-ESP

The programme is compliant with Standard 5.1.

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

5.2.1. Findings

A. FVM-CSP

Both Faculties provide teaching of the inspection of slaughter animals in a slaughterhouse and in food processing companies for FSQ teaching managed and directly implemented by the academic staff of the Faculties. Clinical training also takes place with external providers under contract with the VEE.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

5.2.2. Comments

A. FVM-CSP

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University farm is not an external site but is under the ownership of the University. Other farms are also visited for herd health and clinical training with staff on full or part-time contracts with the VEE.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

5.2.3. Suggestions for improvement

A. FVM-CSP

None

B. FVM-ESP

None

C. FVHE-CSP

None

D. FVHE-ESP

None

5.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 5.2.

B. FVM-ESP

The programme is compliant with Standard 5.2.

C. FVHE-CSP

The programme is compliant with Standard 5.2.

D. FVHE-ESP

The programme is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

A. FVM-CSP

Problem-oriented diagnostic approaches and diagnostic decision-making are taught in

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Propaedeutics lectures and practical sessions and then reinforced in clinical internships in the VTH and then on clinical rotations under the directions of VEE staff.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

5.3.2. Comments

A. FVM-CSP

Students work in all clinics during courses, Day One competence practicals and clinical rotations.

B. FVM-ESP

Students work in all clinics during courses, Day One competence practicals and clinical rotations.

C. FVHE-CSP

Students work in some clinics during courses and Day One competence practical training and some clinical rotations.

D. FVHE-ESP

Students work in some clinics during courses and Day One competence practical training and some clinical rotations.

5.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

Veterinary support staff who are responsible for nursing care when students from ESP are being taught should be able to engage and direct students in the language of the programme.

C. FVHE-CSP

None.

D. FVHE-ESP

No differences with FVM-ESP.

5.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 5.3.

B. FVM-ESP

The programme is compliant with Standard 5.3.

C. FVHE-CSP

The programme is compliant with Standard 5.3.

D. FVHE-ESP

The programme is compliant with Standard 5.3.

Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.

5.4.1. Findings

A. FVM-CSP

Medical records for cases seen in VTH and ambulatory clinics are stored in an electronic system (WinVet, Vetis). They are accessible to FVM and FVHE students for their self-study. During clinical practical training, FVM and FVHE students have access to the system using student accounts, however writing in the system is reserved for clinicians. Diagnostic images are archived and linked to electronic patient records. The system is linked to stock management and allows the preparation of bills for veterinary care.

Necropsy reports are sent and stored as PDF documents.

B. FVM-ESP

Medical records are all written and electronically retrieved in the Czech language.

C. FVHE-CSP

Shared clinics with the FVM.

D. FVHE-ESP

Medical records are all written and electronically retrieved in the Czech language.

5.4.2. Comments

A. FVM-CSP

Students are able to complete clinical records under supervision and have view-only access without a view of the owner's personal data. The retrieval system for necropsy results does not allow efficient retrieval for student study or research.

Health and production records from the University farm are not in electronic form, nor readily available for students.

B. FVM-ESP

No differences with FVM-CSP, most medical information is written in English.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP, most medical information is written in English.

5.4.3. Suggestions for improvement

A. FVM-CSP

It is suggested to develop a searchable database for necropsy reports as well as to make health and production records on the University farm electronic and available to students.

B. FVM-ESP

No differences with FVM-CSP. It is suggested that medical records be available in English for students of the English program.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP. It is suggested that medical records be available in English for students of the English program.

5.4.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 5.4. because medical records for necropsy cases are not maintained in an effective retrieval system.

B. FVM-ESP

The programme is partially compliant with Standard 5.4. because medical records for necropsy cases are not maintained in an effective retrieval system.

C. FVHE-CSP

The programme is partially compliant with Standard 5.4. because medical records for necropsy cases are not maintained in an effective retrieval system.

D. FVHE-ESP

The programme is partially compliant with Standard 5.4. because medical records for necropsy cases are not maintained in an effective retrieval system.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings

A. FVM-CSP

Library services and information technology provide accessible learning resources, including a

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well-stocked university library, Wi-Fi network, VEFIS, and e-learning Moodle.

Students have access to various resources that provide learning support in different forms. These include electronically accessible lectures in the form of PowerPoint presentations or course documents, electronic teaching texts, college textbooks, and reference textbooks (both physical and electronic) that are available in the university/department library. Additionally, students can benefit from learning support produced by VETUNI IEA projects, as well as access to scientific and professional knowledge databases.

If necessary, interlibrary loan services can provide access to external resources. From their first year, students receive training on all the services offered by FVM, with a focus on working with the library catalogue, the EBSCO Discovery metasearch engine, and electronic information resources.

The course "Information Literacy and Data Management" is a required 13-hour course in the fourth year.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.1.2. Comments

A. FVM-CSP

The library at the university is greatly equipped and modern.

In the library, modern research methods utilise QR codes to access scientific reviews.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.1.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

It is suggested that all learning resources be available in English.

C. FVHE-CSP

None.

D. FVHE-ESP

No differences with FVM-ESP.

6.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 6.1.

B. FVM-ESP

The programme is compliant with Standard 6.1.

C. FVHE-CSP

The programme is compliant with Standard 6.1.

D. FVHE-ESP

The programme is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

A. FVM-CSP

The management of the University Library (UL) falls under the responsibility of the Vice-Rector of Science, Research and International Relations. Students and staff have access to textbooks, journals, and other specialised materials in both Czech and English, available in electronic and print formats, as well as teaching materials and modern computers.

The library has 9 employees (FTE 8,5), 7 of whom specialise in the library and operate during hours tailored to the needs of students and staff.

The annual budget (excluding staff salaries) amounts to €25,000 for the operation of the whole SIC and €20,500 for the operation of the library. A budget of €101,552,800 has been set aside for providing access to electronic information resources (EIRs).

The main space of the library offers 128 study places, in addition to 28 group study rooms, 7 self-study rooms, and a PC classroom with 24 places.

Users of the library can access the internet wirelessly through Wi-Fi or through one of the 35 computers available, including 24 in the computer study room, 7 in individual study booths, and 4 located throughout the library premises. Two multifunction machines that use smart cards for identification allow users to print and copy. Additionally, two book scanners are located in the library's open space for scanning.

FVM-CSP students and staff can access disciplinary and multidisciplinary digital resources via various software.

The sub-libraries of the FVM departments are managed by the central university library and the specific department.

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The University's Information Technology Sector is managed by the Centre of Information Technology and implements 14 qualified FTEs.

The FVM and the FVHE operate two server rooms on campus, allowing for high-speed data transmissions across its network. Each building has over 2000 connection points. Both VEEs have 950 computers; 60 are available for students.

A personal FVM account is provided to each registered student and staff member for accessing all data and information. This account is accessible within the FVM but also from anywhere via a secure connection and a web browser.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.2.2. Comments

A. FVM-CSP

At the FVM, both students and staff have complete access to a well-managed library, which a qualified librarian and computer expert runs. In addition, an online learning platform and other relevant resources are available. Staff and students can easily access teaching materials, databases, and other intranet resources, both on-campus and outside the FVM.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.2.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

6.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 6.2.

B. FVM-ESP

The programme is compliant with Standard 6.2.

C. FVHE-CSP

The programme is compliant with Standard 6.2.

D. FVHE-ESP

The programme is compliant with Standard 6.2.

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

6.3.1. Findings

A. FVM-CSP

Students can access a variety of printed and digital materials from the library, with regular updates. Information is also accessible on the internal network and the internet.

The FVM continuously develops blended and online learning materials, providing pedagogical support and sharing resources through Moodle. Additionally, students can assess their knowledge through online tests.

The Internal Educational Agency collaborates with academic staff members to annually initiate student-led projects. These projects focus on creating teaching and learning materials. They assess distance learning experiences and improve teaching procedures.

The academic staff supervises the practical teaching of clinical subjects and skills, which is organised by the course guarantor. It occurs across various settings such as classrooms, laboratories, and clinical departments. The construction of a Simulation Centre for Small Animal Diseases, covering an area of 480 m², has just been completed. The upcoming centre will be utilised to enhance simulation activities in the upcoming years. To adhere to the 3Rs principle, which focuses on Replacement, Reduction, and Refinement in animal ethics, simulation training on simulators will be conducted before compulsory clinical rotations at the FVM. Detailed instructions for individual simulator tasks are collaboratively developed with students through IEA projects. Skills training is supervised by the corresponding course guarantor.

The main rooms of the FVM are covered by Wi-Fi access but not all the facilities like the necropsy room and the students' home on the university farm, for example.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.3.2. Comments

A. FVM-CSP

The new simulation centre for small animal diseases is modern and functional, providing students with a great opportunity to practise.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.3.3. Suggestions for improvement

A. FVM-CSP

It is suggested that all facilities have access to a reliable Wi-Fi connection.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

6.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 6.3.

B. FVM-ESP

The programme is compliant with Standard 6.3.

C. FVHE-CSP

The programme is compliant with Standard 6.3.

D. FVHE-ESP

The programme is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and

certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

A. FVM-CSP

Written specific rules for admission, progression and termination of the studies for both VEEs are based on the Higher Education Act and internal regulations of VETUNI.

Both Faculties actively advertise those rules and up-to-date relative information on their websites, during the annually organised Open Days, and in documents addressed to applicants and students.

Cooperation with other VEEs is advertised on the VETUNI website.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The FVHE presents its programme to secondary school students also by using the study ambassador system.

D. FVHE-ESP

No differences with FVM-CSP.

7.1.2. Comments

A. FVM-CSP

Both VEEs consistently apply pre-defined and published regulations covering all phases of student life. All educational programmes are adequately advertised for national and international students.

Cooperation with other VEEs is clearly advertised.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.1.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.1.

B. FVM-ESP

The programme is compliant with Standard 7.1.

C. FVHE-CSP

The programme is compliant with Standard 7.1.

D. FVHE-ESP

The programme is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Findings

A. FVM-CSP

The number of admitted (funded) students is defined by MEYS. The Ministry determines the reference range of funded students at the university in the form of a fixed amount which takes into account the coefficient of economic demand parameter (KEN). The University is obliged to maintain the specified number of admitted students with a maximum decrease of 10%. In the event of a larger drop, MEYS' tuition fees may be reduced. Increases in student enrolments above the benchmark are not factored into MEYS funding for the calendar year or future years.

VETUNI is in close contact with the Chamber of Veterinarians and it has regular information from the representatives of the chamber on the need of a number of veterinarians in individual areas of the Czech Republic, in this regard, the practice could take on a higher number of students as needed, but without entitlement to funding from MEYS.

B. FVM-ESP

The number of students is based only on the Faculty capacity which is evaluated in the Annual Report and then negotiated between the Deans of both VEEs. The number of applicants admitted is based on the funds allocated by the state, the influence of private veterinary practice and the state veterinary administration, the needs of the veterinary profession and the requirements set by the ESEVT SOP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-ESP.

7.2.2. Comments

A. FVM-CSP

Students' number admitted to the programme is adequate for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin. For student to teaching staff ratio see also standard 9.2.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.2.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.2.

B. FVM-ESP

The programme is compliant with Standard 7.2.

C. FVHE-CSP

The programme is compliant with Standard 7.2.

D. FVHE-ESP

The programme is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

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

7.3.1. Findings

A. FVM-CSP

The conditions for the admission of applicants (method, conditions and deadline for submission, content of examination and criteria for its assessment, medical fitness requirements, maximum number of students admitted) are approved by the AS and announced at least four months before the entrance exam, in English and Czech languages.

The results of the entrance exam, which is held in the VETUNI, and of all other scores related to the school-leaving examination, specific skills and previous education, produce a ranking of the applicants.

After the evaluation of the Dean's Board of the VEE, the Dean of the Faculty decides on the admission of applicants. Finally, the VEE publishes a report on the admission procedure.

Applicants may appeal against the decision within 30 days of its notification to the Dean who can amend or keep the decision on the applicant. The Rector makes the final decision on the applicant's appeal.

All procedures for students' admission are regularly evaluated within the internal QA system. The staff involved in the admission process receives specific training.

B. FVM-ESP

The admission procedure at FVM is the same for both Czech and English study programmes. In the English study programme, it is held in the English language, and the tests from biology and chemistry are the same as for Czech applicants.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-ESP.

7.3.2. Comments

A. FVM-CSP

All the procedures related to the admission process are adequately defined well in advance and regularly reviewed.

The staff involved in the admission process receives specific training.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.3.

B. FVM-ESP

The programme is compliant with Standard 7.3.

C. FVHE-CSP

The programme is compliant with Standard 7.3.

D. FVHE-ESP

The programme is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

A. FVM-CSP

The handling of cases of applicants or students with special needs is under the responsibility of the VEE (Dean, Vice-Dean for Education, Student Office) and the VETUNI (Career and Counselling Centre).

In the SER it is reported that the nature of the study does not allow for the education of students with specific needs at the level of disabilities limiting their motor, visual, auditory, tactile, and olfactory abilities. The level at which a specific disability is considered non-compatible with veterinary studies is clarified with a specific Dean's directive.

Other conditions such as dysgraphia or dyslexia are considered compatible with vet studies and specific procedures for written tests are considered upon the student's request.

Absence from teaching activities due to illness is also handled according to the extent of absence.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.4.2. Comments

A. FVM-CSP

The VEEs have in place clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.4.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.4.

B. FVM-ESP

The programme is compliant with Standard 7.4.

C. FVHE-CSP

The programme is compliant with Standard 7.4.

D. FVHE-ESP

The programme is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

A. FVM-CSP

After enrolment, students are informed about requirements and conditions for studies' progression which are basically bound to a specific number of credits to be acquired.

The general rules for completing credits and examinations are laid down in the Study and Examination regulations (StExR), while specific rules at the level of individual courses are laid down by the course guarantor.

At the beginning of a course, the teacher is obliged to inform the students about the requirements for the successful completion of the credits.

Students with study-related problems may be provided with additional theoretical or practical teaching by the course guarantors.

To prevent study failure, seminars on how to study effectively, time management and sharing experiences with upper-year students are organised by the VEE.

Both VEEs annually monitor the failure rate of students. In justified cases (illness, maternity, parenthood, sports load, etc.), students are allowed to follow individual study plans or to interrupt or terminate their studies.

As part of the QA system, both VEEs monitor the success rate of the study programmes offered each year, which is considered low as compared to the average number observed in other Czech study programmes.

The setting of the admission procedures conditions is assessed each year by the VEEs by matching the degree of applicants' achievement to their prerequisite conditions. If necessary, the VEEs adjust the conditions or the way of organising the admission procedure for the next academic year.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.5.2. Comments

A. FVM-CSP

The basis for decisions on progression is available to all students. Adequate remediation mechanisms and appropriate support are in place.

The VEE monitors very carefully attrition and progression data.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.5.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.5.

B. FVM-ESP

The programme is compliant with Standard 7.5.

C. FVHE-CSP

The programme is compliant with Standard 7.5.

D. FVHE-ESP

The programme is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

A. FVM-CSP

Students can be excluded from the programme by several mechanisms.

Withdrawal from studies is decided by the Dean upon student request.

The study can terminate if a student fails to meet the study requirements such as the required number of credits for advancement to the next year of study, the completion of a course for the second time, or fails to pass all parts of the state examination within 24 months of commencement.

The decision to terminate the study is made by the Dean.

Deliberate disciplinary offence, handled by the Disciplinary Committee for Students upon the Dean's proposal, may be also the reason for study termination. In this case, the decision on expulsion from studies is issued by the Dean upon the proposal of the committee's chair.

The student, informed about the conditions and procedures for appealing, may appeal against the decision of the Dean within 30 days from the date of its notification through the information system

of VETUNI (IS STAG).

The Rector who is the administrative body responsible for the appeal, examines the conformity of the appealed decision and the procedure preceding the decision with the legal regulations and the internal regulations of VETUNI and the relevant Faculty. The Rector may amend, revoke or confirm the original decision.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.6.2. Comments

A. FVM-CSP

The VEEs have in place explicit mechanisms for the exclusion of students from the programme. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, are transparent and publicly available.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.6.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.6.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.6.

B. FVM-ESP

The programme is compliant with Standard 7.6.

C. FVHE-CSP

The programme is compliant with Standard 7.6.

D. FVHE-ESP

The programme is compliant with Standard 7.6.

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

There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

A. FVM-CSP

Among its tasks, the Career and Counselling Centre (CCC) at VETUNI is responsible for the management of study and career counselling, psychological counselling and welcoming and integration of international students.

Information about students' counselling activities is provided upon students' inquiries. Counselling is also provided by identifying potentially at-risk students. The latter is based on ongoing evaluation of students' study results.

Students take advantage of CCC for single problems or in a regular way. In case of serious psychological problems, the Centre cooperates with psychiatric specialists.

Part of the CCC, the psychological counselling room, provides professional psychological help and support for different types of students' problems (academic, personal, familial, partnership or health) as well as for individual consultations focused on studies and career, and individual short- and long-term psychotherapy.

Students can address questions, directly or by email, about their studies to the Student Office, the Vice-Dean or the Dean.

Absence from teaching activities due to illness is also handled according to the extent of absence.

Students are informed about employment opportunities from the study departments while VETUNI CCC supports graduating students in the transition into practice.

VETUNI and both VEEs cooperate in the organisation of social activities (Welcome events, Christmas meetings, historical anniversaries) in addition to those organised by the students themselves.

Students' complaints related to teaching may be addressed directly with the academic staff member.

Complaints raised as part of the regular anonymous student evaluation are resolved by the head of the department/clinic with the staff member concerned and the Faculty management is informed of the outcome.

Student Office staff and Faculty management can also receive complaints from students. Complaints are then assessed by the Dean and forwarded to the relevant Head of Department/Clinic for resolution. Faculty management is finally informed about the outcome.

For any complaints of harassment or other types of interpersonal conflict that require a very

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sensitive approach, students may file a complaint with the Ethics Committee or the Ombudsman directly or through the Faculty.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.7.2. Comments

A. FVM-CSP

VEE support the physical, emotional and welfare needs of students, including learning and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme.

Reasonable adjustments for disabled students as well as mechanisms for resolution of student grievances are in place.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.7.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.7.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.7.

B. FVM-ESP

The programme is compliant with Standard 7.7.

C. FVHE-CSP

The programme is compliant with Standard 7.7.

D. FVHE-ESP

The programme is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

A. FVM-CSP

A first set of mechanisms, verbal or written, to convey students' needs to the VEE are present at several hierarchic levels (teacher, course supervisor, head of the department/clinic, Vice-Dean and Dean). Verbal requests can also be addressed by the student's office.

Complaints can be also submitted to the students' representatives in the VEE or University AS or to students in the Student Council of the University. The latter case is dealt directly by the Rector. All options may be addressed also in an anonymous way.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.8.2. Comments

A. FVM-CSP

Students can convey their needs, wants, suggestions, comments and complaints - in both open or anonymous way - to the VEEs.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

7.8.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

7.8.4. Decision

A. FVM-CSP

The programme is compliant with Standard 7.8.

B. FVM-ESP

The programme is compliant with Standard 7.8.

C. FVHE-CSP

The programme is compliant with Standard 7.8.

D. FVHE-ESP

The programme is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

A. FVM-CSP

The general strategy of student assessment is set out in the internal regulations and applies to both FVM and FVHE. The method of course evaluation, information such as obligations, examination requirements and assessment criteria is determined by the course guarantor, the information of which is available in IS STAG.

Throughout the semester, formative assessment is used, the results of which count towards the summative assessment, particularly in the case of acquired practical skills and competences.

Specific methodologies for assessing the acquisition of:

- a) Theoretical knowledge: Students are tested by written and oral examinations. Written examinations are tests conducted on Moodle or are assessments of written work based on an assignment. Oral examinations involve a discussion between the student and examiner of a set of questions and occasionally, samples or photographs.
- b) Pre-clinical practical skills: The competence of students is tested through summative oral or written examination and demonstration of practical skills. In some courses, random tests

- or skill demonstrations are used.
- c) Clinical practical skills: are assessed in a summative oral examination and a demonstration of practical skills (practical examination). The practical test involves one or more real or simulated patients or animals bred to demonstrate clinical issues or specific veterinary skills. Clinical practical skills are also assessed by means of summative and formal assessment in subjects with ongoing assessment (propaedeutics, animal diseases, clinical practice).
 - d) Communication soft skills are integrated into the Professional Ethics and Communication course and related clinical disciplines that are part of the final year rotations. Flexibility, time management, dealing with criticism and discussion skills are practised in clinical courses where independent and teamwork is expected, as well as demonstrating knowledge in presentations and discussions or completing tasks within a set time limit. All these skills are assessed on an ongoing basis.
 - e) FSQ, VPH, and APW courses use models, simulated or real cases from practice that are used in teaching and assessment. They perform a discussion between the student and the examiner.

The board of examiners consists of the course guarantor, who usually has more years of teaching experience, and other examiners approved by the Dean.

The final exams called State Rigorous Examinations (SREs) have Committees appointed in accordance with the Higher Education Act and StExR.

The results of examinations are graded in accordance with the ECTS and the procedure described in the StExR from A (Excellent A) to F (Fail). This corresponds to grades 1 (A) to 4 (F). Withdrawal from the examination during the course is classified as a failing grade (4; F).

At the end of each year of study, the student receives a statement from IS STAG with the results of the assessment for the academic year. If the student has obtained the required number of credits, the student moves on to the next year of study, which is confirmed by the student's enrolment for the following year.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

The general student assessment strategy is defined in the StExR internal regulations and applies to both the FVM and the FVHE. All the information described in A) applies to the FVHE.

D. FVHE-ESP

No differences with FVM-CSP.

8.1.2. Comments

A. FVM-CSP

The overall assessment programme comprises a variety of formats for both formative and summative assessments including oral presentations, written MCQs, short answers, reports and other assignments, direct observation in the clinics (e.g. clinical skills, communication, professional attitude), etc. The final SREs are case-based within the professional area of the SRE. The compulsory SRE programme includes Dog and Cat diseases, Ruminant and Swine diseases and Food Hygiene. In addition, students must select an elective SRE (Equine Diseases, Diseases of Reptiles, Birds and Small Mammals, Diseases of Poultry and Farm Rabbits or Thesis).

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The overall exam programme is commendable.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP, apart from the final state exams.

The SRE programme consists of 5 compulsory SREs (Diseases of Ruminants and Swine, Diseases of Dogs and Cats, Infectious Diseases of Animals and Legislation, Hygiene and Technology of Meat and Meat Products, Hygiene and Technology of Milk and Milk Products) and one additional elective SRE (Veterinary Protection of Public Health, Diseases of Poultry and Rabbits, Game, Fish, and Bee Diseases or Rigorous Theses).

D. FVHE-ESP

No differences with FVM-CSP.

8.1.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

A compulsory thesis is suggested as it is an advantage for the English programme since most students need to have a thesis for their studies to be recognized in their own countries.

C. FVHE-CSP

None.

D. FVHE-ESP

No differences with FVM-ESP.

8.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 8.1.

B. FVM-ESP

The programme is compliant with Standard 8.1.

C. FVHE-CSP

The programme is compliant with Standard 8.1.

D. FVHE-ESP

The programme is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

A. FVM-CSP

For both faculties, tasks and grading criteria for evaluation are described in the internal regulations StExR. FVM course guarantors describe the obligations, examination requirements and assessment criteria in IS STAG for each course, EPT, work experience, etc. Students have access to this information at the start of each respective semester. Assessment results are also provided to students via IS STAG. They may consult the examiner regarding exam results and appeal to the Dean in writing, for review of the exam and credits awarded. The student can further request an examination held by a committee appointed by the Dean.

To progress from the 1st to the 2nd year, the student must obtain a minimum of 50 ECTS. The same requirement applies to subsequent years and is cumulative.

A minimum of 250 ECTS and the completion of all credits/exams from the 1st to the 5th year is required to progress to the 6th year.

A minimum of 300 ECTS and the completion of all credits/exams from the 1st to the 6th year is required for access to the State of Rigorous Exam.

The course ends with the completion of the SRE, which has compulsory and elective subjects (from which a thesis can be chosen).

The results of both credit and exam assessments are provided to students in the form of feedback. The student is electronically notified of the result and can see the corrected written test, where the examiner has pointed out the student's shortcomings during the exam, allowing them to see the incorrect and insufficient answers. Exam results are personally displayed electronically on IS STAG.

Students can comment on each question and make an individual appointment with the examiner to view the test.

A registered exam, including part of the SRE, can be taken up to three times.

Students are motivated to participate in the setting of exam dates, to take an active role in their learning process and to participate in faculty projects. They are also motivated to focus on the goal of completing the course.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.2.2. Comments

A. FVM-CSP

All relevant information on assessment is available for all students.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.2.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

8.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 8.2.

B. FVM-ESP

The programme is compliant with Standard 8.2.

C. FVHE-CSP

The programme is compliant with Standard 8.2.

D. FVHE-ESP

The programme is compliant with Standard 8.2.

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

8.3.1. Findings

A. FVM-CSP

The faculty QA process for the evaluation of assessment results and procedures are common for both faculties and is coordinated by the Faculty Education Committee and the University Veterinary Education Board. Students' learning outcomes (e.g. exam grades) and feedback from students and teachers are monitored, analysed and reported according to the student assessment strategy. If negative trends are identified, actions are taken to improve the situation.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.3.2. Comments

A. FVM-CSP

See point 1.4.2 where a suboptimal quality assurance of the assessment strategy and the overall outcomes of the assessments was identified.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.3.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

8.3.4. Decision

A. FVM-CSP

The programme is compliant with Standard 8.3.

B. FVM-ESP

The programme is compliant with Standard 8.3.

C. FVHE-CSP

The programme is compliant with Standard 8.3.

D. FVHE-ESP

The programme is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings

A. FVM-CSP

Students' theoretical and practical abilities are assessed by various forms of written, oral and practical evaluations within courses (formative assessments) and at the end of each course (summative assessments). The assessments are designed to fit the learning outcomes of the individual courses according to the syllabus. Students' progression is linked to the results of these assessments and in accordance with the assessment strategy (curriculum) of the VEE.

Practical classes are done as group teaching where students play an active role and where there is time for self-study, e.g. in necropsy rooms, with histological specimens, in the study of pathological, microscopic and parasitological specimens. Furthermore, online resources including classroom quizzes in various subjects are available.

Students may select to do a master thesis as part of their compulsory selective programme in Year 6, and they may also engage in projects undertaken by the Internal Educational Agency, Internal Grant Agency or the Internal Mobility Agency.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.4.2. Comments

A. FVM-CSP

Students are encouraged to take an active role in creating the learning process.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.4.3. Suggestions for improvement

A. FVM-CSP

It is suggested to improve students' access to pathological anatomy records, in order to improve their learning and assessment process.

B. FVM-ESP

It is suggested to improve students' access to clinical records and pathological anatomy records (in English both files), in order to improve their learning process.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-ESP.

8.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 8.4.

B. FVM-ESP

The programme is compliant with Standard 8.4.

C. FVHE-CSP

The programme is compliant with Standard 8.4.

D. FVHE-ESP

The programme is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

A. FVM-CSP

The formative and summative methods of student assessment take place during the semester each year and focus on theoretical and practical assessment, continuous assessment, evaluation of presentations and partial results or acquired competences. Some of them also require a summative assessment, credit or examination to complete the assessment.

The EPT is assessed on the basis of the logbook and confirmation (by the EPT provider) that the student has completed the course in accordance with the instructions (i.e. has carried out the tasks independently).

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.5.2. Comments

A. FVM-CSP

We commend the global assessment strategy, well thought out in the form of the SRE, in which sixth-year students demonstrate their integrated knowledge from the course.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.5.3. Suggestions for improvement

A. FVM-CSP

Logbooks have different information and format. Its standardisation could improve the completion and assessment.

It is suggested to include a mandatory thesis for both the CSP and ESP programmes. As mentioned in 8.1.3, this mandatory thesis is advantageous for English programmes, but also for CSP students who may be interested in pursuing their career with research at the international level.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

8.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 8.5.

B. FVM-ESP

The programme is compliant with Standard 8.5.

C. FVHE-CSP

The programme is compliant with Standard 8.5.

D. FVHE-ESP

The programme is compliant with Standard 8.5.

Area 9. Academic and support staff

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

A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

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

9.1.1. Findings

A. FVM-CSP

Some staff training and policies are national, other University level and the structures within each faculty and aims for staff training are very similar. Training courses are available, and training is encouraged for all staff of both faculties. It does not lead to a formal qualification other than habilitation. Recruitment is based on open advertisement. Biosecurity, Assessment and QA policies are available to staff and students on the VETUNI website. FVM academic staff are predominantly veterinarians (98%), whilst approximately half the FVHE staff are veterinarians. Staff of both faculties contribute to all programmes and the total percentage of veterinarians on the academic staff is 77.8%.

B. FVM-ESP

Additional findings to FVM-CSP. Training in English is available for teaching and support staff and language skills are taken into account during recruitment. Extra payment is made to staff who contribute to teaching on the ESP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

Additional findings to FVHE-CSP. Training in English is available for teaching and support staff and language skills are taken into account during recruitment. Extra payment is made to staff who contribute to teaching on the ESP.

9.1.2. Comments

A. FVM-CSP

Junior staff, including PhD students, are not given formal training in teaching methods before starting to teach. This is partially compensated for by mentoring by senior staff and the availability of a manual on teaching.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.1.3. Suggestions for improvement

A. FVM-CSP

Consideration be given to setting up a formal teaching qualification structure so that academic and support staff training can be recognised and periodically revalidated. Initial training should start prior to staff starting to take any teaching responsibility.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.1.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 9.1 because of suboptimal training of junior staff in teaching techniques.

B. FVM-ESP

The programme is partially compliant with Standard 9.1 because of suboptimal training of junior staff in teaching techniques.

C. FVHE-CSP

The programme is partially compliant with Standard 9.1 because of suboptimal training of junior staff in teaching techniques.

D. FVHE-ESP

The programme is partially compliant with Standard 9.1 because of suboptimal training of junior staff in teaching techniques.

Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE’s mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

A. FVM-CSP

A total of 175 academic staff work across both faculties to deliver the programmes with staff

teaching within their specialist field on all 4 programmes.

FVM has 0.128 FTE academic staff per student, many of which are veterinarians but there are a low number of veterinarians with specialist qualifications. The declared average teaching hours of FVM staff is 458 hours.

Within the VETUNI there are clear published job descriptors of roles and expected qualifications of post holders. The number of academic staff positions and their distribution in individual departments within the Faculty structure is regularly assessed by each Faculty management. Permanent positions are established and redistributed, if necessary, on the basis of the teaching load of individual departments. Heads of Departments may submit requests to the Dean for staff planning in the context of the annual budget negotiations. Cost-neutral changes in staff positions (replacement of staff) may be made by the Dean at any time during the year. Other positions, particularly in research, are funded by third-party fundraising. All job postings are publicly advertised on the University website, in print media or websites and are available to all internal and external stakeholders.

Both FVM and FVHE use the same system of evaluation of staff teaching via Teaching Assessment by students, and the quality of the study programme in the Study Programme Assessment by graduates. Both Facilities use the IS STAG system to gain feedback from students regarding courses and individual teachers. This feedback is collated and used in the Academic Staff Assessment undertaken by the Head of the Department/Clinic which can result in increases in salary. The QA cycle considers the student exam results and the student feedback regarding perceived teaching quality.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

In addition to what is described in FVM-CSP, FVHE has more academic staff at 0.162 FTE academic staff per student, but fewer are veterinarians, however, more have specialist qualifications. The declared average teaching hours of FVHE staff is 352 hours. There are sufficient support staff, partially compensating for the low FTE of academic staff.

D. FVHE-ESP

No differences with FVHE-CSP.

9.2.2. Comments

A. FVM-CSP

The staff FTE per student is very close to the minimal indicator value for FVM staff. As staff from both faculties teach on both programmes an overall value is more reflective of actual staffing overall. The teaching load of teachers is relatively high, particularly for those working in clinical areas. This might contribute to a reduced research capacity. The VEE has a large proportion of fixed-term positions and many of these staff also are part-time or work in the evenings in private veterinary clinics to obtain sufficient income. Many report that they have had repeated fixed-term contracts and any promotion has been onto fixed-term contracts again. Staff feel confident they will get a contract extension but this is not guaranteed. This leaves the programmes vulnerable to staff shortage if the salary level of private practice staff increases further making the difference unsustainable for staff to carry on working with short-term contracts.

Groups of 12-14 students are often taught in all courses of the programme. Larger groups may be an efficient use of staff in some areas but smaller groups are more appropriate in clinical areas,

such as necropsy and working with live animals on farms. Currently, extra staff may split groups, but this does not always happen.

Many staff in the clinic are PhD students and they report a high workload and no adequate time available to complete the research thesis during the working day. Funds are available for the mobility of staff and these have been used successfully by many academic staff to further their knowledge and skills.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.2.3. Suggestions for improvement

A. FVM-CSP

Providing permanent contracts to staff after one fixed-term contract would provide more security for both the staff and staffing on the VEE. Small amounts of extra income are distributed to staff based on teaching in ESP, research projects, obtaining further clinical qualifications etc. This does not seem sufficient to motivate all staff. Applying more promotion and permanent contracts may be a better use of these resources.

Timetabling smaller groups should be considered in the necropsy and clinical areas so staff are always allocated to be able to provide small-group teaching.

For high teaching workload of PhD students see also standard 10.3.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.2.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 9.2 because of suboptimal ratio of students to teaching staff in general and in the necropsy room and some clinical rotations in particular.

B. FVM-ESP

The programme is partially compliant with Standard 9.2 because of suboptimal ratio of students to teaching staff in general and in the necropsy room and some clinical rotations in particular.

C. FVHE-CSP

The programme is partially compliant with Standard 9.2 because of suboptimal ratio of students to teaching staff in general and in the necropsy room and some clinical rotations in particular.

D. FVHE-ESP

The programme is partially compliant with Standard 9.2 because of suboptimal ratio of students to teaching staff in general and in the necropsy room and some clinical rotations in particular.

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

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

9.3.1. Findings

A. FVM-CSP

A clear programme of training in teaching and assessment is available via VETUNI and shared by both faculties. Teaching development is in the strategic plan of both Faculties. Both faculties have a high proportion of temporary academic and support staff.

Employment is either fixed term (1-3 years) or for an indefinite period. This is negotiated by the Head of Department in accordance with the Labour Code and the VETUNI Collective Agreement taking into account the employee's performance, involvement in educational and research activities, and potential for further professional growth. The Dean then decides on the proposed length of the employment relationship, taking into account the staffing of all Faculty activities and the financial possibilities of the Faculty. Functionally, many staff in their 30s and 40s years of age are on part-time and/or repeated cycles of fixed-term contracts. This does not provide security for staff or security of staffing for the programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.3.2. Comments

A. FVM-CSP

Staff of fixed-term contracts seem confident that they can achieve performance sufficient for a further fixed-term contract. They also understand the promotion system, but many do not consider whether they have the time to obtain research to meet the criteria. Some staff are dedicated to teaching and feel they do not have an opportunity now to obtain further clinical training, such as European diplomas. Most junior staff in the clinics are enrolled on PhD programmes rather than residency programmes and have no protected time off clinics to focus on research and timely completion of PhD.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.3.3. Suggestions for improvement

A. FVM-CSP

Consider providing ring-fenced time for research for all academic staff regardless of contract type and duration. In the staff review process continuation of contract as clinical teaching staff could be separated from progression of PhD so problems with PhD data and research time can be identified and not mixed with good teaching quality and activity. Support could then be given where the need was identified.

More staff may need to be employed, but alteration of group size to focus small group teaching in areas where it is more needed and less in areas where flip classroom and other methods could allow larger group size may provide some efficiency of staff time.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.3.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 9.3 because of an imbalanced workload of teaching, research and services for many teachers.

B. FVM-ESP

The programme is partially compliant with Standard 9.3 because of an imbalanced workload of teaching, research and services for many teachers.

C. FVHE-CSP

The programme is partially compliant with Standard 9.3 because of an imbalanced workload of teaching, research and services for many teachers.

D. FVHE-ESP

The programme is partially compliant with Standard 9.3 because of an imbalanced workload of teaching, research and services for many teachers.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and

support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

A. FVM-CSP

Overall, both Faculties have published guides to the training of academic and support staff including mandatory training in key areas. Salary and promotion criteria are influenced by national and local career regulations. The selection committee assesses the candidates for employment or promotion against set criteria and the Dean of the Faculty makes a final decision on appointment or promotion.

Faculty staff representatives are part of all Faculty bodies – advisory and expert committees and bodies with control and approval powers. Within these bodies, they participate in the preparation of Faculty strategic plans, approval of changes to the curriculum, and decisions on the allocation of financial resources. Faculty staff are also represented in a number of VETUNI bodies and committees.

Academic staff reported understanding of the promotion and development process and considered it was fairly used. Support staff did not feel they had any development prospects within their current roles. Some reported being able to attend specific courses and obtain further salary for doing so.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.4.2. Comments

A. FVM-CSP Both academic and support staff seem to stay at the University for a long time. More time to undertake further clinical qualification and a clear promotion and financial advantage in doing so may help staff further. Many are enthusiastic to teach but then also spend time and energy working in private clinics to obtain sufficient income.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.4.3. Suggestions for improvement

A. FVM-CSP

Consider developing a development programme for support staff. Consider how permanent contracts could add to the promotion system to improve job security for staff. Promotion seemed to be associated with further fixed-term contracts.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 9.4.

B. FVM-ESP

The programme is compliant with Standard 9.4.

C. FVHE-CSP

The programme is compliant with Standard 9.4.

D. FVHE-ESP

The programme is compliant with Standard 9.4.

Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings

A. FVM-CSP

Both FVM and FVHE implement a comprehensive system of evaluation of academic and non-academic staff at the VETUNI level. Academic staff assessment (ASA) evaluates educational activities, research and social activities using a scoring system to identify excellent performers (with higher scores) and lower performers (with lower scores). The evaluation of non-academic (support) staff is carried out by a supervisor (Head of Department/Clinic). The results of the evaluation are summarised as a basis for the QA Report at the Faculty and University levels.

The quality of teaching within both Faculties is regularly evaluated at the level of the Dean's advisory bodies (DB, MDH), Faculty SB (Report on Teaching Activities) and AS (Annual Report, QA Report) and is based on feedback from students and teachers.

Students provide feedback on academic staff through the IS STAG system. At the end of the semester, students contribute to the evaluation of each course and the teachers who taught them for the quality of lectures, practical training, assessment and the provision of learning resources. The feedback is primarily anonymous, but the student may give their name. The results of the teaching

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evaluation are discussed by the Dean, Head of the Department/Clinic, course guarantor and teacher themselves. The Head of Department informs the Dean of the measures taken and feedback to student representatives in the Student Council. Graduates also evaluate the whole programme via a written questionnaire at graduation.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.5.2. Comments

A. FVM-CSP

Students and staff were aware of the system and considered it to be fair.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.5.3. Suggestions for improvement

A. FVM-CSP

Ensure students recognise that the QA loop has been closed by explicitly reporting back to students on what comments have been considered what has been changed, or not will be changed and why. See also standard 1.4.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

9.5.4. Decision

A. FVM-CSP

The programme is compliant with Standard 9.5.

B. FVM-ESP

The programme is compliant with Standard 9.5.

C. FVHE-CSP

The programme is compliant with Standard 9.5.

D. FVHE-ESP

The programme is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings

A. FVM-CSP

The FVM has 7 ongoing research projects with a total funding of 330 K€ from national funding agencies. The output is approximately 100 papers in peer-reviewed journals and professional journals annually. Between 7 to 14 PhD students graduate every year. There are 10 veterinary diplomates involved in the training of veterinarians.

Research funding is earmarked, salary, travel, equipment and consumables intended for research are paid for with research funds.

Research funding comes from institutional research sources, projects supported from special purpose funds of the state budget, contract research projects and research from other sources, and international projects. The VEE runs an internal grant system that strongly encourages the involvement of undergraduate and postgraduate students.

The Internal Grant Agency (IGA) focuses on specific support for research projects carried out by students of MSc or PhD programmes that are directly related to their studies i.e., specific University research. It is therefore a direct link between scientific and research activities and educational activities at the University.

The Internal Educational Agency (IEA) supports creative learning projects in which students (undergraduate or postgraduate) and academic staff co-develop new learning resources. In their development, they usually use the outcomes of research activities of academic staff and as such incorporate the latest findings into teaching.

The Internal Mobility Agency (IMA) supports student and academic staff mobility. One of the priorities is facilitating the acquisition of knowledge, experience and skills.

Students of doctoral programmes are involved in projects undertaken through the Internal Creative Agency (ICA). These are scientific research projects financed by resources for the long-term development of a research organisation.

The strategy is to support publications focused on the field of "Veterinary Science" and "Food Hygiene and Technology". One incentive for publishing is the ASA system, where all publications

of academic employees are evaluated. ICA projects support key topics corresponding to approved research directions. Internal IGA and ICA grants also have publication obligations in the project requirements.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

FVHE has 13 ongoing research projects with a total funding of 850 k€. The research output for FVHE is larger than for FVM with around 100 papers per year in peer review journals and a similar number published in other journals. There are around 14 PhD students graduating every year and between 5-14 diplomates involved in veterinary training.

D. FVHE-ESP

No differences with FVHE-CSP.

10.1.2. Comments

A. FVM-CSP

The FVM CSP has broad staff research activities that strengthen the veterinary degree programmes through research-based teaching. It is a concern that the teaching hours and clinical work are crowding out research activities, see comment 9.3. This is a concern in particular for younger staff.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

The FVHE CSP has more research activities than FVM-CSP.

D. FVHE-ESP

No differences with FVHE-CSP.

10.1.3. Suggestions for improvement

A. FVM-CSP

It is suggested that the VEE encourages the final year veterinary students to do a MSc thesis. The best theses could be publishable in a peer-reviewed journal such as Acta Vet Brno. This could increase research activity and visibility. It would be helpful if research were seen as an integral part of the operations where student involvement is encouraged rather than a fringe activity.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

It is suggested that the VEE encourages the final year veterinary students to do a MSc thesis either as a group or individually. The best theses could be publishable in a peer-reviewed journal such as Acta Vet Brno. This could increase research activity and visibility. It would be helpful if research were seen as an integral part of the operations where student involvement is encouraged rather than a fringe activity.

D. FVHE-ESP

No differences with FVHE-CSP.

10.1.4. Decision

A. FVM-CSP

The programme is compliant with Standard 10.1.

B. FVM-ESP

The programme is compliant with Standard 10.1.

C. FVHE-CSP

The programme is compliant with Standard 10.1.

D. FVHE-ESP

The programme is compliant with Standard 10.1.

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

10.2.1. Findings

A. FVM-CSP

PhD students who fulfil the conditions for admission to the doctoral degree programme have an entrance examination, which consists of an assessment of the applicant's submitted documents and an oral interview with the applicant in front of the admissions board focusing on the doctoral degree study programme. The selection committee forwards to the Dean the proposal to accept or not to accept the applicant to the doctoral degree study programme.

Both Faculties facilitate students' involvement in research activity in the course of their studies, either by participating in ongoing research at clinics/institutes, or by working on independent smaller projects through internal grants. The unique position of the VEE in the Czech Republic creates conditions for providing various forms of further education, which can be used by students, academic staff, state and practising veterinarians and other professionals. The quality of lifelong learning relies on experienced teachers from both Faculties and experts from practice, with whom the VEE has been cooperating for a long time. The number of graduation theses varies and there are 22 students working on their thesis at FVM-CSP.

The compulsory curricula of the study programmes of FVM and FVHE include courses introducing students to the methods of research work and work with scientific journals and databases in the area of veterinary medicine aimed at acquiring competencies in evidence-based medicine, including biostatistics and information literacy.

Both VEEs facilitate students' involvement in research activity in the course of their studies, either by participating in ongoing grants or research tasks at clinics/institutes, or by working on independent smaller projects through internal grant agencies.

The opportunities for students to be active participants in research at the University appear to be sufficient. The unique position of the VEEs in veterinary education in the Czech Republic creates conditions for providing various forms of further education, which can be used by students, academic staff, state and practising veterinarians and other professionals, and which also increase the prestige of the University as a centre of veterinary education.

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The quality of lifelong learning relies on experienced teachers from both VEEs and experts from practice, with whom the VEE have been cooperating for a long time.

All students have the opportunity to participate in research programmes through internal VEE agencies (see Standard 10.1). The IGA is intended for undergraduate and PhD students, the project takes less than a year to complete and the obligatory output is a published paper in a research or expert journal. PhD students can also participate in ICA projects, the projects also take less than a year to complete and the mandatory output is a published paper published in a research journal with an impact factor. If interested, undergraduate and postgraduate students can be members of research teams in research programmes at the institutes/clinics (including programmes of external providers), they can be involved in scientific and research activities in contract research and in the veterinary and hygiene activities.

The diploma/expert thesis in the Master's degree programme is not compulsory, it can be selected as one of the optional state rigorous examinations in the 6th year of study. Each thesis must meet the requirements of good scientific practice and is evaluated by a supervisor and reviewed by another academic or specialist in the relevant field. The supervisor must be part of the academic staff of VEE and have the appropriate qualifications (assistant lecturer, lecturer, associate professor, professor). The thesis defence is part of the optional component exam of the state rigorous examination and takes place before a committee appointed by the dean. The committee includes an external member and an opponent.

B. FVM-ESP

In FVM-ESP, currently 6 students are pursuing a thesis.

C. FVHE-CSP

FVHE-CSP organise annually the Student Scientific and Professional Activities Conference for undergraduate students and The International Young Scientists Conference for postgraduate students. At these conferences, students can present the outcomes of their involvement in research activities.

If the student chooses to prepare a thesis, it is recommended that they take the elective course Methods in Research, which focuses on the procedures of selecting a topic, defining a hypothesis, designing a methodological procedure for its verification, working with scientific information and databases, searching and sorting sources, checking the ability to obtain and objectively evaluate results, the ability to interpret and scientifically discuss them, and writing a scientific paper.

The graduation thesis is an optional part of the SRE (state rigorous exam) where the basic requirements and conditions for preparation, submission and defence are regulated. In accordance with the Higher Education Act, theses and the opinions of the supervisor and opponent, are made public. The student can choose to work on a rigorous thesis when enrolling in the 5th year of study. Topics are proposed by supervisors or students.

D. FVHE-ESP

No differences with FVHE-CSP.

10.2.2. Comments

A. FVM-CSP

Students are trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

Students are trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes. A suggestion could be to encourage graduating veterinary students to produce MSc theses if staffing allows.

D. FVHE-ESP

No differences with FVHE-CSP.

10.2.3. Suggestions for improvement

A. FVM-CSP

A suggestion would be to encourage graduating veterinary students to produce MSc theses, if staffing allows. This would increase the research element of veterinary training and potentially support existing research within the departments and clinics.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

A suggestion would be to encourage graduating veterinary students to produce MSc theses if staffing allows. This would increase the research element of veterinary training and potentially support existing research within the departments.

As we are moving towards risk-based food safety this would be helpful.

D. FVHE-ESP

No differences with FVHE-CSP.

10.2.4. Decision

A. FVM-CSP

The programme is compliant with Standard 10.2.

B. FVM-ESP

The programme is compliant with Standard 10.2.

C. FVHE-CSP

The programme is compliant with Standard 10.2.

D. FVHE-ESP

The programme is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.

10.3.1. Findings

A. FVM-CSP

Continuing education programmes – relations to the needs of the profession/ community

The VEE is considered a centre of postgraduate and lifelong learning in veterinary sciences. Postgraduate education is carried out by the FVM and FVHE, and lifelong learning is organised at the VEE at the Institute for Lifelong Learning. The VEE Board for Lifelong Learning approves educational programmes and their changes before their submission to the Internal Evaluation Board. Each educational programme has its own guarantor (course director/leader - an academic staff member of VEE). The courses are open to external participants, VEE academic staff and students. Academic staff of both Faculties participate in the teaching or in the examination if the examination is an obligation at the end of the course.

National specialisation programmes are supported by legislation and their implementation is important for the education of professionals and managers in both State Veterinary Administration (SVA) and clinical veterinary practice. By completing national specialisation programmes, academics increase their expertise in their field of specialisation.

For example, Level II National Certification is about practical - managerial and decision-making veterinary activities e.g., directors of the SVA departments (Hygiene, Welfare and Epidemiology). After obtaining this level of national specialisation, academics can work together with students in a highly professional manner to solve specific practical cases in the context of national veterinary surveillance.

There are around 64 PhD students ongoing in FVM. FVM strive to increase the number of students.

Continuing professional education - the Institute of Lifelong Learning falls directly under the University (managed by the Vice-Rector, cooperates with the FVM and FVHE faculties in professional matters).

The role is the organisational provision of lifelong courses, professionally, the courses are provided by teachers from FVM and FVHE, as well as experts from the State Veterinary Administration of the Czech Republic, the Chamber of Veterinary Surgeons of the Czech Republic and other professional and vocational institutions. It is also involved in the implementation of the University of the Third Age, i.e., teaching for seniors in the Human and Animal, Human and Healthy Food I and II, Welfare and Animal Protection programmes, in cooperation with the Faculties.

The Institute has five permanent employees (of which 3 are veterinarians) and employs external lecturers for the implementation of individual courses or programmes. The budget of the Institute in 2023 totals EUR 249.938, the major part (97%) of the budget consists of income from additional activities generated by the Institute's own activities (organisation of educational programmes, courses and others).

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

There are between 69 and 86 ongoing PhD students at FVHE, FVHE strives to increase the number of ongoing PhD students by 5-10 students.

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FVHE reports no residents or ongoing postgraduate clinical training or interns. However, 50% of FVHE academic staff (veterinarians) have a Level I and 26% have a Level II national certification.

The establishment of a training centre is a prerequisite for the admission of a resident. Currently, there is only one ECVPH diploma specialist at the FVHE. Despite the fact that the FVHE/University offers staff the possibility of significant financial support and time flexibility, there is practically no interest in participating in international specialisation training among the academic staff of the Faculty. This is usually due to the fear of being uprooted from family, disruption of social and professional background, and some financial insecurity. Academics prefer national specialisation training, where their family, social and working life is disrupted to a much lesser extent.

D. FVHE-ESP

No differences with FVHE-CSP.

10.3.2. Comments

A. FVM-CSP

FVM-CSP provides advanced postgraduate degree programmes, e.g., PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society. The teaching requirements crowd out research time, in particular the clinics.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

FVHE-ESP provides advanced postgraduate degree programmes, e.g., PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society. The teaching requirements crowd out time for research.

D. FVHE-ESP

No differences with FVHE-CSP.

10.3.3. Suggestions for improvement

A. FVM-CSP

It is suggested to better balance teaching duties and time for research for PhD students..

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

See FHVE CSP

10.3.4. Decision

A. FVM-CSP

The programme is partially compliant with Standard 10.3 because of excessive teaching workload for PhD students and suboptimal supervision of their research programmes.

B. FVM-ESP

The programme is partially compliant with Standard 10.3 because of excessive teaching workload for PhD students and suboptimal supervision of their research programmes.

C. FVHE-CSP

The programme is partially compliant with Standard 10.3 because of excessive teaching workload for PhD students and suboptimal supervision of their research programmes.

D. FVHE-ESP

The programme is partially compliant with Standard 10.3 because of excessive teaching workload for PhD students and suboptimal supervision of their research programmes.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.

10.4.1. Findings

A. FVM-CSP

At the VEE, both FVM and FVHE implement a system of management, quality assurance and evaluation of activities, which evaluates the opportunities provided to students and staff for research activities. The evaluation concerns mainly the scope of IGA projects (numbers of projects, student involvement), ICA projects (involvement of academic staff and PhD students), IEA projects (staff and student involvement in creative activities), grant agency projects and other projects (academic staff and student involvement). Internal agency projects are presented at a conference open to the public. The outputs of the projects are further used for education in both undergraduate and postgraduate studies.

The overall evaluation is carried out through the annual discussion of the Scientific and Research Annual Report (number of projects, number and quality of published papers, etc.) and through the compilation of the Annual Report and the QA Report for each faculty. The reports are discussed by the Dean's advisory bodies and subsequently discussed/approved by the Faculty's Academic Senate and Scientific Board.

During the announced competition period, the researcher submits a project proposal, which is assessed by two evaluators. The evaluators score the project. A committee of the relevant grant agency, considering the evaluators' judgements, will assess the projects and decide which projects will be funded. The designated academic staff member is always responsible for the financial disbursement of student-led projects. After the project has been completed, the project leader will produce a final report. The final report is reviewed by the committee of the relevant grant agency. All researchers present the results of the project before the committee. In the case of both IGA and ICA projects, the investigator must publish a paper in a peer-reviewed scientific journal.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

10.4.2. Comments

A. FVM-CSP

The FVM-CSP has a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.

B. FVM-ESP

No differences with FVM-CSP.

C. FVHE-CSP

No differences with FVM-CSP.

D. FVHE-ESP

No differences with FVM-CSP.

10.4.3. Suggestions for improvement

A. FVM-CSP

None.

B. FVM-ESP

None.

C. FVHE-CSP

None.

D. FVHE-ESP

None.

10.4.4. Decision

A. FVM-CSP

The programme is compliant with Standard 10.4.

B. FVM-ESP

The programme is compliant with Standard 10.4.

C. FVHE-CSP

The programme is compliant with Standard 10.4.

D. FVHE-ESP

The programme is compliant with Standard 10.4.

11. ESEVT Indicators

-) FVM

Name of the Establishment:		Faculty of Veterinary Medicine, University of Veterinary Sciences Brno			
Name & mail of the Head:		Michal Crha, crham@vfu.cz (dean)			
Date of the form filling:		14 April 2023			
Raw data from the last 3 full academic years		2021/2022	2020/2021	2019/2020	Mean
1	n° of FTE academic staff involved in veterinary training	112.43	121.33	114.68	116.15
2	n° of undergraduate students	899.00	915.00	901.00	905.00
3	n° of FTE veterinarians involved in veterinary training	99.37	108.20	101.80	103.12
4	n° of students graduating annually	116.00	136.00	123.00	125.00
5	n° of FTE support staff involved in veterinary training	136.82	140.65	144.34	140.60
6	n° of hours of practical (non-clinical) training	1,422.00	1,215.00	1,215.00	1,284.00
7	n° of hours of clinical training	1,061.00	980.00	980.00	1,007.00
8	n° of hours of FSQ & VPH training	497.00	405.00	405.00	435.67
9	n° of hours of extra-mural practical training in FSQ & VPH	58.00	40.00	40.00	46.00
10	n° of companion animal patients seen intra-murally	7,485.29	8,986.33	8,988.78	8,486.80
11	n° of ruminant and pig patients seen intra-murally	215.52	130.36	160.81	168.90
12	n° of equine patients seen intra-murally	979.96	855.30	776.70	870.65
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	5,144.00	5,083.00	4,480.00	4,902.33
14	n° of companion animal patients seen extra-murally	84.07	90.34	104.48	92.96
15	n° of individual ruminants and pig patients seen extra-murally	10,083.07	4,102.30	4,275.95	6,153.77
16	n° of equine patients seen extra-murally	102.55	72.32	99.11	91.33
17	n° of visits to ruminant and pig herds	224.06	191.40	239.87	218.44
18	n° of visits of poultry, rabbit, fish and bee units	42.88	34.15	25.01	34.01
19	n° of companion animal necropsies	440.16	437.58	421.97	433.24
20	n° of ruminant and pig necropsies	553.58	542.53	563.21	553.11
21	n° of equine necropsies	57.74	57.63	47.55	54.31
22	n° of rabbit, rodent, bird and exotic pet necropsies	338.51	247.60	312.43	299.51
23	n° of FTE specialised veterinarians involved in veterinary training	11.70	9.40	6.90	9.33
24	n° of PhD graduating annually	14.00	7.00	9.00	10.00

The boxes within the red frames must be filled in by the Establishment (the other values will be automatically calculated)

Name of the Establishment:		Faculty of Veterinary Medicine, University of Veterinary Sciences Brno			
Date of the form filling:		14 April 2023			
Calculated Indicators from raw data		Establishment values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.128	0.150	0.126	0.002
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.825	0.840	0.630	0.195
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.125	0.880	0.540	0.585
I4	n° of hours of practical (non-clinical) training	1284.000	953.500	700.590	583.410
I5	n° of hours of clinical training	1007.000	941.580	704.800	302.200
I6	n° of hours of FSQ & VPH training	435.667	293.500	191.800	243.867
I7	n° of hours of extra-mural practical training in FSQ & VPH	46.000	75.000	31.800	14.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	67.894	62.310	43.580	24.314
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.351	2.490	0.890	0.461
I10	n° of equine patients seen intra-murally / n° of students graduating annually	6.965	4.160	1.530	5.435
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	39.219	3.110	1.160	38.059
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.744	5.060	0.430	0.314
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	49.230	16.260	8.850	40.380
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.731	1.800	0.620	0.111
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.748	1.290	0.540	1.208
I16	n° of visits of poultry, rabbit, fish and bee units / n° of students graduating annually	0.272	0.110	0.045	0.227
I17	n° of companion animal necropsies / n° of students graduating annually	3.466	2.110	1.400	2.066
I18	n° of ruminant and pig necropsies / n° of students graduating annually	4.425	1.360	0.900	3.525
I19	n° of equine necropsies / n° of students graduating annually	0.434	0.180	0.100	0.334
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.396	2.650	0.880	1.516
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.075	0.270	0.060	0.015
I22*	n° of PhD graduating annually / n° of students graduating annually	0.080	0.150	0.070	0.010
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

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-) FVHE

Name of the Establishment:		Faculty of Veterinary Hygiene and Ecology, University of Veterinary Sciences Brno			
Name & mail of the Head:		Šárka Bursová, bursovas@vfu.cz (dean)			
Date of the form filling:		14 April 2023			
Raw data from the last 3 full academic years		2021/2022	2020/2021	2019/2020	Mean
1	n° of FTE academic staff involved in veterinary training	63.18	61.16	61.92	62.09
2	n° of undergraduate students	401.00	371.00	378.00	383.33
3	n° of FTE veterinarians involved in veterinary training	29.95	30.75	31.72	30.81
4	n° of students graduating annually	51.00	41.00	52.00	48.00
5	n° of FTE support staff involved in veterinary training	51.49	50.81	53.59	51.96
6	n° of hours of practical (non-clinical) training	1596.00	1477.00	1477.00	1516.67
7	n° of hours of clinical training	905.00	775.00	775.00	818.33
8	n° of hours of FSQ & VPH training	1043.00	1039.00	1039.00	1040.33
9	n° of hours of extra-mural practical training in FSQ & VPH	93.00	100.00	100.00	97.67
10	n° of companion animal patients seen intra-murally	2842.71	1756.17	1808.22	2135.70
11	n° of ruminant and pig patients seen intra-murally	96.48	241.14	319.19	218.94
12	n° of equine patients seen intra-murally	245.54	226.20	211.80	227.85
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	288.00	431.00	457.00	392.00
14	n° of companion animal patients seen extra-murally	31.93	17.66	21.02	23.54
15	n° of individual ruminants and pig patients seen extra-murally	4513.93	7588.70	8487.05	6863.23
16	n° of equine patients seen extra-murally	31.95	24.18	33.39	29.84
17	n° of visits to ruminant and pig herds	99.94	77.60	100.63	92.72
18	n° of visits of poultry, rabbit, fish and bee units	19.12	13.85	10.49	14.49
19	n° of companion animal necropsies	196.34	177.42	177.03	183.60
20	n° of ruminant and pig necropsies	246.92	219.97	236.29	234.39
21	n° of equine necropsies	25.76	23.37	19.95	23.03
22	n° of rabbit, rodent, bird and exotic pet necropsies	150.99	100.40	131.07	127.49
23	n° of FTE specialised veterinarians involved in veterinary training	12.90	7.80	5.00	8.57
24	n° of PhD graduating annually	14.00	13.00	13.00	13.33

The boxes within the red frames must be filled in by the Establishment (the other values will be automatically calculated)

Name of the Establishment:		Faculty of Veterinary Hygiene and Ecology, University of Veterinary Sciences Brno			
Date of the form filling:		14 April 2023			
Calculated Indicators from raw data		Establishment values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.162	0.150	0.126	0.036
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.642	0.840	0.630	0.012
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.083	0.880	0.540	0.543
I4	n° of hours of practical (non-clinical) training	1516.667	953.500	700.590	816.077
I5	n° of hours of clinical training	818.333	941.580	704.800	113.533
I6	n° of hours of FSQ & VPH training	1040.333	293.500	191.800	848.533
I7	n° of hours of extra-mural practical training in FSQ & VPH	97.667	75.000	31.800	65.867
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	44.494	62.310	43.580	0.914
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	4.561	2.490	0.890	3.671
I10	n° of equine patients seen intra-murally / n° of students graduating annually	4.747	4.160	1.530	3.217
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	8.167	3.110	1.160	7.007
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.490	5.060	0.430	0.060
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	142.984	16.260	8.850	134.134
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.622	1.800	0.620	0.002
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.932	1.290	0.540	1.392
I16	n° of visits of poultry, rabbit, fish and bee units / n° of students graduating annually	0.302	0.110	0.045	0.257
I17	n° of companion animal necropsies / n° of students graduating annually	3.825	2.110	1.400	2.425
I18	n° of ruminant and pig necropsies / n° of students graduating annually	4.883	1.360	0.900	3.983
I19	n° of equine necropsies / n° of students graduating annually	0.480	0.180	0.100	0.380
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.656	2.650	0.880	1.776
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.178	0.270	0.060	0.118
I22*	n° of PhD graduating annually / n° of students graduating annually	0.278	0.150	0.070	0.208
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

ESEVT Rubrics (summary of the decision on the compliance of the VEEs for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and QA Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and Standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.		X	
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)		X	

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3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 	X		
<p>Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Area 4. Facilities and equipment			
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p>	X		
<p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning. 		X	

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<p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.</p> <p>The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.</p>	X		
<p>Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.</p>		X	
<p>Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.</p>	X		
<p>Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.</p>	X		
<p>Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.</p>	X		
<p>Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.</p>		X	
Area 5. Animal resources and teaching material of animal origin			
<p>Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>	X		
<p>Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.</p>	X		
<p>Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.</p>	X		
<p>Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.</p>		X	
Area 6. Learning resources			
<p>Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.</p>	X		
<p>Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.</p> <p>The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p>	X		
<p>Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		
Area 7. Student admission, progression and welfare			
<p>Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.</p> <p>In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.</p>	X		
<p>Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.</p>	X		

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<p>Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.</p> <p>The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.</p> <p>Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.</p>	X		
<p>Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.</p>	X		
<p>Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.</p> <p>The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.</p>	X		
<p>Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.</p>	X		
<p>Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.</p> <p>There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).</p>	X		
<p>Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.</p>	X		
Area 8. Student assessment			
<p>Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.</p>	X		
<p>Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.</p> <p>The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.</p> <p>Mechanisms for students to appeal against assessment outcomes must be explicit.</p>	X		
<p>Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.</p>	X		
<p>Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.</p> <p>The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>	X		
<p>Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.</p>	X		
Area 9. Academic and support staff			
<p>Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.</p> <p>A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.</p> <p>Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>		X	
<p>Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.</p> <p>A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.</p>		X	

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<p>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.</p> <p>Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>		X	
<p>Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.</p>	X		
<p>Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.</p>	X		
Area 10. Research programmes, continuing and postgraduate education			
<p>Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.</p>	X		
<p>Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.</p>	X		
<p>Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.</p>		X	
<p>Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.</p>	X		
<p><i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i></p>			

Executive Summary

The University of Veterinary Sciences Brno (called VETUNI in this report) was founded in 1918. In 1975, veterinary education was differentiated into two areas, namely general veterinary medicine and veterinary medicine and food hygiene.

This led to the creation in 1990 of two separate Faculties, i.e. the Faculty of Veterinary Medicine (called FVM in this report) and the Faculty of Veterinary Hygiene and Ecology (called FVHE in this report). The FVM focuses mainly on clinical veterinary medicine with a dominant development in the field of diseases of companion animals and common animal species, although the FVHE focuses mainly on state veterinary services with dominant development in the field of food safety and quality, livestock diseases, control of breeding and herding of food animals and animal welfare. Furthermore, both Faculties propose a programme in the Czech language and a similar one in the English language.

Consequently, four study programmes are proposed by VETUNI:

- A. Czech Study Programme proposed by the FVM (called FVM-CSP in this report);
- B. English Study Programme proposed by the FVM (called FVM-ESP in this report);
- C. Czech Study Programme proposed by the FVHE (called FVHE-CSP in this report);
- D. English Study Programme proposed by the FVHE (called FVHE-ESP in this report).

Both Faculties have been members of EAEVE since 1995 and were granted by ECOVE the status of Approval after their last visitation in 2013.

The SER was provided on time and written in agreement with the SOP 2019 as amended in 2021. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

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

Areas worthy of praise (i.e. Commendations):

-) Efficient collaboration with external stakeholders to enhance the education process
-) Undergraduate students from many different countries
-) Efficient agencies for student mobilities (IMA), research activities (IGA), improving education (IEA) and involving students in research grant activities (ICA)
-) Large campus with well-renovated facilities and equipment
-) Extended facilities and equipment for the practical training in FSQ for FVHE students
-) Extensive teaching farm with a high number of food-producing animals
-) Onsite sports facilities available for students and staff
-) Outstanding facilities for practical and clinical training in exotic animals for FVM students
-) Excellent training in game, birds, fish, bees and wildlife animals
-) Well-designed overall assessment strategy.

Additional commendations are described in the Visitation Report.

The four programmes are compliant with most ESEVT Standards. However, there are some areas of concern.

Areas of concern (i.e. Minor Deficiencies):

- The four programmes are partially compliant with Standard 1.4. because of suboptimal closing of the QA loop in some areas, e.g. monitoring of assessment strategy
- The FVHE-CSP and FVHE-ESP are partially compliant with Standard 3.1.3. because of suboptimal training in clinical pathology and exotic animals for FVHE students
- The four programmes are partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in the necropsy room.
- The four programmes are partially compliant with Standard 4.5. because of suboptimal Good Pharmacy Practices in some clinics
- The four programmes are partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in the English language in some areas
- The four programmes are partially compliant with Standard 5.4. because medical records for necropsy cases are not maintained in an effective retrieval system
- The four programmes are partially compliant with Standard 9.1 because of suboptimal training of junior staff in teaching techniques
- The four programmes are partially compliant with Standard 9.2 because of suboptimal ratio of students to teaching staff in general and in the necropsy room and some clinical rotations in particular
- The four programmes are partially compliant with Standard 9.3 because of an imbalanced workload of teaching, research and services for many teachers
- The four programmes are partially compliant with Standard 10.3 because of excessive teaching workload for PhD students and suboptimal supervision of their research programmes.

Additional suggestions for improvement are described in this Visitation Report.

Items of non-compliance with the ESEVT Standards:

None.

Glossary

CSP: Czech Study programme
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESP: English Study programme (full fee students)
FVHE-CSP: Czech Study Programme proposed by the Faculty of Veterinary Hygiene and Ecology
FVHE-ESP: English Study Programme proposed by the Faculty of Veterinary Hygiene and Ecology
FVM-CSP: Czech Study Programme proposed by the Faculty of Veterinary Medicine
FVM-ESP: English Study Programme proposed by the Faculty of Veterinary Medicine
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
StExR: Study and Examination Regulations
SOP: Standard Operating Procedure
VEE: Veterinary Education Establishment
VETUNI: University of Veterinary Sciences Brno
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Veterinary Education Establishments (VEEs) of the University of Veterinary Sciences Brno are therefore classified as holding the status of: **ACCREDITATION**.