THE UNIVERSITY OF VETERINARY MEDICINE AND PHARMACY IN KOŠICE

SELF-EVALUATION REPORT

EAEVE VISITATION 2025





COGNITIO IANUA SAPIENTIAE

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Introduction

Brief history of the University of Veterinary Medicine and Pharmacy in Košice (UVMP) is available on the UVMP website.

Key milestones of the UVMP history

1949	Veterinary College in Košice was officially established.
1952	Veterinary College became part of University of Agriculture in Nitra.
1969	Veterinary College in Brno and in Košice was established.
1975	The decision to start teaching the Food Hygiene study programme.
1991	The decision to start teaching the study programme of general veterinary medicine in English was taken in the academic year 1991/1992 when the first students from Israel entered university.
1992	Change of the name of the College of Veterinary Medicine in Košice to the University of Veterinary Medicine in Košice.
2010	The National Council of the Slovak Republic approved the name change to the University of Veterinary Medicine and Pharmacy in Košice.
2011	UVMP included in the list of visited and approved establishments - visited and approved veterinary schools.
2012	UVMP participated in the competition for the first time using the CAF model and received an Award for participation in the competition.
2014	UVMP participated in the competition for the second time using the CAF model and received an Award for participation.
2016	UVMP participated in the competition for the third time using the CAF model and received the Performance Improvement Award. UVMP was awarded "Approval" and "Accreditation" status in the EAEVE evaluation
2017	UVMP opens the University Veterinary Hospital
2018	AAVMC decided to accept UVMP in Košice as an associate member. Receiving the Awarded Finalist award in the competition using the CAF model. Opening of the clinical skills centre and medicinal plant garden. UVMP became a signatory of the Magna Charta Universitatum.
2019	Opening of the milk hygiene and technology laboratory.
2021	UVMP signed a new version of the Magna Charta Universitatum. The first year of the Children's University of UVMP in Košice was realized. UVMP became a green university.
2024	Compliance of the UVMP internal system with SAAHE standards

UVMP main features

UVMP as a public university (PU) intends to provide undergraduate and postgraduate higher education based on the scientific research conducted in the study branches of Veterinary Medicine, Pharmacy, and Biology, depending on the society‘s needs. The UVMP fulfils its mission in the system of higher education institutions in compliance with the Act on Higher Education primarily by developing experts at all levels of higher education in the field of veterinary medicine, food hygiene, and pharmacy. Above all, it prepares its graduates for regulated professions of a veterinary surgeon (VS) and a pharmacist pursuant to Directives No. 2005/36/EC and 2013/55/EU. Together with other universities in the SR., it plays an essential role in the concept of a knowledge society, in the fulfilment of the basic objectives of the Lisbon Strategy in the Slovak Republic, and in the continuation of the Bologna Process. General objective of the UVMP is to maintain the quality of its research and development activities, and its potential to ensure the continuity of its development as part of its goal to apply the One World, One Health

approach. General objectives of the UVMP are defined in the UVMP Long Term Strategic Plan for the Period 2024–2029.

Brief summary of the main developments since the last visitation

Since February 24th, 2017, the UVMP provides education with the use of the new University Veterinary Hospital (UVH). The UVMP has established the Clinical Skills Centre (CSC), which possesses models of small and large animals, as well as the new Laboratory of Professional Communication. The new laboratory for teaching milk hygiene and technology and new BSL-3 laboratory was established.

Since 2018, the UVMP acts pursuant to Act No 269/2018 Coll. on Quality Assurance in Higher Education (Act on Quality). Under the Act on Quality, the Slovak Accreditation Agency for Higher Education (SAAHE) was founded. The SAAHE has adopted new standards for the internal system, study programmes, and the habilitation and inauguration proceedings (SAAHE Standards), as well as a methodology for evaluation of standards. Since 2023, SAAHE is a member of ENQA and EQAR. Since 2018, the UVMP is a temporary member of AAVMC.

In accordance with the new legislation, the UVMP adopted several internal regulations:

- Quality assurance in higher education at the UVMP (Quality Assurance IR)
- General criteria for filling the posts of professors and associate professors at the UVMP (IR General criteria)
- Principles of the proceedings for obtaining the scientific-pedagogical title of associate professor and professor (IR Principles of the proceedings)
- Minimum criteria for research activity in filling posts of teacher and researcher at the UVMP (IR Minimum criteria)
- Competences and duties of teachers at the UVMP
- Professional development of university teachers, researchers, and other UVMP employees (IR Professional development)

In this regard, the Study Guidelines have also been amended. In accordance with the Act on Quality, the UVMP has established:

- UVMP Accreditation Committee (AC);
- Committee for the Creation, Modification and Periodic Evaluation of Study Programmes (SPC);
- Committee for Habilitation Proceedings and the Proceeding for Appointment of Professors.

In accordance with the Act on Quality, the UVMP has created the Quality Portal intended for providing information to its employees, the public and the accreditation authorities. In accordance with the quality assurance based on the implementation of official procedures that involve a complete qualitative PDCA cycle, and based on internal regulations of the UVMP, the Management has evaluated the fulfilment of the Long-Term Strategic Plan for the Period of 2018–2023. In 2024, the UVMP prepared and approved the Long-Term Strategic Plan for the Period of 2024–2029 (LSP).

Based on the ECOVE recommendations, the UVMP has changed its organisational structure, reduced the number of departments, and cancelled institutes at the individual departments.

The UVMP has harmonised its internal education quality assurance system with the Act on Quality and the SAAHE Standards and received the SAAHE decision dated July 25th, 2024 on the compliance of the education quality assurance system at the UVMP with the SAAHE Standards (Standard 1.4).

In the previous period, the teaching process at the UVMP was significantly affected by the anti-pandemic measures taken due to COVID-19 and the outbreaks of African Swine Fever and Avian Flu.

ESEVT SOP version and date valid for the Full Visitation

The Self-Evaluation Report has been drawn up pursuant to the requirements laid down in the ESEVT 2023 SOP dated 8 June 2023.

Area 1 - Objectives, Organisation and Quality Assurance Policy

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

Description of the mission statement and the objectives

The mission of the UVMP as a part of the European Higher Education Area and the European Common Research Area is to contribute to the development of knowledge, wisdom, science and culture based on the society's needs and develop the knowledge, skills, wisdom, creativity and good characteristics of humans, and hence contribute to the development of the knowledge society. The UVMP as a PU fulfils its mission in the higher education system pursuant to Act No 131/2002 Coll. on Higher Education (Act on Higher Education) primarily by providing higher education based on the needs of the society, performing creative scientific exploration, and by preparing graduates for the regulated profession of a VS in accordance with Directives 2005/36/EC and 2013/55/EU of the European Parliament and of the Council (EU Directives). As the only institution of its kind for veterinary higher education in the SR, it provides higher education, conducts scientific, research, innovation and creative activities, provides life-long learning, and performs professional activities in the field of veterinary medicine. The basic mission of the UVMP in the field of veterinary education is to provide undergraduate and postgraduate education based on the creative scientific research in the field of veterinary sciences. The key goal of the UVMP is to operate as a quality veterinary school which is open to the world, develops new trends in higher education and creative activities, interconnects the student community with the community of creative employees of the UVMP, cooperates with experts and the lay public, promotes the academic freedoms and the academic environment at the UVMP, develops itself based on the PDCA cycle principle, including the feedback from the external stakeholders. It holds a prominent position with regard to the protection of animal health, treating animal diseases, ensuring health-related food safety, hence protecting human health and developing a humane attitude of people towards animals. After successful graduation from the General Veterinary Medicine or the Food Hygiene study programmes, the graduates may practice the profession of a VS with high-level competencies in all generally recognised disciplines of the veterinary profession, provided they continue in their life-long learning.

Description of how core curriculum enables all new graduates to perform as a DVM

The UVMP offers modern education in veterinary medicine based on the latest trends in education while applying the latest outcomes of science and research in the teaching process, and on the practical clinical training provided not only at the UVH, but also elsewhere. Students who have graduated from the General Veterinary Medicine (GVM) or Food Hygiene (FH) study programmes are qualified VSs who are competent in all disciplines of veterinary medicine and meet the EU criteria for veterinary education, including the requirements for regulated profession in veterinary medicine in accordance with EU directives, and who are capable of working as practical VSs in private veterinary clinics or at the State Veterinary and Food Administration since the first day after their graduation from the UVMP.
The study lasts six years and ends with a state exam. After meeting all the requirements regarding the state exams, including the defence of their diploma theses (DT), the graduates are awarded the DVM academic degree and may practice the profession of a VS.
Pursuant to the ESG, the Act on Quality, the SAAHE Standards and the Quality Assurance IR, the UVMP performs annual evaluation of the quality of its study programmes (SPs) based on the regular feedback from internal stakeholders (students, members of the SPC) and external

stakeholders (graduates, employers – Chamber of Veterinary Surgeons of the SR (CVS), State Veterinary and Food Administration of the SR (SVFA), State Veterinary and Food Institute (SVFI), and the Slovak Academy of Sciences (SAS)). The outcome of the evaluation is a proposal of measures aimed at improving the quality of the teaching process based on the PDCA cycle.

1.2. The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

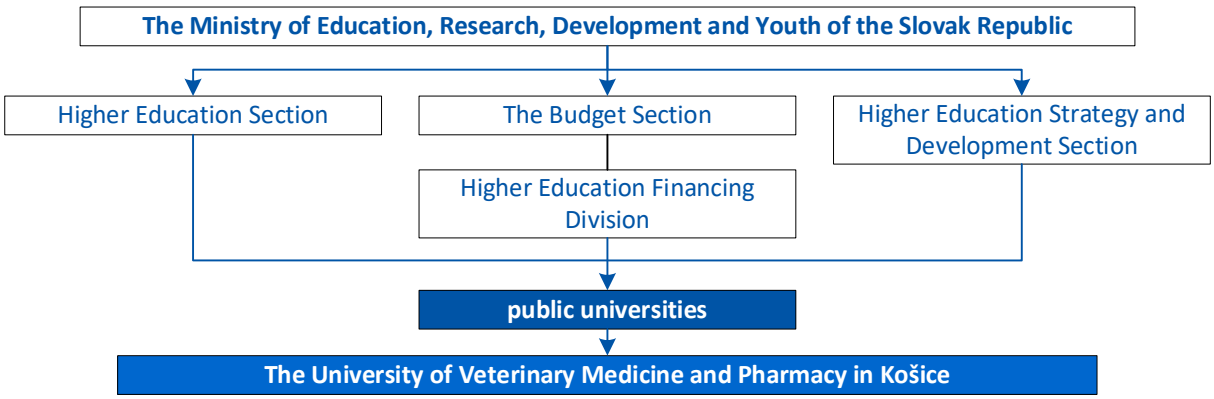
UVMP details

The UVMP was established as the Veterinary College under the Act of the Slovak National Council No. 1/1950 Coll. (of December 16th, 1949). Its name was changed into the University of Veterinary Medicine in Košice under the Slovak National Council Act No 137/1992 Coll. on the change of the name of the Veterinary College in Košice. The subsequent change of its name into the University of Veterinary Medicine and Pharmacy in Košice was regulated by the Act of the National Council of the Slovak Republic No 569/2009 Coll. on the change of name of the University of Veterinary Medicine in Košice.

Official name:	**The University of Veterinary Medicine and Pharmacy in Košice**
Address:	Komenského 73, 041 81 Košice, Slovak Republic
Phone number:	+421 55 2981 1112
Website:	http://www.uvlf.sk
E-mail:	rector@uvlf.sk
Head of VEE:	prof. Jozef Nagy, DVM, PhD – Rector

Official authority overseeing the VEE: The Ministry of Education, Research, Development and Youth of the SR (MoE) – the basic structure is presented in Fig. 1.2.1.
In terms of the assessment of quality assurance in higher education at the UVMP in accordance with the ESG standards, the SAAHE is the authority providing the external quality assurance.

Figure 1.2.1: Organisational chart of the MoE of the SR regarding PUs



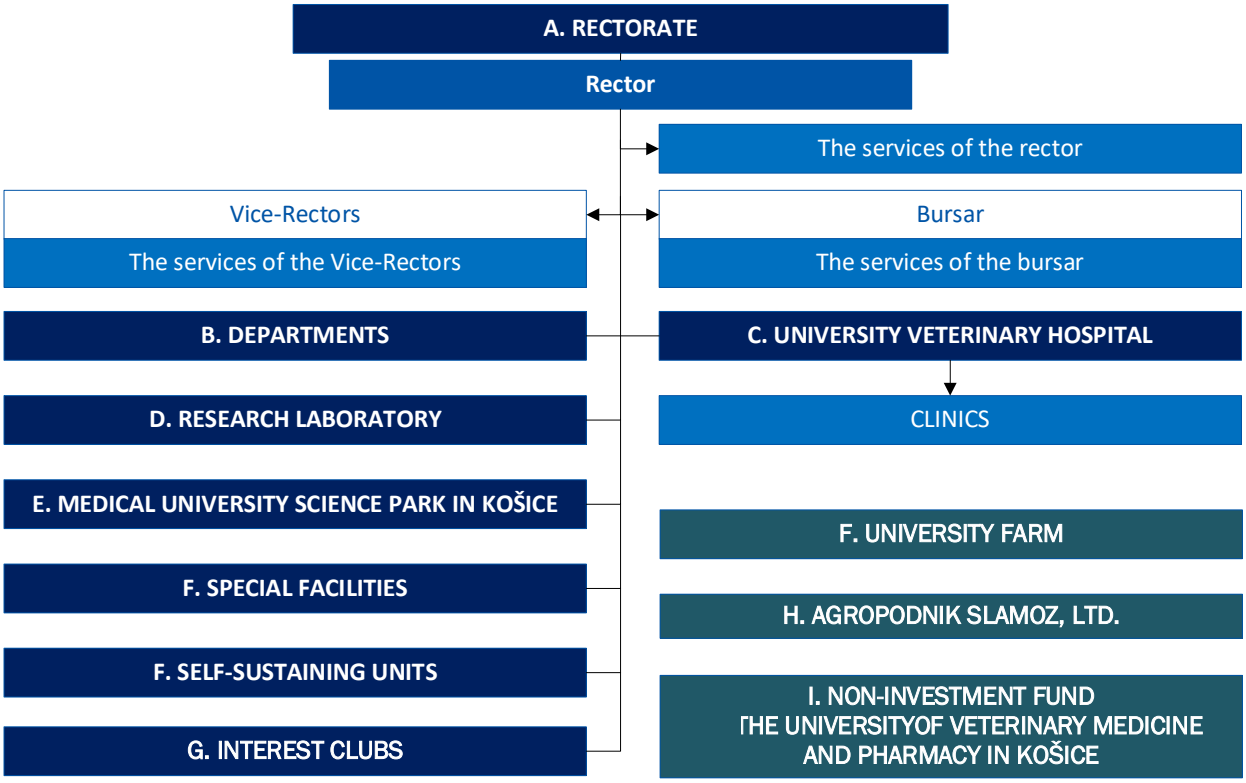
Brief description of the management and decision-making process

In accordance with the Act on Higher Education and the internal regulation Principles of the election of the UVMP Rector and the acceptance of the proposals to remove the Rector from

office, the Rector is the statutory body of the UVMP who manages the University, acts in its name and represents it externally. The Rector reports to the Academic Senate, unless otherwise laid down in the Act on Higher Education. The Rector is appointed and withdraw from office upon the AS proposal by the President of the SR. The AS submits such proposals to the Minister of Education, Research, Development and Youth of the SR, who further submits them to the President of the SR.
The Rector deputies are the vice-rectors, each of them to the extent determined by the Rector. Vice-rectors are appointed and withdraw from office by the Rector. The number of vice-rectors and their fields of responsibility are defined in the internal regulation Organisational Rules of the UVMP (Organisational Rules IR). The Bursar manages and is responsible for the economic, operational and administrative operations of the UVMP.
The UVMP Management is a permanent advisory body to the Rector. Official members of the Management include the Rector, vice-rectors and the Bursar. Meetings of the Management are held with the presence of other invited employees (e.g. the AS Chairman, the Chairman of the Trade Union at the UVMP, and the head of the Legal Affairs and Human Resources Department). University departments and clinics are managed by their heads, who report directly to the Rector. Heads of departments and clinics are appointed by the Rector in the selection procedures conducted pursuant to the Act on Higher Education and the Principles of the selection procedure for filling the posts of teachers, research staff, functional posts of professors and associate professors and senior staff of the UVMP (IR Principles of Selection Procedure). They are removed from office by the Rector. The UVMP senior staff includes the Bursar, heads of the Rectorate sections, heads of departments and clinics, heads of research laboratories, heads of self-sustaining units and special facilities of the UVMP. Senior staff are appointed by the Rector based on the results of the respective selection procedures.

UVMP organisational chart

Figure 1.2.2: Basic organisational chart of the UVMP



The UVMP consists of the Rectorate, departments, UVH, research laboratories, Medical University Park, self-sustaining sections, special facilities and interest clubs. The UVMP is also

the founder of the non-profit organisation University farm based in Zemplínska Teplica (UnF), the Agropodnik Slamoz, Ltd., and the Non-Investment Fund of the UVMP.
The basic organisational units of the UVMP for educational, scientific and research activities include 13 departments and 5 clinics. The individual clinics together constitute the UVH. In accordance with Article 11 of the Organisational Rules IR, the advisory bodies to the heads of departments/clinics are their councils, which prepares plans, budgets and meetings of the departments/clinics. Each department/clinic has established their Organisational Rules, approved by the Rector.
Fig. 1.2.2 shows the basic organisational chart and the reporting hierarchy. The complete organisational chart is presented in Appendix 9.

List of academic bodies, councils and committees

Academic Senate (AS) consists of the elected members of the academic community (teachers and researchers for a determined working time and students) who hold decisive votes. It is the supreme self-governing (initiating, controlling, coordinating and standard determining) representative body of the UVMP. At present, it has 27 members, including 18 employees and 9 students, as well as one member representing the full-time doctoral students. The AS is elected for four years. The scope and powers of the AS are defined in the Act on Higher Education and the internal regulations: Principles of the selection procedure for the AS and Rules of Procedure of the AS.
Scientific Board (SB) is the supreme professional academic body of the UVMP. The SB competences are defined in the Act on Higher Education and the internal regulation: Rules of Procedure of the UVMP SB. The SB has 33 members who are appointed and dismissed by the Rector after an approval by the AS pursuant to Act on Higher Education. Eleven members of the SB are not members of the UVMP academic community. SB members are elected for a period of four years, beginning on the day when their appointment is approved by the AS. SB members are recognised experts who work as senior teachers at the UVMP, renowned experts in veterinary sciences, pharmacy and related disciplines, as well as renowned veterinary and pharmaceutical experts acting in other institutions (CVS, SVFA, other universities, researchers, and other veterinary professionals).
UVMP Board of Trustees (BoT) is a body whose scope of competences is defined in the Act on Higher Education and in the UVMP Board of Trustees Statutes and Principles of electing and removing from office the members of the UVMP Board of Trustees. The BoT supports interconnecting the UVMP with the public, promotes the public interest in the execution of the UVMP activities, primarily in connection with the utilisation of its assets and the funds granted to a PU. BoT has 7 members, who are appointed and removed from office by the Minister of Education, while one member is appointed by the student section of the AS. BoT members are mostly appointed from among the public life representatives, including the representatives of employers, officials of the self-governing regions and central government authorities responsible for the education system, finances, economy and social matters.
UVMP Accreditation Committee is an independent body which assesses and approves the SPs and periodically approves SP modifications in compliance with the SAAHE Standards. The periodic approvals of SP modifications are made in the interval identical to the standard length of the SPs. The AC operations are governed by the AC Rules of Procedure. Decisions made by the AC are published on the Quality Portal.
UVMP Rector's Collegium is a permanent advisory body to the Rector. Its members include the vice-rectors, the Bursar, the Chancellor, and the head of departments and clinics. As necessary, the Rector may increase the number of its members (currently 24 members). The Rector's Collegium discusses important issues regarding the UVMP activities and management, ensures the transfer of information from the Management to the individual workplaces, and discusses and ensures the fulfilment of the UVMP's key tasks.

UVMP Committees (advisory bodies to the Rector in respective fields):

- Disciplinary Committee for Employees
- Disciplinary Committee for Students
- Editorial and Publishing Committee
- Ethical Committee
- Ethical Committee for Handling Animals
- Economic Committee
- SPC for the Animal Science, Veterinary Nurse, and General Veterinary Medicine SPs
- SPC for the Pharmacy
- SPC for the Feed and Food Safety, Family Farmer, Food Hygiene, and Market and Quality of Foodstuffs
- SPC for the Cynology, Man-Animal Relationship and Its Use in Canistherapy and Hipotherapy, and Animal Welfare and Protection
- SPC for the 3rd Level SPs
- Committee for the disciplines of the habilitation proceedings and the proceeding for appointment of the professors
- Committee for Occupational Safety and Health and Data Protection
- Committee for e-learning
- Committee for Clinical Activities
- Committee for International Mobility Programmes and International Relationships
- Committee for Education
- Committee for Gender Equality
- Committee for Scientific and Research Activities
- Committee for Production and Professional Practical Training and Internship
- Committee for Website
- Liquidation Committee
- Remuneration Committee
- Admission Committee
- Quality Board
- Social Committee
- Claim Settlement Committee
- Accommodation Committee
- Central Inventory Committee
- Decommissioning Committee

Description of formal cooperation with other VEEs

The UVMP develops international cooperation with educational and scientific institutions in the field of veterinary medicine. It is a signatory of the Magna Charta Universitatum and a member of important European associations, such as the European Association of Establishments for Veterinary Education, European University Association, Federation of Veterinarians of Europe, Wild Animals Vigilance Euromediterranean Society, Veterinary Network of Students Staff Transfer, Visegrad University Association, Slovak Academic Association for International Cooperation, and European Children's Universities Network. Cooperation with similar international institutions is based on sharing knowledge from the educational and creative activities and on the mobility programmes for academic staff and the undergraduate and postgraduate students in EU countries and all over the world (ERASMUS+, CEEPUS). The UVMP is also a provisional member of the World Veterinary Association and the Association of American Veterinary Medical Colleges. The UVMP develops activities related to the Race to Zero for Universities & Colleges initiative through the Green University work group, which coordinates the ecology-related activities of the UVMP.

Names and academic degrees of persons responsible for veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs

Prof. MVDr. Jozef Nagy, PhD. – Rector
MVDr. Martin Tomko, PhD. – Vice-Rector for Education

Persons responsible for the General Veterinary Medicine study programme:
Prof. Jana Mojžišová Vaščinec, DVM, PhD, Dr. h. c.
Prof. Alexandra Trbolová, DVM, PhD
Prof. Igor Valocký, DVM, PhD
Assoc. Prof. Jaroslav Novotný, DVM, PhD
Prof. Pavol Mudroň, DVM, PhD, Dip. ECBHM

Persons responsible for the Food Hygiene study programme:
Prof. Jozef Nagy, DVM, PhD
Prof. Oskar Nagy, DVM, PhD, Dip. ECBHM
Prof. Anna Ondrejková, DVM, PhD
Prof. Slavomír Marcinčák, DVM, PhD
Assoc. Prof. Ivona Kožárová, DVM, PhD

Persons responsible for professional, ethical and academic matters of the VTH:
Boris Vojtek, DVM, PhD – Vice-Rector for Clinical Activities and Professional Relations
Assoc. Prof. Slavomír Horňák, DVM, PhD – Head of the Small Animal Clinic
Assoc. Prof. Ladislav Molnár, DVM, PhD – Head of the Clinic of Birds, Exotic and Free-Living Animals
Assoc. Prof. Ján Bílek, DVM, PhD – Head of the Clinic of Horses
Assoc. Prof. Jaroslav Novotný, DVM, PhD – Head of the Clinic of Swine
Prof. Pavol Mudroň, DVM, PhD, Dip. ECBHM – Head of the Clinic of Ruminants

1.3. The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

Long-term Strategic Plan of the UVMP for the Period 2024–2029

As part of the LSP, the UVMP has defined its general and strategic objectives for the field of education, creative activities, clinical and other professional activities, development of the University and management of resources, process quality and management, cooperation with veterinary institutions, the transfer of knowledge, and international relationships. The LSP also includes measurable indicators and SWOT analyses.

Time frame and indicators

LSP is updated annually on the basis of the evaluation of the LSP implementation in the previous year and on the basis of other needs arising from new facts related to the assurance of high quality of veterinary education and research. The implementation of the objectives and plans determined in the LSP is annually evaluated in the Annual Report on UVMP Activities and the Annual Report on UVMP Quality for a respective academic year (AY).

LSP is primarily based on the Act on Higher Education, Bologna Educational Process, and the Long-Term Strategic Plan of the Ministry of Education in Educational, Research, Development, Artistic and Other Creative Activities in Higher Education for Years 2023–2028 (MoE LSP), the 2015 ECOVE Report on Visitation to the UVMP, the 2016 ECOVE Report on Re-visitation to the UVMP, the Regional Development Plan of the Košice Self-Governing Region, and the Košice Municipality Development Plan.

LSP has been prepared by the UVMP Management pursuant to the Act on Higher Education. LSP was submitted by the Rector to the MoE, which has provided its affirmative statement and assessed the LSP as a high-quality strategic document. Following the MoE statement, the LSP was also commented by the SB and then approved by the AS and the BoT.
LSP contains measurable indicators for controlling how the determined objectives are accomplished.

1.4. The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that staff and students act with honesty, trust, fairness, respect and responsibility.

Description of the global policy and strategy

The UVMP follows the Quality Assurance IR which complies with the Act on Quality, the SAAHE Standards and ESG Standards. The SAAHE Decision on Compliance of the Internal System for Education Quality Assurance at the UVMP with the SAAHE Standards authorises the UVMP to create, implement and modify its SPs. Improving the quality of higher education is ensured at the UVMP within the PDCA cycle (see Appendix 4, p. 18).
The supreme body for the assessment of quality of all UVMP activities is the Quality Council, which annually prepares Annual Reports on UVMP Quality for the respective AY. Quality management falls within the responsibility of the Rector and the Vice-Rector for University Development and Quality Evaluation. At the academic self-governance level, AS is the approving body.
Quality of the SPs is evaluated annually by the respective SPCs. The SPCs prepare the Annual Evaluations of the UVMP SP Quality, which contains the list of changes made in the previous year (changes in the teachers in individual courses, course guarantors, and thesis supervisors), the fulfilment of the criteria by the Person primary responsibility for the delivery, development and quality assurance of the Study programme (PRSP) and the persons responsible for the profile courses (outcomes of teaching/research activities), results of the relevant feedback from the SP stakeholders (results of the anonymous evaluation of the SP courses, results of the anonymous evaluation of teachers of the SP courses, results of the evaluation of the employers' satisfaction with the SP graduates), as well as the final evaluation of the SPs, including the proposals for improving the quality of education.
The Annual Report on the UVMP Quality contains the measurable indicators defined in the SAAHE Standards and evaluated by applying the Methodology for evaluation of standards. Those indicators include the educational process input indicators, higher education indicators, educational process output indicators, the evaluation of the quality of creative activities, the evaluation of clinical activities, and the evaluation of employees' opinions.
The UVMP collects, analyses and uses relevant information provided in the questionnaire feedback by students, employees and external stakeholders (employers, clients, etc.). The obtained information is discussed and analysed at the meetings held at the individual workplaces, where the proposals are made for improving the quality of individual activities in the field of education, creative activities, clinical activities, as well as other activities. Subsequently, respective workplaces prepare the SWOT analyses, in which they define strengths and weaknesses, as well as the opportunities how to improve the quality of their activities.
Employees, students and stakeholders are regularly informed via the website, AS, Teachers Association, Rector's Collegium, and at the meetings of students and employees at the individual workplaces.

The public is informed via the Quality Portal, containing all information related to the quality assurance in higher education at the UVMP. It provides information on the internal system of higher education quality assurance – the SAAHE decision on authorising the UVMP to create, implement and modify the General Veterinary Medicine, Pharmacy and Biology SPs, the bodies and committees that participate in the education quality assurance, decisions of the AC, documents related to the internal system, the application of the PDCA cycle in the process of improving the quality of education; the registries of study branches, SPs, study plans, the PRSPs, the disciplines of the habilitation proceedings and inauguration proceedings, the persons responsible for the disciplines of the habilitation proceedings and inauguration proceedings, as well as the publishing and project activities of the UVMP. Data published on the Quality Portal are updated automatically from the Academic Information System (AIS), by importing XML data from the system for registration of publications – Advanced Rapid Library (ARL), and by synchronising data with the Active Directory, which is synchronised with the Identity Management system.
Education quality assurance at the UVMP is in compliance with the ESG Standards, since they are incorporated in the SAAHE Standards.

1.5. The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status, and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

Informing the stakeholders and the public

Strategic documents are published on the UVMP website (website) and the Quality Portal:

- Long-term Strategic Plan of the UVMP
- Statute of the UVMP
- Annual Reports on UVMP Activities
- Annual Reports on UVMP Quality
- Annual Evaluation of the SP Quality

Stakeholders and the public are also informed in the form of articles in the UVMP Newsletter.
The annual reports include the data on the number of study applicants, results of the admission procedure, the number of students enrolled, the number of graduates registered with the employment offices as job applicants, results of anonymous surveys of satisfaction of graduates with their readiness for their profession, and results of satisfaction of employers with the preparedness of graduates.
Strategic documents are discussed and approved with the participation of not only teachers, but also researchers, students, external stakeholders and employers who are members of UVMP bodies (AS, SPCs, BoT, SB).
In cooperation with the IVSA, the UVMP organises the Career Fair, at which employers inform the students on current job vacancies.

Approach to the UVMP status within ESEVT

The status of the UVMP with regard to the ESEVT, as well as the ESEVT evaluations and the Self-Evaluation reports are published at the Quality Portal, the ESEVT Evaluation section.

1.6. The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.

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

LSP as the most important strategic document has been prepared based on the results of the implementation of the LSP for the period 2018–2023 in accordance with the MoE LSP, the SAAHE Standards, as well as the ESEVT SOPs. The strategic document is prepared by the UVMP Management, and after receiving the statement from the MoE and the SB it is subsequently approved by the AS and then by the BoT (see Standard 1.3). The implementation of measurable indicators is partially evaluated in the Annual Report on UVMP Activities for a relevant calendar year and in the Annual Report on UVMP Quality for a respective AY, while a summary evaluation is provided annually in the document titled Evaluation of the LSP Implementation. Furthermore, LSP is updated annually based on the findings and measures aimed at improving the quality of University activities. Annual reports on quality also include a chapter on the implementation of proposals how to improve the quality that follow from the annual reports on quality for the respective AY and the comments provided by the individual workplaces, and the proposals how to remove shortcomings and improve the quality that arise from the annual quality report for a previous AY. The document approval procedure is carried out with the participation of academic community members (teachers and students) and important representatives of stakeholders who are members of the UVMP bodies (SB, BoT, SPCs).

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.

Date of last visitation: October 26 - 30, 2015
Date of re-visitation: September 26 - 28, 2016
Interim Report date: April 30, 2022
A description of the evidence is presented in the section titled Brief Summary of Key Events from the Last Visitation in the introductory section of the Report.

Comments on Area 1

Since 2015, the UVMP conducts the quality assurance for the purpose of international accreditation in compliance with the ESG. At the national level, the quality assurance also complies with the ESG since 2018, when changes in the national legislation were adopted.
Following those changes, the introduction of the internal quality system across all areas, and the receipt of the authorisation to create, modify and periodically evaluate the SPs, the UVMP amended its study plans with the aim of further improving the quality of education.
In 2020, the UVMP changed its organisational structure and reduced the number of organisational units based on the recommendations provided in the ESEVT Final Report.

Suggestions for improvement in Area 1

It is necessary to formalise the procedures related to the creation, modification and periodic evaluation of SPs, separately for the SPs that are implemented as the joint SPs, as well as the processes of engaging external contracted partners in the implementation of those joint SPs. With regard to the students' requirements, it is necessary to consider employing a psychologist who will be available directly at the UVMP during the determined working hours. The UVMP should issue official procedures and processes to ensure early updates of the published information about its SPs, the quality reports (across all information channels – website, Quality Portal, and social networks).

Area 2 - Finances

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).

System of financing PUs in the SR

The UVMP is a PU that is annually provided financial subsidies from the 077 chapter of the state budget under the contract on providing subsidies from the state budget concluded with the MoE. The provision of funds to a PU is based on the methodology for allocating subsidies from the state budget (Methodology), which is prepared by the MoE and commented by the relevant representatives of universities (Council of Universities, Student Council of Universities, and Slovak Rectors Conference, (SRC)). The methodology is based on the provisions of Act on Higher Education. The financial support for PUs consists of subsidy intended for providing accredited SPs, subsidy for research, university development, and for social support of students.

The provision of the subsidy for the implementation of accredited SPs depends primarily on the number of students and graduates, costs of the study programme implementation, quality, the rate of employment of graduates, as well as other parameters (study branch coefficient, the research intensity coefficient, the graduate employment coefficient for the individual study branches, etc.). Expenses for the implementation of accredited SPs consists of the subsidy for salaries and insurance, the subsidy for goods and services, and the subsidy for special items.

The subsidy for research and development is provided under the Act on Higher Education. State support for research and development is provided to PUs in the institutional form and in the special-purpose form (the provision of funds for the implementation of projects in the field of research and development through SGA and SRDA agencies). The special-purpose support is provided through a tender under the Act on Support for Research and Development. The subsidy for research and development, provided pursuant to the Act, is the subject of the Agreement on Subsidies and is provided as the institutional support of research and development.

The subsidy for the university development is provided within the 077 13 state budget item through a tender in which universities submit their development projects to the MoE. In such tenders, the selection criteria include the quality of submitted projects, the MoE LSP, and the Long-Term Strategic Plan of the PU.

The subsidy for the social support of students is provided under the Act on Higher Education and is based on the demands of students (direct social support for students – social, motivating, and pregnancy scholarship), while in the case of non-demand items of social support, it is provided from the state budget depending on the capacities available. Universities are legally entitled to receive the student-demand-related portion of the subsidies. Social support for students is provided directly (scholarship) and indirectly (primarily as catering and accommodation services, as well as the organisational support of sporting, cultural, and other leisure activities of students).

Key sources of the UVMP funds

No.	Source
1.	Income from state budget subsidies
1.1	Subsidy for the implementation of accredited study programmes
1.2	Subsidy for the research, development or artistic activities
1.3	Subsidy for the university development
1.4	Subsidy for the social support of students
1.5	Subsidies from the state budget chapters, except the MoE chapter
2.	Income regarded as subsidies (e.g. EU Funds, Socrates, Erasmus, etc.)

3.	Revenues from tuition fees (exceeding the standard length of study, tuition fees pursuant to Section 92(4) of Act on Higher Education, tuition fees from students studying part-time)
4.	Revenues from fees related to studies
5.	Profit from the sale of goods and services
6.	Other revenues (lease of assets, donations)
7.	Administrative expenses, production expenses, mandatory profits

Management of funds

The funds received are managed centrally. The UVMP directly arranges all required services for its workplaces, financing of utilities (electricity, gas), water, maintenance of buildings, repairs, procurement of items for common premises, vehicle equipment, transport of students, etc. In addition to those centrally managed funds, each workplace receives funds for teaching and practical teaching. The UVMP manages its funds under the Agreement on Subsidies, the budget approved by the AS and BoT, national legislation (e.g., Accounting Act, Financial Control Act, VAT Act, Act on Budget Rules for Public Administration, and Public Procurement Act), and the UVMP Financial Management Rules internal regulation.

The Bursar ensures and is responsible for the economic, operational and administrative operations of the PU and acts on its behalf to the extent determined by the Rector. The Bursar reports directly and is responsible for his/her activities to the Rector.

Administrative expenses, production expenses, and mandatory profit

Administrative expenses, production expenses, and mandatory profit are applied in projects, grants and other tasks and in the entrepreneurial activities of the UVMP based on the applicable law and internal regulations. The amounts of administrative and production expenses and the mandatory profit are defined by the Financial Management Rules internal regulation. The administrative and production expenses and the mandatory profit are used to cover the centrally managed related costs of salaries, utilities, and goods and services that are necessary for the implementation of projects, grants and other tasks, as well as entrepreneurial activities.

Tuition fees

Full-time students who study in the Slovak language do not pay a tuition fee. Full-time students studying in the Slovak language whose study length exceeds the standard study length plus one year must pay a tuition fee defined by law. Part-time students who study in the Slovak language pay a tuition fee in an amount for which the MoE has defined a limit. Full-time and part-time students who study in the English language pay a tuition fee. All fees related to the studies and the amount of tuition fees are annually approved in the internal regulation.

Table 2.1.1: Annual revenues during the last 3 AYs (in Euros), GVM SP

Revenues	2021/2022	2022/2023	2023/2024	Average
Subsidy for education	7,991,838	8,962,387	10,809,891	9,254,705
Research projects *	1,960,457	1,731,452	1,626,138	1,772,682
Tuition fees and other fees	3,053,443	3,579,346	3,791,317	3,474,702
Clinical services	790,912	836,328	969,275	865,505
Horse care	233,392	242,084	279,495	251,657
Scientific conferences	11,022	16,329	17,875	15,075
Other revenues	480,250	542,259	839,357	620,622
Total revenues	14,521,315	15,910,185	18,333,119	16,254,950

Table 2.1.2: Annual expenditures during the last 3 AYs (in Euros), GVM SP

Expenditures	2021/2022	2022/2023	2023/2024	Average
Personnel costs **	8,404,541	9,053,135	10,498,605	9,918,760
Operating costs ***	2,103,356	2,498,169	2,812,963	2,471,496
Practical teaching ****	291,074	268,482	296,781	285,445

Repairs and maintenance	258,189	376,256	481,576	372,007
Other costs *****	2,352,163	2,478,830	2,850,007	2,560,333
Total costs	13,409,323	14,674,871	16,939,931	15,008,042

Table 2.1.3: Annual balance between expenditures and revenues during the last 3 AYs (in Euros), GVM SP

	2021/2022	2022/2023	2023/2024
Revenues	14,521,315	15,910,185	18,333,119
Expenditures	13,409,323	14,674,871	16,939,931
Balance	1,111,993	1,235,314	1,393,417

Table 2.1.4: Annual revenues during the last 3 AYs (in Euros), FH SP

Revenues	2021/2022	2022/2023	2023/2024	Average
Subsidy for education	1,420,300	1,489,661	1,456,652	1,455,538
Research projects *	263,050	209,440	154,383	208,957
Tuition fees and other fees	4,105	5,100	4,180	4,461
Clinical services	95,137	89,659	80,773	88,523
Horse care	28,074	25,953	23,291	25,773
Scientific conferences	1,959	2,714	2,409	2,361
Other revenues	64,439	65,593	56,552	62,195
Total revenues	1,877,063	1,888,119	1,778,240	1,847,807

Table 2.1.5: Annual expenditures during the last 3 AYs (in Euros), FH SP

Expenditures	2021/2022	2022/2023	2023/2024	Average
Personnel costs **	1,127,702	1,095,086	996,719	1,073,169
Operating costs ***	282,223	302,184	267,058	283,822
Practical teaching ****	39,056	32,476	28,176	33,236
Repairs and maintenance	34,643	45,513	45,720	41,959
Other costs *****	315,608	299,844	270,575	295,342
Total costs	1,799,231	1,775,102	1 608,248	1,727,527

* accommodation of students, admission interviews, courses, the use of funds, sale of assets, etc.
** salaries and deductions, travel costs, leaving and retirement bonuses, scholarship for doctoral students
*** consumption of materials and utilities
**** primarily the transfer to UnF
***** IT, postal fees, depreciation, creation of funds, insurance, training and conference registration fees, fees for publishing, lease, cleaning, washing, wastes, telephone services, equipment revisions, representation, etc.

Table 2.1.6: Annual balance between expenditures and revenues during the last 3 AYs (in Euros), FH SP

	2021/2022	2022/2023	2023/2024
Revenues	1,877,063	1,888,119	1,778,240
Costs	1,799,231	1,775,102	1,608,248
Balance	77,832	113,017	169,992

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

Clinical and field services

Clinical and field services are managed by the heads of clinics. Financial management of the clinical and field services is conducted by the clinics. They cover their costs of education from the UVMP central funds and from their own revenues. Revenues of the clinics from the clinical and field services are maintained on separate analytical accounts of the clinics and after deducting

the administrative expenses, production expenses and the mandatory profit from the services provided, the remaining funds may be used by the clinics, while the spending is determined by the head of the clinic. Clinics invest their own funds in the improvement of the quality of education and the clinic development, while the use of the funds is supervised by the Bursar and the Controller. Clinics receive the centrally allocated funds for tariff salaries, on-call duty allowances, employee benefits, fees for utilities and water, costs of repairs and maintenance, equipment procurement (partially also paid from the revenues from the services provided), costs of transport of students and other costs related to education and institutional research. The clinics use the funds that are received from the services provided to covering the costs of medications and medical materials for patients, while the services provided are charged to the owners of animals. The clinics annually receive approximately EUR 900,000 from the professional veterinary services, while the amount of the net available funds, minus the administrative expenses, production expenses and profit, is approximately EUR 700,000.

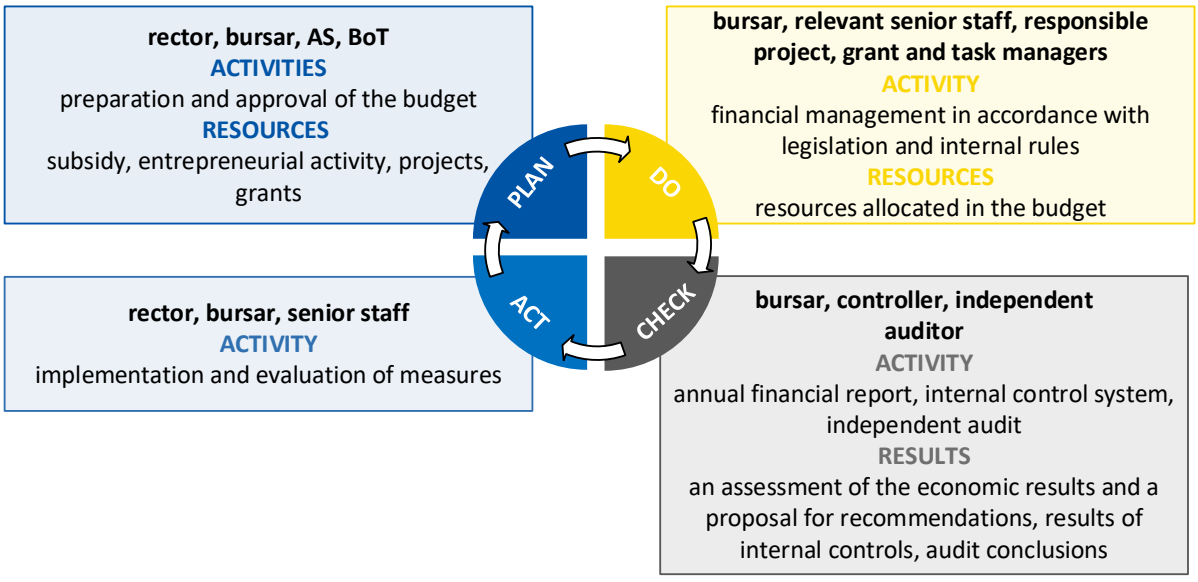
UVMP autonomy on the financial process

The UVMP has full control over its funds received as subsidies and the funds earned, while the MoE does not intervene in the allocation and utilisation of those funds by the UVMP. The UVMP is bound to follow the legislation and the rules for the use of special-purpose funds. The UVMP may autonomously use the funds for the implementation of its LSP, including the required implementation of the ESEVT Standards. The UVMP annually prepares a budget for the calendar year, which is approved by the AS and BoT.

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

The beneficiary of the funds from the subsidies and other sources is the UVMP. The financial management of the UVMP is central. The autonomous decision-making with regard to the use of funds is applied at the workplaces and individuals with regard to the projects and grants they were awarded and the tasks they performed within their main activities and entrepreneurial activities. However, the use of those funds must comply with the UVMP mission, the legislation, and the internal regulations. Extensive projects and high investments are planned centrally. Construction works, construction maintenance, as well as the mandatory co-financing of projects from the EU structural funds and from the Plan of Recovery and Resilience of the Slovak Republic are managed centrally. The UVMP also co-finances the projects submitted by the individual workplaces, provided such a co-financing is required by the authority providing the funds.

Figure 2.3.1: PDCA of execution and evaluation of the UVMP financial management



Execution and evaluation of the UVMP financial management is shown in the Fig. 2.3.1. The UVMP budget for a calendar year is prepared by the Bursar under the Agreement on Subsidies for a given calendar year and based on the previous periods (in the main activities and entrepreneurial activities). A draft budget is commented by the Economic Committee of the UVMP, and before it is discussed by the AS, it is evaluated by the Economic Committee of the AS. Before the draft budget is submitted to the AS and BoT, it is approved by the UVMP Management. Budgets are submitted to the AS and BoT for approval by the Rector. Both AS and BoT are entitled to request changes in budget, which are then incorporated, if possible. After the budget is approved by the AS and BoT, it is submitted by the Rector to the MoE (only as the notification obligation; the MoE does not intervene in the budget). The persons responsible for the financial management include the Bursar, respective senior staff (for the funds of the individual workplaces), and the principal investigators of projects, grants and other tasks.
The financial management is evaluated by the Bursar in the form of an annual report on the financial management for a given calendar year; the report includes a proposal of profit distribution, the evaluation of the measures determined for the given year, and a proposal of measures to be taken in the following year. Annual reports on the financial management are approved by the UVMP Management and the AS and are commented by the BoT. That ensures that the financial management is under control of both the AS and BoT. Annual reports on the financial management are published on the website.
Pursuant to the Accounting Act, Financial Control Act, and the Budget Rules for Public Administration, the UVMP has established an internal control system. Moreover, the UVMP annually orders an independent audit of its financial statements. Reports received from the independent audit are forwarded to the Management, AS, BoT by the Bursar.

Comments on Area 2

In the long run, the budgets prepared by the UVMP have been smoothly approved by both the AS and BoT. The UVMP abides by the proposed annual budgets and uses the funds in order to fulfil its objectives. The UVMP has continuously been successful in receiving investment projects, which facilitated significant renovation of its infrastructure and buildings.
Furthermore, the equally high quality is observed every year in the prepared financial statements and annual reports on the financial management, as assessed by independent auditors.
The UVMP has high-quality employees who conduct the financial management, accounting, reporting and controlling. In 2023, all its economy-related guidelines were revised and combined to form a single and well-structured internal regulation.
For a long period of time, the methodology for the allocation of subsidies has been unstable and the MoE amends it every year. The financing of PUs has not been clearly determined for several upcoming years; this means that PUs do not know what amounts of state subsidies they may count with in a particular year. Nevertheless, the financing of PUs is relatively stable since the MoE interventions in the methodology are made in the manner aimed at avoiding very big annual differences. It would be greatly beneficial if the state guaranteed a specific sum for the subsidies for PUs, for example, for a period of 6 years.

Suggestions for improvement in Area 2

It is necessary to achieve a higher degree of electronisation and electronic circulation of documents, as it would significantly improve the efficiency of the common agenda regarding the financial management. This year, this area is partially supressed since the UVMP must do the accounting with the use of the central economic information system, and hence it largely depends on the MoE in that area.
The UVMP also feels the need to implement trainings regarding the administration of funds and related legislation for managing and administrative employees of the departments and clinics.

Area 3 - Curriculum

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

Educational aims and the general strategy for the creation, sources and management of the curriculum

The UVMP is the only university providing veterinary education in the SR in accordance with the EU Directives, the Bologna Process, ESG, the Slovak Act on Higher Education, the Act on Quality, the SAAHE Standards (a member of EQAR, ENQA, INQAAHE, WFME, and ENAI) for the internal system of higher education quality assurance, the SAAHE Standards for SPs, and the Decree of the MoE No. 614/2002 on the credit-based system of study.

For the purpose of preparing the contents of the SP for VSs, the key requirements are laid down in Sections 50, 51, 53, 54b, 61, 62, and 63 of the Act on Higher Education. In addition to the requirements defined by stakeholders (CVS and SVFA), also the requirements set forth in Act No 39/2007 Coll. on Veterinary Care have been incorporated in the preparation of the study plan. At the University level, the UVMP abides by the Quality Assurance IR and the Study Guidelines.

Veterinary education is provided through the General Veterinary Medicine (GVM) SP in Slovak and English languages, while the Food Hygiene (FH) SP is provided in the Slovak language only. The study lasts six years (corresponding to 360 ECTS). The graduates are awarded the Doctor of Veterinary Medicine (DVM) academic degree and are authorised to practice the profession of a VS in the SR and EU. The fact that the main focus of the UVMP has become the provision of the GVM SP in Slovak and English languages and the FH SP is based on the requirements coming from the practice. In this regard, the graduates may decide, already at the beginning of their studies, which job they wish to pursue, either a private veterinary practice, or employment at official veterinary authorities. Interconnecting the teaching process carried out in those two SPs facilitates the accumulation of the capacities for premises, equipment, materials and personnel, as well as the optimal use of funds. Such interconnection is applied not only to the teaching process, but also to other activities, i.e. research, professional, advisory, other profession-related and academic activities. The preparation of the study plan and the curricula of the individual study courses are based on the requirements coming from the practice (CVS, SVFA) and the MoE, while the emphasis was put on the successful employment of graduates in two key areas:

- private practice, primarily in clinical practice with the animals of interest;
- veterinary administration authorities, primarily in the authorities that control safety of food of animal origin; control of breeding, transport and slaughter of food producing animals and control of animal welfare; prevention and control of infectious diseases of animals.

The process of defining the learning outcomes and the provision of SPs complies with the UVMP mission, vision, and objectives; that guarantees that the academic degree awarded to the graduates DVM will be recognised in the European Higher Education Area (EHEA) and the European Research Area (ERA). The learning outcomes clearly reflect the competences required for the successful employment of graduates in the labour market, further education of the graduates, and potentially also other needs of individuals and the whole society.

The purpose of the education is to provide theoretical knowledge, practical experience and skills so that the graduates are able to become qualified VSs who are competent in all fields of the veterinary medicine and meet the European requirements for veterinary education and the requirements regarding the regulated profession in the field of veterinary medicine (EU guidelines). The aforesaid objective has been fulfilled at the UVMP by providing high-quality

education that is based on the latest trends in education, oriented on the application of the problem solving approach with the use of model as well as real-life clinical cases (problem-solving clinical medicine), supporting the application of the evidence-based medicine, enhancing the practical skills and experience of the students (hands-on-experience), reflecting the needs of the society and the stakeholders, supporting the students' need for life-long learning, and the acquisition of Day One Competences (D1C) in accordance with the SOP.

The study plan (curriculum) was prepared on the basis of the specialisation and successful future employment of graduates in order to ensure that they acquire D1C and are able to start working as practical VSs in private veterinary clinics or in the state veterinary administration authorities since the first day after their graduation. The curriculum covers all subject groups, as listed in the ESEVT SOP, Appendix 2, and reflects the requirements of the society, important stakeholders, national authorities (SR Government and Parliament), as well as international organisations (EAEVE, FVE, AAVMC) that determine trends in veterinary education. It is also based on the guideline related to ESG.

The curriculum preparation principles:

- Traditions in education, application of the latest scientific knowledge, the Bologna Process, and ESG;
- Logical succession of the curriculum courses and their categorisation into basic sciences, clinical basic sciences, clinical sciences on companion animals, (including horses and exotic pets), clinical sciences on food producing animals (including animal products and the herd health management), and veterinary public health (including the health safety and quality of food) so that they constitute a single and interconnected unit;
- Harmonisation of the learning, educational, and testing methods with the learning outcomes;
- Interconnecting the learning outcomes with D1C by their implementing in the syllabi of the individual courses;
- Interdisciplinary approach – interconnecting the courses horizontally and vertically in both clinical and non-clinical disciplines with the aim of enabling students to acquire the knowledge and skills that are necessary for the development of their clinical competences;
- Differentiating curricula of the GVM and FH SPs in higher years of study according to graduates specialization;
- Development of students' critical thinking, improving their ability to solve problems, gaining self-confidence for the independent decision-making and assuming responsibility, and understanding the importance and need of self-evaluation;
- Allocation of time and space for the acquisition of clinical skills within the basic core clinical teaching (CCT);
- Mandatory extramural preclinical training (private veterinary surgeons (PVSs), breeding associations, contractual agricultural enterprises) and clinical practical training (PVSs, regional veterinary and food administration authorities (RVFA), SVFI);
- Implementation of the One Health approach to support the acquisition of digital skills, the use of digital technologies and AI;
- Regular revision of the curricula to incorporate new legislation, the SOP requirements, the needs of students, external practice and stakeholders.

Proposals to modify the SPs may be submitted by the PRSPs, after they are discussed in the respective SPCs. The proposals are submitted to the Rector, who passes them to the AC for a review and approval. PDCA cycle of the creation, modification, approval and periodic evaluation of SPs is part of Assessment Procedures for Quality Assurance (see Appendix 4, p. 17).

In addition to the study courses defined in the EU Directives and the SOP, students must also study other compulsory courses (CC) (Appendix 2). Moreover, other elective courses (EC) and optional courses (OC) are offered to students. Those courses are the follow-ups to the CCs and enhance students knowledge. Their number and contents are flexible and may be supplemented as desired by students and according to the requirements from practice.

Preclinical and clinical teaching is carried out not only in the Campus, but also at UnF, the University facility for breeding and diseases of game, fish and bees in Rozhanovce (UF in Rozhanovce), the Equestrian Centre (EqC) and in the Pri hati Area. The extramural clinical teaching is carried out in contractual agricultural enterprises, and with the use of the mobile clinic, in livestock farms, contractual food production enterprises and facilities, and in shelters.
External practical teaching (EPT) is carried out under contracts. The UVMP has entered into contracts with SVFA, SVFI, CVS, breeding unions, and PVSs. In order to support the teaching process, the sharing of information, and the record keeping, the University systems are used, such as AIS, electronic information sources (EISs) of the University library and Editorial Centre (UL), and the MOODLE e-learning platform. Students and academic staff have remote access to the UL, the information databases, as well as professional and scientific journals.

Description of the legal constraints imposed on curriculum by national legislations and the degree of autonomy that the VEE has to change the curriculum

The Act on Higher Education stipulates a framework of requirements for the SPs, the study plan and its guarantor, as well as the requirements for granting the institutional accreditation to a university or for the accreditation of SPs. The fields of study and more detailed standards for the institutional accreditation are defined in the SAAHE Standards. The UVMP exhibited a high level of quality assurance, and in 2024 received a SAAHE decision stating that its internal system and the implementation thereof complies with the SAAHE Standards, and that the UVMP is accredited to create, implement and modify SPs in the veterinary medicine study branch, in 1st, 2nd, the joint 1st and 2nd levels, and 3rd level of higher education.
The creation, modification and periodic evaluation of SPs is carried out in accordance with the UVMP internal regulations, which constitute part of the higher education quality assurance system. When preparing the curriculum or proposing changes in the curriculum, PRSP relies on the requirements for veterinary education determined by international and national legislation while considering the feedback from stakeholders. After the curriculum is discussed by the individual SPCs (where students and external evaluators are members as well), a draft curriculum is submitted to the AC for revision and approval. The AC competences are defined in the Quality Assurance IR. After completion of their studies, student can evaluate and provide feedback of the whole SP. Employers evaluate and provide feedback on the SPs by evaluating students (during their internships) and graduates (one year after they are employed). Feedback results are taken into account in the SP modification.

Evaluation of consistency, overlaps, redundancies and shortcomings of the curriculum

The UVMP SP curriculum is harmonised with the EU Directives and the SOP and with the requirements related to national and international accreditation. The approval, modification and periodic evaluation of the curriculum is carried out in accordance with the UVMP's internal regulations, which are included in the higher education quality assurance system. The SPs are regularly monitored to ensure that they reflect the current needs. The teaching process is divided into semesters (years 1–5) and blocks (year 6). Curriculum courses and their contents are interrelated and supplemented as part of the interdisciplinary approach.
Curriculum preparation, quality of its implementation, evaluation and development falls within the responsibility of the PRSP, who closely cooperates with the course guarantors.
Course guarantors are responsible for the contents and form of the teaching process, and for the verification of the fulfilment of the determined objectives and learning outcomes with regard to the acquisition of knowledge, skills and determined competences. Course guarantors organise the teaching process in the respective course in cooperation with the head of the relevant workplace (department/clinic). Course guarantors are obliged to innovate the contents of the course while preserving its scope, the form of teaching, and the course completion method in accordance with the valid study plan (curriculum), the graduate profile, and the requirement to acquire the D1C. All of those changes must be transposed into the Course Information Letter (CIL).

Consistency, overlaps, redundances and shortcomings of the curriculum are reviewed by the PRSP, who cooperates with the guarantors of the individual courses in order to evaluate the SPs once a year and at the end of standard length of study (6 years) while following the internal regulation. Suggestions and feedback may be provided by teachers, students (the evaluation of teachers and courses in the form of an anonymous on-line questionnaire once a year – at the end of each semester), and stakeholders. Results of the review are analysed by the UVMP Management and subsequently at the meetings of the individual workplaces, which are obliged to comment them and take respective measures.

General Veterinary Medicine SP

At the UVMP, the GVM SP is taught in two languages – Slovak and English, while the curricula are identical in both languages. The only exception is the foreign language course included in the in the first year of the study. In the study taught in Slovak, it is the English course, and vice versa. The numbers of CCs, ECs and OCs are identical in both language versions of the study of the GVM SP, except for the EC History of Veterinary Medicine and Hunting, and the OC Sheep Breeding and Fishery (the courses introduced under the Slovak legislation or specific for the territory of the SR, hence they are only offered to students who study in Slovak). In addition, the education aims and learning outcomes are identical in both language versions. Therefore, the SPs in Slovak and the SPs in English are not presented separately.

Food Hygiene SP

The Food Hygiene SP is only taught in Slovak. The graduates are capable of conducing work in all fields of veterinary activities, while they acquire primarily the competences required for the job of an official VS. This SP is provided under the same rules (approved by the UVMP) and quality assurance procedures as those applied to the GVM SP.

The number of CCs in the FH SP during the first three years of study is identical to that of the GVM SP, but the FH SP curriculum also contains the courses related to food hygiene due to the future specialization of the FH SP graduates. Elective courses and optional courses offered in the FH and GVM SPs are aimed at achieving the learning outcomes and the profile of the future graduates – the ECs and OCs offered in those two SPs are therefore different.

The teaching process in the individual SPs is carried out by all teachers.

Table 3.1.1.1: Curriculum hours in each AY taken by each student, GVM SP

	A	B	C	D	E	F	G	H	J
Year 1	182	104	128	154	80	0	0	0	**648**
Year 2	260	32	26	273	33	0	40	0	**664**
Year 3	234	46	20	201	30	22	40	0	**593**
Year 4	299	36	70	50	52	203	80	10	**800**
Year 5	273	130	162	14	73	232	120	6	**1,010**
Year 6	0	0	28	0	0	420	0	0	**448**
Total	**1,248**	**348**	**434**	**692**	**268**	**877**	**280**	**16**	**4,163**

Table 3.1.1.2: Curriculum hours in each AY taken by each student, FH SP

	A	B	C	D	E	F	G	H	J
Year 1	182	104	128	154	80	0	0	0	648
Year 2	260	32	26	273	33	0	40	0	664
Year 3	234	20	23	227	30	22	40	0	596
Year 4	325	63	65	66	44	169	40	6	778
Year 5	273	123	162	44	72	182	200	34	1,090
Year 6	0	54	92	30	0	270	0	66	512
Total	**1,274**	**396**	**496**	**794**	**259**	**643**	**320**	**106**	**4,288**

Legend for Tables 3.1.1.1 and 3.1.1.2:

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT; H: others (excursion to food producing plants and rendering plants etc.); J: total

Table 3.1.2.1: Curriculum hours taken by each student, GVM SP

Courses	A	B	C	D	E	F	G	H
Basic courses total	**78**	**182**	**28**	**102**	**2**	**0**	**0**	**392**
Medical physics	13	0	4	26	0	0	0	43
Chemistry (inorganic and organic sections)	13	0	0	26	0	0	0	39
Animal biology, zoology and cell biology	26	0	12	24	2	0	0	64
Feed plants and toxic plants	26	0	10	26	0	0	0	62
Biomedical statistics	0	26	2	0	0	0	0	28
Basic courses not on the SOP list	0	78	0	0	0	0	0	78
Latin terminology	0	26	0	0	0	0	0	26
English language (professional terminology)/Slovak language I.	0	26	0	0	0	0	0	26
English language (professional terminology)/Slovak language II.	0	26	0	0	0	0	0	26
Specific veterinary courses total	**1,170**	**244**	**406**	**590**	**266**	**877**	**16**	**3,569**
Basic sciences total	**546**	**91**	**267**	**526**	**111**	**0**	**0**	**1,541**
Anatomy, histology and embryology	104	0	100	52	78	0	0	334
Physiology	52	0	4	52	0	0	0	108
Biochemistry	52	0	0	52	0	0	0	104
General and molecular genetics	13	0	0	13	0	0	0	26
Pharmacology, pharmacy and pharmacotherapy	52	0	0	52	0	0	0	104
Pathology	52	0	24	78	26	0	0	180
Toxicology	26	0	0	13	0	0	0	39
Parasitology	26	0	4	52	0	0	0	82
Microbiology	39	0	0	52	0	0	0	91
Immunology	26	0	0	26	0	0	0	52
Epidemiology	13	20	0	6	0	0	0	39
Information literacy and data management	0	13	123	0	0	0	0	136
Professional ethics and communication	13	26	4	0	0	0	0	43
Animal health economics and practical training management	13	26	4	0	0	0	0	43
Animal ethology	13	6	4	0	7	0	0	30
Animal welfare	13	0	0	26	0	0	0	39
Animal nutrition	39	0	0	52	0	0	0	91
Clinical sciences total	**442**	**12**	**101**	**8**	**82**	**877**	**0**	**1,522**
Obstetrics, reproduction and reproductive disorders *	26	0	0	0	13	13	0	52
Diagnostic pathology *	0	0	6	0	39	0	0	45
Medicine *	338	2	39	0	4	384	0	767
Surgery, anaesthesiology and analgesia *	26	0	2	0	18	8	0	54
Clinical practical training in common animal species *	0	0	28	0	0	420	0	448
Infectious diseases and preventive medicine *	52	0	26	8	0	44	0	130
Diagnostic imaging *	0	10	0	0	8	8	0	26
Therapy in common animal species *								
Animal production, including breeding, husbandry and herd health management	**65**	**23**	**0**	**0**	**55**	**0**	**0**	**143**
Animal production, including breeding and husbandry	65	23	0	0	55	0	0	143
Herd health management *								
Veterinary public health (including FSQ)	**117**	**118**	**38**	**56**	**18**	**0**	**16**	**363**
Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary	26	52	4	0	0	0	0	82

medicine and certification, as well as control of food, feed and animal by-products								
Zoonoses and their prevention	26	26	8	0	0	0	0	60
Food hygiene and environmental health, including basic food technology	65	40	26	56	18	0	16	221
Total	**1,248**	**426**	**434**	**692**	**268**	**877**	**16**	**3,961**

Table 3.1.2.2: Curriculum hours taken by each student, FH SP

Courses	A	B	C	D	E	F	G	H
Basic courses total	**78**	**182**	**28**	**102**	**2**	**0**	**0**	**392**
Medical physics	13	0	4	26	0	0	0	43
Chemistry (inorganic and organic sections)	13	0	0	26	0	0	0	39
Animal biology, zoology and cell biology	26	0	12	24	2	0	0	64
Feed plants and toxic plants	26	0	10	26	0	0	0	62
Biomedical statistics	0	26	2	0	0	0	0	28
Basic courses not on the SOP list	0	78	0	0	0	0	0	78
Latin terminology	0	26	0	0	0	0	0	26
English language (professional terminology)	0	26	0	0	0	0	0	26
English language (professional terminology)	0	26	0	0	0	0	0	26
Specific veterinary courses total	**1,196**	**292**	**472**	**692**	**257**	**643**	**106**	**3,658**
Basic sciences total	**546**	**88**	**264**	**526**	**111**	**0**	**0**	**1,535**
Anatomy, histology and embryology	104	0	100	52	78	0	0	334
Physiology	52	0	4	52	0	0	0	108
Biochemistry	52	0	0	52	0	0	0	104
General and molecular genetics	13	0	0	13	0	0	0	26
Pharmacology, pharmacy and pharmacotherapy	52	0	0	52	0	0	0	104
Pathology	52	0	24	78	26	0	0	180
Toxicology	26	0	0	13	0	0	0	39
Parasitology	26	0	4	52	0	0	0	82
Microbiology	39	0	0	52	0	0	0	91
Immunology	26	0	0	26	0	0	0	52
Epidemiology	13	20	0	6	0	0	0	39
Information literacy and data management	0	10	120	0	0	0	0	130
Professional ethics and communication	13	26	4	0	0	0	0	43
Animal health economics and practical training management	13	26	4	0	0	0	0	43
Animal ethology	13	6	4	0	7	0	0	30
Animal welfare	13	0	0	26	0	0	0	39
Animal nutrition	39	0	0	52	0	0	0	91
Clinical sciences total	**364**	**0**	**67**	**8**	**61**	**643**	**0**	**1,143**
Obstetrics, reproduction and reproductive disorders *	26	0	0	0	13	13	0	52
Diagnostic pathology *	0	0	6	0	26	0	0	32
Medicine *	260	0	21	0	4	308	0	593
Surgery, anaesthesiology and analgesia including Diagnostic imaging *	26	0	2	0	18	8	0	54
Clinical practical training in common animal species *	0	0	12	0	0	270	0	282
Infectious diseases and preventive medicine *	52	0	26	8	0	44	0	130
Therapy in common animal species *								
Animal production, including breeding, husbandry and herd health management	**65**	**23**	**0**	**0**	**55**	**0**	**0**	**143**
Animal production, including breeding and husbandry	65	23	0	0	55	0	0	143
Herd health management *								

Veterinary public health (including FSQ)	221	181	141	158	30	0	106	837
Block teaching – hygiene and technology of meat and meat products **	0	27	40	12	0	0	36	115
Block teaching – hygiene and technology of milk, dairy products and foods of plant origin **	0	27	40	18	0	0	30	115
Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification, as well as control of food, feed and animal by-products	13	26	0	0	0	0	0	39
Zoonoses and their prevention	0	26	8	0	0	0	0	34
Control of food, feed and animal by-products	91	47	33	66	30	0	0	267
Food hygiene and environmental health, including basic food technology	117	28	20	62	0	0	40	267
Total	**1,274**	**474**	**500**	**794**	**259**	**643**	**106**	**4,050**

Legend for Tables 3.1.2.1 and 3.1.2.2:
A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (excursion to food producing plants and rendering plants etc.); H: total
** those topics are taught independently, but also within the courses of diseases of individual animal species*
***added subcategory for the FH SP*

Table 3.1.3.1: Practical rotations under teaching staff supervision*, GVM SP

Types	List (discipline/species)	Duration	Year
Intra-mural clinics (VTH)	Clinical Practice - Clinic of birds, exotic and free living animals	60h (1,5 week)	6
	Clinical Practice - Small animal clinic	120h (3 weeks)	6
	Clinical Practice - Clinic of horses	90h (2,2 weeks)	6
	Clinical practice - Clinic of ruminants (including herd health management)	90h (2,2 weeks)	6
	Clinical Practice - Clinic of swine (including herd health management)	60h (1,5 week)	6
Ambulatory clinics	Clinical Practice - Clinic of horses	Part of clinical practice	6
	Clinical practice - Clinic of ruminants (including herd health management)		6
Herd Health management	Infectious diseases and their prevention I.	13h (0,3 week)	4
	Clinical practice - Clinic of ruminants (including herd health management)	1 week	6
	Clinical Practice - Clinic of swine (including herd health management)	1 week	6
	Clinical Practice - Clinic of birds, exotic and free living animals	1 week	6
VPH including FSQ	Protection of the environment	26h (0,65 week)	3
	Food hygiene and technology I, II, III	78h (1,95 week)	4/5
	Public veterinary medicine	26h (0,65 week)	5
	Veterinary legislation and forensic veterinary medicine	26h (0,65 week)	5
	Zoonoses, WOAH listed diseases and one health	26h (0,65 week)	5
	Animal control at slaughterhouse	26h (0,65 week)	5
Electives	Basics of horse shoeing	26h (0,65 week)	4
	Diseases of small mammals and laboratory animals	26h (0,65 week)	4
	Clinical oncology of animals	26h (0,65 week)	5
	Diagnostics of metabolic disorders	26h (0,65 week)	5

Table 3.1.3.2: Practical rotations under teaching staff supervision*, FH SP

Types	List (discipline/species)	Duration	Year
Intra-mural clinics (VTH)	Clinical practice - companion animals (dogs, cats, horses)	120h (3 weeks)	6
	Clinical practice - food producing animals (poultry, ruminants, swine, including herd health management)	120h (3 weeks)	6

Ambulatory clinics	Clinical practice - food producing animals (poultry, ruminants, swine, including herd health management)	Part of clinical practice	6
Herd Health management	Infectious diseases and their prevention I. Clinical practice - food producing animals (poultry, ruminants, swine, including herd health management)	13h (0,3 week) 13h (0,3 week)	5 6
VPH including FSQ	Hygiene and technology of food of plant origin Zoonoses, WOAH listed diseases and one health Inspection of slaughter animals and meat Hygiene and technology of processing poultry, eggs, rabbits, game, fish and honey Hygiene and technology of milk and milk products Hygiene and technology of meat and meat products	26h (0,65 week) 26h (0,65 week) 36h (0,9 week) 26h (0,65 week) 101h 101h	4 5 5 5 5/6 5/6

Legend for Tables 3.1.3.1 and 3.1.3.2:
**excluding EPT*

Table 3.1.4.1: Curriculum hours taken as electives for each student, GVM SP

Elective courses	A	B	C	D	E	F	G	H
Basic courses								
History of veterinary medicine	0	26	0	0	0	0	0	26
Basics of ecology	0	26	0	0	0	0	0	26
Cynology	0	26	4	0	0	0	0	30
Biophysical methods in medicine	0	0	6	26	0	0	0	32
Radiobiology	0	26	0	0	0	0	0	26
Food chemistry	0	0	0	26	0	0	0	26
Falconry and rehabilitation of free-living animals	0	10	0	0	16	0	0	26
Applied cytology	0	0	0	26	0	0	0	26
Hunting I.	0	26	0	0	0	0	0	26
Hunting II.	0	5	0	0	0	0	8	13
Specific veterinary courses								
Basic sciences								
Pathological biochemistry	0	26	0	0	0	0	0	26
Basics of regenerative medicine	0	13	0	13	0	0	0	26
Applied virology	0	0	0	26	0	0	0	26
Basics of gene engineering	0	0	0	26	0	0	0	26
Clinical biochemistry	0	10	0	8	0	8	0	26
Ecotoxicology	0	26	4	0	0	0	0	30
Clinical microbiology and immunology	0	10	0	0	0	16	0	26
Clinical sciences								
Applied veterinary haematology	0	13	0	13	0	0	0	26
Breeding and diseases of reptiles and terrarium animals	0	10	0	0	0	16	0	26
Basics of shoemaking and orthopaedic shoemaking of horses	0	10	0	0	0	16	0	26
Diseases of small mammals and laboratory animals	0	10	0	0	0	16	0	26
Animal production, including breeding, husbandry and herd health management								
Dietetics and nutritional prevention of livestock health disorders	0	26	0	0	0	0	0	26
Dietetics and clinical nutrition of horses and carnivores	0	26	0	0	0	0	0	26
Veterinary public health (FSQ)								
Basics of law for veterinary medics	0	26	0	0	0	0	0	26
Protection of health of animals used in biomedical research pursuant to applicable EU legislation	0	26	0	0	0	0	0	26

Table 3.1.4.2: Curriculum hours taken as electives for each student, FH SP

Elective courses	A	B	C	D	E	F	G	H
Basic courses								
Radiobiology of foods	0	26	0	0	0	0	0	26
Specific veterinary courses								
Basic sciences								
Mycotoxicology of foods	0	6	4	20	0	0	0	30
Clinical sciences								
Animal production, including breeding, husbandry and herd health management								
Veterinary public health (FSQ)								
Sheep breeding	0	12	4	0	0	0	14	30
Food additives	0	20	6	6	0	0	0	32
Analysis of food contaminants	0	6	0	20	0	0	0	26
Human nutrition	0	26	4	0	0	0	0	30
Audit of food production facilities	0	26	4	0	0	0	0	30

Legend for Tables 3.1.4.1 and 3.1.4.2:

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (excursion to food producing plants and rendering plants etc.); H: hours to be taken by each student per course group

- only for GVM SP in Slovak language

Table 3.1.5.1: Optional courses proposed to students (not compulsory), GVM SP

Optional course	A	B	C	D	E	F	G	H
Diagnostics of animal internal environment disorders	0	10	0	0	0	16	0	26
Embryo-transfer in livestock	0	10	0	0	0	16	0	26
Homeopathy of small animals	0	10	0	0	0	16	0	26
Clinical pharmacology	0	10	0	0	0	16	0	26
Clinical genetics	0	16	0	0	0	10	0	26
Clinical oncology of animals	0	10	0	0	0	16	0	26
Clinical veterinary ethology	0	10	0	0	0	16	0	26
Clinical syndromes of dogs and cats in practice	0	10	0	0	0	16	0	26
Crisis management and biotechnology in reproduction	0	26	0	0	0	0	0	26
Laboratory diagnostics	0	2	0	24	0	0	0	26
Nephrology and urology in small animal practice	0	10	0	0	0	16	0	26
Neurological review of small animals	0	10	0	0	0	16	0	26
Reproduction endocrinology	0	10	0	0	0	16	0	26
Fishery	0	0	0	0	0	0	26	26
Sheep breeding	0	12	4	0	0	0	14	30
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Tropical veterinary medicine	0	26	0	0	0	0	0	26
Veterinary dermatology of small animals	0	10	0	0	0	16	0	26
Veterinary ophthalmology	0	10	0	0	0	16	0	26
Veterinary stomatology and maxillary orthopaedics of animals	0	10	0	0	0	16	0	26
Training and rehabilitation of horses	0	0	0	0	26	0	0	26
Rescue cynology	0	10	0	0	16	0	0	26

Table 3.1.5.2: Optional courses proposed to students (not compulsory), FH SP

Optional course	A	B	C	D	E	F	G	H
Applied veterinary haematology	0	13	0	13	0	0	0	26
Biophysical methods in medicine	0	0	6	26	0	0	0	32
Diagnostics of internal environment disorders of animals	0	10	0	0	0	16	0	26
History of veterinary medicine	0	26	0	0	0	0	0	26
Breeding and diseases of reptiles and terrarium animals	0	10	0	0	0	16	0	26
Clinical biochemistry	0	10	0	8	0	8	0	26
Clinical pharmacology	0	10	0	0	0	16	0	26
Clinical oncology of animals	0	10	0	0	0	16	0	26
Cynology	0	26	4	0	0	0	0	30
Laboratory diagnostics	0	2	0	24	0	0	0	26
Hunting I.	0	26	0	0	0	0	0	26
Hunting II.	0	5	0	0	0	0	8	13
Fishery	0	0	0	0	0	0	26	26
Falconry and rehabilitation of free-living animals	0	10	0	0	16	0	0	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Physical education	0	0	0	0	0	0	26	26
Tropical veterinary medicine	0	26	0	0	0	0	0	26
Veterinary ophthalmology	0	10	0	0	0	16	0	26
Veterinary stomatology and maxillary orthopaedics of animals	0	10	0	0	0	16	0	26
Training and rehabilitation of horses	0	0	0	0	26	0	0	26
Basics of ecology	0	26	0	0	0	0	0	26
Basics of gene engineering	0	0	0	26	0	0	0	26
Basics of law for veterinary medics	0	26	0	0	0	0	0	26

Legend for Tables 3.1.5.1 and 3.1.5.2:
A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (excursion to food producing plants and rendering plants etc.); H: total
- only for the GVM SP in Slovak language

Since the scope of the CC is the same in all semesters, students are obliged to choose only one EC or at least so many OCs that at the end of the study they gain at least 360 ECTS. Students may choose ECs or OCs arbitrarily from the list of ECs and OCs, while they receive a recommendation in which year the chosen courses should be studied. For each year of study, ECs and OCs are offered so that they logically supplement the curriculum. During the whole study, students may also choose additional ECs and OCs; however, the credits obtained for those courses cannot replace the credits the students are obliged to obtain for CCs. Students complete the ECs and OCs during their studies for the purpose of extending their expertise.
All study programmes (GVM in Slovak language; GVM in English language; and FH) are implemented with the participation of all employees and in the same teaching premises. A difference between the GVM and the FH SPs consists in the number of lessons of clinical teaching and the number of FSQ lessons, while both SPs meet the ESEVT requirements.

Description of the core clinical practice prior to the start of the clinical rotations

At the UVMP, the theoretical and practical teaching in all SPs is carried out in compliance with the provisions of the Act on Higher Education, under which the higher education consists of lectures, seminars, exercises, DT, projects, laboratory work, internship, excursion, professional practical training, and a state exam, or combinations of the aforesaid.

The theoretical teaching at the UVMP is generally carried out in the form of lectures, practical exercises, seminars and self-learning.
Lectures are given in auditoriums for all students who study the same year of study. It is a passive form of teaching that provides theoretical knowledge, supplements the contents of textbooks and notes taken by the students, and provides the latest information. Lectures are intended for all students enrolled in the current semester, but they are not compulsory. Teachers who give lectures use audiovisual aids, including presentations and videos, models, live animals, and results of their own research. The main purpose is to teach students how to use the basic terms, apply the key principles and critical thinking. Students may actively interact at lectures by asking questions and being engaged in short discussions.
Seminars (tutorials or teamwork) are carried out primarily in selected courses. They involve work in small teams supervised by their teacher, who work individually or as a team. Students present the outputs of their work in the form of audiovisual materials and group discussions.
Self-learning, supervised by a teacher, includes the preparation of the DT, consultations with their teachers during the determined hours, and work at practical teaching (preclinical and clinical); in particular, students receive assignments and solve the respective tasks, and then assess them together with their teacher. In the self-learning, students use materials and documents prepared by teacher (e.g. e-learning materials). One of the goals of the self-learning is to teach and prepare students for the life-long learning.
Practical teaching is also carried out in the form of laboratory work, non-clinical work with animals, and clinical work.
Laboratory work is performed at lessons at which students themselves conduct laboratory experiments and analyses. It also includes the preparation of laboratory reports, in which they describe and analyse results of their laboratory exercises. Within the laboratory work, students actively conduct various types of analyses, use microscopes, permanent preparations and laboratory equipment. Moreover, students work with documentation and formulate their own ideas without handling animals, objects or products of animal origin.
During non-clinical work with animals, students actively and without assistance examine healthy animals, objects and products of animal origin, inspect slaughtered bodies and their parts, and conduct necropsy. Practical exercises with healthy animals are carried out intramurally – at clinics and UVMP special facilities; and extramurally at exhibitions, bonitations and visitations to breeding farms. The non-clinical work is also conducted in the form of laboratory and pathomorphological teaching, with the use of permanent preparations made of animal cadavers, specimens taken from healthy and sick animals, and in the form of practical training with the use of CSC (tissue models, body part models, or models of whole animals).
Practical teaching is focused on performing professional interventions and acquiring practical skills (hands-on teaching) related to the veterinary profession. It is conducted on patients treated in clinics (intramurally) and patients treated in outpatient (mobile) clinics (extramurally). It is also conducted in the form of laboratory practical clinical and pathomorphological teaching with the use of animal cadavers, or in the form of practical training with the use of simulation aids, tissue models, body part models, or models of whole animals. The practical teaching focuses on the acquisition of knowledge, experience and practical skills (D1C) through solving real-life or model cases. Its purpose is also to support analytical and critical thinking among students when solving health disorders of animals throughout the whole diagnosis process, the choice of therapy, and the evaluation of its efficiency.
In the GVM and FH SPs, the first three years of study focus on the basic general and specific veterinary courses (preclinical courses). Students come into contact with animals since the first year of their studies, either in the university premises or in special facilities (Biology and Zoology, Feed Industry and Toxic Plants, Animal breeding etc.), where they acquire skills and competences that are necessary for breeding, feeding, care and nursing of the animals, and later in the form of extramural practical training (preclinical internship – 40 hours; professional practice at SVFI – 40

hours), where they revise their knowledge and skills acquired during their studies. The hands-on-teaching is included in the study since day one. The teaching process is carried out with the use of preparations (e.g. bone preparations) as well as fresh necropsy material. The use of whole bodies of animals or individual organ systems is carried out under the supervision of teachers or senior students as part of the self-learning and the preparation of students for life-long learning. The same applies to the use of microscopic preparations, museal collections, software, devices and models. Bodies used in the practical teaching, for example in anatomy, are taken either from the animals donated by their owners after euthanasia, or from slaughter facilities and UnF, while their quantities and types are defined in the course syllabus and chosen according to the number of students who study the course.

In years 2 and 3 students also complete specific courses, such as Animal husbandry, Physiology, Pharmacology, Propaedeutics, Animal Ethology, Animal Nutrition and Feed Control, Animal Hygiene and Welfare, Pathology, Parasitology, Microbiology, Immunology, and Epizootiology, which are later applied in the study of Clinical Sciences. At the same time, the students acquire the knowledge and skills in the field of Economics and Practice Management and Protection of the Environment.

The only difference between the GVM and FH SPs in the compulsory curriculum courses taught during the first three years of study is that the Food Chemistry course is a CC in the FH SP, while in the GVM SP this course is an EC.

Direct clinical teaching

Direct clinical teaching, except for the Epizootiology and Propaedeutics courses, begins in year 4, in which students complete General Surgery and Anaesthesiology, General Gynaecology, Obstetrics and Andrology, and Imaging Methods courses, as well as courses related to hygiene and technology of milk (Food Hygiene and Technology I.) and meat (Food Hygiene and Technology II.). In that stage, the main focus of study is the diseases of companion animals (Diseases of dogs and cats I. and II., Diseases of horses I.) and livestock (used for food production – Diseases of ruminants I., Diseases of swine I., Breeding and Diseases of Fish and Bees, Diseases of poultry and rabbits). With regard to the One Health approach, great attention is also paid to Infectious diseases and their prevention (I. and II.). In year 4, students begin the preparation of their final theses, which are, pursuant to the applicable law, the *conditio sine qua non* for the successful completion of their studies. In that year, all students are obliged to complete the extramural practical training at RVFA (RVFA organisations, animals farms, food production facilities) in the scope of 80 hours. Courses of the compulsory curriculum are supplemented with EC, which the students may choose from the lists of ECs and OCs arbitrarily and as recommended in the study plan during the 3rd–8th semesters so that the consistency of the learning process is ensured.

Since year 4 of the FH SP, in addition to the courses identical to those taught in the GVM SP, greater emphasis is put on the courses that are closely related to the learning outcomes, the profile and specialty of the FH graduates. Those courses deal with the individual FH disciplines (General Food Hygiene and Sensory Analysis of Foodstuff, Food Microbiology, Mycology and Foodborne Diseases, Hygiene and Technology of Food of Plant Origin, and Professional Practical Training in Food-producing Enterprises and Commercial Network).

Clinical teaching in year 5 continues to be oriented on diseases of companion animals (Diseases of Dogs and Cats III. and IV., Diseases of Horses II. and III., Diseases of Exotic Animals and Reptiles), livestock (food production) animals (Diseases of Ruminants II. a III., Diseases of Swine II.) and free-living animals (Breeding and Diseases of Game) with the emphasis on teaching the related skills. The teaching of clinical courses of year 5 is logically supplemented with the teaching in the Professional Ethics and Communication course. The knowledge and skills in the field of food hygiene and the One Health approach are acquired by students in the Food Hygiene and Technology III, Animal Control at Slaughterhouse, and Zoonoses, WOAH Listed Diseases and One Health courses, supported by the courses dealing with law, forensic medicine and public

veterinary medicine. The curriculum in year 5 also includes the compulsory continuous professional practical training at selected CVS centres and at PVSs in the scope of 120 hours.
During the direct clinical teaching, students work in sub-groups of 5–7 per teacher to ensure that the hands-on-teaching/learning is guaranteed.

In year 5 of the FH SP, in addition to courses that fulfil the ESEVT requirements, the emphasis is also put on the courses related to hygiene. Therefore, those courses are assigned a higher number of lessons (Hygiene and Technology of Milk and Milk Products, Hygiene and Technology of Processing of Poultry, Eggs, Rabbits, Game, Fish and Honey; Hygiene and Technology of Meat and Meat Products) and the Official Control of Foostuff course is added.

Description of the core clinical rotations and emergency services

Clinical rotations, including the emergency services, are part of the block teaching, which the students of SPs complete in year 6 of study at 5 clinics. The clinics are part of the UVH and provide the veterinary care of various animal species 24/7 throughout the year. The objective of clinical rotations is to ensure that all students gain practical experience with common species of companion, exotic and food producing animals. In order to achieve that objective, it was necessary to adjust the study plan and coordinate it across the clinics. Students develop their clinical skills through the problem-solving-based teaching and are obliged to complete the number of hours prescribed in the study plan for the clinical rotations.
Clinical rotations are carried out in small groups (4–6 students) with the aim of giving the students opportunities to gain experience and acquire practical skills. All students engaged in clinical rotations must take part in emergency services. The emergency services are carried out under an agreement between a student and the on-duty VS.
During the clinical rotations, students work under the supervision of their teacher, acquire and enhance their skills and competences while being in direct contact with patients. They consult their findings and the proposed therapies and actions with their teacher, but perform them without assistance, thereby assuming partial liability for the assigned patients. They actively participate in the whole diagnostic and therapeutical process performed with the assigned patient (they inquire about medical history, conduct clinical examinations and diagnostic tests, propose and execute therapies, and provide assistance in surgical interventions and postoperative care). They are also present in the monitoring, reporting and treating other patients that are hospitalised at the clinics. They are involved in the scheduled emergency services participate in activities conducted by the mobile clinic, participate in the preparation of patients records and clinical protocols report on patient's status at daily visits and present their findings at the clinic meetings. Presentation and defence of the assigned patient is a precondition for allowing student to take a state exam.
During the clinical rotations, students are obliged to record in their Logbooks all interventions conducted.

In year 6 of the study of the FH SP, unlike in the GVM SP, students enhance their knowledge in the block teaching that focuses on the key hygiene-related courses (Hygiene and Technology of Meat and Meat Products, Hygiene and Technology of Milk, Milk Products and Hygiene and Technology of Food of Plant Origin). The same principle is also applied at a state exam.

Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Courses focusing on products of animal origin, their hygiene, technology and processing, as well as their safety, are taught in years 4, 5 and 6.

In the GVM SP, the teaching is conducted in years 4 and 5 as part of the Hygiene and Technology of Food I., II., III and the Animal Control at Slaughterhouse courses.

In the FH SP, the teaching is conducted in years 4, 5 and 6 as part of the Hygiene and Technology of Milk and Milk Products, Hygiene and Technology of Processing of Poultry, Eggs, Rabbits, Game, Fish and Honey; Hygiene and Technology of Meat and Meat Products, Animal Control at Slaughterhouse, Official Control of Foodstuff, and in the block teaching that deals with hygiene

and technology of meat and meat products, and hygiene and technology of milk, dairy products and foods of plant origin.

The teaching of hygiene and technology of the production of milk and dairy products is primarily carried out in the special training room for processing milk and dairy products and in the laboratory of the Department of Food Hygiene, Technology and Safety, and in the facilities of contractually cooperating milk-processing companies.

The teaching of FSQ in the GVM SP (Hygiene and Technology of Food I, II, III and Animal Control at Slaughterhouse) is organised in the form of lectures and practical exercises. The practical exercises are held in the laboratories of the Department of Food Hygiene, Technology and Safety. Hygiene and Technology of Processing Milk and Dairy Products is taught at the UnF, in the UVMP Special training room for processing milk and dairy products, and in contractually cooperating enterprises (Milk agro s.r.o.).

The teaching at slaughterhouses primarily focuses on veterinary hygiene conditions of meat production form slaughter animals, HACCP, health control of slaughter animals before and after slaughter, evaluation of animal welfare during transport, before slaughter and during slaughter. During the teaching conducted at slaughterhouses, students themselves perform examinations under the supervision of their teachers and in the presence of an official VS. They work in teams of 6 students. The teaching is carried out at the University slaughterhouse (currently under reconstruction), contractually cooperating slaughterhouses, and food producing enterprises (Dalton Košice, Brutus Trebišov, Domäsko Košice, Ryba Košice).

The teaching in the field of meat technology, processing and production of meat products is conducted in the UVMP Special training room for processing meat and producing meat products and in contractually cooperating enterprises. In addition, students acquire practical experience in FSQ during their professional practice at RVFA. Within the process of preparing for an optional state exam in Food hygiene, technology and health safety, students complete the block teaching in the form of lectures and excursions in food processing enterprises and in the VAS rendering plant in Mojšova Lúčka.

The teaching of FSQ in the FH SP (Food Microbiology, Mycology and Foodborne Diseases; Hygiene and Technology of Foods of Plant Origin; Hygiene and Technology of Milk and Milk Products; Hygiene and Technology of Processing Poultry, Eggs, Rabbits, Game, Fish and Honey; Animal Control at Slaughterhouse; Hygiene and Technology of Meat and Meat Products; Official Control of Foodstuff) is provided in the form of lectures and practical exercises. Practical exercises are conducted in the laboratories of the Department of Food Hygiene, Technology and Safety. Hygiene and Technology of Processing Milk and Milk Products is taught at the UnF, in the UVMP Special training room for processing milk and dairy products, and in contractually cooperating enterprises (Milk agro s.r.o., Tatranská mliekareň).

The teaching is also carried out at the University slaughterhouse (currently under reconstruction), contractually cooperating slaughterhouses and food producing enterprises (Dalton Košice, Brutus Trebišov, Domäsko Košice, Ryba Košice). The teaching at slaughterhouses primarily focuses on the veterinary hygiene conditions of meat production form slaughter animals, HACCP, health control of slaughter animals before and after slaughter, evaluation of the welfare of animals during transport, before and during slaughter. During the teaching process at slaughterhouses, students themselves perform examinations under the supervision of their teachers and in the presence of an official VS. They work in teams of 6 students.

The teaching in the field of technology of meat processing and production of meat products is conducted in the special training room and in contractually cooperating enterprises that produce meat products (Dalton Košice, Domäsko Košice, Tauris a.s.). Students of this SP also visit the VAS rendering plant in Mojšova Lúčka.

In addition, students acquire practical experience in FSQ during their professional practical training at food producing enterprises, RVFA and VFI.

In the process of preparing for a compulsory state exam in Food Hygiene, students complete the block teaching in the form of lectures and excursions in food processing enterprises that operate in the field of hygiene and technology of meat processing and production of meat products and in the field of hygiene and technology of milk, dairy products and foods of plant origin.

Description of the method of selection of elective and optional courses by the students and the degree of freedom in their choice

The process of choosing ECs and OCs is described in Article 14 of the Study Guidelines. The list of ECs and OCs is part of the study plan and is available on the website; at the beginning of the AY, the list is also published in the document titled Information on Studies at the UVMP for a particular AY. During the first four years of study, students must choose and complete at least one EC. The list of ECs also indicates the recommended year of study in which the particular course should be studied in order to ensure the consistency of the study.

Students create their own study plans for each AY by registering for the CCs, ECs and OCs according to the recommended study plan. After they complete those courses, they obtain credits required for passing to the next year of study. The minimum required number of credits prescribed in the study plan for the purpose of study completion is 360. Students choose ECs and OCs arbitrarily from the list of offered ECs and OCs in the respective SP. After an EC is registered in the study plan, it becomes compulsory for the student and must be completed. Optional courses do not have to be completed by students, nor repeatedly registered for, and students may replace them with any of the ECs or OCs. An EC or an OC is only opened if at least 8 students register for it. If the number of registered students is lower than the number prescribed in the Study Guidelines, opening of the course is conditioned by the approval of the guarantor´s request by the Vice-Rector for Education. If the course is not opened, student may automatically choose other course from the list of offered courses. In the case of an EC or an OC with a limited capacity of registered students, the order in which students register for it electronically in the AIS is decisive. The registration for an EC or an OC may be cancelled during the first two weeks of the semester, and in such a case the students may register for another course.

3.2. Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for lifelong learning.

As part of the quality assurance system, the UVMP has established rules and a control mechanism with the aim of ensuring the fulfilment of the determined education aims in SPs, related learning outcomes, and the quality of academic environment. The UVMP supports self-learning of students as it eventually leads to the life-long learning.

The fulfilment of the educational aims in SPs is ensured through the individual curriculum courses, each with a learning outcome that is defined in order to ensure accordance with the graduate profile and the acquisition of D1C, as required by the ESEVT. The obtained qualification refers to the National Qualification Framework. Learning outcomes are defined by course guarantors in cooperation with other teachers and practitioners who are engaged in the teaching process. Control of the fulfilment of the educational aims and learning outcomes, based on the feedback from internal and external stakeholders, is carried out periodically with the aim of

guaranteeing the fulfilment of the international requirements for veterinary education, leading to the acquisition of D1C.
The education provided through SPs is student-oriented. The result is the interdisciplinary education based on the latest trends in teaching with a focus on applying the problem solving approach to model and real-life clinical cases (problem-solving clinical medicine), supporting the application of the evidence-based medicine, enhancing the students' practical skills and experience (hands-on-experience), reflecting the needs of the society and the stakeholders, supporting the students' need for life-long learning, and acquiring the D1C in accordance with the SOP.
Increasing the attractiveness of education is contributed by:

- The study advisor, Big Brother, and the Buddy system;
- Good mentorship relationships between teachers and students;
- Direct contact with animals from day one of the study – animals are part of the Campus;
- Opportunity to use CSC already during the study of basic courses;
- Work in student clubs;
- Opportunity to engage in research and present the results in the form of Student Scientific and Professional Activities (SSPA);
- Hands-on-teaching and the acquisition of clinical experience since the beginning of the study;
- Work in clinics in small teams;
- Advisory services on various matters (not only study-related);
- Active engagement of students in the direct operation of the UVMP and their participation in the decision-making processes;
- Awarding scholarship to students who achieve extraordinary study results and those who engage in the UVMP activities, as well as extracurricular activities;
- Material and financial support of the activities organised by student organisations and clubs;
- Constant modernisation of the Campus premises and equipment.

Life-long learning is an inseparable part of everyday life and work of a VS. It is therefore essential that future VSs acquire the habits and gain experience with self-learning already during their studies. The preparation of students for self-learning is ensured through regular monitoring and evaluation of the study activities they perform and are evaluated for. The methods of evaluation of students are defined in the SPs and constitute a mechanism that supports and prepares the students for self-learning. Self-learning is part of a daily routine regardless of the year of study since it forces students to plan their activities (planning), determine their priorities (prioritising), respect the deadlines (time management), and prepare the outputs (delivering) on the basis of which they will be evaluated. Meeting those criteria and reserving the time for self-learning within the active engagement of students in everyday work is a precondition for the students' preparedness for self-learning. Outside the educational process, their preparation is also part of, for example, the Career Fair that is organised in cooperation with the SVFA and CVS.
During the education process, students prepare for self-learning and subsequently for their life-long learning through, the following:

- The use of the provided premises for self-learning – in the University Campus, in Dormitories;
- The use of e-learning study materials (MOODLE), access to databases of clinical cases (case studies – Provet);
- The use of the provided access to exercise rooms, laboratories, museums, necropsy rooms, clinics, library etc. outside the teaching hours (anatomy, histology, CSC, clinics etc., with the aim of supporting the self-learning of students and their mutual assistance with the learning);
- Engaging in research and clinical activities with subsequent presentation of results at professional events (e.g. SSPA);

- Participation in the process of organising student professional events, both national and international (conferences, seminars);
- The use of free access to professional electronic databases;
- Preparation of the assigned seminar reports, literature reviews, case studies etc.;
- The use of self-evaluation tests.

The UVMP provides further education through ten doctoral SPs provided in the full-time and part-time forms, in Slovak and English languages.

The UVMP employees participate in further education of official VSs and PVSs. Postgraduate education of official VSs and other employees of the regional veterinary and food administration authorities is organised by the SVFA pursuant to Act of the National Council of the SR No 39/2007 Coll. on Veterinary Care using its own educational facility – the Institute of Postgraduate Education of Veterinary Surgeons in Košice (IPEPS). In accordance with the Decree of the Ministry of Agriculture of the SR No. 480/2007 Coll. laying down the details on postgraduate education of VSs and further education of employees of public administration and official veterinary laboratories, the IPEPS organises attestation exams of 1st and 2nd degree.

Pursuant to Act No 442/2004 Coll. on PVSs and on the Chamber of Veterinary Surgeons of the Slovak Republic, PVSs are obliged to conduct professional self-learning in the deadlines and by applying the methods defined by the CVS. In cooperation with the UVMP, the CVS organises the Calendarium of Educational Activities on the yearly basis.

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.

Educational aims and strategy

The driving force in an effort aimed at achieving a high standard of education at the UVMP is the fulfilment of the requirements defined in the EU Directives and national legislation, while also monitoring and adjusting to national and global trends in education, changes in legislation, as well as other regulations related to the educational process.

The strategy for the educational activities at the UVMP, including the educational aims, is described in the LSP. Educational aims are defined for the individual SPs and the individual CCs of the curriculum, and they meet the requirement for acquiring D1C. SPs meet the requirements of the Bologna Process, the European Qualification Framework, and the National Qualification Framework. That ensures that the SPs that are aimed at acquiring D1C and knowledge are fully compliant with the EU legislation.

Based on the individual graduate profiles, various educational aims have been defined for the individual preclinical and clinical courses. The methods and forms of teaching, the choice of test questions, as well as the course of exams in the individual courses or in the whole SP also reflect the fulfilment of the educational aims. The structure and contents of the individual courses, their chronological sequence, the provision of practical teaching, practical training and internship, as well as the contents of state exams facilitate that the SPs are constituted as logical units that correspond to their respective graduate profiles and lead to the acquisition of the desired D1C.

Annual revision of the curriculum and educational aims with regard to the D1C requirement is based on the feedback from students, teachers, graduates and other stakeholders. It is part of the internal quality evaluation system and facilitates continuous modification of the educational aims

and adaptation of the graduate profiles to changes in the demand from the society, hence contributing to a higher rate of employment of graduates in more adequate jobs.
The curriculum evaluation is carried out at several levels:

A) Annual anonymous evaluation by students and graduates:
- Anonymous questionnaire – evaluation of teachers by students;
- Anonymous questionnaire – evaluation of courses by students;
- Anonymous questionnaire – evaluation of preclinical practical training;
- Anonymous questionnaire – evaluation of professional practice at SVFI;
- Anonymous questionnaire – evaluation of professional practice at PVSs;
- Anonymous questionnaire – evaluation of professional practice at RVFA;
- Anonymous questionnaire – evaluation of clinical practical training;
- Anonymous questionnaire – evaluation of professional practical training at food production enterprises and slaughterhouses;
- Anonymous questionnaire – evaluation of the study at the UVMP by graduates.

B) Annual anonymous evaluation by employers and customers:
- Anonymous questionnaire – evaluation of satisfaction among employers with the level of readiness of the graduates;
- Anonymous questionnaire – evaluation of satisfaction among customers with the services provided by the clinics.

C) Irregular evaluation by students in the form of suggestions:
- Individual suggestions provided by students to the head teacher of the given year of study, the Vice-Rector for Education, and the Rector via student representatives in the UVMP bodies (AS, Committee for Education, SPCs).

D) System evaluation by the UVMP bodies:
- Evaluation of courses based on the study results achieved;
- Annual evaluation of the quality of SPs for the AY;
- Annual evaluation of the fulfilment of LSP.

How the VEE ensures that the learning outcomes fit with the ESEVT Day One Competences

The process of creation, modification and periodic evaluation of the curricula for the individual SPs is carried out while taking into account the applicable ESEVT requirements related to D1C that students acquire in the individual courses. Course guarantors are therefore obliged, in cooperation with the PRSPs, to ensure that the contents taught, the methods and forms of teaching, and the evaluation of students and learning outcomes are harmonised with those requirements.
Students demonstrate the acquired D1C by successful completion of the compulsory curriculum in the form of obtaining credits and passing exams. This also includes obtaining certificates of the completion of all clinical activities and the acquisition of the skills listed in the Logbook.

Decisions on learning outcomes

Learning outcomes are determined for each course. Any changes in the learning outcomes must be part of the SP revision, modification of study plans and the CIL. The procedure of adopting changes and supplementations is described above in Standard 3.1. and is defined in the Quality Assurance IR.
Changes approved by the AC are communicated to teachers and students by publishing them in the AIS, where the changes are incorporated in the descriptions of the SPs and the CILs. The syllabi of the individual courses are available to relevant persons on the website and Quality Portal. Since the SPs are fully published on the Quality Portal, the changes made are also available to the general public.

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

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

The process of creation, modification and periodic evaluation of SPs, as well as the approval, control and evaluation of SPs, including the PDCA cycle, as described in detail in Standard 3.1. and is part of the Quality Assurance IR. The educational process and adherence to the curriculum is annually evaluated within the internal quality assessment and assurance (annual quality reports and their updates), it is also revised with regard to the implementation of the international requirements for veterinary education (ESEVT EAEVE).
The curriculum for every AY, including all changes, is published on the website and on the Quality Portal and is available to the general public. Employees, students, external stakeholders and other stakeholders are notified of any changes in the curriculum electronically and via printed documents (UVMP Newsletter).
As part of the internal higher education quality evaluation system, the UVMP has established the study programme committees (SPCs). SPCs prepare descriptions of the individual SPs, annually prepare a report on the creation, modification and periodic evaluation of the SP as of October 31st and submit it to the Quality Assurance Council, while continuously suggesting measures and submitting proposals how to improve the quality of creation, modification and periodic evaluation of SPs to the Rector.

3.5. Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

The purpose of EPT is to enable students to revise and enhance their knowledge and practical skills acquired during their studies in the facilities operated by practitioners and under their direct supervision. All practical trainings are carried out under agreements entered into by the UVMP and the individual organisations, or individual providers. Such agreements establish a relationship between a student and a provider of EPT. The EPT providers are obliged to certify with their own signature in the Logbook that the student has completed the required procedures, and comment on the student's approach to the performance of that practical training. If the student's performance is not satisfactory, or if there is evidence of their unethical behaviour, if they fail to attend to the practical training as required, and/or violate the internal rules of the EPT provider, it is communicated to the UVMP, the institution that provides the practical training, and to the CVS. Students are obliged to complete the following EPT:

- Preclinical internship – 4th semester, 40 hours in the GVM and FH SPs – during the internship, students should be allowed to engage in direct contact with animals as the assisting staff or a veterinary nurse (for students with adequate qualification). Students may participate in an internship in: clinics of PVSs, animal farms, shelters, facilities processing products of animal origin, etc., under agreements concluded between the UVMP and those institutions;
- Professional practical training at SVFI – 5th and 6th semester, 40 hours in the GVM and FH SPs – during the practical training, students should be allowed to revise their skills and acquire new skills in the field of laboratory activities. Students perform the practical training at SVFI centres under concluded agreements;
- Professional practical training at RVFA (RVFA organisations, animal farms, facilities processing products of animal origin) – 7th and 8th semester, 80 hours in the GVM and 9th and 10th semester, 80 hours in FH SPs – students should also perform external practical training in the field of state administration supervision and FSQ;
- Professional practical training at PVSs – 9th and 10th semester, 120 hours in the GVM and FH SPs – external clinical practical training oriented on all animal species, depending on the nature of the practical training and the students' preferences in contractually cooperating selected centres of the CVS members, based on the fulfilment of the requirements determined for the Training Centre by the CVS in cooperation with the UVMP. The list is published on the website and the CVS website. Subsequently, the UVMP enters into agreements with individual PVSs whose clinics are the venues of the practical training. To all PVSs at whom students perform their practical training, the UVMP pays a sum of EUR 100 per student/week.
- Professional practical training in food processing enterprises – 7th and 8th semester, 40 hours in the FH SP – the FH students are assigned more hours of FSQ practical training in contractual partners.

The practical experience obtained during the practical training helps students in their decision-making about their future career and employment after graduation.
Specific contents of the individual practical trainings, the methods of their execution, the requirements put on students and practical training providers, the evaluation of practical training, and the agreement templates are presented in the Appendix 2. Practical training providers provide the UVMP with the questionnaire-based feedback on the students and the SPs. Students also provide their feedback on the course of the practical training. All the questionnaires are analysed and evaluated by the guarantors of the practical training and then discussed with the EPT providers for the purpose of using the obtained information in the revision of SPs, potentially excluding a training centre from the list, or amending the contents and course of the practical training.

3.6. The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

The EPT is only performed at the contractual partners with whom the UVMP concluded framework agreements (SVFA, CVS, SVFI, agricultural enterprises, breeding unions, food producing enterprises) and separate agreements (PVSs, facilities of enterprises) – as already described to some extent in Standard 3.5.
The list of contractual partners of the UVMP, including their contact data, is available to students on-line and on the CVS website. Students may choose from the list a place where they wish to conduct their EPT based on their own wishes and preferences. Agreements between the students and practical training providers, once the provider's authorisation to provide the practical training is verified, are undersigned by the Vice-Rector for Education under the authorisation granted by the Rector. During the practical training, students work under the direct supervision of the

practical training provider and are obliged to keep records on all activities conducted in the Logbook. EPT providers are obliged to certify with their signature that the records made are relevant and the assigned tasks have been performed. The Logbook also contains the evaluation of the student by the practical training provider and the evaluation of the practical training by the student. The Logbook is then evaluated by the course guarantor and is also used as the feedback from the practical training, providing valuable information for the purpose of improving the quality of activities related to the implementation of practical training for students. For every SP and every EPT, the syllabus appoints the person responsible for the supervision over the execution of EPT – the practical training guarantor, who is liable for the contents, course, organisation, venue and evaluation during the practical training. Coordination and supervision over the EPT implementation fall within the responsibility of the Vice-Rector for Education and the Vice-Rector for Clinical Activities and Professional Relations. During the performance of practical training, students are ensured under an insurance policy that covers injuries and health issues occurring during the practical training, as well as potential damage caused to the practical training provider. The list of guarantors of the individual practical trainings, the CILs for practical training, and agreement templates and forms are published on the website as part of the information about practical training.

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.

Students may arbitrarily choose an EPT venue from the list of approved practical training providers at their own discretion and preferences. Students contact the chosen provider themselves and apply for the admission to practical training. Before the practical training begins, a student must be informed by the course guarantor in which the practical training is to be conducted about the requirements and obligations related to the performance of the practical training. The website contains detailed instructions for each EPT type, which are regularly updated, as well as the instructions provided for the successful completion of EPT, the procedure of selecting the practical training, the obligations during the practical training, the method of evaluation and control of the practical training, procedures for handling complaints and obstacles related to the EPT. Guarantors of the courses in which the practical training is carried out evaluate whether the students meet the requirements of the practical training by examining their Logbook, which also includes the feedback on the practical training provided by both the student and the provider of practical training. That is used for the purpose of updating the requirements for practical training and its outputs and amending the list of training facilities. The course of practical training and the execution of tasks at an external facility by students is inspected on the random basis or upon a complaint raised by a student or a provider. Inspections are made by the practical training guarantors (the Vice-Rector for Clinical Activities and Professional Relations, the Vice-Rector for Education) upon a mutual agreement and in cooperation with the regional president responsible for the facility in question. The inspection protocol, signed by all parties involved, is evaluated at joint meetings of the University representatives and the representatives of the party involved (CVS).

An agreement violation by the EPT provider may be reported by students either in person – by contacting the practical training guarantor, the Vice-Rector for Education, the Vice-Rector for Clinical Activities and Professional Relations, or the Study Office, or via an email, or in the final evaluation of the practical training in the form of a questionnaire. Students may also file a complaint anonymously using a mailbox for anonymous complaints located in the P11 pavilion. Complaints are handled individually in cooperation with the Vice-Rector for Education and the

practical training guarantor. Complaints are investigated and adequate measures are taken in order to prevent similar situations in future. The investigation results are communicated to the student. Shortcomings on the part of the practical training provider may constitute the grounds for excluding the provider from the list of CVS practical training sites. In the case that a practical training is discontinued due to the provider's failure to fulfil its contractual obligations, the student is entitled to choose a new provider of practical training from the list, which must be approved by the practical training guarantor. The number of days already spent at the practical training is included in the required scope of practical training.

Comments on Area 3

Based on the changes in the national legislation and the SOP, the UVMP has modified its curriculum for the GVM SP performed in Slovak and English languages, and the curriculum for the FH SP, with the aim of meeting the requirements of the new SOP, improving the quality of the teaching process, extending duration of direct clinical teaching, and reducing the burden for both students and teachers.

Since 2022, the curriculum and information about SPs is available not only to students and teachers, but also to external stakeholders and the general public via the website and the Quality Portal.

Suggestions for improvement in Area 3

Despite a significant progress in the curriculum, the UVMP admits that there are also other measures that might improve the quality of the teaching process and the curriculum. Such measures will be implemented as part of the periodic evaluation of the SPs, conducted once a year, and the periodic evaluation after the expiry of the standard length of study in compliance with the Quality Assurance IR.

Area 4 - Facilities and equipment

4.1. All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

UVMP location and organisation

The UVMP is located in the eastern part of Slovakia, in the Košice Region. The University Campus area is 8.5 ha and has the appearance of a historical park and constitutes a complex of modern, as well as historical buildings, many of them now being historical monuments. Workplaces are situated in the individual buildings. Individual buildings are referred to as pavilions. Most of the UVMP premises (clinics, departments and laboratories) are located directly in the Campus, while the Dormitories are located nearby (500 m). The maps are attached as Appendix 3. The Interactive Campus Map is available on the Quality Portal.

The University special facilities, which are not located in the Campus, include the UnF, the UF in Rozhanovce, and the EqC. The UnF (35 km) focuses on breeding small ruminants, large ruminants and swine. In that facility, many courses are taught – preclinical as well as clinical. The UF in Rozhanovce (20 km) deals with breeding fallow deer, moufflon, pheasants, bees and fish. Selected courses are taught there, in particular those that deal with breeding and diseases of the aforesaid species. The EqC of the UVMP (3.8 km) is easily accessible by public transport and it is the place where the University horses are kept and where students and private owners can keep their horses too. The EqC is also the place where the Mounted Police of the SR has its official seat. In that facility, courses dealing with breeding and diseases of horses are taught, in preclinical as well as clinical disciplines. All UVMP facilities and premises are used for the purpose of facilitating the acquisition of the required D1C.

Strategy and programme for sustainability and upgrade of the buildings and equipment

The UVMP has established the LSP, which also includes the enhancement of materials and technology owned by the UVMP, to be procured from its own sources as well as other sources. The document defines the individual objectives, and the means required to fulfil those objectives. In that regard, the UVMP participates in the calls announced within various operating programmes, the Plan of Recovery and Resilience of the Slovak Republic, developmental projects, projects financed by various foundations and from other sources, and uses the UVMP's own funds. With regard to the individual resources, the UVMP puts the emphasis on increasing efficiency of the energy and waste management and sustainability, hence contributing to the implementation of important projects and campaigns related to green universities, as well as other campaigns. In that context, the UVMP has recently built a new Pavilion 40 of the UVH, implements the reconstruction of individual pavilions and their parts with the aim of creating optimal working environment for its employees and students. Pavilions no. 1, 2, 3, 4, 5, 6, 8, 9, 12, 13, 14, 17, 18, 19, 25, 29, 35, 36 and 39 have been modernised. Modernisation of the other pavilions and university facilities located outside the Campus is also planned. At present, preparation works are being carried out for the purpose of the reconstruction of the facility for processing and storage of game in the UF in Rozhanovce. Recently, roads in the University Campus were completely reconstructed. The UVMP also engages in the EU calls announced within the Slovakia operating programme. The individual processes are governed centrally by the Bursar's sections (Finance Department, Operation and Investments Department, Public Procurement Department, and Project Department) and are approved by the UVMP Management. Requests for operations other than those that are centrally planned are placed by the individual workplaces and also through the Bursar's departments. Under a concluded contract, the UVMP uses the CT and MRI equipment, which is also made available to students during relevant courses.

Compliance with relevant legislation

All UVMP processes comply with the relevant Slovak and EU legislation. The UVMP workplaces have established their own operating rules. In the field of biosecurity, the manuals have been drawn up and are regularly revised by respective committees (Appendix 7). The Ethical Committee for Handling Animals supervises the welfare of animals. Health safety and regular trainings are organised by an external company in cooperation with the Department of Safety and Crisis Management (DSCM). Individual processes are regularly revised both internally and externally, they are also recorded and evaluated. They are managed by the DSCM, which falls within the Rector's responsibility. For all of the aforesaid matters, the UVMP has established internal guidelines and organises regular trainings for its employees. Students undergo mentioned trainings throughout their 6-year studies. The UVMP has created special premises for students with special needs, most of them being students with learning disorders (dysgraphia, dysorthographia, dyslexia), who are provided necessary support, as prescribed by law. Students with chronic diseases (diabetes, celiac disease) may prepare their meals and eat in special kitchenettes that are available only to them and are open outside the canteen's opening hours.

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

Lecture theatres in the UVMP premises are equipped with adequate audiovisual technology, including PCs and free Wi-Fi network, which the students and employees must log in. The Eduroam platform is also available. The UVMP regularly updates and upgrades that technology using the funds obtained from the Non-investment Fund of the UVMP.
Locations and characteristics of Lecture rooms are presented in Appendix 10.

Premises for group work

The University Campus includes 146 such premises. The premises include seminar rooms (44) and exercise rooms (102). The exercise rooms include laboratories, CSC premises, premises for clinical training as part of the VTH, premises for necropsy, and premises for teaching FSQ.
Locations and characteristics of the individual premises are presented in Appendix 10.

Clinical Skills Centre (CSC)

The CSC is an important training centre for students as it enables them to acquire clinical skills on models. That significantly eliminates distress in their first contact with live animals and vice versa. It is operated by applying the 3R principle (Replace, Reduce, Refine) and students have the opportunity to practice several skills there. The CSC is located in the Pavilion 17 and consists of several separate rooms that are intended for different skills. It is used in the teaching process and by students during self-learning. Since it was opened, the CSC includes a locker room for students, bathrooms, a storage room for cleaners, a room for training the wound dressing techniques, a room for training the blood sample collection, intravenous catheterisation, and infusion technique, a room for the preparation of a surgery field and for training anaesthesia techniques. The room is equipped with simulators for training the castration of dog males and females. Furthermore, the CSC includes a room for imaging technology, equipped with USG devices, a room for training surgical sutures, a room with models for diagnosing dystocia in cows and diagnosing the stages of their pregnancy. The room also contains a dog model intended for simulating lung and heart murmurs. The CSC is open on working days from 8:00 to 16:00. As part of the launched Buddy system, the CSC is also used by senior students to help their younger colleagues. The Buddy system is available to students from 16:00 to 20:00. The CSC operation falls within the

responsibility of a VS who supervises the students. The CSC is also the place where students may prepare their protocols and upload them in the Provet clinical information system (Provet); for that purpose, the CSC is equipped with the necessary computing technology. The CSC was supported from the Tatrabanka Foundation for the purpose of enhancing the USG skills of students. The ultrasound device was purchased to be used by students and it is available when the CSC is open. The CSC equipment: a CPR dog and a Fluffy cat for critical care (training the CPR, positioning animals, fixation, preparation of a surgical field, injections), paws for i.v. training – training of blood sampling, introduction of i.v. cannulas, intubation heads – cat, dog, training the intubation techniques during the monitoring of patients under anaesthesia, manipulation with the anaesthesiology instrument, training of sutures, station training: preparation of the surgical team (dressing up, instrumentarium, surgical filed), an OVH simulator – male and female dog, training of ovariohysterectomy, reproduction in cattle – a dystocia simulator and a pregnancy stage simulator (rectal examination), osteosynthesis – simulators for simple bone coupling, USG – for familiarising with the USG device, simple manipulation under USG control on fathoms, removal of tartar from teeth, and training of wound dressing techniques on small animals. New simulators have been provided for sutures of vessels and intestines.

Premises for study and self-learning

The UVMP premises intended for studying and self-learning are located in multiple pavilions, while the workplaces equipped with such premises make them available to students. The main study centre is the UL, which includes the premises equipped with the necessary technology and equipment for study purposes. The organisation of the UL is described in Area 6. As an obvious service for students and employees, the UVMP Campus provides the Wi-Fi connection. Individual premises are available to students during working days and opening hours of the individual workplaces. Outside the working days and opening hours, students may use the library premises. Pavilions with sufficient space also include the leisure zones equipped with adequate equipment.

Canteen and catering

The UVMP has two canteens, one situated in Pavilion 14 and one in the student dormitories, 500 m away from the UVMP Campus. The canteens are operated by a private company. Meals are normally ordered in advance, but some selected meals can be chosen on the spot from the menu. The menu also includes dishes for people with special diets or intolerances. Canteens in the UVMP Campus and in the student dormitories are open on working days from 11:00 to 14:00. The University Campus also includes a buffet and a mobile coffee shop. In P39 and P36, there are kitchenettes for students with special needs, which are also available outside the canteen opening hours. Right next to the UVMP, there are several commercial restaurants.

Changing clothes

All teaching premises include a place where students can change or leave their personal belongings and use bathrooms. Lockers with hangers and benches are located there, as well as personal hygiene facilities, and in some cases also showers.

Accommodation for students on duty

Students who are on emergency duty may stay in special rooms equipped with beds, a fridge and a shower. This applies mainly to the students engaged in the emergency service in the Small Animal Clinic and the Clinic of Horses. In other clinics, students are on telephone stand-by duty as scheduled.

Toilets and showers

Bathrooms, showers and personal hygiene premises are available in almost all buildings. Showers are in all clinical premises, available to the employees and students.

Offices for employees and research laboratories

Teachers and doctoral students use the offices individually or in groups. They are located in individual pavilions. All creative employees may use adequate technology and equipment.

Technical staff share the premises equipped with the required technology and equipment. Staff in the worker category may also use special premises equipped with adequate technology and equipment. All employees use university mobile phones with prepaid plans, paid by the UVMP. The UVMP also makes its premises available to former employees.
Research laboratories are located in pavilions 1, 2, 3, 6, 8, 10, 12, 16, 17, 19, 35 and 36.

4.3. The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:
- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
- be of a high standard, well maintained and fit for the purpose
- promote best husbandry, welfare and management practices
- ensure relevant biosecurity
- take into account environmental sustainability
- be designed to enhance learning.

Description of premises for animal housing

Healthy animals are housed directly at the UVMP (VTH, clinics), and extramurally (EqC, UnF, UF in Rozhanovce). Students have access to the individual animal species depending on a clinic. The housing complies with the law and the rules regarding the animal welfare. Individual premises are made accessible and arranged so that the students are able to perform the hands-on training in optimally large groups. Individual premises comply with the standards for biosafety and biosecurity. Animals are used in the teaching process in preclinical courses, propaedeutics, and clinical courses. The EC comprises 61 housing spots for healthy animals.

Centre	Location	Number of animals/healthy
Small Animal Clinic	P26, P40	0
Clinic of Horses	P18	5 animals
Clinic of Swine	P19	18 animals/ 11 pens
Clinic of Ruminants	P19	6 small ruminants 16 cattle animals
Clinic of Birds and Exotic and Free-Living Animals	P26	26 rabbits, 15 rats, 3 mice 16 pigeons, 10 pheasants, 10 parrots 12 birds of prey (an aviary)

Premises for hospitalisation of animals

Individual clinics have the hospitalisation premises. There are also separate units – the Isolation Premises of the Department of Epizootiology, Parasitology and Protection of One Health, located in pavilions P29 and P40.
The Small Animal Clinic hospitalises animals in two pavilions. In Pavilion 26, animals with internal diseases are hospitalised; there are 12 hospitalisation boxes for dogs and cats, located in three rooms for the separate hospitalisation of cats. There is also one oxygen box there. Surgery patients are hospitalised in Pavilion 40 with 9 boxes for dogs sized 76x150 cm, 11 boxes for dogs sized 61x100 cm, and 14 boxes for cats sized 51x76 cm.
The Clinic of Horses hospitalises animals in Pavilion 18 with 13 places for the hospitalisation of horses, 3 boxes with paddocks, 2 boxes with a rail for immobile patients, and one post-narcotisation box with a lifting device (operated by trained staff).
The Clinic of Swine hospitalises animals in Pavilion 19 with 9 pens for 9 animals.
The Clinic of Ruminants hospitalises animals in two pavilions. Pavilion 18 is intended for hospitalising 11 small ruminants or calves. Pavilion 19 is intended for hospitalising 24 cattle animals.
The Clinic of Birds, Exotic and Free-Living Animals hospitalises animals in Pavilion 26 with 6 boxes for various species (2 m^2), 1 incubation box (0.5 m^2), 2 cages (1.5 m^2), 1 terrarium (0.5 m^2) and 6 boxes for birds of prey.

Premises for research animals

The UVMP has an experimental menagerie in Pavilion 18, intended for keeping laboratory animals. The UVMP workplaces use the Pavilion for scientific and educational purposes in accordance with the approved projects. The UVMP Experimental Menagerie (EM) has been established for the purpose of keeping laboratory mice, rats, and rabbits. The EM has been accredited and meets all legislative requirements and ethical principles that are required for handling animals.

Description of premises for clinical activities

The Small Animal Clinic activities are carried out in three different pavilions (17, 26, 40). In pavilion 40 (surgery, orthopedics, reproduction) on the ground floor there are: a waiting room, a day room for support staff, an andrology laboratory, a surgical theatre, student changing rooms and a specialized workplace (Veterinary Diagnostic Center). On the first floor there is a day room for students, a reception, waiting room, a stomatological ambulance, an ophthalmological ambulance, orthopedic ambulance, an intensive care unit, an imaging diagnostics tract, two hospitalization rooms, a small surgical theater, an endoscopic ambulance, a rehabilitation room, 3 surgical theaters. On the second floor there are 3 practical training rooms. In the P40 premises, the following disciplines are taught within the individual study programs: general surgery and anesthesiology, radiographic radiography, radiology and imaging diagnostics, small animal surgery and orthopedics, clinical animal oncology, reproductive endocrinology, small animal reproduction, clinical practice, veterinary ophthalmology, obstetrics, andrology and reproductive disorders. Pavilion 40 has the following equipment: X-ray machine, USG machines, laminar box for preparing chemotherapy drugs, dental treatment machine, dental X-ray with indirect digitization, inhalation machines, infusion pumps, vital signs monitor, electrosurgical units, flexible endoscope, operating microscope, inhalation system, operating chair for ophthalmology, endoscopic tower with LED monitor, arthropump and endoarthrinflator, vital signs monitors, inhalation machines, osteosynthesis equipment, sterilizers, ultrasonic teeth cleaner, rehabilitation bath, slit lamp, Tonometer, Goniscopic lenses, Pachymeter, retinographic equipment, ophthalmoscope, eye laser, incubators for newborns, oxygen generator, digital scales, centrifuges, microscopes, scales, sterilizers, electroejaculator.

Pavilion 40 also includes a specialized workplace, the Veterinary Diagnostic Center (VDC), operated by a private company. UVLF has a contract with the company, which also includes the provision of premises and materials for teaching purposes. The workplace is equipped with an MRI and CT machine.

Pavilion 26 (Department of Internal Medicine) houses a waiting room, an outpatient clinic (4 transition rooms, 5 examination tables), a seminar room for students (examination table, 3 microscopes and a computer), a cardiology outpatient clinic, and a laboratory. The following courses are taught in the premises: courses covering internal diseases of small animals, Clinical Syndromes of Dogs and Cats, Neurological review of Small Animals, Nephrology and Urology in Small Animals, Homeopathy in Small Animals, and Veterinary Dermatology in Small Animals. The equipment includes a microscope, refrigerator, 8x infusion pump, 6x infusion stand, 2x injection pump, pulse oximeter, blood pressure monitor, aspirator, nebulizer, infusion solution heater, oxygen tent, thermostat, otoscope, 2x oxygen generator, scale, USG device, gastroscopic device.

The Clinic of Horses carries out its activities in pavilions 17 and 18. Pavilion 18 contains an examination room with a fixation cage, a warehouse, a feed preparation room, a changing room for students, and a room for nurses. Pavilion 17 contains a room for communication with clients, a room for the attending physician, a room for students (for working in the Provet system), a medicine and material storage room, a kitchen, a laundry room, a washroom for students and veterinarians, changing rooms, toilets, and a storage room for the X-ray equipment. The premises include a surgical theatre adequately equipped for handling animals. There is also a post-anesthesia box. The clinic's equipment includes a centrifuge, hormone analyzer, X-ray equipment

with accessories, infusion pumps, injection pumps, suction machine, inhalation device, endoscopic tower, arthroscopic tower, post-anesthesia box, surgical table, anesthesia unit, pulse oximeter, dental instruments, USG, laser, lifting device for patient manipulation, microscope, inhalation device for horses, horse scales. As part of the mobile clinic, the clinic operates a Citroen Berlingo car with a horse cart. The clinic also has a fully equipped room for horse shoeing.

The Clinic of Ruminants performs its activities in Pavilions 17, 18 and 19. In Pavilion 18, there is an examination room, a laboratory, an office, a storage room for medications and materials, a locker room for students, a room for caretakers, two rooms for housing animals (patients and healthy animals). In Pavilion 19, there is an examination room, an operating theatre, an office, a storage room for medications and materials, 2 locker rooms for students, and 2 rooms for housing animals. In Pavilion 17, there is an andrological and insemination outpatient office, a laboratory and a storage room. In those premises, the following courses are taught: Diseases of Ruminants, Clinical Practice - Clinic of Ruminants (including Herd Health Management), Diagnostics of Metabolic Disorders; Andrology and Artificial Insemination of Animals. The clinic possesses an ultrasonic device, a laparoscope and other equipment used in the medicine of ruminants.

The Clinic of Swine performs its activities in Pavilions 17 and 19. The clinical premises (P19) consist of: the section for breeding – healthy animals (11 housing pens and an andrology pen), the section for patients (9 housing pens), the central section, an examination room, a room for on-duty VS, a lecture room and rooms for doctoral students (on the first floor with a separate outdoor staircase and entrance). In Pavilion 17, there are two exercise rooms and a laboratory. The clinic possesses an ultrasonic device, an endoscope and an operating theatre, a device for measuring sperm concentrations, and a microscope.

The Clinic of Birds Exotic and Free-Living Animals performs its activities in Pavilion 26. It includes a waiting room, two outpatient offices, hospitalisation premises and an operating theatre. The courses taught there include: Breeding and Diseases of Exotic, ZOO Animals and Reptiles; Diseases of Poultry and Rabbits; Breeding and Diseases of Exotic Animals and Reptiles; Breeding and diseases of reptiles and terrarial animals and Diseases of Small Mammals and Laboratory Animals. The clinic equipment includes; an ultrasonic device, an endoscope, an inhalation anaesthetic device, a capnograph, an oxygen generator, and a drill. Within the contractual cooperation with the State Nature Conservancy, the clinic also focuses on the collection and hospitalisation of captured animals, including protected animals. Students can therefore gain experience with the patients that are not commonly seen.

Premises for laboratory diagnosis are located in Pavilion 26 and belong to the Small Animal Clinic. The laboratory possesses biochemical analysers (Catalyst One, Cobas c111, V Check), haematology analysers (Procyte), centrifuges (2 pc), a fridge, a freezer, a Snap analyser, a microscope, 2 PCs, and a Pluslife PCR analyser. The laboratory conducts examinations for all clinics. During the teaching process, internship and clinical rotations under the supervision of a VS or the lab staff, students can use the laboratory. The parasitology laboratory is located in Pavilion 2.

The Microbiology and Immunology Laboratory is part of the Department of Microbiology and Immunology and is located in Pavilion 3. The Clinic of Ruminants operates its own diagnostic laboratory with the equipment for measuring acute-phase proteins and the acid-base balance.

Premises for necropsy

Necropsy of animals is carried out at the Department of Morphological Disciplines in Pavilion 17. Necropsy rooms are located in the reconstructed premises in that pavilion. The pavilion includes two necropsy rooms – one for large animals and one for small animals. Cadavers are transported on a trolley and the rooms have a lifting device with a hoisting capacity of 1,000 kg. In the rooms, there is also a trolley for small animals and waste containers for materials of various waste categories. The pavilion also includes separated locker rooms for men and women and a sanitary facility. Cadavers are stored in a large freezer (860 L) and in the cooled storage premises (2 boxes for small animals and large animals). The premises also contain a histology exercise

room (32 chairs, 20 microscopes). In the necropsy room for small animals, there are 4 tables (for a max. of 8 students), while in the necropsy room for large animals, there is one table (for a max. of 15 students). There is also a locker room and a sanitary section for prosectors. The basic equipment available there includes a steriliser for necropsy instruments, a high-pressure cleaner, and UV lamps. The equipment available there is described above in the descriptions of the individual clinics.

Brief description of the premises used for the practical teaching of VPH (including FSQ)
The courses related to those premises are taught primarily within the Department of Food Hygiene, Technology and Safety. Practical skills in several fields are acquired there by students. The UVMP has a Special training room for processing meat and producing meat products (Pavilion 14) and a Special training room for processing milk and dairy products (Pavilion 10). The individual technological training rooms are equipped with the technology used in the production and processing of meat products and dairy products. The pavilion also includes laboratories for microbiological and chemical analyses, which represent an inseparable part of the exercises conducted in that field. At the UVMP, the sensory analysis techniques are taught in cooperation with the IPEPS, which possesses a laboratory for sensory analyses of foods. For the purposes of health control of animals, the UVMP has entered into contractual cooperation with multiple slaughterhouses, as described in Area 3. The University Slaughterhouse in Zemplínska Teplica is currently out of service – ready for the complex reconstruction. The related teaching process also includes visitations to food producing companies.

4.4. Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

The basic organisation unit is the UVH, providing clinical services 24/7 in individual clinics and in the Clinical workplace for Infectious and Parasitic Diseases.
The Small Animal Clinic is open daily from 8:00 to 15:30. From 15:30 to 08:00, it provides the emergency service with the permanent presence of a VS and support staff. Other employees are on the telephone stand-by duty and arrive as necessary. The present staff perform the emergency service and take care of the hospitalised patients. During weekends and holidays, the clinic is open from 8:00 to 12:00, while from 12:00 to 8:00 it operates in the emergency mode with the permanent presence of a VS. The clinic operates as the first-contact facility and as the reference centre, and it also conducts specialised examinations and diagnosis in cardiology, ophthalmology, orthopaedics, neurology, nephrology, clinical ethology, surgery, reproduction, endocrinology, oncology, and diagnostic imaging.
The Clinic of Horses is open daily from 8:00 to 15:30. From 15:30 to 08:00, it provides the emergency service with the permanent presence of a VS and support staff. Other employees are on the telephone stand-by duty and arrive as necessary. The present staff perform the emergency service and take care of the hospitalised patients. During weekends and holidays, the clinic is open from 8:00 to 12:00, while from 12:00 to 8:00 it operates in the emergency mode with the

permanent presence of a VS. The clinic operates a nonstop phone line. The clinic operates as the first-contact facility and the reference centre, and it also conducts specialised examinations in internal medicine, surgery, orthopaedics, reproduction and stomatology of horses. It also provides consulting services and performs shoemaking of horses.
The Clinic of Ruminants is open daily from 8:00 to 15:00. From 15:00 to 18:00, it provides the emergency service with the permanent presence of a VS and support staff. From 18:00 to 8:00, the service is available on call. The present staff perform the emergency service and take care of the hospitalised patients (if present). The clinic operates as the first-contact facility and the reference centre, it also performs specialised examinations in orthopaedics, reproduction, internal diseases, production diseases, herd health management, diagnosis and therapy of intoxication.
The Clinic of Swine is open daily from 7:00 to 15:30. From 15:30 to 18:00, it provides the emergency service with the permanent presence of a VS and support staff. Other employees are on the telephone stand-by duty as necessary. From 18:00 to 8:00, the service is available on call. The present staff perform the emergency service and take care of the hospitalised patients. The clinic operates as the first-contact facility and reference centre, while its main activities include the advisory services and consulting in the field of reproduction, zoo-hygiene, metabolic diseases and heard health management; it also performs haematological, biochemical and metabolic tests.
The Clinic of Birds, Exotic and Free-Living Animals is open daily from 8:00 to 15:30. From 15:30 to 8:00, it provides the on-call emergency service. The present staff perform the emergency service and take care of hospitalised patients. The clinic operates as the first-contact facility and the reference centre and performs specialised examinations of protected animals (a breeding station, a collection centre, and veterinary care and rehabilitation of protected animals), endoscopy examinations of birds (diagnostic purposes, gender identification) and exotic animals, and provides services in the field of breeding poultry and slaughter rabbits.
In the individual clinics, students work in small teams so that every student may participate in the individual clinical operations and procedures. During internship and clinical training, students are involved in all parts of clinical work, including the emergency services and night shifts. Individual clinics teach their courses for small teams of student. The hands-on-training is significantly facilitated by mobile clinics and special facilities of the UVMP, where students can practically acquire the necessary skills.

Statement that the VEE meets the national Veterinary Practice Standard

The UVMP has been engaged in the long-standing contractual cooperation with the CVS. All veterinary activities comply with the Act on Veterinary Care (No 39/2007) and the Act on Private Veterinary Surgeons (No 442/2004), which govern the position of the UVMP in the execution of veterinary activities. Related processes comply with the CVS Standards.

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

In every year of study, students are provided unlimited access to all clinical centres, including the CSC. The key principle is working under the supervision of a VS. Within the compulsory curriculum, the students' participation in clinical centres begins in year 3 with the Propaedeutics. Subsequently, they work in clinics as part of the individual clinical courses, depending on the animal species they study, and during their internships and clinical practical training in clinics. Their work in a clinic includes the admission of patients, taking medical history, clinical and specialised examinations, examinations with the use of imaging technology, differential diagnosis, consultations with a VS, and proposing therapy plans for patients. When preforming clinical activities, they deal with internal medicine, surgery, orthopaedics and reproduction medicine, depending on the clinic they currently work in. Since they are divided into groups of

only a few students, they have the opportunity to perform respective operations alone. During the performance of those clinical activities, they come into contact with first-opinion patients, as well as referral patients, emergency patients, and patients in the ambulatory clinic. In the individual clinics, students are scheduled for duties so that each student experiences daily shifts and emergency shifts, including night shifts. The courses related to the clinical work and student acquisition of soft skills are described in Area 3.

4.6. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

Isolation facilities are operated by the Department of Epizootiology, Parasitology and Protection of One Health. They are located in pavilions 40 and 29 and they are constructionally separated from the other UVH sections. In P40, there are premises for the isolation and containment of dogs and cats. In the containment section, there are 11 boxes for dogs and 9 boxes for cats. In the isolation section, there are 11 boxes for dogs and 12 boxes for cats. The premises also include a waiting room, an outpatient office, two rooms for the hospitalisation of dogs and cats, a storage room for feeds and detergents, a washing room, a storage room for medications and materials, locker rooms for students and teachers, two auxiliary laboratories, a daily room for VSs, bathrooms and showers. In the separated section, there are two rooms for the containment of dogs and cats and an exercise room. The premises for the isolation and containment of large animals, birds and exotic animals are located in P29 (3 pens cattle, 2 pens swine, 2 pens for sheep, a room for birds and exotic animals, and 2 boxes for horses). There is also a locker room for teachers and students, and a clean filter room, a room for caretakers, and a daily room for VSs.

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

The ambulatory clinic is operated by the Clinic of Ruminants, the Clinic of Swine, and the Clinic of Horses. All students are obliged to undergo work in the ambulatory clinic as part of their study programmes. The main facility where work in the ambulatory clinic is performed with livestock is the UnF. Students work on the farm as part of their clinical courses, clinical practical training, and emergency services. Services of the ambulatory clinic is also provided to private livestock farms. The ambulatory clinic for horses visits private owners of horses. If necessary, the UVMP arranges transport and hospitalisation of animals. Students perform clinical examinations, surgical interventions, therapies, antiparasitic therapies, vaccination, as well as operations related to the implementation of the plan of veterinary protection of the SR. Within the herd health management, they must assess the health of herds and prepare respective protocols. Students record patient data in protocols and upload them to the Provet. The protocols are subsequently evaluated.

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

Vehicles used for the transport of students

The UVMP has 2 Iveco buses, with 45 +16 seats. They are used to transport students to the individual UVMP facilities, to other farms, and to food production enterprises. For the purpose of ambulatory clinic, UVMP uses 2 equiped vehicles.

Vehicles used for the transport of live animals

Live animals are transported by the UVMP in a trailer for transporting large animals and a trailer for transporting horses. Used vehicles and staff are in accordance with legislation.

Transport of cadavers/organs

Cadavers are transported in a trailer intended for that purpose, equipped with a cooling/freezing unit and a retractor, labelled in accordance with law. Small cadavers are transported in leak-proof containers. All equipment is washable and disinfectable. The transportation is subject to the relevant biosecurity precautions.

4.9. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

The system for safety and protection of the environment, employees and students is subject to the relevant internal regulations. Safety-related issues are managed by the DSCM, which is controlled directly by the Rector. DSCM prepares individual methodology guidelines and documents that are communicated directly to the UVMP employees at the individual workplaces. The UVMP has appointed a work group that prepares and regularly revises the individual safety areas, in particular the safety and health of employees, the categorisation of individual activities, training in individual areas, occupational injury records (employees and students), occupational disease records, safety inspections in individual workplaces, healthcare for employees, and regular health checks. The safety system also includes the fire protection and related instructions and training.
Students are regularly trained on the occupational safety at the individual workplaces, depending on the activities performed. All trainings are subject to record keeping. Students undergo trainings on PPE, safety of work in laboratories, disinfection procedures, safe handling of chemicals, toxic substances, biological materials, radiation, as well as other hazards. As part of their clinical practical training, they are trained on the safe animal handling and the use of instruments and equipment that is normally used in the clinical practice. When visiting the food production facilities, students must have a valid medical certificate.
Individual safety instructions (manual) are provided in the form of QR codes and in the printed form, and they are available to employees and students at the individual workplaces and facilities.

Comments on Area 4

UVMP constantly improves current conditions and performs complex renovations of buildings and facilities where needed. Due to a critical condition of Pavilion 34, some of the workplaces were moved to new premises. In 2017, the UVH was opened. The UVMP has been engaged in important cooperation with Vetcare, which operates the CT and MRI equipment in the UVMP premises, while the students are allowed to participate in the operations of the diagnostic centre. The purpose of preparing a new study plan is to achieve that students are more evenly scheduled for the individual disciplines (primarily the clinical ones) with the aim of supporting the accessibility of the hand-on training to individual students.

Suggestions for improvement in Area 4

The UVMP plans to improve the conditions for students in many areas, primarily to create more premises for studying in the University Campus and new leisure zones for students. One of the priorities is to extend the CSC equipment while applying the 3R principle. Moreover, the University slaughterhouse will be reconstructed.

Area 5 - Animal resources and teaching material of animal origin

5.1. The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

UVMP global strategy

One of the primary tasks of the UVMP is to ensure the acquisition of all necessary D1C with the use of a sufficient number of animals and other materials of animal origin. For the purpose of the D1C acquisition, the UVMP uses several facilities inside the Campus, as well as special facilities near the UVMP, as described in Area 4. Already in the study preparation stage, students come into direct contact with materials of animal origin and with live animals as part of several preclinical courses. The primary course in which they come into contact with first opinion cases is the preclinical practical training, especially in Propaedeutics. Students have an opportunity to work with all common animal species and learn how to apply basic clinical methods and procedures, and work with the Provet. For those purposes, the UVM/ keeps its own healthy animals directly at the UVMP or in its special facilities, as described in Area 4. All students may therefore come into direct contact with the main animal species, such as livestock, small ruminants, swine, horses, dogs, cats, exotic animals and free-living game kept in an enclosure, and fish. In all stages of the teaching process, the UVMP strives to apply the hands-on teaching, in particular by forming teams of only a few students so that each student may come into contact with animals and materials of animal origin. The UVMP also includes the CSC, equipped with models and simulators that are necessary for the acquisition of initial skills, in line with the 'never the first time on a live animal' concept. Anatomy disciplines are taught with the use of sufficient materials of animal origin, in particular cadavers of slaughter animals, permanent preparations, as well as organs and plastic models. In each course, all students come into contact with those materials. In the individual courses, students may conduct self-learning in the necropsy rooms under the supervision, while being provided sufficient amounts of materials. The UVMP provides preclinical practical training in order to ensure that students come into contact with animals before the clinical stage of their studies. By ensuring that, the UVMP strives to enable the students to acquire the necessary nursing skills and learn about the individual aspects of breeding animals, including their welfare. The clinical training is conducted in the clinical centres, depending on the animal species, while the students form small groups so that every student may come into contact with patients, examine them, prepare protocols and upload them to the IS. In terms of clinical skills, the UVMP curriculum is divided into three stages: preclinical teaching (years 1, 2 and 3), CCT (years 4 and 5), and EPT (years 5 and 6). Hence, the UVMP ensures a continuous transition of students to the practical execution of their occupation, having acquired the predefined D1C. All procedures with animals are carried out in compliance with the EU legislation, as well as national law and the UVMP regulations. The UVMP has implemented the 3R principle, and where necessary, the teaching process is carried out with the use of simulators and other alternative teaching methods (e-learning, video).

The acquisition of required clinical skills by students

The UVMP centres where the CCT is provided include the UVH clinics and the Department of Epizootiology, Parasitology and Protection of One Health (Clinical workplace for Infectious and Parasitic Diseases. Individual clinics provide education and facilitate the acquisition of skills in internal medicine, surgery and orthopaedics, reproduction medicine, diagnostic imaging, as well as preventive medicine and clinical infectiology and parasitology. As part of the CCT, student teams are scheduled to the individual clinics, where they perform individual activities under the supervision of a VS (on-duty VS, teacher, doctoral student). Individual CCT sections are recorded in the Clinical Practical Training Logbook. As for the EPT, the UVMP has entered into an

agreement with the CVS and established a system for the execution of practical trainings at PVSs, as described in Area 3 (Standard 3.5). The patients include referral patients and first-opinion patients. At the UVH, the UVMP provides 24/7 emergency services and operates the ambulatory clinic with the participation of individual students according to their schedule. During clinical rotations, students also engage in night shifts. Since the UVH is one of two providers of emergency services in the Košice Region, students have an opportunity to come into contact with a wide range of cases, especially in the Small Animal Clinic and the Clinic of Horses. During emergency services, students are supervised by an on-duty VS. During clinical practical training, students perform tasks in various areas, such as admission of patients, taking medical history, clinical examinations, sampling, interventions, laboratory examinations, as well as taking care of the hospitalised animals. Students work in small groups so that the hands-on principle is applied to the teaching process. Students examine their patients without assistance of a VS and subsequently discuss their findings. Work with animals at the UVMP also includes working with game as part of Breeding and Diseases of Game course, during which students also acquire practical skills in working with game in terms of handling the animals, immobilisation, biological sampling, and releasing of animals under the supervision of trained veterinarians.

Clinical practical training with small animals

The clinical practical training with small animals is conducted at the Small Animal Clinic, Clinic of Birds, Exotic and Free-Living Animals, and at the Clinical workplace for Infectious and Parasitic Diseases of the Department of Epizootiology, Parasitology and Protection of One Health. The Small Animal Clinic provides a 24-hour service, in which students who are scheduled for the clinical rotations are present there and work under the supervision of a VS. In the clinics, students come into contact with a sufficient number of patients and diagnoses. Rotations across the clinics also include the participation in night shifts, which they spend in comfortable conditions (a room for students with a bed, a PC, and a fridge). Students must prepare a predefined number of patient protocols, which are then evaluated by the guarantor of the clinical practice in the clinic.

The Clinic of Birds, Exotic and Free-Living Animals also provides a nonstop service, while at night the service is provided by VS on on-call duty. In day shifts, students have the opportunity to participate in the ambulant care and hospitalisation of various animal species that are kept in the clinic. The clinic equipment facilitates the acquisition of sufficient skills in relevant areas by students. The clinic is a regional institution, so it receives first-opinion patients as well as those referred from other regions of the SR. An important activity performed in the clinic is the cooperation with the State Nature Conservation of the SR. Under a exclusive bilateral agreement, the clinic conducts professional activities of collecting animals, taking care of the found animals, and the rehabilitation of birds of prey. Therefore, the students acquire the necessary skills in those areas while in contact with a sufficient number of patients. The veterinary care of reptiles and other exotic animals is an integral part of the clinical activities. The clinic participates in the teaching of herd health management in the field of poultry.

Clinical practical training with livestock and horses

Clinical practical training with livestock and horses is provided in the Clinic of Ruminants, Clinic of Swine, and Clinic of Horses. In those clinics, the relevant courses are taught, and clinical rotations are applied. The clinics participate in daily shifts and emergency shifts in on-call duties. The Clinic of Ruminants conducts its activities in the University Campus, in UnF, on private farms, and with the use of the mobile clinic, which is operated 24/7. In the clinic, students acquire skills in the field of internal medicine, reproduction medicine, surgery, prevention and management of animal health. They must prepare protocols, which are evaluated and consulted. The main activities include the execution of everyday clinic activities by students, trips to patients, and work on the UnF. The clinic also schedules the students for on-call duty. The operations that the students perform in the clinics include examinations of animals, taking medical history, sampling, treatment of patients, diagnosis and prevention of mastitis, work in the calf barn,

assistance in births, etc. Records on the clinical activities are uploaded by students to the Provet. The clinics participate in the teaching of herd health management.
The Clinic of Horses conducts 24/7 operations in the UVMP Campus, in the EC, and in its mobile clinic. In the clinic, students acquire skills in handling horses, internal medicine, reproduction medicine, surgery, orthopaedics, diagnostic imaging and prevention. Courses taught and clinical rotations applied in the clinic are described in Area 4. As part of the mobile clinic, students have the opportunity to acquire related skills during their trips to patients which cannot be transported to the clinic.
The Clinic of Swine operates in the same mode as the Clinic of Ruminants, although currently without the use of a mobile clinic due to the precautions related to the African Swine Fever, which are aimed at preventing the spread of that disease. In the Clinic of Swine, students acquire skills in the field of internal medicine, reproduction medicine, surgery, prevention and herd health management. Students must prepare patient protocols.
The activities conducted in the individual clinics include taking care of animals (nursing) and regular checks of their health, and they must be documented in writing. Students thus alternate in the nursing of animals, and hence acquire the necessary nursing experience. They may consult the VS on duty and the caretakers.

Welfare of animals used in the teaching process and research

The use of animals in the teaching process complies with the EU and national law, as well as the UVMP regulations. It is based on Directive 2010/63/EU of the European Parliament and of the Council on the protection of animals used for scientific purposes, Act No 39/2007 Coll. on Veterinary Care, and the Decree of the Slovak Government No. 377/2012 Coll. on defining the requirements for the protection of animals used for scientific and educational purposes. The UVMP has established the Ethical Committee for Handling Animals, which approves the individual procedures.

Cadavers and materials of animal origin for teaching normal anatomy

Animal cadavers of normal anatomy that are used in the teaching process come from the UVMP facilities (UnF, clinics, and special facilities). Those facilities are officially registered, so the safety of handling is guaranteed, and the risks are minimised. Cadavers originate from a contractual poultry slaughterhouse (Domäsko, Košice). Animals are killed in the clinics by authorised employees. Live animals are transported to the UVMP and then slaughtered. The whole process in documented. The UVMP procures organs of animals from a contractual slaughterhouse – from healthy animals. Materials are stored in a separate fridge and a freezer of the Anatomy Centre. Some of the materials are stored in the form of preparations in preservation solutions in separate containers. Students may use permanent preparations located in the ossuary and in the Centre premises. The teaching process is carried out using skeletons, corrosive preparations, plastic models, anatomy models, and cross-sections. Liquidation: materials are transported to the pathology anatomy centre and biological materials are regularly transported to the rendering plant.

Cadavers and materials of animal origin for teaching pathological anatomy

Cadavers that are used in the teaching of pathological anatomy come from the UVH, from individual clinics, PVSs, or directly from animal owners. The UVMP has introduced a donation scheme, under which animal owners may donate cadavers for educational purposes, free of charge. The UVMP arranges transport of all donated cadavers in accordance with the rules and guidelines on safe transport of biological materials. Cadavers are transported in regular intervals by a contractual rendering plant (VAS s.r.o., Mojšova Lúčka). The cadavers used either come either from the animals that recently died or were killed, or they are frozen. Cadavers are stored in the respective centres – using the equipment that is fully complaint with the biological safety rules. Necropsy findings and data on cadavers are recorded in the document titled Records on Necropsies and Cadavers Received, while the data on cadavers supplied from the individual clinics are also registered in the Provet, which is used for clinical activities. Provet also contains

data from all histology protocols regarding the samples collected from patients in the individual clinical workplaces. Cadavers and their parts which are confirmed as non-infectious and exhibit no significant autolytical changes may be subsequently used in practical exercises in general or special surgery courses.

Table 5.1.1: Cadavers and materials of animal origin used in practical anatomical training

Species		2023/2024	2022/2023	2021/2022	average
Cattle	Cadaver	0	0	0	**0**
	Organ	29	48	27	**34.66**
Small ruminants	Cadaver	18	17	10	**15**
	Organ	0	0	0	**0**
Swine	Cadaver	10	10	7	**9**
	Organ	253	246	120	**206.33**
Companion animals	Cadaver	8	8	2	**6**
	Organ	0	0	0	**0**
Horses	Cadaver	2	2	0	**1.33**
	Organ	0	0	0	**0**
Poultry and rabbits	Cadaver	30	30	0	**20**
	Organ	0	0	0	**0**
Exotic animals	Cadaver	0	0	0	**0**
	Organ	0	0	0	**0**
Other (rat, mouse)	Cadaver	20	20	0	**13.33**
	Organ	0	0	0	**0**

Table 5.1.2: Healthy live animals used for preclinical training

Species	2023/2024	2022/2023	2021/2022	average
Cattle	213	243	248	**234.66**
Small ruminants	81	81	80	**80.66**
Swine	52	28	20	**33.33**
Companion animals	104	104	104	**104**
Horses	48	48	48	**48**
Poultry and rabbits	100	100	100	**100**
Exotic animals	30	30	30	**30**
Other	0	0	0	**0**

Table 5.1.3: Number of patients seen intramurally (in the VTH)**

Species	2023/2024	2022/2023	2021/2022	average
Cattle	45	49	32	**42**
Small ruminants	76	70	103	**83**
Swine	282	319	162	**254,33**
Companion animals	9977	9805	10644	**10142**
Horses	217	221	236	**224,66**
Poultry and rabbits	775	550	508	**611**
Exotic animals	417	352	338	**369**
Other	0	0	0	**0**

Table 5.1.4: Number of patients seen extramurally (in the ambulatory clinics)**

Species	2023/2024	2022/2023	2021/2022	average
Cattle	2149	2485	2812	**2482**
Small ruminants	1373	89	192	**551,33**
Swine	0	0	0	**0**
Companion animals	123	250	100	**157,66**
Horses	134	135	140	**136,33**
Poultry and rabbits	50	50	50	**50**
Exotic animals	0	0	0	**0**
Other	0	0	0	**0**

Table 5.1.5: Percentage (%) of first-opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	2023/2024	2022/2023	2021/2022	average
Cattle	100	100	100	**100**
Small ruminants	100	100	100	**100**
Swine	0	0	0	**0**
Companion animals	80	80	80	**80**
Horses	85	90	90	**80**
Poultry and rabbits	20	35	30	**28,33**
Exotic animals	45	20	20	**28,33**
Other	0	0	0	**0**

Table 5.1.6: Cadavers used in necropsy

Species	2023/2024	2022/2023	2021/2022	average
Cattle	41	21	29	**30,33**
Small ruminants	21	20	24	**21,66**
Swine	20	8	38	**22**
Companion animals	248	252	235	**245**
Horses	26	27	19	**24**
Poultry and rabbits	279	290	393	**320,66**
Exotic animals	73	33	16	**40,66**
Aquatic animals	240	250	220	**236,66**

Table 5.1.7: Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	2023/2024	2022/2023	2021/2022	average
Cattle	122	86	83	**97**
Small ruminants	25	27	7	**19,66**
Swine	0	0	0	**0**
Poultry and rabbits	8	7	7	**7**
Other	12	12	12	**12**

Table 5.1.8: Number of visits in slaughterhouses and related premises for training in VPH

	2023/2024	2022/2023	2021/2022	average
Slaughterhouses for cattle	20	20	16	**18,66**
Slaughterhouses for swine	34	34	16	**28**
Slaughterhouses for poultry	11	11	1	**7,66**
Food production enterprises	39	29	21	**29,66**
Border inspection, rendering plant	6	6	0	**4**

In preclinical courses the adequacy of the quantities of animals and materials of animal origin falls within the responsibility of the course guarantor and the PRSP. Procurement of materials mainly depends on their availability and on the size of a study group. The course guarantor must adjust the number of animals and materials to the existing conditions and needs of students. In the case of Pathological Anatomy courses, the course guarantor is responsible for obtaining the learning materials, but that is largely affected by the supplies from the individual UVH clinics and from private clinics. The UVMP has introduced a donation scheme for the owners of deceased animals, who may donate cadavers directly to the UVMP, free of charge. The UVMP procures materials for poultry necropsy from a poultry slaughterhouse under a concluded agreement. In addition, the UVMP uses its own special facilities for that purpose.

In clinical courses, the number of animals in the individual clinics depends on the number of animals admitted to the clinics and the number of conducted trips of the ambulatory clinic. Those fall within the responsibility of the individual course guarantors.

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

The UVMP possesses several facilities where students acquire skills in preclinical disciplines, clinical disciplines, and hygiene courses. The UVMP operates the UnF, where students are taught in preclinical disciplines, and especially in clinical courses. The UnF breeds dairy cows and small ruminants. Organising the teaching in those courses on the UnF falls within the responsibility of the course guarantors or the senior staff of the clinics. While staying on the UnF, students have the opportunity to acquire skills in the field of medicine of ruminants and swine, including the HHM. They participate in day and night shifts under the supervision of a veterinarian or a teacher. As part of the services provided, they participate in births, orthopaedic interventions, preventive operations, diagnostic operations, as well as milking. The facility may provide accommodation to 100 persons. The EC operates in the field of breeding and housing of horses, and it is the place where the students acquire skills in handling horses, perform certain operations, and take care of horses. Individual courses that are taught in the EC are under the supervision of the course guarantor. The special facility for breeding and diseases of game, fish and bees operates in the field of breeding pheasants, fallow deer and mouflon. In that facility, students acquire skills in the field of breeding and diseases of game, handling game animals, and clinical and diagnostic procedures with free-living animals. Several courses are taught there. In the specialised centres of that facility, the UVMP also conducts other extramural activities, such as visitations to farms located nearby. The visits are organised by the course guarantors, either as part of the teaching in animal diseases, or as part of the ambulatory clinic and clinical practical training in the last year of the study. Within the cooperation with a shelter for abandoned animals, students may also acquire skills in the field of preventive medicine of dogs. The UVMP also conducts irregular vaccination of dogs against rabies as part of the prevention programme of the SR. Those operations are carried out in cooperation with state authorities and PVSs. As part of the cooperation with external stakeholders, the UVMP conducts visitations to food production enterprises and slaughterhouses related to FSQ, as described in Area 3.

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.

The UVMP has a study plan in place, divided into three stages: the introductory preclinical stage, the clinical stage, and the practical stage. In the preclinical stage, students study the basics of breeding animals and gain their first experience with the handling and taking care of animals. In order to enhance those skills, the UVMP has included preclinical training in the study plan with the aim to enable students to develop their skills in that area even more. It is conducted in cooperation with the individual breeding unions and PVSs. In the clinical stage, students use their skills acquired in Propaedeutics and during their internships in individual clinics. In the clinics, students work in teams and perform not only the clinical procedures, but also nursing of all animal species – both intramurally and extramurally. In the practical stage, which includes rotations across the clinics and EPT centres, nursing is part of their work. They can also use their nursing skills in the UVMP interest clubs.

Group size for the different types of clinical training

The size of the CCT groups is adjusted so that every student has a chance to experience the hands-on training. Students are therefore organised in small groups at the beginning of their clinical courses so that a maximum of 5–7 students are taught by a single teacher. In seminar exercises, the groups may be larger. During the practical training and internship in clinics, students are divided into individual areas (internal medicine, surgery, reproduction) in order to facilitate work in small groups and conduct the training in the form of rotations across the departments. As for

the practical training at extramural centres, students work in small groups so that every student has an opportunity to acquire the necessary skills.

Hands-on involvement of students in clinical procedures in the different species

This area is based on the training of students in CSC and Propaedeutics. The training facilitates the first contact of students with the clinical work, in line with the 'never the first time on a live animal' concept. Subsequently, students rotate across the individual clinics under the supervision. In the clinics and extramural facilities, students may perform individual procedures, including communication with clients, clinical examinations, taking medical history, execution of diagnostic methods, including the imaging methods, as well as sampling, processing and consulting the differential diagnosis and preliminary diagnosis, they propose diagnostic and therapy plans, which they consult with a VS and the person responsible for the execution of the practical training. In surgical procedures, they may perform individual surgical interventions under the supervision of a VS. The training also includes the preparation of patient protocols and uploading them to the Provet. In the livestock medicine, students directly participate in the execution of individual diagnostic, therapeutic and preventive operations on the farm. The skills acquired also include the preparation of protocols in connection with the evaluation of HHM on the farm.

Procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

Consultations and discussions with teachers are an integral part of the clinical practical training of students. Doctors and students work as independent actors and their collaboration also includes the assessment of individual patients, taking their medical history, and proposing therapies. Students are actively involved in the medical decision-making in the individual stages of a working day, including day shifts, emergency shifts, and night shifts, as well as work in the ambulatory clinic. At the same time, students may study the topics taught deeper (literature, databases, scientific articles) and then consult them with their teachers.

5.4. Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

Students have access to the clinical information system since year 3 of their studies. In year 3, during the Propaedeutics course, they become familiar with the system and learn how to use it and what is the purpose of using the clinical information system, as part of the necessary D1C. During that period, they learn how to prepare patient protocols and medical reports, which they will actually use in the following period during their clinical practical training. The preparation of medical records is an integral part of the study and training in the clinics and within the EPT. The clinical information system (Provet) of the UVMP is available in two versions. The Provet for VSs is managed by VSs and is only accessible to students under the supervision of a VS/teacher. The Provet for students is accessible to students at any time via their own student accounts. Data from the Provet for VSs are uploaded, to a limited extent, to the student version by the system administrator, in line with the GDPR. The student version of the system is also used for storing patient protocols prepared by the students and the course guarantor of the clinical practical training, who evaluates those protocols and consults them with students. It is also used for storing protocols which the students are obliged to prepare during their EPT and when working at a PVS. In the University Campus, students have access to the Provet in individual clinics equipped with the PCs, which the students are allowed to use. A disadvantage of the system is that it does not support web interfaces, so the teachers and students face the limitations and may only use it inside the UVMP only. PCs with the ProVet installed are available to students in the CSC.

Comments on Area 5

The UVMP uses the simulation centre as a tool facilitating the acquisition of the first skills by students. The goal is to respect the 3R principle and eliminate not only distress for students, but also potential suffering for animals. In cases where there is insufficient safety of animals and materials of animal origin, the UVMP uses available sources as a compensation. A decrease in the quantities of animals or materials of animal origin are in direct proportion to their availability. The UVMP intensively examines the possibilities how to increase those quantities. One of the factors affecting the quantities of animals for necropsy is the possibility to incinerate pets. Lower quantities of some animal species for necropsy are a consequence of infection outbreaks in the country, in particular infections of swine (African swine fever) and poultry (Avian influenza). Infection outbreaks also affected the rates of visitations to farms, which were therefore closed. Another cause was the COVID-19 pandemics, which significantly affected the education system as such. One of the key intensions of the UVMP is to maintain optimal sizes of student group in order to facilitate the hands-on teaching approach, which is beneficial for all students. An advantage of the UVMP is that locally it constitutes a centre where a large number of first-opinion patients may be treated, as well as those referred by other institutions, with regard to a large number of conducted specialised examinations and procedures. The UVMP strengths also include the fact that it possesses special facilities that form an important part of the University with regard to the development of skills by students. In connection with the Provet, the UVMP perceives as a disadvantage the fact that the system does not support web interfaces, and therefore teachers cannot connect to the system from their homes.

Suggestions for improvement in Area 5

In the field of preclinical courses, the UVMP believes there is room for improvement, in particular with regard to increasing the quantities of healthy animals and materials of animal origin. In some animal species, it is necessary to increase the quantities of patients and necropsies. It is also necessary to increase the number of visitations to farms where selected species are kept, or implement an adequate alternative. The UVMP plans to extend the range of simulators and models in the CSC, especially where the CCT capacities are limited for objective reasons. The UVMP also believes there is room for improvement in the digitalisation of certain courses such as anatomy and pathological anatomy. As to the Provet, it is necessary to switch to a clinical information system that will enable students and VSs to work online, as it will increase efficiency of their clinical work, registration and control of medical records.

Area 6 - Learning resources

6.1. State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.

Description of a general strategy on learning resources

The UVMP strategic objective is to ensure that students and employees have access to information sources (printed and electronic) which are used in the teaching process or in research. This purpose is fulfilled by the University Library and Editorial Centre (UL). UL is a special facility of the UVMP which operates as a bibliographic, coordinating, consulting and educational facility. UL mostly provides librarian and editorial services, such as the sale of scientific literature. UL possesses a large quantity of scientific publications and IT devices (Wi-Fi network, e-learning Moodle, MS Teams), which make the learning sources accessible in the form of PowerPoint presentations, various types of source documents, protocols, electronic study texts and textbooks. UL significantly contributes to the procurement of study information, especially when students prepare their DT and conduct research, through providing them with access to the scientific databases. The use of e-learning significantly increased during the pandemics.

UL is a very convenient place for students to obtain information; moreover, it is the place with motivational, creative and supporting environment, which is frequently used by the students. The permanent role of the UL is to increase the information literacy of its users through organising lectures, seminars and trainings for students and employees. UL also prepares the final-year students for the preparation of their DT.

The sources of information required for education are available in Slovak and English languages. Registered users of UL may search the recommended study literature in the on-line catalogue for particular SPs and years of study. CILs contain the recommend literature for a particular course, and students have access to the UL, e-learning, and databases of scientific publications (WoS or SCOPUS) from their own or University computers/laptops in the entire UVMP Campus and in the dormitories, using the generally available free-of-charge Wi-Fi network. If necessary, desired information sources and publications that are not directly available can be requested using the inter-library lending services, which the UL provides in cooperation with other university libraries or public libraries in the SR.

All important information, including the information on the registration, study schedules, timetables, final theses, as well as general information on the studies, is publicly available on the website. Students may get the information on their studies in various levels of higher education from the available brochures and online materials, and at course meetings and events like Open Day, Career Fair and other events.

For the purpose of education of future VSs, the UVMP possesses 3D models that are used in the study of anatomy. Students may also use the ossuary, permanent histological preparations, as well as other aids available in the CSC, which is part of the Campus; they are available to students, who may thus acquire the knowledge and skills there under the supervision of a VS. When studying Parasitology, students may use e-learning materials, e.g. a parasitology atlas.

Access to learning resources and their use

The objective of the UVMP is to ensure that the access to all information systems is controlled using the Identity Management. At present, the Identity Management system is being interconnected with Moodle and Provet. Currently, access to Moodle is granted by an authorised

person. All employees and students are granted the access. Access to Provet is provided by means of the accounts created for the clinic employees and the automatic distribution of accounts to students in years 3–6.
The UVMP organised training for employees on the use of Moodle. The employees have also undergone a course aimed at improving their digital skills. Provet is externally supported by a contractual partner of the UVMP.
When UL users, primarily the students, register with the library in year 1 of their studies, they are informed about the access to the primary sources in study zones and archives, access to the IPAC, the library catalogue, and about the limitations to searching in and accessing the study literature, depending on a SP and a year of study, as well as the limitations to the access to the secondary information sources.
The UVMP regularly organises training and seminars on using the scientific literature. The curriculum includes CCs – Data Processing and Professional Databases and Biomedical Statistics, which are aimed at teaching students how to collect and evaluate data and how to interpret the results.

Decision-making on learning resources

Procurement of new books is carried out centrally based on the recommended literature for particular courses and on the basis of the requirements set forth by teachers, researchers and students. The procurement is approved centrally by the UVMP Management. New books may also be bought by the individual centres, using their own funds; however, such acquisitions must be registered in the UL. Textbooks issued at the UVMP become part of the library fund and are available to all students.
Information and communication technology is managed centrally by the Department of Information and Communication Technologies (DICT), which provides services to employees and students. The implementation of the University systems and IT, and their upgrades, are decided by the Rectorate on the basis of the recommendations submitted by the Bursar and the head of DICT or by external experts. Information on changes in the field of IT is distributed to employees and students via the website, email, AiS, or social networks.

6.2. Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (WiFi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

Description of the University Library

The UL of the UVMP is a special facility of the UVMP and also an academic library that has been registered by the Ministry of Culture of the Slovak Republic pursuant to Section 8 of Act No 183/2000 Coll. on Libraries, amending Act No. 27/1987 Coll. of the Slovak National Council on State Management of Historical Monuments, and Act No. 68/1997 Coll. on Matica Slovenská Organization, as amended. UL is part of the Campus (Pavilion 7). It is a 2-storey building, segmented according to the standard requirements applicable to the institutions of that kind. On the first floor, there is a room/an exercise room for various webinars, lectures and other educational activities that are part of the teaching process.

Staff and qualifications

UL has 10 full-time employees, including the director, 6 trained librarians, 1 graphical artist, and 1 cleaner. Out of the total number of employees, 7 employees have completed 2nd level of higher education, one employee has completed 1st level of higher education, one employee has completed

secondary education, and one has completed elementary education. The employees are regularly trained to develop their information and communication skills, skills of providing professional information as required, awareness of applicable legislation, and the latest advancements in the operating systems used in the provision of librarian and information services.

Opening hours and days

The opening hours are adjusted to the needs of employees and students in the individual UL sections – Lending Section, Shop, and Study Section. Opening hours varies according to period of academic year (semester, vacations, holidays). Opening hours are published on the website.

Annual budget

Financing of the librarian activities is covered from the UVMP budget, from the grants, donations and income generated from the services provided. Salaries of the UL employees are financed from the subsidy for education. The UL not only operates as an editorial centre, it also conducts business activities. Over the last three years, UL generated the average yearly revenues of EUR 172,000, while the average expenditure amounted to EUR 142,000 and the economic result was EUR 30,000.

Facilities

UL is located in a separate building in the centre of the University Campus, and it is easily accessible. In the building, there are librarian, editorial and printing services, as well as a shop selling professional literature. The UL provides 70 seats for students – 46 in the Study Section, 18 in the PC Room, and 6 in the Lending Section. UL users may sit on chairs, armchairs and sofas, all for the purpose of the students' wellbeing. 50 PCs are available to students – 26 in the Study Section, 18 in the PC Room, and 6 in the Lending Section. Another communication system in the library is the video conference room on the 1st floor, which is adjusted to data transmission via latest technology, facilitating transmission of sound, images and data between the connected participants. Multiple participants from anywhere in the world can discuss and meet in real time and share data. In the video conference room, there are 8 seats and a data projector.

Equipment

UL clients are offered access to the internet on all PCs and their own laptops, using either the cable connection or the Wi-Fi. In the Study Section, there are printing and copy services, as well scanning of documents.

Software available for bibliographical search

UL provides the EIS as part of the NISPEZ project (National Information System for Access to Electronic Resources) for accessing the following databases: Web of Science Core Collection, Current Contents Connect, Biosis Citation Index, Medline, Data Citation Index, Derwent Innovation Index, Korean Journal Database, SciELO Citation Index, Zoological Record, Scopus, Science Direct, SpringerLink, Wiley InterScience, Knovel, ProQuest and ProQuest Dissertation, Reaxys, and ScieFinder. The UL fund also includes the purchased database CAB-abstract, which is important for a highly specialised target group of UL users since it covers agriculture, forestry, veterinary medicine, food hygiene, and environmental protection. Another licenced database is the European Pharmacopoeia Online, version 8.2, the European Pharmacopoeia – an essential information source for the Pharmacy students. Freely accessible sources that may be used in the UL include the Biomed Central, Medline, Google Scholar, and Agris. Creative employees and students may access the EIS through their university accounts.

IT facilities and the e-learning platform

The field of ICT is managed in the UVMP by the DICT, which provides services to employees and students. The UVMP infrastructure is constantly being upgraded and the UVMP uses the state-of-the-art IT technology, not only in the field of network infrastructure, but also in the field of server and security infrastructure. The services and administration of the IT environment are provided by highly qualified employees and technicians (9 FTE). The UVMP is connected to the

SANET network via an optical connection with a speed of 100Gbit/s. All pavilions in the UVMP Campus are connected to the central hub in the UVMP Data Centre at a speed of 10GB/s. Special facilities are connected via independent connections provided by Orange Slovakia. Connection speeds for various stations vary (from 100Mbit/s to 1Gbit/s), and they facilitate a high-speed connection for the use of the most demanding applications and services. All offices and dormitory rooms are interconnected through the ethernet. Employees and students of the UVMP have also access to the Wi-Fi network, which is part of the Eduroam network. The UVMP operates its own infrastructure, has its own virtualisation platform and data fields. The main IT hub is the Data Centre located in Pavilion 5. The UVMP operates more than 30 virtual servers, while strictly separating the public zone, the DMZ, and the server zone, using a number of firewalls. High-quality backup is an obvious part of the services, not only with regard to the servers, but also the data and the physical aspect (two UPS units connected to a motor generator). For security reasons, access to the main systems is provided through the front-end servers and servers in the DMZ. DICT manages not only the central infrastructure, but also over 1,700 devices. All PCs, laptops etc. are connected to the UVMP domain so that the DICT is able to centrally administer even the end stations using Microsoft SCOM. The main e-learning platform is the Moodle. Students and employees may also use Microsoft Office 365 (Word, Excel, PowerPoint, Outlook, Teams, and many other programmes), as well as the One Drive cloud storage.

Accessibility of electronic learning resources for staff and students

Every new employee and every admitted student are included in the Identity Management, and for each one of them a university account is created in the UVMP domain, where they use Microsoft 365 tools. For most information systems, employees and students log in from that single account, while access to their applications and data is possible via browsers from elsewhere. The buildings where the teaching is carried out also have a Wi-Fi network available (UVMP-NET). The network is gradually being extended farther, depending on the technological and financial capacities. The UVMP Wi-Fi network is connected to the Eduroam. Information on the connection to UVMP-NET and Eduroam is published on the website. Employees and students are provided with the IT support by the DICT. Information on the provided support and opening hours is available on the website. The UVMP also offers a possibility to connect to its intranet via UVMP VPN, while the VPN access has several security levels. However, for most of the services provided, the VPN access is not required (it is only required for administrators of information systems and networks). Access to the electronic scientific databases does not require the VPN access.

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

The UL collection of books on veterinary medicine includes a total of 72,767 publications, including 38,567 periodicals. In 2021, 1,032 publications were procured; in 2022, it was 985 publications, and in 2023, it was 763 books. UL has 5 electronic veterinary documents obtained from its own sources, as well as licenced sources obtained as part of the NISPEZ project. UL also has the Knowel, ProQuest, and CAB databases, as well as freely accessible databases (e.g. Agris), where the password system allows access to electronic books and journals. Other electronic books and periodicals are available similarly to those that deal with veterinary medicine – via licenced sources – purchased or freely accessible (Medline, BioMed, or Agris). Learning resources for students are available in all SPs and at all levels of education. Essential secondary information sources are made accessible via licenced accesses (WOS, Scopus, ProQuest, ScienceDirect, Knowel, Spinger Link etc.), as well as those procured from the UVMP's own funds, CAB, and freely available sources. Staff and student education is organised as IT seminars throughout the

AY and adjusted to the IT needs, an extended range of the available information sources, and changes in the access to those sources. It focuses on the development of IT literacy, i.e. the ability to recognise the need for information, assess it critically and process it. IT education support is a necessary indicator of improving the quality of education, access to study materials, preparation of final theses, but above all, the performance of the future profession and the subsequent life-long learning.
The UVMP operates the Moodle information system, in which students may access study materials for various courses. The use of Moodle became more intensive especially during the pandemics, since the UVMP established the rule that all teachers must share information with their students in Moodle. Moodle provides various video manuals for teachers about creating high-quality and user-friendly e-learning materials. All sorts of materials are also accessible via MS Teams.

Organisation and supervision of the skill labs

The CSC is an important training centre for students as it facilitates the acquisition of clinical skills with the use of models in order to eliminate distress in students when coming into contact with a live animal for the first time, and vice versa. It applies the 3R principle, and the students can train multiple skills there. The CSC is located Pavilion 17, consisting of several separate rooms with different skill specialisation. It is used in the teaching process and self-learning of students. More details about the CSC are provided in Standard 4.2.

Comments on Area 6

Students have unlimited opportunities for studying professional literature in all its forms – printed, electronic, on-line, and e-learning materials. The state-of-the-art available technology in the library facilitates studying, open access to the literature, primarily to the electronic information sources and databases.
The premises for studying are equipped with a sufficient number of PCs connected to the internet. The UL is open all week long, including the weekends. Therefore, all users, especially students, may access the available information sources for the purpose of self-learning. The UL staff is ready to provide also other required services (ILS, literature reviews) and additional study materials for the purpose of studying. The premises for studying are equipped with the technology needed by students with special needs and ergonomic armchairs.

Suggestions for improvement in Area 6

In the upcoming period, the UVMP will focus on launching the new version of Moodle. It will also put the emphasis on supporting the development of digital skills. There is a plan to continuously increase the number and scope of publications available in the UL (books, textbooks, journals) which are published in Slovak or English languages, and to maintain access to professional electronic information sources in professional and scientific databases.
As for further supplementation of the equipment available in the CSC, the UVMP intends to purchase additional simulators, such as a laparoscopy simulator, a virtual necropsy table, and supplement the currently available models with the models of other animal species.

Area 7 - Student admission, progression and welfare

7.1. The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.

Description of the admission procedure

The legislation related to the admission, progression and certification procedures is the Act on Higher Education and related UVMP internal regulations (the UVMP Statute, Study Guidelines, Procedure in the admission procedure and in the procedure for the review of the decision on the result of the admission procedure).

The UVMP has established specific rules for the admission, progression and certification procedures. That complex and latest information is provided to the applicants and students on the website (EN, SK) and in the documents intended for applicants and students; they are part of the advisory services provided by the Study Office of the University.

The UVMP actively informs about the provided SPs through social networks, on its website, and at student promotion fairs in the SR and aboard. At such promotion events, persons interested in studying at the UVMP are provided with all the necessary information about the study requirements and the course of study, as well as the UVMP's mission, operations and activities in general.

The UVMP offers the applicants a possibility to engage in the systematic preparation before the admission procedure, in particular in the form of preparation courses in Biology and Chemistry. The preparation courses are primarily intended for students in the last year of secondary schools. The courses are conducted in the form of teaching courses. Their scope includes the revision of knowledge obtained at secondary schools, the supplementation of knowledge taught at secondary schools, and the preparation for and successful passing of the entrance examinations in Chemistry and Biology. Acquired knowledge can be used not only for the studies at the UVMP, but also at other universities as well. The preparation courses also include interim tests. The courses are provided by experienced teachers from the Department of Chemistry, Biochemistry and Biophysics and the Department of Biology and Physiology of the UVMP.

All information is available and provided in Slovak and English languages. Every admitted applicant receives a decision on admission to the University together with the annexes that help them become familiar with their obligations related to the enrolment: information and procedure regarding the enrolment for the first year of study, information on organising the introductory session, and a leaflet about the student assistance programme – the Big Brother. Applicants admitted to the study in English language also receive the information about the schedule for the current AY and the tuition fees, as well as the practical information for foreigners staying in the SR.

Additional information is provided to the admitted applicants after they become students – in the form of a brochure for first-year students. All that information is also available to the applicants and students on the website (EN, SK).

The UVMP has entered into bilateral agreements with 18 universities regarding the sharing of information in the field of education and research, the sharing of learning materials and publications, and organising professional events. The most intensively cooperating partners of the UVMP are universities in Poland, the Czech Republic, and Ukraine.

As part of the Erasmus+ mobility programme, the UVMP has entered into 55 bilateral agreements, under which the students may engage in mobility projects – internship or studies, while the employees may engage in the mobility programmes oriented on training or teaching purposes. Bilateral agreements within Erasmus+ have been entered into by the UVMP with universities in

Spain, (16) Poland (9), the Czech Republic (5), Portugal (4), Romania (3), Italy (4), France (3), as well as other countries.
The UVMP engages in very intensive cooperation with VEEs based in the Central and Eastern Europe, members of the VetNEST (Veterinary Network of Students and Staff Transfer), in which the UVMP currently holds the presiding position (2024–2026). The VetNEST was founded in 1993/94 by four universities and faculties of veterinary medicine in Brno, Budapest, Košice and Vienna, (today it includes 10 VVEs that closely cooperate). The VetNEST is part of the CEEPUS network (Central European Exchange Program for University Studies), through which the VetNEST members implement mobility programmes for students, doctoral students and teachers. During their studies and internship, students and employees engage in the mobility programmes offered by universities based in the Czech Republic and Poland. The incoming mobility at the UVMP is most attractive for students from Spain and Poland.
At the UVMP, the exchange mobility programmes and the provision of information and assistance to students and employees during the implementation of those programmes are managed by the Mobility Section of the Study Office. The participation in mobility programmes is governed by the Administrative Manual for Universities and the Consortium, which defines the basic mobility principles for incoming and outcoming students, establishes the student selection system, the rights and obligations of students, the role of a coordinator, as well as other essentials related to the implementation of mobility programmes. Since the interest in mobility programmes among the students increases every year, the UVMP has already prepared the criteria for establishing the order of interested students. The criteria are based on the study results, language skills, and the curricular and extracurricular activities of potential participants, including their personal presentation before the Selection Committee.
In addition to the agreements mentioned above, the UVMP also develops international cooperation with educational and scientific institutions operating in the field of veterinary medicine and pharmacy (more details in Standard 1.2).

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

The number of students admitted to the individual SPs for the next AY is proposed by the UVMP Management, approved by the AS, and published on the website one year in advance.
The number of applicants admitted to the study depends on the UVMP's capacities that are necessary for the provision of veterinary studies, the amount of funds allocated by the state per student of veterinary medicine (for maintaining the UVMP's total budget), while taking into account the requirements defined by the key stakeholders (PVSs, SVFA) regarding the needed number of v VSs to be conducting such practice in future (successful employment of the graduated VSs). The number of admitted students is planned while taking into account the parameters defined in the SOP (requirements for the premises and equipment, required staff, patients, cadavers and other biological materials). The UVMP has sufficient funds to ensure the implementation of the education in all veterinary SPs.
The number of applicants admitted to English study programmes is not subject to the limitations placed by the MoE – it is only limited by the UVMP's capacities. The numbers of students relative to the UVMP's funds are revised annually within the annual reports on education, activities and quality.
The method of the financing is described in Section Area 2.

Table 7.2.1.1: Number of new veterinary students admitted, GVM SP

	2023/2024	2022/2023	2021/2022	Average
Standard students	186	204	232	207.33
Full fee students	172	191	171	178.00
Total	358	395	403	385.33

Table 7.2.1.2: Number of new veterinary students admitted, FH SP

	2023/2024	2022/2023	2021/2022	Average
Standard students	56	70	76	67.33
Full fee students	0	0	0	0,00
Total	56	70	76	67.33

Table 7.2.2.1: Number of veterinary undergraduate students registered, GVM SP

	2023/2024	2022/2023	2021/2022	Average
Year 1	206	184	212	200.67
Year 2	150	169	160	159.67
Year 3	160	201	210	190.33
Year 4	200	223	203	208.67
Year 5	218	201	149	189.33
Year 6	206	160	180	182.00
Total	1,140	1,138	1,114	1,130.67

Table 7.2.2.2: Number of veterinary undergraduate students registered, FH SP

	2023/2024	2022/2023	2021/2022	Average
Year 1	21	33	48	34.00
Year 2	19	25	25	23.00
Year 3	19	20	18	19.00
Year 4	7	15	10	10.67
Year 5	12	15	16	14.33
Year 6	17	14	17	16.00
Total	95	122	134	117.00

Table 7.2.3.1: Number of graduates, GVM SP

	2023/2024	2022/2023	2021/2022	Average
Standard students	95	69	96	86.67
Full fee students	87	65	69	73.67
Total	182	134	165	160.34

Table 7.2.3.2: Number of graduates, FH SP

	2023/2024	2022/2023	2021/2022	Average
Standard students	14	12	12	12.67
Full fee students	0	0	0	0.00
Total	14	12	12	12.67

Table 7.2.4.1: Average duration of veterinary studies, GVM SP

Study duration	Number of graduates in 2023/2024	% of the number of graduates
+0 (6 years of study)	160	87.91 %
+1 (7 years of study)	16	8.79 %
+2 (8 years of study)	3	1.64 %
+3 (9 and more years of study)	3	1.64 %
Total	182	100 %

Table 7.2.4.2: Average duration of veterinary studies, FH SP

Study duration	Number of graduates in 22023/2024	% of the number of graduates
+0 (6 years of study)	6	43%
+1 (7 years of study)	7	50%
+2 (8 years of study)	1	7%
+3 (9 and more years of study)	0	0%
Total	14	100%

Table 7.2.5: Number of postgraduate students

	2023/2024	2022/2023	2021/2022	Average
Internship students - Erasmus, CEEPUS, Free movers	3	7	1	3.66
Residents	2	1	1	1.34
PhD. students	111	122	108	113.66
Other	0	0	0	0
Total	117	132	112	120.33

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.

Description of the admission procedure for standard students

The requirements and the admission procedure is defined in the Act on Higher Education and the UVMP internal regulations: Study Guidelines and Procedure in the admission procedure and in the procedure for the review of the decision on the result of the admission procedure. The admission procedure begins with the receipt of applications. An applicant is included in the list of applicants for the admission procedure on the condition of having completed full secondary education or secondary vocational education. The inclusion of applicants in the list is not subject to their gender, social background, ethnic origin, religion or sexual orientation. In the case of applicants who are not yet adults, a statement by their legal representative on their consent to the enrolment is required.

The requirements for the admission of applicants are proposed by the Vice-Rector for Education, discussed by the UVMP Management (proposal for the determination of the number of admitted applicants, admission requirements, evaluation of the admission procedure and other admission requirements of the UVMP for the given AY), and approved by the AS. In accordance with the applicable legislation, the UVMP must publish the admission requirement in time, no later than two months prior to the last day for filing the applications. Six months in advance, the UVMP publishes the deadline for submitting the applications, the method of submission, and the admission requirements. That document also contains the information on the form, deadlines, and contents of the entrance examination, the method of evaluation of its results, as well as information on the number of applicants it plans to admit to the study. All information is published in both Slovak and English languages on the website. In accordance with the legislation regarding the equality of opportunities, the documents that must be submitted by the applicants do not include a medical certificate or a request thereof.

Entrance examinations are organised by a third party – SCIO, a company that organises the admission procedures for multiple universities. The electronic set of tests is compiled on the date when the entrance examination takes place (the questions are selected randomly from the databank of 1,500 biology questions and 1,500 chemistry questions), it is done anonymously on the dates and in the premises determined by SCIO under strict security criteria that exclude a possibility of unethical behaviour when filling out the tests.

The test results, arranged according to the points obtained, are sent to the UVMP within the period of 7 days after the admission procedure date.

For serious reasons, primarily the health-related reasons, as well as other reasons (colliding dates of entrance examinations at multiple universities), and upon the submission of reliable evidence, applicants may take the entrance examination on a substitute date. Unexcused absence at the entrance examination is assessed as a failure to meet the requirements for the admission to study.

Test results and other point assessments are uploaded to the AIS where an order of applicants is generated. The admission to study depends on the applicant's position in the order of applicants based on the total number of points for the individual criteria, relative to the total number of admitted students. The minimal number of applicants, as specified in the requirements for the admission procedure, must be respected. The course of the admission procedure is evaluated and the process transparency is guaranteed by the Admission Committee of the UVMP, which also includes a representative of students. Admission of an applicant is decided by the Rector based on the list submitted by the Admission Committee. A decision on the admission procedure result must be issued within the period of 30 days of the verification whether the requirements for the admission to study have been met.
Applicants are entitled to appeal against the decision on the admission procedure result by sending the appeal to the Rector within 8 days of the decision delivery date, in the manner specified in the instructions included in the decision. The Rector is entitled to allow the appeal, in case he/she finds that the decision was made in conflict with the law, the internal regulation, or the requirements for the admission procedure, and may change the decision. Otherwise, the AS confirms the original decision.

Description of the admission procedure for the full-fee students
The admission procedure for the full-fee students is identical to the admission procedure for the standard students, except for the tests, which are held on-line, but in the remote form.

Adjustment of the number of admitted students to the available learning resources
The number of applicants for study who are funded by the state, whom the UVMP may admit, is limited by the allocated budget from the MoE for the given AY and the sources earned by the UVMP from its business activities. That number includes the applicants from the SR or from other countries, provided they apply for the study taught in Slovak language. In addition to the number of students determined as described above, the UVMP also admits students for study in English language, who finance their studies from their own sources. The numbers of admitted students in veterinary SPs (Slovak and English) are approved by the AS, and those numbers must comply with the SOP requirements for human resources and adequate premises so that the requirements for the protection of health and safety are met.

Description of an expected number of new students admitted to VEE for the next 3 AYs
The expected number of admitted students will not change over the next 3 AYs. Over the period of next 3 AYs, the UVMP plans to admit 150 new students to the GVM SP in Slovak language, 80 students to the GVM SP in English language, and 50 students to the FH SP.

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.

In accordance with the legal requirements for equal opportunities, the UVMP creates conditions that facilitate studies for students with specific needs. The status of and the rules for the students with specific needs are defined in the Act on Higher Education, Decree of the MoE on minimal requirements for students with specific needs, the Act on Cash Benefits for Compensation of Severe Disability, the United Nations Convention on the Rights of Persons with Disabilities, the UVMP Statute, Study Guidelines, and the Directive on Support of Students and Applicants to study with Special Needs.
In the admission procedure, the applicants who submit a reliable certificate of their disability are treated individually and their needs are taken into account; for example, they are given 50% more time to take the entrance examination. The matters related to applicants, and later students, with specific needs, fall within the responsibility of the coordinator for students with specific needs, the Vice-Rector for Education, the Study Office, and contractual specialists (psychologists,

counsellors, etc.) from the advisory centre of the partner university (Pavol Jozef Šafárik University in Košice), who provide those services.

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.

At the UVMP, the admission procedure, the course of study, the recognition of academic degrees, and awarding academic degrees complies with the SAAHE Standards; that guarantees that consistent rules are in place, applied, implemented, published and easily accessible in all stages of the study life cycle, in particular with regard to the admission procedure, the course and evaluation of the study, recognition of academic degrees, and issuance of diplomas and other documents certifying the completed education. The offered studies are promoted among the applicants in advance and the published offer contains objective and complete information on the SPs, requirements and criteria for the admission, as well as other study requirements. The admission procedure is fair, transparent and reliable, and the selection of applicants is based on the corresponding methods of assessment of their capacity to study. The admission procedure requirements are inclusive and guarantee equal opportunities for all applicants who demonstrate that they meet the preconditions for studying at the UVMP. The policies, structures and processes of the internal system guarantee that supportive actions are taken and that the environment created at the University facilitates equal study opportunities for all students with specific needs and students from disadvantaged backgrounds.

Progression criteria

The progression criteria are specified in the Study Guidelines internal regulation. Those criteria are binding for all students. They define the requirements and conditions that must be met by a student to be allowed to proceed to the next year of study. The progression is conditioned by obtaining the determined number of credits. Taking the final state exam is conditioned by the successful completion of all CCs and registered ECs and obtaining at least 335 credits.

Study revision (of the number of obtained credits) for the progression purposes is carried out in the following stages:

- After year 1, every student must obtain at least 45 credits;
- After year 2, every student must obtain at least 90 credits;
- After year 3, every student must obtain at least 135 credits;
- After year 4, every student must obtain at least 180 credits;
- After year 5, every student must obtain at least 225 credits;
- After the last state exam, every student must have at least 360 credits obtained.

Students obtain credits after the successful completion of the course in the prescribed manner; in particular, as for the courses that are completed by obtaining a certain number of credits, they are successfully completed by obtaining that number of credits; as for the courses that are completed by passing an exam, they are successfully completed by passing the exam with a grade A–E.

The rules regarding the credits and exams are defined by the course guarantor in accordance with the Study Guidelines. The rules for obtaining credits are part of the CILs published on the website, while the course guarantor is obliged to publish them in the first week of the semester in which that course is taught. The CIL also includes the prerequisites for registration for the course, the number of lessons and the form of teaching, the number of credits, names of teachers, course annotation, the syllabus, learning outcomes and educational aims, recommended study literature, methods of interim revision of study, and specific requirements for completing the course – i.e.

the requirements for granting the credit and passing the exam. Other requirements for completing the course may include – compulsory participation in the practical teaching, active approach throughout the semester with interim revisions, testing for the purpose of obtaining credits, etc. According to the aforesaid rule, students are obliged to become familiar with and follow the instructions published on the website, in the AIS, and on the noticeboards at the premises where the course is taught. Within the UVMP, students are obliged to communicate with the employees using the assigned email addresses.

Support for students who are not performing adequately

As one of the supporting mechanisms for students during their studies, and at the same time one of the measures aimed at preventing early discontinuation of the study, the UVMP has established a position of a study advisor, which is performed by a selected teacher who teaches that particular SP. The study advisor helps students cope with the transfer from the secondary education system to the higher education system, conducts the professional supervision, and acts as the leader of the students studying in the same year throughout the study.

In addition to the study advisors, students are also assisted by the Study Office. Year-1 students receive assistance when familiarising themselves with the new environment, exploring their rights and obligations, examining the schedule for the AY and important dates, familiarising themselves with the credit system and the AIS, learning who are the contact persons for study-related matters, and learning about the services and possibilities offered by the UVMP. Students in higher years of study are assisted by the Study Office when exploring the credit system and related prerequisites, and in finding optimal solutions to their study problems or failures. Students in higher years of study have initiated the publication of the Practical Manual for Year-1 Students, containing the information and practical advice from senior students that is aimed at making the first two weeks at the UVMP easier and provide them with information about the life at the University. In addition to the practical advice regarding the study, the Manual also contains the information on the student life in Košice, the history and the present of the UVMP, information on extracurricular activities, as well as sporting, cultural and social events. The Manual is issued every year in the written form, in both Slovak and English languages.

The Big Brother is a very interesting project implemented by the members of IVSA and ANSA. They try to act as first-contact persons for new students in the UVMP. New students may ask them for help with their problems and unclear issues anytime via social networks. At the beginning of each semester, they organise a tour of the Univesrsity, an informal meeting, and a welcome picnic for new students.

In 2023, the UVMP joined the project implemented by the Behavioural and Experimental Economic Team (BEET), operating in the Ministry of Health of the SR, called the Buddy system. The Buddy system is implemented for the students of universities in the SR as the advisory body to the Ministry of Health of the SR with the aim of regular evaluation and improvement of the Buddy system in Slovakia. One of the members of the advisory group is an employee of our Study Office.

The purpose of the Buddy system is to provide assistance to students when adapting to the university environment and improving their wellbeing in their personal and student life. At present, young people must face various challenges and pressures (a balance between their student life, occupational life, and personal life; academic pressure; technological and information challenges, social pressures, etc.); it is therefore necessary to provide them with efficient and easily accessible assistance in the university environment. Students who responded to an offer to become a Buddy passed the initial training, and in cooperation with an authorised employee they prepare a pilot launch of the system in the university life.

During the teaching process in a semester, every teacher is obliged to offer consulting hours for the purpose of explaining and answering the questions of students who did not fully understand the topics taught.

Advertisements for students and transparency

The UVMP informs about its study programmes on its website and actively presents the information regarding the SPs at study fairs (e.g. Pro-Educo), during visitations by students of secondary schools, at annual Open Days, through its ambassadors (students present the SPs at their alma mater secondary schools), advertisements in journals, and on web portals.
Within those promotional activities, the students who are interested in the study are provided the information on the study conditions and courses, and on the UVMP's mission and activities.
The UVMP also presents itself in foreign countries by participating in international student fairs, on student portals, and via contractual partner agencies (in Norway, Sweden, France, Poland, Island, Cyprus, Greece, Great Britain and Israel) through sharing the information related to the study. The information is also shared on the UVMP accounts on social networks (Facebook, Instagram, Linked-In, YouTube etc.), interconnected with the website, where the information for study applicants, students and graduates are provided.
This is also facilitated by active student associations (IVSA, ANSA, and clubs) and by the implementation of the Buddy and Big Brother systems, within which senior students pass their experience to new students and students in lower years of study.
That information is also provided individually (on the request) during the opening hours via email and telephone communication with the Study Office employees.
The Study Office and the Advisory Centre of the UVMP constantly provides information to those who are interested in the study and to the students.

Description of the main causes of the burnout and the proportion of students burned out

The main cause of leaving or being excluded from the studies is a failure to meet the progression requirements. The highest number of early termination and exclusion cases is observed among the students in year 1 across all SPs. Rather high rates of failure in the first years of the study were analysed and the following causes were observed: insufficient adaptation of the secondary school graduates to the higher education system, difference in the levels of knowledge in biology and chemistry among the graduates of secondary vocational schools with unrelated job specialisation, and above all underestimating the systematic preparation during the semester by the students. Another reason for leaving is admission to another university (medicine, stomatology).

Description of decision-making on admission procedures and criteria, on the number of admitted students, and services for students

The admission process is in line with Study Guidelines, Procedure in the admission procedure and in the procedure for the review of the decision on the result of the admission procedure.
The admission of an applicant to the study is conditioned by the completion of the full secondary education or secondary vocational education and passing the entrance examination. The order of the applicants is determined based on the number of points obtained in written tests in biology and chemistry and the assessment of their participation in secondary school knowledge competitions and SSPA in the profile courses (biology, chemistry), as well as other activities, the proof of which the applicants must submit together with the application for study. Active participation in secondary school knowledge competitions and SSPA is evaluated as follows: a copy of the diploma must be submitted together with the application; in the case of participation in multiple rounds of such competitions, the document certifying the participation in the highest round is accepted. National rounds (at the levels of a district, county, or country) with the winning position on 1st–3rd place – 5 points; the international round – 10 points. The maximum number of points that an applicant may be granted for the participation or victory in all competitions and SSPA is 20 points.
Other activities are ranked as follows: a copy of the diploma must be submitted together with the application. Results of other competitions in courses other than the profile courses are accepted as well. The maximum number of points for such activities is 3 points.
Interim results of the entrance tests are published by the SCIO within 5 working days to them available to the applicants. The results of the admission procedure are published by the UVMP on

its website, via a link that interconnects the AIS, on the day when the Admission Committee holds the meeting, but no later than within 5 working days after the termination of the admission procedure at the UVMP. The results are also sent in a notice to every applicant, to their own hands, within 30 days of the date when it is verified that the applicant meets the requirements for the admission to study. A decision on the result of the admission procedure must contain the resolution, the rationale, and the instructions on a possibility to appeal against the decision.

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.

Description of the mechanisms for the exclusion of students

The reasons for the exclusion or expelling from the study are defined in the Act on Higher Education and in the Decree of the MoE No. 614/2002 Coll. on the credit system of study. They have been incorporated into the provisions of the Study Guidelines, while every student is obliged to thoroughly examine them.

In addition to the proper completion of study, the study may also be terminated as follows: by leaving the study (upon the student's request, or upon a failure to enrol for the next year of the study or after the interruption of the study); by exceeding the standard length of the study for more than two years; upon the exclusion from the study for a failure to meet the requirements resulting from the respective SP or from the Study Guidelines; upon the exclusion from the study for a disciplinary offence; after cancelling the SP, unless the student accepts an UVMP's offer to continue in the study of a different SP; or upon the student's death.

The requirements resulting from the respective SP or from the Study Guidelines, which the student must meets in order to avoid the exclusion from the study, primarily include the number of credits they must obtain for the individual years of study (as described above in Standard 7.5), the number of registrations for the individual courses (a maximum of 2 registrations for the same course are allowed) etc.

A decision on the exclusion from the study must be written and it must contain the reasons and the instructions of the possibility to appeal against the decision, and it must be delivered to the student's own hands. The date of the study termination is the date when the decision on the exclusion becomes effective.

Description of the appeal processes

Decisions that have the essential impact on the admission or non-admission to the study, or the progression or exclusion from the study are delivered to students in writing to their own hands. They must contain the rationale and the instructions on the possibility to appeal against the decision.

Students are entitled to appeal against the decision on the exclusion from the study within 8 days of the decision delivery date, by delivering the appeal to the Rector.

The Rector is entitled to accept the appeal and amend or cancel the decision in the following cases:

a) The decision was made in conflict with the Act;
b) The decision was made in conflict with the internal regulation;
c) The decision was made in conflict with the other requirements defined in Section 57(1) of the Act No 131/2002 Coll. on Higher Education and on amendments and supplements to certain acts, as amended.

In the case that the Rector does not comply with the appeal, he or she advances the appeal to the AS, which will make a decision. The Rector also provides the AS with his or her opinion and other documents used in the decision-making process, for example, the documents obtained from the Admission Committee etc.

The AS shall amend or cancel the Rector's decision if it was made in conflict with the Act or the internal regulation of the UVMP; otherwise, the appeal shall be dismissed and the Rector's

decision shall be confirmed. The AS dismisses the appeal if it is delivered late or by an unauthorised person. The AS is obliged to make a decision within 30 days of the student's appeal delivery date. A decision made by the AS shall be final and may not be appealed against. The AS decision on appeal becomes effective on the date it is delivered to the student.

7.7. Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

Description of the services available to students

The UVMP is determined to provide inclusive and equal education, while paying special attention to students who require an individual approach, as well as customised solutions in order to achieve its academic objectives. Supporting students with specific needs is not just a mandatory obligation, it is also an ethical responsibility aimed at ensuring that all students are provided equal opportunities to study and develop, regardless of their individual challenges. The UVMP strives to create the environment in which every student has access to the means that facilitate the use of their highest potential. The support of education for students with specific needs is contributed by the subsidy from the MoE, which was used to procure the equipment for the UL and study premises, as well as the access rights to electronic journals, to cover the library fee for students with specific needs, as well as office supplies and toners that were used in the study premises of the UL.

The UVMP operates the Advisory Centre as part of its plan to improve the quality of education and support the students. The Centre provides various forms of consulting, assistance and support in a wide range of life situations via the Study Office staff or a contractual advisory centre UNIPOC of the UPJŠ in Košice. The purpose is to ensure that students receive advice in order to find solutions to various issues they are facing, and hence better understand the academic life and prepare for their future challenges in life, cope with their personal life, relationship problems, and their personal growth. The UVMP puts the emphasis on the provision of high-quality support to students so they are able to overcome various challenges and achieve success in all parts of their life.

Social counselling focuses on the identification of the scope and causes of the material or social distress of students, the provision of information on potential solutions to their problems, and giving advice when selecting appropriate forms of social support. Pedagogical counselling focuses on helping students when searching appropriate learning strategies, coping with stress, scheduling their study time, and adjusting to the remote form of learning and online exams. The purpose is to provide students with tools and techniques that will help them achieve success in the academic environment. The most complex form of the counselling was the psychological counselling that is based on empathy, trust and acceptance. This type of service takes a long time, while its main objective is to support personal growth, development and maturity of students. The counselling process creates the environment in which the students may speak openly about their ideas and concerns. Psychological counselling helps students solve their problems, such as stress, problems in their families and relationships, the transfer to the higher education system, and separation from their families, friends etc. That is the first-contact counselling, while the students are also informed about the other options of professional help of a psychologist or a psychiatrist, if necessary.

The services for students with specific needs fall within the responsibility of the University coordinator and two employees of the Study Office. Students are taken care of through customised approaches and via personal, telephone or email communication.

The UVMP has signed the Memorandum with the IOM (International Organisation for Migration), under which the IOM organises courses of Slovak language for foreign students and courses of intercultural communication.

Description of the mechanisms for handling complaints of students

Students are entitled, anytime throughout the AY, to ask for assistance, file a complaint, and submit their comments or suggestions for improvement. They may be submitted either via the study advisor, representatives of the Student Chamber of the AS, the Study Office, the Vice-Rector for Education, the Rector, or the Controller. They may also file an anonymous complaint (a special mailbox in Building 11). Complaints delivered to the UVMP are forwarded to the Controller, who also keeps the central register of the complaints.

When solving their problems, students apply the following procedure:

Step 1 – Examination of the UVMP regulations;
Step 2 – Contacting the course teacher or the head of the Department;
Step 3 – Contacting the study advisor, the coordinator;
Step 4 – Contacting the Study Office;
Step 5 – Contacting the Vice-Rector for Education.

Student complaints are handled by the person to whom they are assigned. It is never the person whom the complaint regards, nor the person whose objectivity may be disputable. Complaints must be resolved within the period of 60 working days of the delivery date. For very complex complaints, the Rector may extend that period by 30 working days.

Results are then implemented either in a discussion with the head of the unit, or with the Vice-Rector for Education, the Rector, or through the investigation conducted by the Controller. Especially serious cases are resolved in the disciplinary procedure.

Relevant internal regulations and documents:

- Directive on the handling of complaints at the UVMP
- Study Guidelines
- Disciplinary Procedure for Students
- Student Code of Ethics
- Practical Student Guide (for students beginning their studies at the UVMP)
- Code of Ethics for Employees
- Disciplinary Procedure for Employees (available on the intranet in Slovak Language only)

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

In accordance with Section 70 (Rights of Students) of the Act on Higher Education, students are entitled to provide their opinion in an anonymous questionnaire about the quality of the teaching process and their teachers, at least once a year. At the UVMP, such evaluation is carried out using the anonymous questionnaire titled The Evaluation of Teachers and Courses by Students. The questions regard the professional and pedagogical competencies of teachers and the quality of the teaching process in a particular course. Students fill out the questionnaire at least once in an AY.

As to the organisation of the teaching process, students are entitled to provide their opinions and evaluate the organisation of the teaching process for a particular course, comment on the availability and quality of study materials, adherence to the requirements for the completion of a course, the grading system, the number and schedule of examination dates during the examination period, as well as how their expectations are met. When providing an overall evaluation of teachers, the students are entitled to provide their opinions on the degree of comprehensibility of how the teachers explain the topics taught, the professionalism of the explanations provided by teachers, to what extent the teachers raised interest in the course, communication skills of teachers,

how they respond to questions, to what extent the students had an opportunity to communicate with their teachers and express their opinions, the degree of unbiased grading of the students' knowledge and whether the grading is in line with the determined requirements, and the degree of equal treatment by teachers. The evaluation scale is 1–5 points, while 1 means the best result and 5 means the worst result.
The questionnaires are completed online form in the AIS. They must be filled out in the third week of the winter semester. PRSPs must evaluate the completed questionnaires at the meeting of their SPC, consider the comments, and provide their statement or take actions.
In addition to the evaluation of teachers and courses, students also regularly provide opinions on the professional training in a questionnaire titled The Evaluation of Professional Training and Internship.
The UVMP graduates are also allowed to provide their opinions in the questionnaire titled The Evaluation of Study at the UVMP by Graduates. The questionnaire is completed as a Google form in October.

Comments on Area 7

The UVMP admits students in the admission procedure. Over the last years, for the purpose of ensuring an unbiased admission procedure, the entrance interview is carried out in cooperation with an independent third party. The dropout rates and success rates depend on the complexity of the study. Nevertheless, the UVMP introduces modern teaching methods, has appointed study advisor, introduced the Buddy and the Big Brother systems.

Suggestions for improvement in Area 7

To establish a joint centre for career counselling and assistance with solving serious life situations, including the psychological counselling. One of the key requirements is to provide assistance to foreign students when they familiarise themselves with the new environment in a foreign country and establish new relationships.

Area 8 - Student assessment

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.

The rules regarding the student assessment are defined in the Study Guidelines, which are supplemented by the Academic Year Schedule; the rules meet the requirements for the assessment of students, determined by the national and international rules for higher education. Students are assessed objectively, based on specifically defined criteria and rules, while the assessment correlates with the syllabus for a particular SP and the learning outcomes. Only the students who meet all the obligations determined by the course guarantor (as described in the CIL), studied in accordance with the Study Guidelines, and registered for exams at the predetermined dates are allowed to take the exam. Following a successful completion of a course in the prescribed manner, students are granted the credits (ECTS) for the given course.

The student assessment systems in the individual SPs fall within the responsibility of respective SPCs, presided by their chairpersons. The form and the method of the assessment (in accordance with the Study Guidelines) are define by the course guarantor, who must announce a sufficient number of examination dates, including the number of students for every date, based on exactly defined criteria, at least three weeks before the end of a semester (before the examination period begins).

The assessment of the students' knowledge, experience and skills in the individual courses is aimed at verifying whether the obtained knowledge, skills and competences correlate to the prescribed learning outcomes and D1C.

The obtained knowledge, skills and competences are also verified during the semester by teachers, who apply standard verification techniques to assess the students, and hence motivate them, provide feedback and assistance in the elimination of mistakes and shortcoming in their work. Those techniques include verbal of written testing, seminar reports, individual and group presentations, case reports, revision of practical skills and D1C. Results of the assessment are provided in the form of points, grades, or a passed/failed result, while the result of such interim assessment is taken into account when deciding on granting the final credit and allowing the students to take an exam. If the granting of the final credit is the only form of the completion of a course, the assessment mainly focuses on the verification of theoretical and practical skills and D1C.

In a final exam, the theoretical knowledge is verified at a verbal or written exam, or a combination of the two, while the practical knowledge and skills are verified through a practical exam, which includes a demonstration of the required procedure. Based on the applicable regulations, an exam may only consist of two parts – either the theoretical and the practical, or the theoretical and the written, or the written and the practical. The exam is graded using grades A to Fx in accordance with the ECTS rules (see Standard 8.2). Teachers keep official records of the exams, upload them to the AIS, and print them out for a particular course in the AY in the form of written records for archiving purposes. The course guarantor must submit them to the Study Office by 31 August of the current AY.

Students receive feedback on the exam results in various forms, depending on the exam form. In a verbal exam, they receive it immediately after the exam, while in a written exam, they find the result in the AIS within 24 hours of the exam time. Exam results (the final assessment) are communicated to students as specified in the GDPR.

In the student assessment system, aggregate values of the assessment results are calculated for a particular course and then for all the students in the same year of study – for all courses in all years of the SPs. That data is evaluated by the Quality Assurance Office, and it becomes part of the Annual Quality Report for the given AY. That statistical data and the comments provided by

teachers and students (evaluation of the course) are then used to suggest corrective actions (modification of the curriculum, forms of teaching, method of verification of the students' knowledge, requirements put on students in the verification of their knowledge, correlations between the individual methods of student assessment, the evaluation of the whole system and changes in the student assessment system), which are discusses by the SPC, approved by the AC and implemented in the modification of the SP.

Assessment methodologies

Theoretical knowledge – the theoretical knowledge is verified in verbal and written exams, or a combination of the two. The most frequent form of a written exam is a test (the MOODLE platform), or the assignment of a seminar report. Questions for the exams are generated by experts and harmonised with the learning outcomes.

Questions for written exams are subject to an extensive process of quality control, which begins with the control of the system for creating questions in the database of questions, followed by the control of the creation of the individual tests; at the end, the difficulty of the tests is assesses based on the results achieved.

Verbal exams are usually based on answering questions and a discussion between student and teacher. In order to increase the objectivity in the exams, the exams are taken in the presence of multiple teachers, if possible.

Preclinical practical skills – the preclinical practical skills are primarily assessed in a verbal or written exam and through a demonstration of practical skills (collection and processing of samples, microscopic examination, laboratory analysis etc.). The assessment also includes the assessment of the knowledge related to a particular skill, as well as the obtained competences. In courses with the preliminary knowledge assessments, the assessment of preclinical skills is carried out using random tests or the demonstration of skills.

Clinical practical skills are assessed in a verbal exam and the demonstration of practical skills (practical exam). The verbal exam is performed in the form of answers to the exam questions. At a practical exam, the level of practical skills demonstrated when handling a patient is assessed. The two parts of the exam are assessed separately (in the final assessment, the average result is calculated), the professional veterinary knowledge and skills are verified, as well as the professionalism of the approach applied, and D1C of the tested student are assessed. For the purpose of registration of all examined patients, students use the Logbook and Provet.

Soft skills

Communication skills are integrated in the study plans of several courses. The theoretical basics of professional communication are taught in the course Professional Ethics and Communication. Students revise and practice their acquired knowledge at clinical units (VTH) during the rotations that are part of the last year of the study. In the aforesaid course, students are taught about the ethics, self-reflection, and feedback, which include the solving of problems and dilemmas associated with the veterinary profession. Other soft skills are supported in the following courses: Biomedical Statistics, Economics and Practice Management, Data Processing and Professional Databases, and Professional Ethics and Communication, or they are part of the syllabi in clinical courses. As for other soft skills, for example, the time management, work under pressure, teamwork, creativity, coping with criticism and communication with animal owners, are assessed as well. The assessment also focuses on the solving of model, simulated, and real-life cases in the form of argumentation debates (student-student, student-teacher) or group discussions, in which students combine their creative thinking, and the knowledge acquired during their studies, which helps them in future when solving similar situations in real life (Public Veterinary Medicine, Veterinary Legislation, and Forensic Veterinary Medicine).

Based on a comparison of the results of the students' knowledge in the first years of study in courses Biology and Chemistry and the results achieved in the admission procedure, it may be stated that the order of students based on the results of the entrance examination correspond with the result of the exam in the corresponding course. Exam results were better in students who

ranked in the top half of admitted students. The comparison was made by applying a simple method using the VLOOKUP formula and the conditional formatting in Excel.

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.

Description of the processes that ensure the transparency of the assessment criteria/procedures

The rules, criteria and procedure of the student assessment are defined in the Act on Higher Education, the Act on Quality, the Quality Assurance IR, and the Study Guidelines.
At the beginning of each AY, students are at the introductory lecture informed by the course guarantor about the course timetable, conditions for completing the course including the course evaluation criteria. Students can find this information on the bulletin boards of the department where the course is taught, in the CIL in AIS, and on the website.
The AIS is accessible to all students, so the students may find the information about their obligations and the assessment criteria well in advance, before the assessment takes place. If necessary, students may find this information on the website and the Quality Portal, or they may receive it from the Study Office employees.

Description of the grading processes, including the explicit requirements for the evaluation of barriers

Students register for their exams in the AIS, while the dates of exams are published and available to students three weeks before the end of semester.
The examining person is the course guarantor (ideally more than one teacher), or a person authorised by the course guarantor who possesses long-standing pedagogical experience. All examining teachers, including the course guarantor, are approved in the process of approving CILs by the SPCs.
Exams are open to the members of the Academic Community, but in order to ensure maximum objectivity of the exam assessment and a professional approach to be applied by not only the teacher, but also the student, it is beneficial to have also other examining teachers and other students present at the exam. In accordance with the ECTS rules and the Study Guidelines, the assessment of the students' performance uses the grading system with a scale of A–Fx grades (A: excellent; B: very good; C: good; D: satisfactory; E: sufficient; and Fx failed). The assessment system and the scale are the same for retaking the exams. State exams are held in accordance with the Act on Higher Education and the Study Guidelines before the commission appointed by the Rector, which also consists of external experts.
Withdrawal from an exam during the exam, or a failure to appear at the exam on the determined date without an excuse is graded as Fx (failed). If a student is not able to appear in person at an exam for any reason whatsoever, they are obliged to withdraw their registration for the exam date in the AIS within the determined period in advance. For serious reasons, students may also excuse their absence at the exam three days before the exam and within five days after the exam date.

Description of the processes for providing feedback to students after the assessment and recommendations for the required improvement

During the examination period, students may take an exam three times (regular term, the first retake, and the second retake). The student has the right to apply for an exceptional third re-examination (TRE) in two courses within two AYs. For this purpose, the Vice-rector for Education appoints examination commission made up as a rule of 3 teachers of related courses. The guarantor of the examined course acts as chairman of the commission.

Results of the student assessment (credit/exam) are documents in the AIS and are available to students as the feedback. Registration of exam results in the AIS is prescribed by the Study Guidelines.
Students are entitled to learn about the results of their exams and the teachers are obliged to provide feedback about the course of the exam (verbal, written, and practical), point out wrong and insufficient answers, address deficiencies and give reasons for the assessment results. In written exams (tests), teachers are obliged to make the results available to students after the correction process. This also applies to written papers and tests for credits. Exam results may be announced to the students in person or via the AIS, while respecting the GDPR rules. Students may provide their statements regarding the assessment results and ask the examining teacher for an explanation or consultation. Students who wish to see the results of their exam may ask for an individual meeting.
At the beginning of each semester, the course guarantor announces consultation hours during which students are offered consultations during the semester, before an exam, or after a failed exam in order to acquire the required knowledge.

Description of the process of appeal against the assessment result
Students are entitled to appeal against the exam result (exam grade or credit), raise objections regarding a violation of rules and the course of the exam (Study Guidelines) by the examining teacher and ask the Rector to examine the complaint filed. If the complaint is justified, the Rector appoints a 3-member committee in front of which the student then retakes the exam. The retake date must be determined as soon as possible after the complaint delivery date.

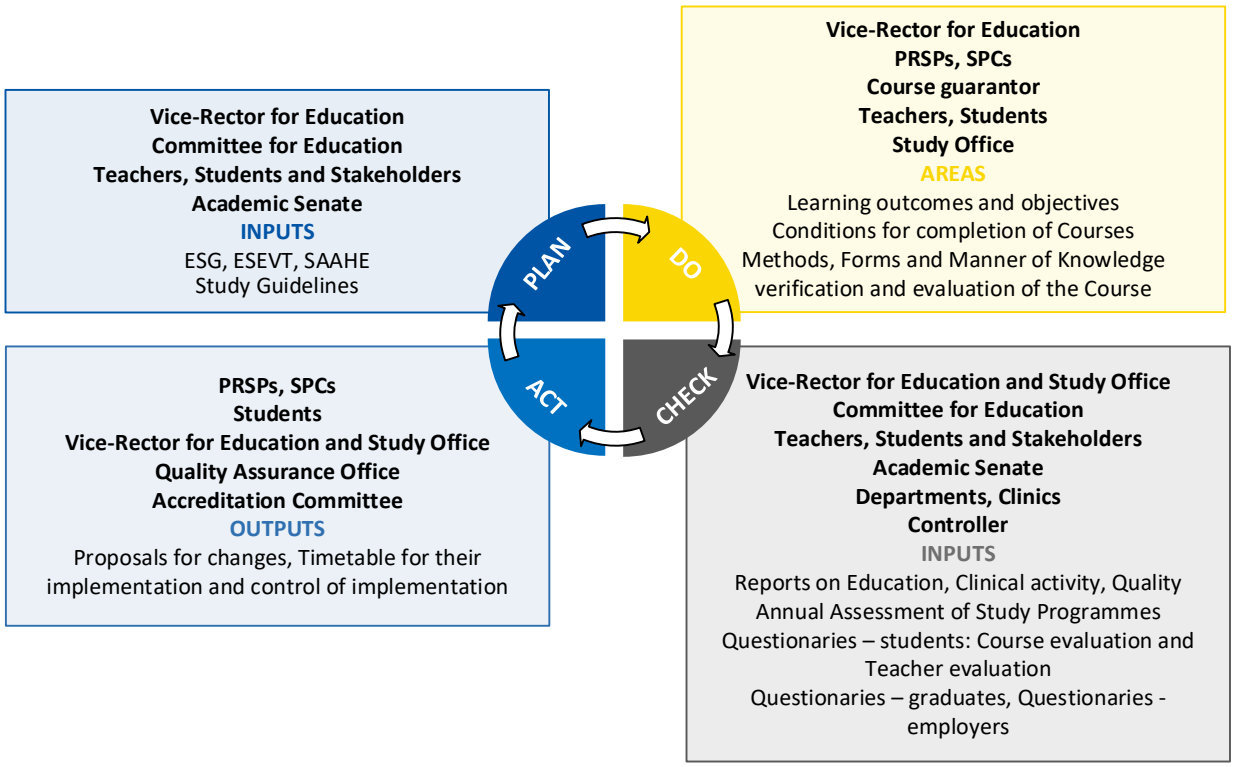
8.3. The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for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

Student assessment strategy
Study Guidelines explicitly define the procedure and strategy for the assessment of students, which are binding for the students, the teachers, and the UVMP Management. The assessment strategy is aimed at the fulfilment of the learning outcomes in accordance with the graduate profiles for the individual SPs and the acquisition of the required D1C. It is prepared with the contributions by SPCs, and members of those committees are teachers, students and external experts (stakeholders). Proposals that follow from the resolutions of those committees are approved by the AC. Subsequently, they are available in the form of CILs (responsibility of the course guarantors) to all students and teachers of the UVMP, as well as the public (published on the website and the Quality Portal). Suggestions to change the form and content of exams may come from teachers/course guarantors and students based on the results of the analysis of anonymous questionnaires (evaluation of teachers and courses), the monitoring and analysis of the grades achieved in individual courses, the feedback from students and teachers, and from the Vice-Rector for Education; however, they must be harmonised with the requirements arising from the SAAHE Standards, EU Directives, and the SOP.

Description of the interconnection between the learning outcomes and the assessment method
Learning outcomes are the basic criteria for the assessment of students and are part of the individual courses and the SPs as a whole. All educational activities, including the student assessment, are aimed at achieving that the students who complete a course or graduate have the necessary skills and competences. That is a result of interconnecting the learning outcomes with the teaching methods, forms and techniques, including the assessment of the results achieved. All exams are based on competences, and by passing them, students prove they have acquired the D1C required for their further studies and for practicing their profession. The form and method of

the assessment of students in the individual courses correspond to the competences that are being verified, as well as the specific learning outcomes. Successful assessment of a course is a precondition for granting credits to a student, while obtaining the minimum number of credits is a precondition for the progression.
In terms of the quality of the assessment process, it is very important that students receive quality feedback from their teachers. The reason is that positive feedback is the best motivation and leads to higher interest in the study, willingness to work hard on one's personal growth and better results in the next years of study. Study results in every course and for every year are evaluated on the regular basis, once a year. Analysis of the study results and potential findings of negative trends in the teaching process or in achieving the desired study results lead to taking corrective actions to achieve improvements (see Figure 8.3.1).

Figure 8.3.1: PDCA of the analysis of the results and quality of SPs



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.

Description of the system of certification of the achievement of study results by students in various courses, years of study, etc.

The UVMP ensures the achievement of learning outcomes in every course and every SP. The teaching of every course must be carried out in accordance with the requirements of the individual SPs. Course guarantors continuously control and record the students' participation and activity in the practical teaching (seminars, exercises, internship, practical training). The system of preliminary controls, submission of protocols from previous exercises, presentation of seminar reports, preparation of case reports with subsequent feedback from teacher on students performance not only improves the transparency of the teacher-student relationship, but also enables students to see the expectations of their teachers at the same time it helps to eliminate potential misunderstanding how the learning outcomes are perceived by student and teacher.
Monitoring the students' progress during the semester and the assessment of their work supports

the necessity of continuous preparation for each and every lesson, helps them understand the course topics better and achieve the required learning outcomes. Exams represent the final assessment of the acquired knowledge and skills. Exam results are recorded in the AIS in accordance with the SP requirements. In state exams, results are recorded in printed protocols on state exams. For the purposes of study completion, students must have passed all the exams and gained all the credits prescribed in the curriculum. The study ends on the date of the last state exam. Successful graduates are awarded a diploma together with a diploma supplement containing the list of completed courses, including the DT defended.

Description of the strategy how to motivate students to actively participate in the learning process

Students who apply for study at the UVMP already come with a strong motivation and exhibit a great effort aimed at gaining the qualification and a diploma of a VS. Teachers of the UVMP build their teaching activities on that motivation and encourage students to actively participate in the educational process by preparation of interesting lectures, introducing role-plays and simulations of various situations, organising the teaching process outside the UVMP premises and in special facilities, by inviting external experts and experts from other countries. All that requires that students play an active role in the educational process. The purpose of those activities is to ensure the achievement of the learning outcomes while also monitoring their progress in actually achieving them.

Practical teaching is compulsory for the students. In most courses, the theoretical readiness of students is tested throughout the teaching process. Students are actively engaged in anatomic necropsy, collection of biological material, training of clinical skills (in the CSC) and the execution of practical veterinary procedures (clinics), clinical diagnosis (biochemical, macroscopic, histopathological, imaging, etc.), prevention and therapy, inspection of slaughter animals and meat, inspections of food-producing facilities and laboratory analysis. During their studies, students actively solve simulated and real-life cases from the area of animal health and disease prevention, animal protection and welfare, food safety and hygiene, and legislation procedures associated with the execution of the state veterinary services.

Active engagement of students in the educational process plays an important role in the self-learning process. They have special time and space reserved for self-learning, and they receive assistance from their teachers and senior students (Big Brother and Buddy systema). Self-learning is incorporated in many courses (see the Course Information Letters in Appendix 2). Self-learning with the use of e-learning materials, topics assigned by the teacher, macroscopic or microscopic preparations in necropsy rooms and laboratories, or training of diagnostic methods, sutures, or simulation of various positions of foetus in the birth canal, is an inevitable part of the study as it facilitates that students immediately receive the feedback on their knowledge and areas for improvement. Moreover, self-learning helps them in preparation for the final practical exam.

Students are also motivated by exchange mobility programmes ERASMUS+ and CEEPUS, during which they may confront their knowledge and practical skills, and compare them to those of students from other universities.

8.5. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global

assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

The learning outcomes and educational aims of the GVM and FH SPs have been defined so that they meet the requirement for the acquisition of D1C. The same applies to the courses included in those two SPs, as their basic competences are incorporated in the curriculum and the assessment. The fulfilment of those requirements in the individual SPs falls within the responsibility of the PRSP and members of SPCs, while at the level of a particular course, that falls within the responsibility of the course guarantor. The same applies to the methods of assessment of how the acquisition of the required D1C is fulfilled, and the student assessments (details in Standard 8.1) are part of the entire study.
Within the individual courses, the assessment is applied throughout the semester with the emphasis on the theoretical and practical readiness of students for the educational process. The assessment consists of the preliminary testing of partial topics in the course, the evaluation of the submitted presentations, partial outputs, and the skills acquired.
The aggregate assessment is part of the granting of credits for courses (credit test, submission of seminar reports, reports of the patient cases, etc.) or taking an exam (or a graded credit), and it is used for proving the possession of the knowledge, skills and competences that are required to complete the course. The course completion in a prescribed manner is a precondition for awarding the credit (Bologna Process) and progression of a student to the next year of the study.
The fulfilment of the D1C requirement is significantly facilitated by the compulsory participation of students in the extramural practical training (EPT), in which the students may verify and improve their skills acquired during their studies. Students make records in the Logbook, in which the practical training providers confirm that the students fulfilled the tasks of the practical training in line with the instructions provided. The Logbook is then reviewed by the course guarantor, who certifies with their signature that the required tasks have been fulfilled by the student alone.
The verification of the knowledge, skills and required competencies of students takes into account the acquisition of D1C, as specified in the SOP, which are explicitly defined for every course as part of the learning outcomes. That guarantees that the requirement to ensure the acquisition of D1C in every course is fulfilled at the completion of the study.

Comments on Area 8

At the UVMP, the method of student assessment complies with the ESG requirements, the SAAHE Standards, and the D1C requirement, which are included in the learning outcomes. The emphasis is put on achieving that the method and form of the student assessment are in accordance with the Study Guidelines; all that guarantees that students and teachers are made aware in advance of the assessment criteria and rules.

Suggestions for improvement in Area 8

To continue with the efforts aimed at ensuring fair assessment of students' knowledge by updating the standards governing such assessment in the Study Guidelines.
To extend the use of the MOODLE learning platform and supplement it with a self-testing option.
To combine the digital and the verbal forms of exams in individual courses with the aim of achieving more objective assessment and improvement in the communication and expressive skills of the future VSs.
To extend the existing electronic databases of virtual patients, hence enabling the students to improve their diagnostic and therapeutic algorithms.

Area 9 - Teaching and support staff

9.1. The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.
Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Description of the global strategy in the field of HR

The UVMP strategy is to guarantee that education is provided by competent experts; that will ensure that students are provided the latest knowledge, acquire the necessary skills during their studies, and begin their careers with the necessary competences. The role of the UVMP Management is to do the best they can to ensure that the working conditions and creative environment motivates employees to strive for the best possible performance with the aim of providing their own knowledge, skills and experience to the next generation of VSs. Teachers must meet the criteria and requirements set forth in the Act on Higher Education, the Act on Quality, the SAAHE Standards, the ESG and the SOP.

Out of the total number of teachers involved in the teaching process in the GVM SP, 84% are VSs, 16% have qualification in other fields (e.g. natural sciences). In the HP SP, 85% are VSs, 15% have qualification in other fields. All teachers, regardless of their qualification, are experts who are fully competent in the fields they teach.

Employees who are not VSs usually teach the basic courses (chemistry, biochemistry, physics, English, etc.), as well as the courses related to the work of VSs (Latin terminology). The list of current academic employees, their qualifications, FTE, and their pedagogical responsibilities is presented in Appendix 1.

The UVMP also supports professional growth and learning new competences among non-academic employees (the technical, administrative and support staff).

Academic employees are selected and appointed in public selection procedures and they must meet the required prerequisites for the activities performed in a particular field, in compliance with the applicable systemisation of job positions. Changes in the systemisation process are subject to the approval by the AS, and after they are approved, certain job positions may be added or cancelled. Public calls for applying for job positions are published on the official noticeboard, on the website, and on the Euraxess portal. The selection procedure for vacant job positions and the selection criteria are regulated by the Act on Higher Education and the UVMP internal regulations.

The number of academic employees is calculated as full-time employment relative to the number of students so that the teaching process in the clinics may be carried out with small groups of students (5–6 students), and for a different type of teaching with groups of 12–15 students per teacher.

In the renewal of job positions, the scientific and professional competencies of academic employees are reassessed every five years. Their scientific competency is reassessed based on their creative activities demonstrated through the most important outputs and participation in national and international projects. Their pedagogical competency is reassessed based on the results of annual anonymous questionnaires – The evaluation of Teachers and Courses, as well as the published textbooks and learning materials, the introduction of innovative methods in the

teaching process, and enhancing one's scientific and pedagogical qualifications. That particular field is governed by the IR General criteria and IR Minimum criteria.
Academic staff are obliged to complete the course on the basics of higher education pedagogy, which is compulsory for all newly hired teachers within the period of 1 year after their employment begins, and then once in 5 years (internal regulation: IR Professional development).
Teachers participating in the teaching of SPs in English must complete a professional language course that ends with an exam or prove their language competencies by submitting a language certificate issued by a renowned language institution.
Every year, the UVMP employees may also complete other trainings to enhance their skills and competencies. In the case of teachers and VSs in clinics, those include, for example, soft skills (communication skills), while in the case of technical and administrative staff, they may complete English courses. Training in the field of digital skills is organised by the UVMP, and it is attended not only by teachers, but also other employees. The development of pedagogical competencies of doctoral students and postgraduate students is carried out systematically in accordance with the requirements regarding their compulsory engagement in the teaching process. The UVMP supports the education of employees that is provided by the IPEPS, with a focus on the protection of animals in transport, protection of animals used for scientific purposes, and training of hunters about hygiene of game and human health protection. Individual professional growth, primarily of the clinical employees, is facilitated by their participation in the events organised by the CVS and SVFA. Creative employees may participate in national and international conferences. The UVMP also supports participation in resident programmes.
The UVMP has established a system of education in the field occupational safety and health (OSaH) and biosecurity for various types of employees (academic staff, non-academic staff, and students). The education is provided in the form of courses and training, while the emphasis is put on the safety-first awareness. In that spirit, the UVMP also improves working conditions for its employees in terms of enhancing the OSaH, providing adequate tools, instruments and materials for their work, scheduling the working time and leave, improving the working conditions and catering services.
Every new employee is informed about their job description, internal regulations, general OSaH requirements, fire protection rules, operating procedures and rules for using chemicals and biological materials, exposure to ionising radiation and artificial optical radiation. Compulsory training on fire protection and safety, and similar training, is carried out periodically in accordance with the requirements set forth in Act No 124/2006 Coll. on Occupational Safety and Health, and it ends with a test. Repeated trainings for employees are organised once in two years. Those trainings are organised by the DSCM in cooperation with the occupational medical service provided by Medison s.r.o. (also through certified external trainers), which is also responsible for providing every building with the equipment that meets the OSaH requirements.
Professional courses are also intended for the employees who need special professional competencies to carry out their work (manipulation with toxic and very toxic materials and mixtures, work with diagnostic X-ray equipment, etc.). Professional courses and exams are organised separately, pursuant to the applicable legislation and in cooperation with the DSCM.
The OSaH training for students is provided in the enrolment process (general training) and then regularly every year at the workplaces where the students are taught. The course guarantors are obliged to arrange that at the beginning of the teaching process (beginning of a semester) all students are informed about the OSaH rules. The training also covers the rules for providing first aid in injuries. Participation in that training is recorded in written protocols. Repeated trainings for students at the University level are organised once in three years.
In accordance with the Act on Quality, the Quality Assurance IR, and the IR Professional development, the UVMP guarantees the minimum qualification prerequisites of its academic and non-academic employees involved in the teaching of students of veterinary medicine and food hygiene. Already in the selection procedures for the individual job positions, only the applicants

who meet the qualification requirements are invited to an admission interview. Once employed, every employee must personally complete the basic training regarding the OSaH and GDPR and certify with their signature at their workplace that they have been informed about the internal regulations regarding the employment relationships (Work Rules IR, Organisational Rules IR, Code of Ethics for Employees, Registry Rules, Directive on the handling of complaints, Directive on equal treatment and protection against discrimination, Directive on the protection of whistleblowers) and specific documents applicable to a particular workplace, such as Operating Rules for Using Chemicals, Operating Rules for Using Biological Materials, Operating Rules of Clinics, etc. The UVMP supports the professional development of its staff of every category in accordance with the specifics of their jobs by organising courses aimed at the acquisition of pedagogical, language, and digital skills. The course on the basics of pedagogy is organised for the academic staff and doctoral students who are involved in the teaching process. The course on professional communication is intended for all UVH employees, in the scope determined by the target group – the lowest number of lessons on the skills of professional communication in the case of animal caretakers; a higher number of lessons in the case of clinical VSs (non-academic staff); and the highest number of lessons for VSs (academic staff). The rules of good laboratory practice/clinical practice are also taught in the form of informal education – provided by the senior staff. The UVMP organises e-learning forms of education when introducing new electronic methods in the teaching process and for the evaluation in the form of manuals for the AIS, MOODLE, MS Teams, Quality Portal, etc. Moreover, the UVMP financially supports the participation of its staff in the trainings that are necessary for the execution of specific skills, such as work with toxic substances, handling laboratory animals, etc.

9.2. The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

Selection, recruitment and education of teachers

The categorisation of teachers and researchers, the employees performing laboratory work, the administrative, professional, technical and administrative employees, the employees performing crafts, manual or manipulation work, which is mostly manual work, is presented in Appendices 3–6 of the Internal Regulation on Salaries, including their salary categories, job descriptions, and qualification prerequisites. Based on those categories, particular job descriptions are drawn up and incorporated in their employment contracts.

When hiring creative employees for vacant or newly created job positions, the UVMP follows the Act on Higher Education and its internal regulations. In accordance with the Act on Higher Education, the UVMP has established the IR Principles of Selection Procedure.

In accordance with the Act on Higher Education, hiring teachers and appointing professors and associate professor is carried out in the selection procedure in compliance with the selection procedure principles for teachers, researchers, professors and associate professors. The selection procedure for professors and associate professors is at the same time the selection procedure for teachers. The scientific and pedagogical degrees, or the art and pedagogical degrees cannot be a prerequisite for hiring a professor or an associate professor. Calls within the selection procedures are announced by the UVMP on the website specified by the MoE and on the official notice board. The selection procedure for professors and associate professors is carried out pursuant to the Act on Higher Education and the IR Minimum criteria. In the case of hiring professors and associate professors, the related requirements must take into account the required level of criteria for

awarding the degree of the professor or the associate professor as set forth in the standards for habilitation and inauguration proceedings. The applicants for a job position of a professor or an associate professor must meet the following requirements:

- In the case of a job position of a professor or an associate professor, they must meet the general criteria approved by the SB;
- In the case of a job position of a professor, they must meet the specific criteria approved by the SB.

Hiring a person as a teacher in the job position of an associate professor is conditioned by their continuous fulfilment of the existing criteria for the job position of an associate professor. Hiring person as a teacher in the job position of a professor is conditioned by their continuous fulfilment of the existing criteria for the job position of a professor.

At the request of a senior employee, the selection procedure may also be applied to the hiring of researchers and other employees of the UVMP, based on the systemised capacities of researchers and other employees approved by the AS, valid at the time of hiring researchers or other employees. Calls in the selection procedures for researchers or other employees are announced by the UVMP on its website and on the official notice board at least three weeks before the procedure begins.

The criteria for hiring teachers at the UVMP are based on the requirements defined in the SAAHE Standards, the methodology for the evaluation of the SAAHE Standards, relevant provisions of the Act on Quality and the Act on Higher Education, and the LSP.

The criteria for hiring researchers at the UVMP are based on the requirements defined in the LSP, while respecting the SAAHE Standards, the methodology for the evaluation of the SAAHE Standards, and relevant provisions of the Act on Quality and the Act on Higher Education.

Creative activities of teachers are proved by the most important outputs of their creative activities (CAOs), while taking into account their percentage (calculated CAOs). Applicants for a job position of a teacher who are not applying for a job position of an associate professor or a professor must submit 5 calculated CAOs for the period of the last 5 years.

Creative activities of researchers are proved by their most important CAOs. Applicants for a job position of a researcher must submit 10 calculated CAOs for the period of the last 5 years.

Teachers who are in the job position of a lecturer, assistant, senior assistant, associate professor, and professor must undergo the selection procedure every 5 years.

Teachers in the individual SPs develop their professional, language, pedagogical, and digital skills and transferable competences in accordance with the IR Professional development. Once a year, the UVMP organises a course in pedagogy for new teachers and scientists/researchers, as well as doctoral students (after passing their dissertation exam), who are involved in the teaching process in the SPs of the 1st level, joined SPs of the 1st and 2nd level, and the SPs of the 2nd level. Other informal education of new teachers is organised by the respective course guarantors who themselves develop their own successors through listening at lessons, consultations, and sitting in in lessons.

Selection, recruitment and education of non-pedagogical employees

The technical, administrative, and support staff are full-time employees who are employed for a definite period of time (1 year) during the first two years (with a trial period of 3 months in the first year) and then for an indefinite period of time. The selection of employees for the support staff is carried out on the basis of the requirements published on the official notice board, on the website, or on the profesia.sk portal. After submitting their applications, the applicants are invited to an admission interview. The evaluation of an applicant's eligibility is carried out by a respective managing employee, or in the case of certain positions (the Bursar, head of the Rectorate department) by the committee appointed by the Rector. The administration of the selection procedure is carried out by the Legal Affairs and Human Resources Department.

The selection procedure for heads of departments or clinics and heads of research laboratories is announced by the Rector within three months after the beginning of his/her term of office, or as

required. The term of office of the heads of departments or clinics and heads of research laboratories is 4 years at most. The heads of departments or clinics and heads of research laboratories are appointed and removed from office by the Rector. The selection procedure for heads of departments or clinics and heads of research laboratories is announced on the website and on the official notice board at least 3 weeks before the procedure begins.
The selection procedure for directors and heads of self-sustaining units and special facilities is announced after the Rector is appointed to his/her office, or as required. The term of office of directors and heads of self-sustaining units and special facilities is 4 years at most. The directors and heads of self-sustaining units and special facilities are appointed and removed from office by the Rector. The selection procedure for the directors and heads of self-sustaining units and special facilities is announced on the website and on the official notice board at least 3 weeks before the procedure begins.

Description of formal rules applied to external work, including the consultations and private practice of the institution's employees

Employees of the UVMP may operate as private veterinary practitioners and provide consulting services within the scope of their profession, enter into contracts and agreements of work with other legal entities, or perform any other external activities. However, those activities must comply with the applicable legislation (Labour Code) and the Work Rules IR. Teachers may also perform external pedagogical activities at secondary schools and other universities. External pedagogical activities of the UVMP employees at other universities may be performed under an employment contract or an agreement of work. Only one of all the employments at multiple universities may constitute a 100-percent (full- time) employment, while the maximum number of employments is 3.
A condition for granting the permission to perform external activities to the UVMP employees is that such activities do not interfere with the activities and operations of the UVMP. With regard to such employees, the performance of their academic duties must not be interfered with, and they cannot conduct activities that lead to a conflict of interest of an employee of the UVMP. Internal employees of the UVMP with the full-time employment at the UVMP may only begin conduct their external activities after they receive the permission from the Rector.
Creative employees of the UVMP (teachers and researchers) may participate in the meetings of the bodies of other universities or research institutions, or the committees of state authorities and institutions as their external members, prepare expert opinions, are members of committees for habilitation and inauguration proceeding, are invited to participate in scientific and professional projects and publications, conduct consulting activities within the scope of their profession, etc. Activities of that type are defined as the representation of the UVMP and are not regarded to be external work, since such activities are aimed at enhancing their professional competences and establishing contacts at the national and international levels. Such activities may be conducted under bilateral agreements between the institutions, and such employees may be financially rewarded for some of those activities.

9.3. Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.
Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

In accordance with the Act on Higher Education, teachers hold the positions of professors, visiting professors, associate professors, professional assistants, assistants and lecturers. All pedagogical employees of the UVMP are obliged to take part in the teaching process and engage in the

research, professional and organisational activities in accordance with their job positions. The systemisation of job positions of teachers is based on the teacher job description, the working time schedule, and the definitions of the individual activities for the scheduled working time of a teacher.

The yearly working time of a teacher is divided into:

- Primary and secondary pedagogical activities: 45%
- Other activities: 5%
- Scientific, research and publication activities, clinical activities: 50%

Teachers working in UVH clinical units have 50% shorter annual working time for scientific, research and publication activities. Those teachers use the remaining working time for their clinical activities.

The primary pedagogical activities of a doctoral student, after passing the dissertation exam, covers a maximum of 4 lessons weekly on average in one AY.

In accordance with the Labour Code and the Collective Agreement, an employment relationship is usually established for a definite period of time (1–5 years), or if a teacher is appointed in the job position of an associate professor or a professor for the third time, while the total duration of their office in any of those two positions was at least 9 years, they are entitled to the employment at the UVMP as a teacher for the definite period of time until they are 70 years old. The Rector may also employ a person older than 70 years as a teacher, but for a maximum of 1 year. Such 1-year employment may be established repeatedly. The Rector may employ a 1-year teacher without applying the selection procedure if their working time is shorter, or may conclude an agreement of work outside employment for that purpose.

Proposals regarding the employment duration are decided by the Rector while considering the existing personnel for covering all UVMP activities, as well as the UVMP financial capacities. Those decisions are based on the valid systemisation of job positions approved by the AS and on the proposal submitted by a managing employee after taking into consideration the personnel and operational need of the UVMP workplace.

The UVMP continuously facilitates professional development of its academic employees, who are obliged to constantly enhance their pedagogical skills. Their education and professional development are part of their career growth. New employees and doctoral students are obliged to complete mandatory courses from pedagogy with a focus on pedagogy, didactics and psychology (Standard 9.2) and the training on pedagogical education, OSaH, biosecurity, as well as the training on the protection of animals in transport and the protection of animals used for scientific purposes. The UVMP organises language courses for its employees (academic and non-academic employees), as well as IT training. If necessary, the UVMP employees may also complete external courses for enhancing the quality of their work, which is supported by the UVMP.

The system of rewarding the UVMP employees for their excellent results in the field of teaching and research is defined in the internal remuneration regulation.

The support of academic employees is also provided by including their acquired scientific and higher university qualifications in the system of categorised remuneration, adjusting their teaching burden, providing financial support or reducing the time of training in which the employees obtain the qualification they will use in order to support the further development of the UVMP (European specialisation). The motivation of employees consists in the inclusion of their acquired professional qualification in the system of remuneration of academic staff in connection with the system of extra-tariff remuneration (bonuses).

The UVMP has established a system of rewarding the best teachers, which is based on the employee yearly assessment and anonymous evaluation of the quality of teaching provided by the students (the evaluation of teachers and courses). The motivational factors also include a reward for publishing study materials.

The funds for rewarding academic and non-academic staff are taken from the UVMP income received under an additional agreement with the MoE, the funds obtained from the SPs taught in

English, clinical services, professional veterinary and laboratory diagnostic activities conducted in connection with the teaching process, as well as the funds obtained from the grants for scientific and research activities.
The work burden of teachers (related to pedagogical, scientific and research activities) is reflected in the systemisation of job positions of teachers, which is carried out while taking into account the burden associated with scientific and research activities that is put on every teacher, depending on their job positions, and is harmonised and interconnected with the study plans for the individual SPs. The balance between the teaching duties, research, and other activities of the academic staff is implemented while considering the current needs of the units where they work, while the related parameters are determined by the heads of those units.
The excessive burden put on employees as result of their research activities is evaluated on the basis of the applicable outputs (publications registered in the WoS and Scopus databases), and it is normally rewarded via the above-tariff salary component.

9.4. The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit.
Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

Professional growth and development of employees is carried out in accordance with the IR Professional development, which defines all forms of life-long learning (formal and informal). Some of the courses are organised by the UVMP collectively for certain groups of employees (basics of pedagogy, English courses, courses of professional communication, IT courses, time management courses, etc.), while other types of courses are organised for all employees in accordance with the national legislation (OSaH rules, fire protection, GDPR). Certain courses are funded based on the special requirements and specialisations of the UVMP units. The UVMP supports the acquisition of higher scientific qualification (PhD, D.Sc., scientific qualification degree IIa, awarded by the SAS), university qualification (associate professor, professor), including mobility trips to conferences and internship, at which the employees acquire new skills. The UVMP has its internal regulations IR General criteria and the IR Minimum criteria, under which creative employees submit their CAOs. The evaluation of non-academic employees (laboratory technicians, administrative staff, technical and support staff) is carried out every year by the heads of the respective units. The evaluation process includes a meeting of the evaluated employee and their direct superior with the aim of discussing the success achieved and the future objectives.
The criteria for career progression of academic employees, and the corresponding appointment of an associate professor and a professor, are defined in the Act on Higher Education and the internal regulation IR Principles of the proceedings. They specify the evaluation of all aspects of the activities conducted by academic employees – the criteria for pedagogical and creative activities. As for the job positions of senior staff (Rector, Vice-Rectors, Bursar, heads of departments, heads of clinics, and other positions), they are hired in accordance with the Act on Higher Education and the internal regulations of the UVMP (Standard 1.2).
As for non-academic employees, their career progression is associated with the continuous enhancement of their qualification, participation in research projects, acquisition of new work experience and competences. The career progression is possible in the job position of a laboratory technician and the technical and administrative staff who were put in the managerial positions.
The employees may participate in courses and training with the support provided by their superiors. In accordance with the flexible working time, they may individually schedule their

work if they need to take care of their children. The UVMP supports the formal level of mentoring – joint education of an older and a younger academic employee in accordance with the IR Professional development.
All employees participate in the collection of data with the aim of increasing the quality of the activities performed at the UVMP within their membership in the individual bodies of the UVMP. More intensive participation in the decision-making process regarding the improvement in the quality of work is facilitated by annual SWOT analyses of every workplace upon a discussion on the annual quality report for a current AY.

9.5. A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

In accordance with the Act on Higher Education, students may exercise their right to evaluate courses and respective teachers once a year. The UVMP has established a system of anonymous evaluation in the AIS, in which students are asked 6 questions to evaluate the quality of the teaching process, and 7 questions to evaluate their teachers, using the scale of 1–5 points; they may also provide their verbal opinions. The AIS summarises the average results of the evaluation of courses and individual teachers for how they give lectures and conduct related exercises in the individual semesters. Those results are available in the AIS to teachers, courses guarantors, heads of departments/clinics, and the Quality Assessment Office.
The UVMP was one of the first universities in the SR to use QR codes for the evaluation of teachers. That system has been used at the University since September 2015. According to the information from the Portal of Universities, which was developed by the system, the registration of teachers was the highest rate of participation in the system, compared to other universities. Students log in the system via any of the social networks, but their names are anonymous.
Once a year, students are asked by the Study Office to evaluate their courses and teachers. Results of that evaluation for the whole UVMP are processed by the Quality Assessment Office and provided to the PRSPs, which are then included in the annual quality assessments of the SPs in the current AY in the form of 4 tables – the evaluation of courses in the form of an average grade and a verbal statement, and the evaluation of teachers in the form of an average grade and a verbal statement. Those results are discussed at the SPC meetings, and suggestions are made how to increase the quality of courses and teachers for which the students raised suggestions for improvement. The PRSPs discuss the drawbacks with the teachers in cooperation with the course guarantor or the head of the department/clinic. Pursuant to the Personal Data Protection Act, only the numerical evaluations of courses and teachers are published on the website and on the Quality Portal.

Comments on Area 9

The UVMP's priority is to support all forms of education in accordance with the IR Professional development with the aim to increase their skills and support the career growth of its employees.

Suggestions for improvement in Area 9

To create conditions for increasing the number of academic employees with professional specialties, the European specialties and certifications in clinical activities.

Area 10 - Research programmes, continuing and postgraduate education

10.1. The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

Research activities of the VEE and research-based veterinary education

The UVMP as the only veterinary university in the SR offers the possibility to conduct research in various research disciplines, including the basic and applied research, in connection with the study programmes taught at the UVMP. Research is conducted by the teaching/research employees, who monitor current trends in their specialization and participate in scientific projects. The research conducted by the employees combines various science disciplines; that facilitates the achievement of interdisciplinary results, which are then published in scientific and professional journals and presented at conferences. An integral part of the research conducted is the involvement of students, primarily doctoral students, as well as undergraduate students, who solve the research tasks in their final theses. Every student who shows their interest in science and research may be included in the scientific and research activities. Academic employees automatically transfer the latest knowledge directly into the teaching activities through lectures and practical teaching. Partial libraries located at individual workplaces contain the proceedings from scientific conferences. Results presented at conferences are often also presented directly in the UVMP units on posters displayed in the common premises of the UVMP units which are also visited by students, who thus may learn about those results and then discuss them with their teachers during the lessons.

The Internal Grant Agency (IGA) is intended for doctoral students and young research employees younger than 35 years; it provides the institutional support for short-term scientific projects. The purpose of the IGA is to educate new researchers and doctoral students of the UVMP about the principles of grant competitions.

The lists of publications published by the creative employees are part of Appendix 5.

Table 10.1.1: List of the major funded research programmes in the VEE which were ongoing during the last complete AY prior the Visitation

Scientific topics	Grant / year (€)	Duration (Yrs)
Joint doctorate in molecular animal nutrition - MANNA 2018- 2	47,898	5, (2018–2023)
The use of AI in the personalised medicine of prostate cancer	502,900	3, (2022–2024)
The development of monodomain antibodies blocking the SARS-COV-2 infection with a therapeutic effect	127,500	4, (2021–2024)
Demand-oriented research for sustainable and innovative foods, Drive4SIFood	194,236	3, (2020–2023)
Open scientific community for modern interdisciplinary research in medicine (OPENMED)	613,037	3, (2020–2023)
Nanoparticles for solving diagnostic and therapeutic problems with COVID-19 (NANOVIR)	28,105	2, (2021–2023)
The development of a nano-system for transport of medications to the brain against neuroinvasive pathogens	32,152	4, SRDA, granted in 2023
A study of toxicity of individual fractions of serpent's venoms in selected in vitro bio-models	28,556	4, SRDA, granted in 2023
Non-antibiotic approaches to the management of mastitis in dairy cows with the increasing of hygiene of the environment on production farms	37,056	4, SRDA, granted in 2023

Prevention of reproduction failures in the period of natural breeding of animals through the use of feed additives with high contents of polyunsaturated fatty acids	9,978	4, SRDA, granted in 2023, partner
Sex-specific microbiome and gene interactions in the pathogenesis of behavioral and gastrointestinal symptoms in the animal model of autism spectrum disorder.	23,269	4, SRDA, granted in 2021, partner
Study of the possibilities of using humic substances in combination with autochthonous probiotic bee lactobacilli to improve the health of honeybees and the quality of bee products	15,593	4
Application of fermented bio-products and humine substances in feeds for poultry, a new approach to the improvement of health of animals and production of safe and functional foods	22,887	4
Strategic development of therapeutics against neuro-infections caused by selected vector-borne pathogens	26,770	4
Chorioallantoic membrane - an *in vivo* model for the study of biocompatibility of materials	62,860	4
Emerging zoonotic pathogens transmitted by neglected species of anthropoids in Slovakia	64,816	4
New actors in the nano-therapy of neurodegenerative diseases: conditioned medium (CM) and extracellular vesiculas (EV) of somatic stem cells	60,928	4
The development of a probiotic preparation based on autochthonous lactobacillus for Salmonidae, intended for the improvement of the fish health and the production of quality foods	61,421	4
The impact of polluted environment on the incidence of nosemosis in honeybees	64,841	4
The impact of modulation of intestinal microbiota with probiotic bacteria on the stimulation of their activity	54,725	4
The development of one-domain antibodies (nano-antibodies) from alpaca (*Vicugna pacos*) and therapeutic C7C peptides against the S-protein of SARS-CoV-2	14,392	4, SRC, granted in 2023
Zoonotic pathogens of flying vertebrates in the One Health context	15,352	3
Reduction in the use of antibiotics on the programmes of the management of mastitis in dairy cows	13,498	3
Modulation of metabolism of pigs for fattening through the application of linseed	11,534	4
Diversity and molecular analysis of *Nosema* spp. in honeybees in Slovakia in connection with the presence of pesticide residues in the environment	10,958	4
One Health approach to parasitic infections with the zoonotic potential	9,686	4
Biomarkers of canine tumours of the mammary gland: intracellular, free and exosomal microRNA	11,451	4
Conditioned medium of mesenchymal stem cells of fatty tissues and amnionic sacs: innovative therapy of chronic wounds	12,123	4

The publications included in the proceedings from congresses and the pair-reviewed scientific journals published in years 2021, 2022 and 2023 are listed in Appendix 5.

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

The CCs of the curriculum include Biomedical Statistics and Data Processing and Professional Databases, at which the students learn about the basic methods used in the scientific research and the methods used when working with data and evaluating the results obtained. The completion of

those courses contributes to the development of competences that help students understand the evidence-based scientific work. The acquired skills are then used by the students when preparing their final theses.

Description of the minimum requirements for DT, supervision and evaluation of theses

Students engage in the research activities already during their undergraduate studies, primarily when preparing their final theses. DT are of the experimental and professional nature and contain the applied research. Pursuant to the Act on Higher Education, a DT is a mandatory requirement for every student in both the GVM and FH SPs. During the preparation of a DT, students acquire theoretical knowledge, scientific terminology, apply the basic standard scientific methods, knowledge and skills, always under the supervision of experienced scientists/teachers. Students thus become direct participants of the scientific and research activities conducted in the departments or clinics. They continuously gain the ability to conduct professional work without assistance in terms of the content and formal requirements.

Students may begin the preparation of their DT in year 3 of their studies, for the period of 4 semester. The topics for DT are announced by the head of departments and clinics, and heads of the LBMI. Every creative employee of the UVMP is obliged to announce 2 topics for the final theses at the beginning of the AY. The topics are published in the AIS, after being approved by the head of the respective workplace. The announcement of the topics must contain the title of a DT, name of the supervisor of the final thesis, and the admission requirements. The topics for DT are based on the scientific and research tasks implemented at the respective workplace. Supervisors of the final theses discussing the topics announced are normally senior teachers, while their minimum academic degree must be PhD. Students register for the announced topics for DT in the AIS, mostly after a consultation at the respective workplace. Students are assigned to the announced topics of DT at a discretion of the respective workplace. Students who showed their interest in working at a particular workplace earlier and engaged in the scientific and professional activities of that workplace in the lower years of their studies are more likely to be successful.

The selection of students for the preparation of the announced topics for DT at the individual workplaces must be completed by October 30th of the respective AY, by approving the students in the AIS (student's name, year, SP, topic of the DT, DT assignment date, the supervisor, or the consultant, if appointed). The student thus becomes obliged to prepare the assigned topic of their DT, and it is registered as the students' course. During the preparation of the DT, students learn how to work with literature, evaluate and adequately interpret the results achieved, and in discussions compare them with the data in literature. They are able to assess the applicability of the results in the basic or applied research and are able to present their results publicly.

A DT is completed by drawing up its written form. It must be drawn up in the extent of a maximum 60 pages with the following structure: Introduction, Literature Review, Thesis Objective, Analysis, Materials and Methodology, Results, Discussion, Conclusion (In Slovak and English, or in any additional world language), References, and Annexes. Direct costs of the preparation of a DT (printing, binding photos, etc.) are borne by the students. Students submit the complete DT in two copies, bound in a hardcover binding with a prescribed cover, and in the electronic form on a CD to the Study Office together with supervisor's opinion by March 31st of the given year. The theses are assessed by the opponent and checked in the Central Registry of Final Theses for plagiarism. The defence of DT is carried out before the thesis defence committee, which is approved by the SB at the beginning of the AY, and its members are nominated by the Rector. The committee consists of at least 3 members (two members are senior teachers and one is an external member) and 1 opponent. Dates, times and venues of the defence of diploma these are determined by the Rector no later than one month prior to the defence. Defence of DT prepared elsewhere outside the University is too organised at the UVMP. The defence of DT requires the submission of two copies of the DT, opinions of the opponents and the supervisor. During the defence of a DT, the student first presents the thesis objectives, and the key results achieved in their thesis – over a period of 15 minutes. That is followed by the assessment by the supervisor

and the opponent, and the answers to the questions asked by the opponent and the committee members. A public debate is followed by the non-public complex assessment of the DT. The defence procedure is recorded in the DT Defence Protocol, which also contains the grade awarded to the defence of the diploma on the respective scale (A–E, Fx) and the Licence Agreement. After the defence procedure, DT are available in the UL.
Students may decide to engage in the SSPA, which is an opportunity to present partial or all results of their scientific work.

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

The UVMP provides higher education in accredited SPs at the 3rd level of higher education in the full-time and part-time forms of study.
A standard length of the doctoral study at the UVMP in the full-time form of study is four AYs, while in the part-time form of study it is five AYs. The number of credits required for the proper completion of the doctoral study of the standard length is 240 credits.
Doctoral study is subject to an individual study plan and is carried out under the supervision of a supervisor. It is conducted at the supervising workplace, i.e. a UVMP workplace (department, clinic, scientific and research centre) which created professional, material and technical conditions for the doctoral students that are necessary for the preparation of the dissertation thesis, or an external institution that is a contractual partner of the UVMP under a framework agreement and enters into an individual agreement for each individual doctoral student. Proper completion of the doctoral study is conditioned by the completion of the dissertation exam, which is categorised as a state exam, as well as the defence of the dissertation thesis. The dissertation thesis is the final thesis. Doctoral studies in the individual SPs are monitored and evaluated by the SPCs of the third grade. The UVMP established committees for the individual SPs, while their members are approved by the SPC. The SPC is chaired by the chairman. If the UVMP provides the doctoral study in cooperation with an external educational institution, the external educational institution must have adequate representation in the SPC. In the case of the full-time study, doctoral students conduct their studies and research activities during the first two years of their studies and demonstrate their readiness by passing the dissertation exam. Over the next two years, they conduct further experimental work and publishing, actively participate in national and international conferences, and finalise their dissertation thesis. The doctoral study is conditioned by at least one participation of every doctoral student in the Seminar of PhD students dedicated to the memory of academician Boďa, at which the doctoral students present their interim results before the auditorium. During the doctoral studies, regular evaluation is carried out to assess whether the study requirements are being met; that is covered in the annual evaluation of doctoral students by their supervisors, while the evaluation form is submitted always on September 15th.
A necessary precondition for the completion of the doctoral study is to publish papers. The doctoral study is completed by the submission of the dissertation thesis and the defence of the thesis before the scientific committee. Graduates from the doctoral study have an opportunity to present their statement regarding the entire course of the doctoral study, evaluate the SP and their supervisor, which is necessary for the purposes of receiving feedback in the process of the periodic evaluation of the SP quality at the 3rd level of higher education, which is conducted on the yearly basis. The results are summarised every year and then used as the basis for proposing changes.

Table 10.3.1: Number of students registered at postgraduate clinical training

Training	2021/2022	2022/2023	2023/2024	Mean
Companion animals	16	15	16	15.6
Equine	5	6	4	5
Production animals	7	7	7	7
Total	28	28	27	27,6

Table 10.3.2: Number of students registered at postgraduate research training

Degrees	2021/2022	2022/2023	2023/2024	Mean
PhD	84	94	80	86
Total	84	94	80	86

Table 10.3.3: Number of students registered at other postgraduate programmes but not related to either clinical or research work (including any external/distance learning courses)

Programmes	2021/2022	2022/2023	2023/2024	Mean
Neuroscience	7	0	0	2.3
Immunology	6	14	11	10.3
Microbiology	7	7	7	7
Total	20	21	18	19.6

Table 10.3.4: Number of attendees to continuing education courses provided by the VEE

Courses	2021/2022	2022/2023	2023/2024	Mean
Protection of animals during killing	50	43	64	52,3
Horse shoeing	11	20	15	15,3
Prevention of hoof diseases	8	10	7	8,3
Total	69	73	86	76

Regarding the number of postgraduate students over the last 3 years, there is an assumption of maintaining that number, or even that the number will increase every year by 3–5 students over the period of next 3 years.

Table 10.3.4. shows the number of participants in courses that are implemented in cooperation with the Institute of postgraduate education of veterinary surgeons (IPESV). It serves as a departmental educational organization comprehensively ensuring lifelong education of veterinarians performing state veterinary activities and education of other employees of veterinary administration bodies and employees of official veterinary laboratories, also in cooperation with experts from the UVMP. The mission of the organization is based primarily on national and EU concepts, strategies and legislation. Educational activities, the completion of which ensures the acquisition of professional competence in accordance with the intentions of applicable national and EU legislation, include training courses in the protection of animals during killing. Retraining of beekeepers - assistants of official veterinarians was implemented in accordance with Act No. 39/2007 Coll. as amended by Act No. 184/2018 Coll. and Government Regulation of the Slovak Republic No. 10/2023 Coll. Beekeepers-assistants are obliged to complete the relevant retraining once every five years. Part of the IPESV structure is also a Specialized Sensory Laboratory, which was provided to UVMP in Košice for teaching students in the subjects Meat Hygiene and Technology III. - sensory evaluation of meat and meat products, Sensory analysis of food and General hygiene and food analysis. UVMP graduates participate in other courses or workshops that are based on the needs of the profession and society, e.g. in the field of ophthalmology, where the lectures and workshops) are organized in cooperation with UVMP experts and professional organizations (CVS and SVFA) in both face-to-face and online form. The number of participants is around 100-150 per year.

Contribution to the undergraduate veterinary education

Postgraduate students work under the supervision of their supervisors, who act as their mentors and follow on the knowledge and skills of students acquired during their undergraduate studies. Postgraduate students working at clinical workplaces participate in the everyday activities of the clinic, while the head of the clinic decides, based on the research topic, on assigning the animal patients/cases solved so that the requirements for the number of clinical patients for undergraduate and postgraduate students are met. Postgraduate students come into contact with undergraduates and during the clinical activities they transfer their knowledge obtained at various trainings or workshops which they attended as postgraduates to those students. They come into contact with

undergraduate students and, as part of their clinical activities, pass on to these students the knowledge gained at various training courses or workshops they attend as postgraduates.

Description of how the continuing education programmes are relevant to the needs of the profession and society

Continuing education programmes are provided in accordance with the requirements of the veterinary profession and they run continuously as part of the life-long learning. That is facilitated by the cooperation between the UVMP and the IPEPS. Life-long learning includes the attestation preparation, as well as various specialising and supplementing trainings and courses in the form of lectures, seminars and workshops, for example the courses on the protection of animals used for scientific or educational purposes, protection of animals in transport, shoemaking and hoof care, etc. The life-long learning also includes annual conferences with professional lectures, which are attended by the academic staff and doctoral students (e.g. Hygiene Alimentarium, Lazar's Days of Nutrition and Dietetics, Seminar for Doctoral Students). The UVMP provides higher education in 10 accredited study programmes (SPs) at the 3rd level of higher education, graduates of which are awarded the degree of *philosophiae doctor* (PhD.) (in the veterinary medicine study branch, the SPs include the Hygiene of Breeding Animals and the Environment, Food Hygiene, Infectious Diseases of Animals, Parasitic Diseases of Animals, Veterinary Surgery, Orthopaedics and Roentgenology, Veterinary Morphology and Physiology, Veterinary Obstetrics and Gynaecology, Internal Diseases of Animals, Nutrition and Dietetics; in the biology study branch, the SPs include Microbiology and Immunology). Study programmes at the 3rd level of higher education are provided in the full-time and part-time forms, in Slovak and English languages. Study programmes are designed by the SPC and approved by the AC.

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

In accordance with the Quality Assurance IR, the Committee for Scientific and Research Activities annually prepares a report on scientific and research activities at the UVMP, which analyses and evaluated the quality of scientific and research activities in all its aspects (personnel capacities, enhancing the qualifications of creative employees, grant activities and publication activities of creative employees, research centres, scientific events, PhD. study, etc.), including the SWOT analysis, and is published on the UVMP intranet. The Committee for Scientific and Research Activities continuously proposes actions and suggestions aimed at increasing the quality of the scientific and research activities to the Rector. The scientific and research activities at the UVMP is coordinated based on the individual, dominant areas of research. Each area falls within the responsibility of the respective coordinator, who continuously analyses and evaluates the scientific and research area and the direction of the research in every dominant area of the research, and submits reports to the Vice-rector for Science, Research, PhD Study and International Relations.

Research-based education

The research-based education is one of the UVMP priorities. During their studies, the undergraduate and postgraduate students are educated with the aim of understanding the processes of the implementation of the results of science into the teaching process, for example by presenting interesting clinical cases (case reports) that were solved by applying novel established procedures at lectures and practical exercises, or the results achieved by applying a novel diagnostic method or using the state-of-the-art technology. Every teacher who is responsible for a particular curricula course (the course guarantor) is obliged to update the Course Information Letter at the beginning of every AY; that is an opportunity to slightly modify the lectures or practical exercises based on the latest scientific knowledge and procedures.

Decision-making on research, continuous and postgraduate educational programmes

Research, continuous and postgraduate educational programmes are based on the requirements and needs of society, or on the demand in the given area. The research strategy is prepared in cooperation between the Management, the SB, the AS, the SPC for the 3rd level of higher education. Doctoral studies in the individual study programmes are monitored and evaluated by the SPC for 3rd Level SPs. In the individual study programmes, the UVMP appoints a committee whose members are approved by the SPC, presided by the PRSP. Members of the committees for the 3rd level study programmes may be appointed from among the teachers in the position of a professor, associate professor, scientists with the awarded scientific qualification degrees I or IIa, and external experts. The committee members are proposed by the PRSP to the Rector and approved by the SB. Chairpersons of the committees for the 3rd level study programmes propose to the Rector the members of the admission committees in doctoral study programmes, dissertation exams, and defence of dissertation theses, and participate in their meetings, provide their opinions on the methodology of dissertation theses and the annual evaluations of students. If the UVMP provides a doctoral study in cooperation with an external educational institution, such external educational institution is adequately represented in the particular committee. Requests for the approval, modification and cancellation of a study programme are submitted to the UVMP Rector usually twice a year: on 1 November and on 15 June of the calendar year, and they are discussed at the AC meetings in accordance with Article 4(1) of the AC Rules of Procedure. The Section for Science, Research and International Relations, and the Section of Doctoral Study provide the administrative support to doctoral students and their supervisors. The periodic evaluation of the SPs at the 3rd level and of the supervisors by doctoral students, provided in the form of questionnaires, is part of the annual evaluation of the quality of the UVMP SPs for the current AY. Annual evaluations are also drawn up for the IGA projects (the number of projects, participation of employees and students, publications) and grant agency projects. The overall evaluation of scientific and research activities at the UVMP is part of the annual report on the quality of scientific and research activities, submitted to the Quality Council on October 31st for the current AY, and is published on the UVMP intranet.

Comments on Area 10

The UVMP facilitates the scientific and research activities with the engagement by students in the form of their participation in projects and research tasks, while the students have an opportunity to apply for internal grants with the IGA. During the educational process, the latest knowledge is incorporated in the respective research areas, and conditions are created for various forms of further education, which may be used by the students, academic staff, as well as other experts operating in the field of veterinary medicine. Moreover, life-long learning of VSs is provided in cooperation with external experts and various institutions.

Suggestions for improvement in Area 10

Promotion of innovations and inventions that are ready to be marketed; greater emphasis should be put on recruiting young researchers and inviting guest researchers from other countries; more intensive inclusion of external experts in the postgraduate education; to increase the number of postgraduate courses taught in English; to extend the postgraduate clinical education. The UVMP participates in the Horizon projects, currently as a partner only, which is necessary for the acquisition of the required experience and contacts in the individual consortia, for the purpose of preparing the prerequisites for becoming a coordinator in future.

ESEVT Indicators

Date of the form filling: January 28, 2025.

Raw data from the last 3 complete academic years

		GVM SP				FH SP			
		Year -1	Year -2	Year -3	Mean	Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training	187	197.4	202.9	195.77	24.6	20.1	16.9	20.53
2	n° of undergraduate students	1114	1138	1140	1130.67	134	122	95	117.00
3	n° of FTE veterinarians involved in veterinary training	160.6	169.8	172.8	167.73	20.2	17	14.1	17.10
4	n° of students graduating annually	165	134	182	160.33	12	12	14	12.67
5	n° of FTE support staff involved in veterinary training	322.2	321.7	343.5	329.13	38.8	34.5	28.6	33.97
6	n° of hours of practical (non-clinical) training	1755	1755	1755	1755	2145	2145	2145	2145
7	n° of hours of Core Clinical Training (CCT)	1109	1109	1109	1109	713	713	713	713
8	n° of hours of VPH (including FSQ) training	572	572	572	572	1144	1144	1144	1144
9	n° of hours of extra-mural practical training in VPH (including FSQ)	200	200	200	200	200	200	200	200
10	n° of companion animal patients seen intra-murally	9922	8999	9264	9395	722	806	713	747
11	n° of individual ruminant and pig patients seen intra-murally	277	402	374	351	20	36	29	28.33
12	n° of equine patients seen intra-murally	220	218	219	219	16	18	19	17.67
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	789	828	1107	908.0	57	74	85	72.0
14	n° of companion animal patients seen extra-murally	93	229	114	145.3	7	21	9	12.3
15	n° of individual ruminants and pig patients seen extra-murally	2800	2362	3270	2810.7	204	212	252	222.7
16	n° of equine patients seen extra-murally	135	125	120	126.7	9	10	10	9.7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	47	46	46	46.3	3	4	4	3.7
18	n° of visits to ruminant and pig herds	84	81	118	94.3	6	7	9	7.3
19	n° of visits to poultry and farmed rabbit units	8	7	7	7.3	7	7	7	7.0
20	n° of companion animal necropsies	220	231	230	227.0	15	21	18	18.0
21	n° of ruminant and pig necropsies	109	112	109	110.0	8	10	8	8.7
22	n° of equine necropsies	18	25	24	22.3	1	2	2	1.7
23	n° of rabbit, rodent, bird and exotic pet necropsies	381	296	327	334.7	28	27	25	26.7
24	n° of FTE specialised veterinarians involved in veterinary training	8	7.25	7.25	7.5	1	0.75	0.75	0.8
25	n° of PhD graduating annually	21	31	17	23.0	21	31	17	23.0

Calculated Indicators from raw data

		GVM SP				FH SP			
		VEE values	Median values[1]	Minimal values[2]	Balance[3]	VEE values	Median values[1]	Minimal values[2]	Balance[3]
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.173	0.15	0.13	0.047	0.175	0.15	0.126	0.049
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.046	0.84	0.63	0.416	1.350	0.84	0.63	0.720
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2.053	0.88	0.54	1.513	2.682	0.88	0.54	2.142
I4	n° of hours of practical (non-clinical) training	1755.000	953.50	700.59	1054.410	2145.00	953.5	700.59	1444.41
I5	n° of hours of Core Clinical Training (CCT)	1109.000	941.58	704.80	404.200	713.00	941.58	704.8	8.200
I6	n° of hours of VPH (including FSQ) training	572.000	293.50	191.80	380.200	1144.00	293.5	191.8	952.200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	200.000	75.00	31.80	168.200	200.00	75	31.8	168.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students	59.503	67.37	44.01	15.493	59.947	67.37	44.01	15.937
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	19.719	18.75	9.74	9.979	19.816	18.75	9.74	10.076
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2.156	5.96	2.15	0.006	2.158	5.96	2.15	0.008
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	5.952	3.11	1.16	4.792	5.974	3.11	1.16	4.814
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0.588	1.29	0.54	0.048	0.579	1.29	0.54	0.039
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.046	0.11	0.04	0.001	0.553	0.11	0.04	0.508
I14	n° of companion animal necropsies / n° of students graduating annually	1.416	2.11	1.40	0.016	1.421	2.11	1.4	0.021
I15	n° of ruminant and pig necropsies / n° of students graduating annually	0.686	1.36	0.90	-0.214	0.684	1.36	0.9	-0.216
I16	n° of equine necropsies / n° of students graduating annually	0.139	0.18	0.10	0.039	0.132	0.18	0.1	0.032
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.087	2.65	0.88	1.207	2.105	2.65	0.88	1.225
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.047	0.27	0.06	-0.013	0.066	0.27	0.06	0.006
I19	n° of PhD graduating annually / n° of students graduating annually	0.143	0.15	0.07	0.073	1.816	0.15	0.07	1.746

1 Median values defined by data from VEEs with Accreditation/Approval status in May 2019

2 Recommended minimal values calculated as the 20th percentile of data from VEEs 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

Comments on ESEVT Indicators

The indicators for the GVM SP and FH SP are calculated separately. Except **I15** (both GVM SP and FH SP) and **I18** (GVM SP), all the calculated indicators are within the recommended values. The negative balance in **I15** was caused by the still ongoing outbreak of African swine fever as well as the COVID–19 pandemic restrictions, that largely reduced the number of pigs used in necropsy as well as pig farm visits. The UVMP prepared a plan to increase the numbers in this indicator.

To increase the negative balance in **I18**, the UVMP supports teachers in performing national (via IPEVS) and international specializations (EBVS, ESAVS).

Glossary

Abbreviations

3R	Replace, Reduce, Refine
AAVMC	American Association of American Veterinary Medical Colleges
AC	Accreditation committee of the UVMP
AIS	Academic Information System
ANSA	Association of Norwegian Students Abroad
ARL	Advanced Rapid Library information system
AS	Academic senate of the UVMP
AY	Academic Year
BoT	Board of Trustees of the UVMP
CAO	Creative Activity Output
CCT	Core Clinical Training
CEEPUS	Central European Exchange Program for University Studies
CIL	Course Information Letter
CoU	Council of Universities
CPR	Cardiopulmonary Resuscitation
CC	Compulsory Course
CSC	Clinical Skill Centre
CT	Computed Tomography
CVS	Chamber of Veterinary Surgeons of the SR
D1C	Day One Competencies
DICT	Department of Information and Communication Technology
DMZ	Demilitarised Zone (IT-related)
DSCM	Department of Safety and Crisis Management
DT	Diploma Thesis
EAEVE	European Association of Establishments for Veterinary Education
EC	Elective Course
EqC	Equestrian Centre
ECOVE	European Committee for Veterinary Education
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area and Bologna Process
EIS	Electronic Information Sources
EM	Experimental Menagerie
ENAI	European Network for Academic Integrity
ENQA	European Association for Quality Assurance in Higher Education
EPT	External Practical Teaching
EQAR	European Quality Assurance Register for Higher Education
EQF	European Qualifications Framework
ERA	European Research Area
ESEVT	European System of Evaluation of Veterinary Training
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESN	Erasmus Student Network
EU	European Union

FH SP	Food Hygiene Study Programme
FSQ	Food Safety and Quality
FVE	Federation of Veterinarians of Europe
GDPR	General Data Protection Regulation
GVM SP	General Veterinary Medicine Study Programme (taught in Slovak and/or English languages)
HACCP	Hazard Analysis and Critical Control Points
HHM	Herd Health Management
IGA	Internal Grant Agency
ILS	Interlibrary Lending Service
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IPAC	Internet Public Access Catalogue
IPEVS	Institute of Postgraduate Education of Veterinary Surgeons
IR	Internal Regulation
IT	Information Technology
IVSA	International Veterinary Students' Association
LBMI	Laboratory of Biomedical Microbiology and Immunology
LSP	Long-Term Strategic Plan of the University of Veterinary Medicine and Pharmacy in Košice for the Period 2024 – 2029
MoE	Ministry of Education, Science, Research and Sport of the Slovak Republic
MoE LSP	Long-Term Strategic Plan of the Ministry of Education in Educational, Research, Development, Artistic and Other Creative Activities in Higher Education for Years 2023–2028
MRI	Magnetic Resonance Imaging
NISPEZ	National Information System for Supporting Research and Development in Slovakia – access to electronic information sources
OC	Optional Course
OVH	Ovariohysterectomy
PC	Personal computer
PL	Partial Library
PRSP	Person primary responsibility for the delivery, development and quality assurance of the Study programme
PU	Public University
PVS	Private Veterinary Surgeon
RVFA	Regional Veterinary and Food Administration
SAAHE	Slovak Accreditation Agency for Higher Education
SAS	Slovak Academy of Sciences
SB	Scientific Board of the UVMP
SCoU	Student Council of Universities
SD	Student Dormitory
SF	Special Facility
SGA	Scientific Grant Agency
SOP	ESEVT Standard Operating Procedure 2023
SPC	Committee for Creation, Modification and Approval of Study Programmes
SR	Slovak Republic
SRC	Slovak Rectors Conference
SRDA	The Slovak Research and Development Agency

SSPA	Secondary Students' Professional Activities
SSPA	Students' Scientific Professional Activities
SVFA	State Veterinary and Food Administration of the SR
SVFI	State Veterinary and Food Institute
UL	University Library and Editorial Centre
UnF	University farm in Zemplínska Teplica
USG	Ultrasonography
UVH	University Veterinary Hospital
UVMP	University of Veterinary Medicine and Pharmacy in Košice
VAT	Value Added Tax
VDC	Veterinary Diagnostic Centre
VetNEST	Veterinary Network of European Student and Staff Transfer
VFI	Veterinary and Food Institute
VPN	Virtual Private Network
VS	Veterinary Surgeon
WFME	World Federation for Medical Education
WOAH	World Organisation for Animal Health

Terms

Act on Higher Education	Act No 131/2002 Coll. on Higher Education and on Amendment and Supplementation of Certain Acts
Act on Quality	Act No. 269/2018 Coll. on Quality Assurance in Higher Education
EU Directives	Directives 2005/36/EC and 2013/55 EU of the European Parliament and of the Council
IR General criteria	Internal regulation General criteria for filling the posts of professors and associate professors at the UVMP
IR Minimum criteria	Internal regulation Minimum criteria for research activity in filling posts of teacher and researcher at the UVMP
IR Organisational Rules	Internal Regulation Organisational Rules of the UVMP
IR Principles of Selection Procedure	Internal Regulation Principles of the selection procedure for filling the posts of university teachers, research staff, functional posts of professors and associate professors and senior staff of the UVMP
IR Professional development	Internal regulation Professional development of university teachers, researchers, and other UVMP employees
Provet	Provet – Clinical information system
Quality Assurance IR	Internal Regulation Quality Assurance in Higher Education at the UVMP
SAAHE Standards	Standards for the Internal System, Standards for Study Programmes, Standards for Habilitation Proceedings and Inauguration Proceedings of the Slovak Accreditation Agency for Higher Education
UF in Rozhanovce	University facility for breeding and diseases of game, fish and bees in Rozhanovce

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