

ANNEX III

INFORMATION TO BE PROVIDED IN THE SELF EVALUATION REPORT/S

This annex contains the instructions defining the information that must be provided in the self-evaluation report (SER) for Stage -one (SER 1) and Stage -two (SER 2).

It is suggested that the information should be provided only after careful study of **Annexes I, II and IV** of this SOP -manual.

The aim of this annex is to provide the information necessary for the evaluation process.

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

- factual information (lists, numerical data, descriptions, policies and formal documentation),
- comments,
- suggestions for improvements. Please add any suggestions for improvement in sequential order of importance as well as commenting on specific areas as indicated.

Information in response to each question has been requested. In some instances, the reply might be “not applicable”.

In the event of difficulty in a replying to an enquiry that is unclear, it is recommended that the Faculty consults with the responsible secretariat.

A Faculty may have certain unusual features, which require explanation appropriately placed in the SER.

ANNEX IIIa:

CONTENTS of the SER 1

The contents of the Self Evaluation Report (SER 1) should be:

Introduction

Chapter 1.	Objectives
Chapter 2.	Organisation
Chapter 3.	Finances
Chapter 4.	Curriculum
Chapter 5.	Teaching: quality and evaluation
Chapter 6.	Facilities and equipment
Chapter 7.	Animals and teaching material of animal origin
Chapter 8.	Library and learning resources
Chapter 9.	Admission and enrolment
Chapter 10.	Academic and support staff
Chapter 11.	Continuing education
Chapter 12.	Postgraduate education
Chapter 13.	Research

INTRODUCTION

Please provide an outline of the main features of the history of the Faculty in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten (10) years.

It should cover,

- the main organisational changes
- new regulations relating to teaching
- new buildings or major items of equipment
- main changes to the study programme
- important decisions made by the management of the Faculty, or by the authorities responsible for it
- major problems encountered by the Faculty, whether resolved or not

Chapter 1. OBJECTIVES

1.1 FACTUAL INFORMATION

Indicate whether there is an **official list of the overall objectives** of the Faculty.

AMENDED IN MAY 2012 – GA BUDAPEST

If this is the case; please indicate these.

- Who determines the official list of objectives of the Faculty?
- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the Faculty's general objectives? If so, please describe it.

If there is no official list, please indicate the objectives that guide the Faculty's operation.

1.2 COMMENTS

In your view, to what extent are the objectives achieved?

What, in your view, are the main strengths and weaknesses of the Faculty?

1.3 SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Faculty.

Chapter 2. ORGANISATION

2.1 FACTUAL INFORMATION

Details of the Faculty

Name of the Faculty:

Address:

Telephone:

Fax:

Website:

E-Mail:

Title and name of head of the Faculty:

- Is the Faculty within a university? If so, please give address of the university.
- Details of the competent authority overseeing the Faculty.
- Indicate the rules concerning the appointment of the elected officials of the Faculty (Dean, Vice-Dean, Heads of Department, etc)
- Provide a diagram of the administrative structures showing the Faculty in relation to the university and ministerial structure of which it is part.
- Provide a diagram of the internal administrative structure of the Faculty itself (councils, committees, departments, etc.)
- Describe, briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.)

AMENDED IN MAY 2012 – GA BUDAPEST

- Indicate the involvement of the veterinary profession and general public in the running of the Faculty.

2.2 COMMENTS

Add any comments on the organisation and functioning of the Faculty that you feel useful for completing the description.

2.3 SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Faculty.

Chapter 3. FINANCES

3.1 FACTUAL INFORMATION

3.1.1 GENERAL INFORMATION

Indicate whether the Faculty's current financial model (system) meets the Faculty's mission.

In addition please specify:

- How the allocation of funding (including public funding) to the Faculty is determined, and by what body.
- If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.
- How the basis for funding the Faculty compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines). How the allocation of funds within the Faculty is decided.
- What are the mechanisms for funding major equipment and its replacement?
- The mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken in this matter.
- The mechanism(s) to provide the necessary support for building maintenance and how decisions are taken in this matter.

3.1.2 INFORMATION ON EXTRA INCOME

What percentage of income from the following sources does the veterinary teaching Faculty have to give to other bodies (university, etc.)?

- clinical or diagnostic work:
- research grants:
- other (please explain):

AMENDED IN MAY 2012 – GA BUDAPEST

Please indicate whether students:

- pay tuition/registration fees,
- How much these are,
- How they are decided,
- How the funds are distributed.

3.1.3 OVERVIEW INCOME (REVENUE) AND EXPENDITURE

Table 3.1: Income/Revenue

Year	State (government)		Income generated by the Faculty		Total
	To university administered outside the Faculty	Direct to Faculty	Income from services provide	Research	
N*					
N-1					
N-2					

*year prior to visitation

Table 3.2: Expenditure

Year	Pay	Non Pay				Total
	Salaries	Teaching support	Research support	Clinical support	Other ¹⁾	
N*						
N-1						
N-2						

*year prior to visitation, ¹⁾please specify

Please note that some of the information requested might not be available to all Faculties; in these cases indicate “not applicable” with some explanatory remarks.

3.2 COMMENTS

- Teaching establishments never have enough finance. Please comment on any of the “Guidelines and Requirements” that are particularly difficult to fulfil in the present financial situation. Please make any comments that you feel would help the experts concerning the Faculty’s finances.
- What is your number one priority for the use of any increased funding?
- Comment on the degree of autonomy and flexibility available to the Faculty in financial matters.
- Comment on the percentage of income from services that the Faculty is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.

AMENDED IN MAY 2012 – GA BUDAPEST

- Please make any other general comments that you feel would help the experts concerning the Faculty's finances.

3.3 SUGGESTIONS

If you are not satisfied with the situation, please list any shortcomings and provide suggestions -in order of importance and describe any factors which are limiting the further development of your Faculty.

Chapter 4. CURRICULUM

4.1 FACTUAL INFORMATION

- Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.
- Describe the degree of freedom that the Faculty has to change the curriculum.
- Outline how decisions on curriculum matters and course content are taken within the Faculty.
- Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching (Tables 4.1, 4.2 and 4.3).
- Indicate the presence and disposition of an integrated curriculum. Describe the degree of integration present and the amount of time devoted for EU- and non-EU-listed subjects (Table 4.4)

4.1.1 POWER OF SUBJECTS AND TYPES OF TRAINING

4.1.1.1 POWER OF SUBJECT

- "core" subjects taken by every student;
- "electives" which each student must select from a list of permissible subjects;
- obligatory extramural work.

4.1.1.2 TYPES OF TRAINING

There cannot be absolute distinction between the terms used to distinguish between different types of training. Overlap is inevitable. The following descriptions are derived from the definitions presented in the section 'Main Indicators' of **Annex I**.

4.1.1.2.1 Theoretical training

- **Lectures** convey theoretical knowledge. Lectures are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.
- **Seminars** (sometimes called tutorials or supervised group work) are teaching sessions directed towards a smaller group of students during which they work on their own, or as a team, on part of

AMENDED IN MAY 2012 – GA BUDAPEST

the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio-visual material, exercises, discussions and, if possible, case work.

- **Self directed learning** are sessions of individual students making use of defined teaching material provided by the Faculty (eg e-learning)

4.1.1.2.2 Supervised practical training

- **Laboratory and desk based work.** Includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for the examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).
- **Non-clinical animal work.** These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy.
- **Clinical work.** These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery or propaedeutical hands-on work on organ systems on cadavers to practice clinical techniques are also classified as clinical work.

4.1.2- UNDERGRADUATE CURRICULUM FOLLOWED BY ALL STUDENTS

4.1.2.1 CURRICULUM HOURS

This section makes a distinction between curriculum hours to be taken by every student and those offered as electives or within a given track. Specific information is also requested on subjects other than those specified in table 4.2.

Table 4.1: **General table of curriculum hours taken by all students**

Year	Hours of training							Total
	Theoretical training		Self-directed learning (C)	Supervised practical training			Other (G)	
	Lectures (A)	Seminars (B)		Laboratory and desk based work (D)	Non-clinical animal work (E)	Clinical work (F)		
First								
Second								
Third								
Fourth								
Fifth								
Sixth								
Total								

AMENDED IN MAY 2012 – GA BUDAPEST

Table 4.2: Curriculum hours in EU-listed subjects taken by each student

Subject	Theoretical training			Supervised practical training			Other	Total
	Lectures A	Seminars B	Self directed learning C	Laboratory and desk based work D	Non-clinical animal work E	Clinical training F			G
1. Basic Subjects								
a) Physics								
b) Chemistry								
c) Animal biology								
d) Plant biology								
e) Biomathematics								
<i>1- Total number of hours</i>								
2. Basic Sciences								
a) Anatomy (incl. histology and embryology)								
b) Physiology								
c) Biochemistry, cellular and molecular biology								
d) Genetics (including molecular genetics)								
e) Pharmacology and pharmacy								
f) Toxicology (including environmental pollution)								
g) Microbiology (including virology, bacteriology and mycology)								
h) Immunology								
i) Epidemiology (including scientific and technical information and documentation methods)								
j) Professional ethics								
<i>2- Total number of hours</i>								
3. Clinical Sciences								
a) obstetrics								
b) pathology (including pathological anatomy)								
c) parasitology								
d) clinical medicine and a surgery (including anaesthetics)								
e) clinical lectures on various domestic animal, poultry and other animal species including								
f) Field veterinary medicine (ambulatory clinics)								
g) preventive Medicine								
h) Diagnostic imaging (including radiology)								
i) Reproduction and reproductive disorders								
j) Veterinary state medicine and public health								
k) Veterinary legislation and forensic medicine								
l) Therapeutics								
m) Propaedeutics (including laboratory diagnostic methods)								
<i>3- Total number of hours</i>								

AMENDED IN MAY 2012 – GA BUDAPEST

Table 4.2: Curriculum hours in EU-listed subjects taken by each student (continued)

Subject	Theoretical training			Supervised practical training			Other	Total
	Lectures	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical training		
	A	B	C	D	E	F	G	
4. Animal Production								
a) Animal production								
b) Animal nutrition								
c) Agronomy								
d) Rural economics								
e) Animal husbandry								
f) Veterinary hygiene								
g) Animal ethology and protection								
4- Total number of hours								
5. Food Hygiene/ Public Health								
a) Inspection, and control of animal foodstuffs or foodstuffs of animal origin and the respective feedstuff production unit								
b) Food hygiene and technology								
c) Food science including legislation								
d) Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place)								
5- Total number of hours								
6. Professional Knowledge								
a) Practice management								
b) Veterinary certification and report writing								
c) Career planning and opportunities								
6- Total number of hours								

Please note:

Establishments, which due to the character of their curriculum feel unable to complete Table 4.2 may – alternatively – provide a detailed outlay of their curriculum. This should allow conclusions to be drawn about the extent to which the requirements layed down in directive 2005/36/EC are met. The values for ratios R6, R7 and R8 (Annex I, 2.10) must be given.

AMENDED IN MAY 2012 – GA BUDAPEST

Table 4.3: Curriculum hours in EU-listed subjects offered and to be taken as **electives**

Subject	Theoretical training		Supervised practical training			Other	Hours to be taken by each student per subject group
	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical work		
	A	B	C	D	E	F	
Basic subjects							
Basic sciences							
Clinical sciences							
Animal production							
Food hygiene/ Public health							
Professional knowledge							

The inherent nature of an elective is, that students make a distinction and select. However, the total number of hours to be taken by each student out of the various subject groups should be stated.

Where a Faculty runs a “Tracking system” this should be indicated when completing Table 4.3. Separate tables should be provided for each track, e.g. Table 4.3a: Curriculum hours in EU-listed subjects to be taken in the “equine medicine track”.

Tab. 4.4 requests information concerning curriculum hours in subjects not listed in Table 4.2 to be taken by every student. If offered as electives or within a special track, please develop separate tables (e.g. 4.4a, b...).

AMENDED IN MAY 2012 – GA BUDAPEST

Table 4.4: Curriculum hours in subjects not listed in Table 4.2 to be taken by each student, including Diploma work (final graduation thesis, or final graduation work).

Subject	Theoretical training			Supervised practical training			Other	Total
	Lectures	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical work		
	A	B	C	D	E	F	G	

4.1.3 FURTHER INFORMATION ON THE CURRICULUM

- Provide the visiting team with highlights and any unusual or innovative aspects of the teaching programme, e.g. tracking and orientation programmes.
- State the parts of the programme that must be attended as obligatory by the students and how the attendance is verified.
- **Please provide** specific information on the practical clinical training; If clinical training is provided through obligatory clinical rotations in different areas, please give an outline description of how this is structured, in terms of:
 - are such rotations a structured part of the training given to all undergraduate students?
 - the total number of days or weeks of such rotations;
 - the year(s) in which they occur;
 - the different areas covered and the time spent in each area;
 - whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);
 - the activities and case responsibilities that students are expected to undertake.
 - the group sizes in the clinical rotations
- Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.
- Outline the student involvement in the emergency and hospitalisation activities of the clinics.
- Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile (ambulatory) clinic are included in those in Table 4.2.

4.1.4 OBLIGATORY EXTRAMURAL WORK

These are training periods that are an integral part of the curriculum, but which are taken outside the Faculty. Please make a distinction in respect to the nature of the work, for instance work on farms, training in a veterinary practice or in Food Hygiene/Public Health with a commercial or government organisation.

AMENDED IN MAY 2012 – GA BUDAPEST

Please indicate the guidelines pertaining to this activity, and the manner by which it is assessed.

Table 4.5: Obligatory extramural work that students must undertake as part of their course

Nature of work	Minimum period ²⁾		Maximum period ²⁾		Year in which ¹⁾ work is carried out
	hours	% of total study time	hours	% of total study time	

¹⁾If these periods of extramural work take place during vacations, then the preceding academic year should be entered in the last column of Table 4.5

²⁾Where applicable

4.1.5 SPECIFIC INFORMATION ON THE PRACTICAL TRAINING IN FOOD HYGIENE/PUBLIC HEALTH

- Describe arrangements for teaching in a slaughterhouse and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin.
- Indicate the distance to slaughterhouses where students undergo training, and the species covered. Outline the structure and the frequency of these visits (group size, number of trainers, duration, etc.).

4.1.6 RATIOS

These must be delineated from Table 4.1, 4.2 and 4.3.

For explanation about ratios, see the section 'Main Indicators' of **Annex I**. The indicator derived from the ratios established is the denominator when the numerator is set 1.

4.1.6.1 GENERAL INDICATORS TYPES OF TRAINING

As indicated in tables 4.1, 4.2 and 4.3, the figures for the numerators and denominators are defined as follows:

Figure	Total no teaching hours
A	Lectures
B	Seminars
C	Self directed learning
D	Laboratory and desk based work
E	Non-clinical animal work
F	Clinical work
G	Other

AMENDED IN MAY 2012 – GA BUDAPEST

Please give the following values:

					Denominator
R 6:	$\frac{\text{Theoretical training (A+B+C)}}{\text{Supervised practical training (D+E+F)}} = \underline{\hspace{2cm}} = \frac{1}{\underline{\hspace{2cm}}}$	=	=	=	:
R 7:	$\frac{\text{Clinical Work (F)}}{\text{Laboratory and desk based work + non-clinical animal work (D +E)}} = \underline{\hspace{2cm}} = \frac{1}{\underline{\hspace{2cm}}}$	=	=	=	:
R 8:	$\frac{\text{Self directed learning (C)}}{\text{Teaching load (A+B+C+D+E+F+G)}} = \underline{\hspace{2cm}} = \frac{1}{\underline{\hspace{2cm}}}$	=	=	=	:

4.1.6.2 SPECIAL INDICATORS OF TRAINING IN FOOD HYGIENE/ PUBLIC HEALTH

					Denominator
R 9:	$\frac{\text{Total no. curriculum-hours Food Hygiene / Public Health}^2}{\text{Total no. hours vet. Curriculum}^1} = \underline{\hspace{2cm}} = \frac{1}{\underline{\hspace{2cm}}}$	=	=	=	:
R 10:	$\frac{\text{Total no. curriculum hours Food Hygiene / Public Health}^2}{\text{Hours obligatory extramural work in Veterinary inspection}^3} = \underline{\hspace{2cm}} = \frac{1}{\underline{\hspace{2cm}}}$	=	=	=	:

Origin numerators, denominators

- 1: Total as derived in Table 4.1
- 2: Total as derived in Table 4.1, Subject 5
- 3: Figures to be taken from Table 4.5

4.2 COMMENTS

Please comment on:

- the way in which the veterinary curriculum prepares the graduate for the various parts of the veterinary profession, especially under the specific conditions prevailing in your country/region.
- the way the curriculum is structured and reviewed.
- the major developments in the curriculum, now and in the near future.
- the local conditions or circumstances that might influence the ratios in 4.1.6.

4.3 SUGGESTIONS

If the denominators in 4.1.6 for your Faculty are not meeting the range as indicated in Annex I, **Supplement A**, what can be done to improve the ratios?

Chapter 5. TEACHING AND LEARNING: QUALITY AND EVALUATION

5.1 FACTUAL INFORMATION

5.1.1 THE TEACHING PROGRAMME

Describe the measures taken to ensure co-ordination of teaching between different departments, sections, institutes and services.

Describe the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer-assisted learning, etc.

Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.

Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the Faculty and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.

Describe the general learning objectives underlying the veterinary curriculum and how this is ensured.

Describe how the Faculty collects the data required to ensure students are equipped with these Day-one skills (evidence of learning).

5.1.2 THE TEACHING ENVIRONMENT

Describe the available staff development facilities, particularly in relation to teaching skills.

AMENDED IN MAY 2012 – GA BUDAPEST

Describe the available systems for reward of teaching excellence (e.g., accelerated promotion, prizes, etc).

Describe other measures taken to improve the quality of teaching and of learning opportunities.

5.1.3 THE EXAMINATION SYSTEM

Describe the examination system of the Faculty, in particular:

- Is there a central examination policy for the Faculty as a whole? If 'yes', by whom is it decided?
- Are there special periods (without teaching) during the year for examinations?
- What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc.)?
- Is use made of external examiners?
- How many retakes of an examination are allowed?
- Do students have to pass the examination within a certain time?
- Do students have to pass an examination before they can start other courses?

5.1.4 EVALUATION OF TEACHING AND LEARNING

Describe the method(s) used to assess the quality of teaching and learning in the Faculty.

Indicate whether the evaluation is a Faculty procedure, or one set up by individual departments, by students or by individuals.

Indicate the use of external evaluators.

Describe the role of students in the evaluation of teaching and teachers.

Describe the follow-up given to the evaluation.

5.1.5 STUDENT WELFARE

Describe any measures taken to protect students from zoonoses (e.g. rabies) and physical hazards.

Describe the facilities (not related to the teaching programme) which the establishment provides for students.

Describe the guidance offered by the Faculty (or its parent institution) for students with problems (social problems, study problems) as well as for future career development or job selection.

5.2. COMMENTS

Please give general comments about the quality of the teaching programme under the above headings.

5.3 SUGGESTIONS

Chapter 6. FACILITIES AND EQUIPMENT

6.1 FACTUAL INFORMATION

6.1.1 PREMISES IN GENERAL

Please give a general description of the site(s) and buildings occupied by the Faculty and include a map.

6.1.2 PREMISES USED FOR CLINICS AND HOSPITALISATION

The information to be entered in Table 6.1 is the number of animals that can be accommodated, not the number of animals used. Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.

Table 6.1: Places available for hospitalisation and animals to be accommodated

	Species	No. places
regular hospitalisation	cattle	
	horses	
	small ruminants	
	pigs	
	dogs	
	cats	
	other ¹	
	Isolation facilities	farm animals and horses
small animals		
other ¹		

1) please specify

6.1.3 PREMISES FOR ANIMALS

Give a description of the facilities for rearing and maintaining normal animals for teaching purposes.

If the Faculty has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals.

6.1.4 PREMISES USED FOR THEORETICAL, PRACTICAL AND SUPERVISED TEACHING

The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.

AMENDED IN MAY 2012 – GA BUDAPEST

Table 6.2: Premises for clinical work and student training

small animals	no. consulting rooms no. surgical suits	
equine and food animals	no. examination areas no. surgical suites	
other ¹⁾		

¹⁾ please specify

Table 6.3: **Premises for lecturing**

Number of places per lecture hall								
Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in lecture halls:								

Table 6.4: **Premises for group work** (Number of rooms that can be used for supervised group work)

Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in rooms for group work:								

Table 6.5: **Premises for practical work** (Number of laboratories for practical work by students)

Laboratory	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in laboratories:								

Please give a brief description of health and safety measures in place in the premises for practical work and in the laboratories to which undergraduate students have access.

6.1.5 DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES

- **Diagnostic laboratories**
Briefly describe the facilities available for clinical diagnostic work.
- **Central clinical support services**
Indicate the nature of these services and how they are organised (e.g. diagnostic imaging, anaesthesia, etc.)

6.1.6 SLAUGHTERHOUSE FACILITIES

Describe briefly the slaughterhouse facility to which the Faculty has access, including distances from the Faculty and level of activity.

6.1.7 FOODSTUFF PROCESSING UNIT

Describe briefly any access that the Faculty has to foodstuff processing units.

6.1.8 WASTE MANAGEMENT

Briefly describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

6.1.9 FUTURE CHANGES

Outline any proposed changes in the premises that will have a substantial effect on the Faculty, and indicate the stage which these have reached.

6.2 COMMENTS

- Comment on the adequacy of the buildings in general for undergraduate teaching.
- Comment on the adequacy of the equipment in general for undergraduate teaching.
- Comment on the maintenance of buildings and equipment.

6.3 SUGGESTIONS

If you are unhappy with any situation, please list any improvements you would make in order of preference.

Chapter 7. ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

7.1 FACTUAL INFORMATION

7.1.1 ANATOMY

Indicate the materials that are used in practical anatomical training, and how these are obtained and stored.

AMENDED IN MAY 2012 – GA BUDAPEST

Table 7.1: Material used in practical anatomical training

	dog		ruminant		equine		other	
	Year N*	Year N-1	Year N*	Year N-1	Year N*	Year N-1	Year N*	Year N-1
live animals ¹⁾								
cadavers ¹⁾								
specimen ¹⁾								
other ²⁾								
eg ultrasound								
computer assisted teaching								

¹⁾ give figures, ²⁾ indicate, *year prior to visitation

7.1.2 PATHOLOGY

Table 7.2: Number of necropsies over the past 3 years

species	Number of necropsies			Average
	year N*	year N-1	year N-2	
Food-producing animals;				}
cattle				
small ruminants				
pigs				
other farm animals				
Equine				
Poultry				}
Rabbits				
Companion animals/exotic				}
dogs				
cats				
other**				

*year prior to visitation, **Indicate species

Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.

7.1.3 ANIMAL PRODUCTION

Indicate the availability of food-producing animals for the practical teaching of students

- a) on the site of the institution;
- b) on other sites to which the institution has access.

7.1.4 FOOD HYGIENE/PUBLIC HEALTH

Indicate the availability of farm animals and products of animal origin for the practical teaching of students in veterinary public health, food hygiene, inspection and technology.

AMENDED IN MAY 2012 – GA BUDAPEST

7.1.5 CONSULTATIONS AND PATIENT FLOW SERVICES

7.1.5.1 CONSULTATION

- State the number of weeks, in the course of the year, during which the clinics are open.
- State the number of consultation days each week.
- State the consultation hours.

7.1.5.2 PATIENT FLOW

The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.). In Table 7.3 only animals coming into the Faculty should be included. Animals studied in practical teaching outside the Faculty should be entered in the section entitled "Ambulatory Clinic" (Table 7.4).

The term "consultation" refers to those patients which come in and go out during daily consultation hours. "Hospitalisation" refers to those patients which are retained in the clinic as "in patients" following presentation.

Table 7.3: Number of cases: a) received for consultation, and b) hospitalised in the Faculty clinics, in the past three years.

Species		Number of cases						Average
		Year N*		Year N-1		Year N-2		
		a	b	a	b	a	b	
Food producing	Bovine							}
	Ovine, caprine							
	Porcine							
	Other farm animals**							
Poultry								}
Rabbits								
Equine								
Companion animals/exotics	Canine							}
	Feline							
	other**							

*year prior to evaluation, **Indicate species

7.1.6 VEHICLES FOR ANIMAL TRANSPORT

State the number and nature of the Faculty vehicles that can be used to bring sick animals to the clinics.

AMENDED IN MAY 2012 – GA BUDAPEST

7.1.7 ON-CALL EMERGENCY SERVICE

Outline what emergency service is available (full-time, 24 h service, ON-CALL or 8-22 h duty) and discriminate for species.

7.1.8 ON FARM TEACHING AND OUTSIDE PATIENT CARE

7.1.8.1 AMBULATORY (MOBILE) CLINIC

The Ambulatory (Mobile) Clinic is defined as a unit which provides on-call outside services to farms and other institutions and is generally operated on a commercial basis.

- State the number of hours of operation per week. Is emergency service provided 24 h/day, 365 days per year? What is the degree of student participation (include duties)?
- State the number, the type and the seating capacity of the vehicles used to transport students working in the ambulatory (mobile) clinic.
- State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the ambulatory clinic per year during the past three years (Table 7.4).
- State the average number of visits in a year made by the ambulatory clinic to farms and other institutions.

Table 7.4a: **Number of cases seen by the Ambulatory (mobile clinics) in the past three years.**

	Species	Number of patients			Average
		year N*	year N-1	year N-2	
Food-producing animals	cattle				}
	small ruminants				
	pigs				
	other farm animals**				
Poultry (no of flocks)					}
Rabbits (no production units)					}
Equine					
other					

*year prior to visitation, **Indicate species

7.1.8.2 OTHER ON FARM SERVICES AND OUTSIDE TEACHING

If there is no on duty Ambulatory (Mobile) clinic, a Faculty may have defined contracts with farms or other institutions to allow for outside teaching and patient care. Similarly, a Faculty may provide herd-health services.

Please indicate if and to what extent this applies to your Faculty. If applicable please provide no. of patients seen on outside teaching

AMENDED IN MAY 2012 – GA BUDAPEST

Table 7.4b: **Number of patients seen on outside teaching in the past three years.**

	Species	Number of patients			Average
		year N*	year N-1	year N-2	
Food-producing animals	cattle				}
	small ruminants				
	pigs				
	other farm animals**				
Equine					
other					

*year prior to visitation, **Indicate species

7.1.9 OTHER INFORMATION

Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc. Indicate how the level of clinical service that is offered by the Faculty (in small companion animals, equines and production animals) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.

Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the Faculty has a particular aim or policy as regards this mix, describe it.

Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.).

Indicate the relationship the Faculty has with outside practitioners (in small companion animals, equines and production animals) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training. Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical subjects (e.g. pathology work, interaction with state veterinary work).

Provide an outline of the administrative system(s) used for the patients, e.g. in terms of how case records are kept, how data are retrieved, whether systems are centralised, etc.

7.1.10 RATIOS

See the section '*Main Indicators*' in **Annex Ia** for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

AMENDED IN MAY 2012 – GA BUDAPEST

Table 7.5: Animals available for clinical training (in the clinics of the Faculty or seen through the Ambulatory clinic) as ratio to the number of students in last full year of clinical training

R 11:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. of food-producing animals seen at the Faculty}^{\text{1)}}$	=		=	1	Denominator

R 12:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. of individual food-animal consultations outside the Faculty}^{\text{2) 3)}}$	=		=	1	Denominator

R 13:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{number of herd health visits}^{\text{3),4)}}$	=		=	1	Denominator

R 14:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. of equine cases}^{\text{1)}}$	=		=	1	Denominator

R 15:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. of poultry/rabbit cases}^{\text{1)}}$	=		=	1	Denominator

R 16:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. of companion animals}^{\text{1)}} \text{ seen at Faculty}$	=		=	1	Denominator

R 17:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{Poultry (flocks)/rabbits (production units) seen}^{\text{2) 3)}}$	=		=	1	Denominator

^{a)}see Annex Ia, 2.2.b; ¹⁾Table 7.3, average; ²⁾Table 7.4, average;

³⁾where applicable use or add information provided in chapter 7.1.8.2;

⁴⁾see 7.1.8.1

AMENDED IN MAY 2012 – GA BUDAPEST

Table 7.6: **Animals available for necropsy**

R 18:	$\frac{\text{no. of students graduating annually}}{\text{no. necropsies food producing animals + equines}} = \frac{\quad}{\quad} = \frac{1}{\quad}$	Denominator _____
R 19:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{no. poultry/rabbits}^{\text{1)}}} = \frac{\quad}{\quad} = \frac{1}{\quad}$	Denominator _____
R 20:	$\frac{\text{no. of students graduating annually}^{\text{a)}}}{\text{necropsies companion animals}^{\text{1)}}} = \frac{\quad}{\quad} = \frac{1}{\quad}$	Denominator _____

^{a)}see Annex I, 2.2.b; ¹⁾Table 7.3, average; ²⁾Table 7.4, average;

³⁾where applicable use or add information provided in chapter 7.1.8.2;

⁴⁾see 7.1.8.1

7.1.11 OTHER SPECIES

Indicate how the Faculty deals with fish and other food producing species

7.2 COMMENTS

Feel free to comment on all data provided in this Chapter.

Comment on major developments in the clinical services, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in tables 7.5 and 7.6.

7.3 SUGGESTIONS

If the denominators in tables 7.5 and 7.6 for your Faculty are not meeting the range as indicated in Annex I, **Supplement A**, what can be done to improve these ratios?

Chapter 8. LIBRARY AND LEARNING RESOURCES

8.1 FACTUAL INFORMATION

8.1.1 LIBRARY AND OTHER INFORMATION TECHNOLOGY SERVICES

Give a general description of the library/libraries of the Faculty/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

For each major library of the Faculty, please provide the following information, either in narrative or tabular form.

Main library:

- is this specific to the veterinary training establishment?
- is this common to two or more establishments?
- Full time equivalents of part time employees
- Number of full-time employees
- Number of journals received each year as hard copies,
- Numbers of full access electronic journals
- Availabilities for online literature search
- Availability of textbooks
- Number of student reading places
- Library opening hours:

	weekdays	weekends
• during term-time
• during vacations
- Indicate how the facilities are used by students

Subsidiary libraries of the Faculty

- Please describe the subsidiary (e.g. Departmental) libraries of the Faculty, and arrangements for student access.
- Indicate whether the main library holds a list of individual books of the subsidiary libraries.
- Describe any other information services and how are they are supported and how student access is regulated

8.2 COMMENTS

- Please comment on the adequacy of the books and accessible journals, of the opening hours and of the provision of reading spaces and support personnel.
- Please comment on the Faculty's provision of IT -facilities and the approach to self-learning, and on the further developments in this area.

8.3 SUGGESTIONS

Chapter 9. STUDENT ADMISSION AND ENROLMENT

9.1 UNDERGRADUATE COURSES

9.1.1 UNDERGRADUATE STUDENT NUMBERS

Table 9.1 asks for numbers of undergraduate students in the veterinary training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.

Some veterinary curricula require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other establishments students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme.

If this is so, table 9.1 may: Be omitted, or be an approximate figure, or be calculated by reference to the course of year that corresponds to the largest number of subjects taken.

In any case, please indicate the minimum no of years (MNY) allowed to successfully complete the curriculum.

MNY: **years**

Table 9.1: Undergraduate student composition in year prior to visitation

	Total number of undergraduate students	
	Total number of male students	
	Total number of female students	
	Foreign students	
	- from EU countries	
	- from non-EU countries	

9.1.2 STUDENT ADMISSION

- State the minimum admission requirements.
- Indicate whether there is a limit to the number of students admitted each year.
- Describe how the number of government-funded student places is determined.
- Outline any selection process (or criteria) used in addition to the minimum admission requirements.
- Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their previous studies.
- Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.
- Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the Faculty plans to adjust to these changes.

Table 9.2 asks for the numbers of undergraduate students admitted to the Faculty over the last five years. Apart from the ‘standard’ intake, the Faculty may also be taking in students as transfers

AMENDED IN MAY 2012 – GA BUDAPEST

from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.

Table 9.2: Intake of veterinary students in the past five years

Year	number applying for admission	number admitted	
		‘standard’ intake	other entry mode (describe)
N*			
N - 1			
N - 2			
N - 3			
N - 4			
Average			

*year prior to evaluation

9.1.3 STUDENT FLOW

Table 9.3 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted initially and which year they have reached after the MNY (see page 63) has elapsed.

Table 9.3: Student flow and total number of undergraduate veterinary students

Number of students present after admitted year 1			Number of additionally admitted students
	1st year ¹⁾		
	2nd year		
	3rd year		
	4th year		
	5th year		
	6th year		
	>6th year		
	number undergraduate veterinary students		

¹⁾mark year matching MNY

Table 9.4: Number of students graduating annually over the past five years:

Year	Number graduating
N*	
N - 1	
N - 2	
N - 3	
N - 4	
average	

*year prior to visitation

AMENDED IN MAY 2012 – GA BUDAPEST

Table 9.5: Average duration of studies (distribution of students in years)*

Duration of attendance	number
-years 0 ¹⁾	
years 1	
years 2	
years 3	
years 4	
years 5	
years > 5	

¹⁾Year matching MNY allotted to the veterinary curriculum

*year prior to visitation

- Describe the requirements (in terms of completing subjects and examinations) for progression to a subsequent year of the course.
- Describe the academic circumstances under which the Faculty would oblige students to leave the course.

9.2 COMMENTS

- Comment on standard of the students starting the course.
- Comment on the ability of the Faculty to satisfactorily decide the number of students it can accept.
- Comment on the factors that determine the number of students admitted.
- Comment on the adequacy of the facilities and teaching programme to train the existing number of students.
- Comment on the progress made by students in their studies, and the Faculty's ability to ensure that satisfactory progress is maintained.
- Comment on the percentage of students that will eventually graduate.

9.3 SUGGESTIONS

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:

- The number of students admitted;
- The drop-out percentage and reasons , if known
- The average duration of studies;
- Other aspects.

Chapter 10. ACADEMIC AND SUPPORT STAFF

10.1 FACTUAL INFORMATION

Definitions:

For definitions, also see the section “Main indicators” in **Annex I**.

Budgeted and non-budgeted posts: A distinction is drawn between:

AMENDED IN MAY 2012 – GA BUDAPEST

- posts that are allocated to the Faculty and financed by the university or ministry responsible for the Faculty. These posts can be regarded as more or less permanent. They are termed "budgeted posts".
- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed "non-budgeted posts".

Full-time equivalents (FTE): Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time posts at 80% should be given as a total of 11.8 FTE.

VS versus NVS academic personnel: A distinction has to be made between teaching staff holding the degree of veterinary surgeon (VS) and non veterinary surgeon (NVS) teaching staff.

Teaching staff: It is understood fact that "teaching" staff will also do research.

Research staff: This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

Support staff: This includes all posts, regardless of the work undertaken; secretaries, administrators, technicians, animal caretakers, cleaners, etc.

Interns, residents, doctoral (Ph.D.) students are not included in the staff numbers unless they perform regular, paid, teaching activities for at least 20% of their workload.

If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.

Table 10.1: **Personnel in the establishment provided for veterinary training**

	Budgeted posts (FTE)		Non-budgeted posts (FTE)		Total (FTE)	
	VS	NVS	VS	NVS	VS	NVS
1. Academic staff						
Teaching staff (total FTE)						
Research staff (total FTE)						
Others (please specify) (FTE)						
Total FTE						
Total FTE (VS + NVS)						
FTE providing last year teaching						
2. Support staff						
a) responsible for the care and treatment of animals						
b) responsible for the preparation of practical and clinical teaching.						
c) responsible for administration, general services, maintenance, etc.						
d) engaged in research work						
e) others (please specify)						
Total support staff						

AMENDED IN MAY 2012 – GA BUDAPEST

3. Total staff			
-----------------------	--	--	--

AMENDED IN MAY 2012 – GA BUDAPEST

In table 10.2 supply information on the allocation of personnel to the various departments. The technical term ‘Departments’ refers to the component academic units of the veterinary Faculty and may have another name (e.g. ‘Institute’). The titles of the academic staff grades in the table may differ from country to country, and should be modified to suit your particular situation

Table 10.2: Allocation of academic (veterinary surgeon and non veterinary surgeon) teaching staff – expressed as FTE – and support staff to the various departments

Department name	Academic teaching staff										Support staff (see table 10.1)		
	Full prof.		Associate prof.		Assistant prof.		Assistant		Other ¹⁾		Technical/	animal carers	Admin./
	VS ²⁾	NVS ³⁾	VS	NVS	VS	NVS	VS	NVS	VS	NVS	(b + d + e)	(a)	(c)

¹⁾please specify; ²⁾veterinary surgeon; ³⁾non veterinary surgeon

Ratios: From the above data please delineate the following ratios

Tab. 10.3: Ratios students/staff

R 1:	no. total academic FTE in veterinary training ³⁾ no. undergraduate veterinary students ²⁾	=	_____	=	_____	=	_____	1	Denominator
R 2:	no. of total FTE at Faculty ³⁾ no. undergraduate students at Faculty	=	_____	=	_____	=	_____	1	Denominator
R 3:	no. total VS FTE in veterinary training ³⁾ no. undergraduate veterinary students ²⁾	=	_____	=	_____	=	_____	1	Denominator
R 4:	no. total VS FTE in veterinary training ³⁾ no. students graduating annually	=	_____	=	_____	=	_____	1	Denominator
	no. total FTE academic staff in veterinary training ³⁾ no. total FTE support staff in veterinary training ³⁾	=	_____	=	_____	=	_____	1	Denominator

¹⁾ applies only to those Faculties, which offer additional courses to the veterinary curriculum,

²⁾ Table 9.3 ³⁾ Table 10.1

- Outline how the allocation of staff to the Faculty is determined.
- Outline how the allocation of staff to the departments (or other units) within the Faculty is determined.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.
- Indicate whether it is easy to employ additional staff from service income (*e.g.* from revenues of clinical or diagnostic work).
- Describe the regulations governing outside work, including consultation and private practice, by staff working at the establishment.
- Describe the possibilities and financial provisions for the academic staff to:
 - a) attend scientific meetings;
 - b) go on a sabbatical leave.

10.2 COMMENTS

- Comment on the numbers of personnel in the various categories.
- Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.
- Comment on the ease or difficulty of recruiting and retaining personnel.
- Comment on the percentage of veterinarians in the academic staff.

10.3 SUGGESTIONS

Chapter 11. CONTINUING EDUCATION

11.1 FACTUAL INFORMATION

Please describe the role of the Faculty in providing continuing education.

11.2 COMMENTS

- Comment on the quality of the continuing education programmes in which the Faculty is involved.
- Comment on the degree of participation of veterinarians in the continuing education programmes in which the Faculty is involved.

11.3 SUGGESTIONS

AMENDED IN MAY 2012 – GA BUDAPEST

Chapter 12. POSTGRADUATE EDUCATION

This heading covers all further training leading to a diploma - special postgraduate studies, Ph.D. courses, research training programmes, and national or European College specialised qualifications. Please provide details of all postgraduate training opportunities in tabular form under “Factual Information”.

12.1 FACTUAL INFORMATION

12.1.1 CLINICAL SPECIALTY TRAINING (INTERNS AND RESIDENTS)

Table 12.1.1: Clinical specialty training

Clinical discipline	No interns	No residents	
			Diploma or title anticipated
1.			
2.			
3.			
4.			
5.			

- Indicate whether students involved in this training receive a grant or a salary.
- Indicate any programmes that are certified by the European Board of Veterinary Specializations.

12.1.2 RESEARCH EDUCATION PROGRAMMES

Table 12.2: Number of research students enrolled in different programmes

Type of degree	Fulltime	Part time	Duration
PhD			
Other doctoral level ¹⁾			

1) please specify

Please indicate-when and where and whether the students require a grant or salary

12.2 COMMENTS

Comment on the number of postgraduate diplomas/titles awarded annually.

Comment on the percentage of veterinarians participating in postgraduate research training programmes.

12.3 SUGGESTIONS

Chapter 13. RESEARCH

The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.

13.1 FACTUAL INFORMATION

Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.

13.2 COMMENTS

Comment on the opportunities for students to participate in active research work.

13.3 SUGGESTIONS

Will students be given more opportunity to participate in research activities?
If so, how will this be done?

|

ANNEX III b:

CONTENTS of the SER 2

The contents of the Self Evaluation Report two (SER 2) should be:

Introduction

- Chapter 1. Policy statement (AP1)
- Chapter 2. Assessment of students (AP 2), post-graduate education (AP 3)
student welfare (AP 4)
- Chapter 3. Assessment of teaching staff (AP 5)
- Chapter 4. Assessment of learning opportunities (AP 6)
- Chapter 5. Assessment of training programme and the award of the title of Veterinary Surgeon (AP 7)
- Chapter 6. Assessment of quality for clinics, laboratories and farm (AP 8)
- Chapter 7. Assessment of continuing education (AP 9)
- Chapter 8. Assessment of research (AP 10)
- Chapter 9. Assessment of internationalisation of education and research (AP 11)
- Chapter 10. Assessment of cooperation with stakeholders and society (AP 12)

In order to derive the necessary information, the Faculty must develop twelve (12) assessment procedures (AP 1 – 12).

INTRODUCTION

The frame for establishing the SER 2 is much more open for styling by the Faculty than SER 1. Description of processes and – in some cases – also the results of assessments are required rather than figures. In order to allow evaluation for Stage-2, the processes of assessing quality should have been in operation for a minimum of two years.

A **flow chart** should be provides for each assessment procedure with examples of documentation. Unless the documentation is in English, a one page summary must be provided.

Full documentation of the assessment procedures must be made available at the visit on day one, the person responsible for quality assurance for each assessment procedure must be available on call for the visiting experts. Communication in English must be guaranteed.

Please identify the way unexpected events are handled and documented.

The minimum period of 2 years is considered necessary in order to adequately judge the results of assessment and – where appropriate – any measures taken by the Faculty.

As Stage-1 and -2 are separate evaluation procedures, all information required should be provided in the SER 2 and not by reference to SER 1, even when the relevant information had already been given there.

Chapter 1. POLICY STATEMENT

Please address the following points:

- the relationship between teaching and research so that research education and research quality can be distinguished
- Faculty’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

Chapter 2. ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE

Please address the following points:

2.1 UNDERGRADUATE EDUCATION

- a) How are students assessed when applying to study veterinary medicine and to what extent is the system open for foreign students?

How and by whom are the assessment procedures developed and by what means is the result validated?

Table1: Assessment admission of students

Number of students applying	Year ¹⁾ n	Year n-1
Number of students admitted based on criterion ²⁾		

Number of students admitted based on criterion ²⁾		

% foreign students		
Assessment of selection criteria ³⁾ :	good	
	acceptable	
	need improvement	

AMENDED IN MAY 2012 – GA BUDAPEST

¹⁾year n: year preceding evaluation ²⁾depending on the country and school, student-cohorts may be admitted based on different selection criteria ³⁾please specify when different criteria had been used

- b) Assessment procedures of the performance of enrolled undergraduates. (see also Annex III, Contents SER 1, chapter 5)

Student performance must be assessed regularly. Please describe the underlying systems(s), its adequacy, system validation and results of the past two years (Year n, Year n-1). Please provide records of the process and include examples of formative and summative assessment (Flow chart from learning objectives to examination results, including the way students are informed).

What are the means to cope with problems in the student assessment system?

In respect of examinations; do students have to pass them within a certain time; how many retakes are allowed and to what extent have students to pass examinations before they can start other courses?

How is student assessment communicated to the students and what, if applicable, is the student involvement e.g. is there participation in a joint committee?

2.2 POST-GRADUATE STUDENT EDUCATION; ACADEMIC TRACK

Postgraduate education may be performed at different levels, e.g. master or PhD-programme. Please specify the specific admission procedures for national and foreign students separately for each programme and how these procedures are developed and advanced.

Describe the financial basis securing these programmes, the involvement of Faculty, the type of training provided, the course work required and the procedures for assessment of the underlying scientific programme(s) (see also Annex III b, chapter 7).

How are post graduate students assessed, how is assessment communicated to the students and what are the results of the past 2 years?

Please give data in table 2.

Tables 2: figures for post-graduate academic education

Year	Type of programme	Number students enrolled	Number students passed	Mean number paper per student	Mean number impact factor obtained per student
n ¹⁾	PhD				
n	Master ²⁾				
n	other ³⁾				
n-1	PhD				
n-1	Master ²⁾				
n-1	other ³⁾				

¹⁾year n: year preceding evaluation ²⁾make a distinction between a taught master's and a master's by research

AMENDED IN MAY 2012 – GA BUDAPEST

³⁾ please specify

2.3 POST-GRADUATE STUDENT EDUCATION; PROFESSIONAL TRACK

In taking into account that professional specialisation may follow a national and/or international (e.g. European) track, information must be provided to the following points:

- types of programmes offered and admission procedures for national and foreign students
- cooperation with other institutions
- student assessment procedures and results

Please supplement the information given by providing the data requested in table 3.

Table 3: figures postgraduate professional specialisation

Diplomate title offered	Number of diplomates on staff	Number of interns		Number of residents		Success rate	
		N ¹⁾	n-1	n	n-1	n	n-1
National track specialisation	Number of specialists on staff	Number of trainees				Success rate	

¹⁾n: year proceeding evaluation

Chapter 3. ASSESSMENT OF TEACHING STAFF

Assessment of teaching staff involves

- evaluation by students
- evaluation by teaching success
- evaluation by scientific merit.

AMENDED IN MAY 2012 – GA BUDAPEST

- a) Evaluation by students relates to teaching engagement, the didactic qualities, provision of support/learning material and the raising of student interest in respect to life long learning.

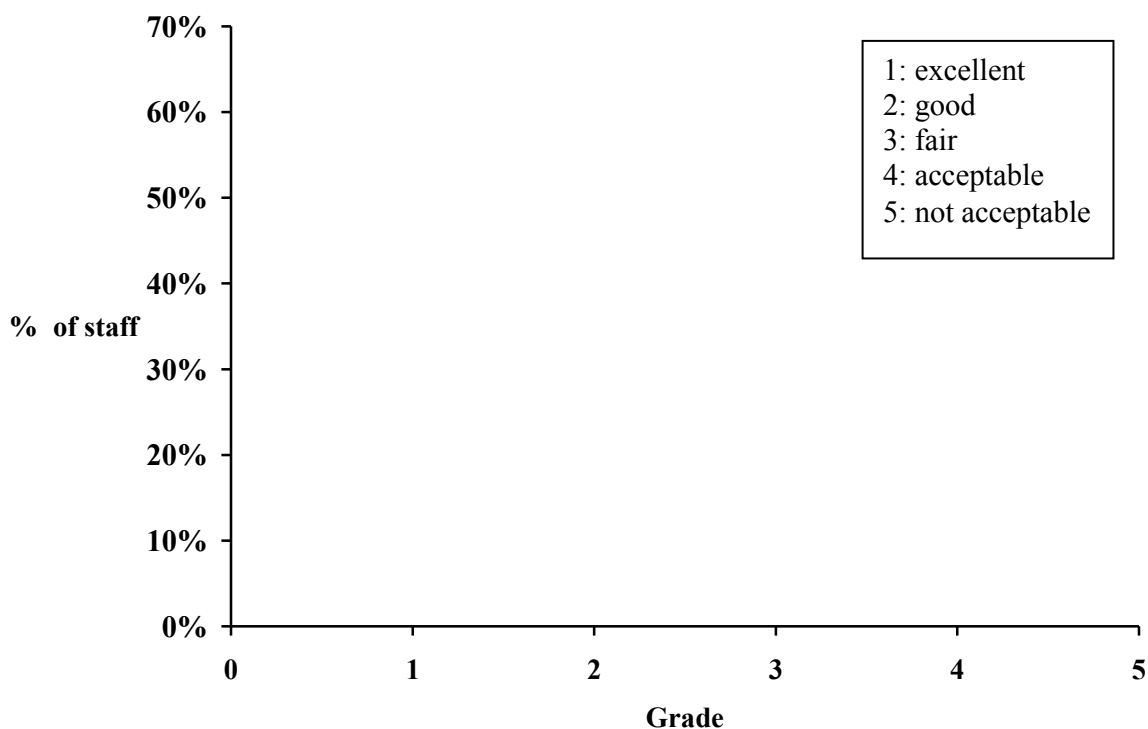
The Faculty should provide its policy on the evaluation of the teaching staff by students and indicate when and how students are asked to record their impressions and how they are involved in preparing the questionnaires.

In addition to evaluation by students the Faculty should lay out its policy to assess teaching success and scientific merits and how the whole system of assessing teaching staff is managed and further developed.

Is there an award policy or are other consequences taken and what are the measures taken/offered to improve individual teaching qualifications.

If assessment of individual teaching staff results in a single grade, please provide a graph showing the distribution.

Example:



Chapter 4. ASSESSMENT OF LEARNING OPPORTUNITIES

The technical term “Learning opportunities” encompasses a number of aspects, beginning with the provision of and advice on learning material to individual teachers, the provision of IT and library facilities at the Faculty level and the creation of the academic environment that provides adequate opportunities for self studies and interactions with the teaching staff beyond regularly scheduled lectures. Regular control and updating is necessary.

AMENDED IN MAY 2012 – GA BUDAPEST

The report on this topic must include how such a system is managed at the Faculty level, how critical control point analysis is executed, who is responsible and to whom they have to report and to what extent are students involved.

Chapter 5. ASSESSMENT OF TRAINING PROGRAMMES AND THE AWARD OF THE TITLE OF VETERINARY SURGEON

Information is request on the following points

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “day one-skills”) as listed in **Annex IV**.
- procedures for formal curriculum and teaching programme approval and regular reviews
- application of the ECTS to your programme and evidence for its use
- procedures for monitoring delivery of the curriculum and the teaching programme
- assurance concerning the participation of students in quality assessment activities
- parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- provision of a structure that promotes life-long learning

It is accepted that statements given to the above points can-not be in a standardised form due to the (legal) differences between countries and also Faculties.

In order to avoid duplication it is possible to refer to previous or following chapters in case the respective information has already been provided.

Chapter 6. ASSESSMENT OF QUALITY ASSURANCE FOR CLINICS, LABORATORIES AND FARM

Provide information on the system(s) of quality assurance in the clinical area, laboratory diagnostic services and farm facilities. List any existing accreditation from external quality assurance bodies.

Chapter 7. ASSESSMENT OF CONTINUING EDUCATION

The Faculty should describe the system of quality assurance it possesses to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine and whether there is a legal basis or other official requirement for continuing education.

This documentation should be accompanied by a list of courses offered in the preceding year (year n) and their assessment by the participants.

Chapter 8. ASSESSMENT OF RESEARCH

The institution should describe the system of quality assurance it possesses to develop and maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, how research methods and results are conveyed into basic veterinary training and to what extent bibliometric methods are applied.

A list of publications of year n (prior to evaluation) and year n-1 should be added to the SER 2, supplemented with the respective bibliometric data. Following implementation and adoption of Stage two (2) evaluation, information on year n-2 will be required.

Chapter 9. ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH

The institution should describe the system it possesses to promote and assess the development of international post-graduate education and of co-operating research projects with other countries, including developing countries (see also chapter 2).

Of particular importance is the description of the measures of encouragement applied to engage veterinary students and newly graduated in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities.

Chapter 10. ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations. Published information might also include the views and employment destinations of past students and the profile of the current student population.

Is there an alumnus association and how does the Faculty maintain communication with former students?