



VISITATION REPORT

**To the Faculty of Veterinary Medicine, Bila Tserkva National Agrarian University,
Bila Tserkva, Ukraine**

On 04 – 08 October 2021

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Introduction

Brief history of the Veterinary Education Establishment (VEE) and of its previous ESEVT Visitations (if any)

The Faculty of Veterinary Medicine of the Bila Tserkva National Agrarian University (FVM of BTNAU) (referred to as 'VEE' in this Report) was founded in 1931 as part of the Bila Tserkva Agricultural Institute (1920).

BTNAU enrolls 6,420 students in several educational programmes at six faculties: veterinary medicine, agrobiotechnology, biotechnology, ecology, economics, law and linguistics. In addition, BTNAU includes the Institute of Postgraduate Training of Veterinary Medicine Managers and Specialists, which as well as having its own infrastructure and staff, is the only Institute of this type in Ukraine.

Since the founding of VEE, the training of a veterinarian had been carried out according to a 5-year training programme, but in 2001 the time was increased to just over 5 and a half years to accommodate a 6-month specialization based on the student's choice.

In 2008, a bachelor's degree with a term of study of 4 years followed by further study for a Master's degree for a period of 2 years was introduced.

In addition to BTNAU, the training of veterinarians in Ukraine is carried out by 11 other faculties of agricultural universities located in different regions of the country, with the VEE at BTNAU being one of the four largest and oldest.

In 2018, an ESEVT Consultative Visitation to the VEE took place. Based on the results of this visit and based on the evaluation, comments and suggestions of the experts of the Consultative Visitation, an Action Plan was developed to eliminate shortcomings and achieve ESEVT Standards.

Main features of the VEE

All areas of activity in the field of veterinary medicine are regulated by the Law of Ukraine "On Veterinary Medicine", according to which all categories of public and private doctors are required to undergo postgraduate training every five years.

The VEE has a very deep history of international cooperation which are detailed in the Self-Evaluation Report (SER).

Main developments since the last Visitation (or, if there has not been a previous one, in the period since the veterinary degree programme began)

- The University has developed and is implementing an Action Plan to address the identified shortcomings and achieve ESEVT Standards.
- The University has also made significant financial injections into the development and modernization of the VEE including animal clinics, cattle farms and poultry farms.
- The VEE has received national accreditation for the Veterinary Medicine programme.
- The VEE has developed and implemented an educational programme in accordance with ESEVT Standards.

The main issues faced by the VEE

- There still remains insufficient financial support from the state.
- A lack of a national regulatory framework for teacher/student relations and support staff/student support.
- Problem with annual changes of the regulations pertaining to admission of students, which are introduced by the Ministry of Education and Science with quotas for places as defined by state order.
- Socio-economic problems cause annual changes in the amount of tuition fees.
- Access to some species of animals remains complicated. For example in pigs due to the African swine fever epizootic and a lack of horses within Ukraine.

The ESEVT SOP 2019 as approved by the Zagreb General Assembly in May 2019 is valid for this Visitation.

Standard 1: Objectives, Organisation and QA Policy

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

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

1.1.1. Findings

The VEE has clearly stated its mission. The mission is to educate qualified and competitive veterinary specialists with problem-solving skills and innovative approaches, to ensure health and animal welfare, to guarantee safe and high-quality food, to increase environmental protection in accordance with the concept of "One Health".

The VEE is aware of the value of EU Directives and the ESG to guarantee the quality of the training of veterinary medicine specialists, and it is implementing the European practices for their provision.

The mission statement is publicly available at the VEE's website.

(https://btsau.edu.ua/sites/default/files/Faculties/osvita/quality/strateg_bnau_2018-2022.pdf).

1.1.2. Comments

- The contents presented in the mission statement embrace the ESEVT Standards.
- The goals of the VEE follow the mission of the University, defined by the Development

Strategy of the BTNAU for 2020 – 2025.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Substandard 1.1.

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

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

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

1.2.1. Findings

The VEE is formally part of the Bila Tserkva National Agrarian University, officially recognised as a public higher education institution by the Ministry of Education and Science of Ukraine. In January 2020, the "Veterinary Medicine" study programme was accredited for the master's level (in the specialty 211 "Veterinary Medicine", field of knowledge 21 "Veterinary Medicine") by the National Agency for Quality Assurance in Higher Education.

Information about the management of the VEE is reported in Table 1.2.3 of the SER and in the relative webpages: (<https://btsau.edu.ua/uk/content/fakultet-veterynarnoyi-medycyny>; <http://vet.btsau.edu.ua/en/node/4>).

Both the Deputy Deans responsible for the veterinary curriculum and the responsible for the professional, ethical, and academic affairs of the veterinary training clinics hold a veterinary degree.

1.2.2. Comments

- Although difficult from the SER alone to clearly ascertain the consistency of the decision-making process with the strategic plan and objectives, during the interviews it was possible to clarify this aspect.
- Overall, the decision-making process allows the implementation of its strategic plan and of a cohesive study programme.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Substandard 1.2.

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

1.3.1. Findings

The VEE's strategic plan 2020-2025 was given during the Visitation upon request of the Visitation Team. The document describes the mission, the vision and the main strategic goals and projects of the VEE. Moreover, the document includes specific objectives for different aspects, such as internationalisation, e-learning and research.

Concrete actions in relation to the strategic plan were presented during the visit.

Moreover, the strategic plan of BTNAU for the same time period (2020-2025) was given to the Visitation Team.

The SWOT analysis presented in the SER is focused on the internal and external factors that constitute the environment in which the VEE is operating, but with less emphasis on current factors.

1.3.2. Comments

- The VEE's strategic plan is consistent with the role that the VEE has within the BTNAU. Furthermore, the objectives set are adequately ambitious and coherent with the available resources.
- However, a general description of key players, roles and responsibilities was not presented to the Team and neither was an "operating plan" document with a timeframe for each activity and targets for each indicator.

1.3.3. Suggestions for improvement

- The SWOT analysis should focus more on current activities related to the objectives of the plan.
- Elaborate on the strategy's operation plan, including information on its timeframe and indicators of its implementation. The definition of objectives, indicators and targets, associated with clear timelines and assigned resources, allows the VEE to monitor the progress of the strategic plan and to intervene in case problems may emerge.
- More generally, provide a more structured system of internal documentation, enabling the sharing of proposals, decisions and resulting actions emerging from meetings between the different key players.

1.3.4. Decision

The VEE is partially compliant with Substandard 1.3 because the SWOT analysis within the strategic plan should cover both current activities as well as an "operating plan" document with a defined timeframe for each activity, and targets for each indicator, including a general description of key players, roles and responsibilities.

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

1.4.1. Findings

The University (BTNAU) has a department of Quality assurance. The department organises

and conducts systematic monitoring of the quality of education and elaborates on this basis Regulations for improving the educational process. The BTNAU policy in the field of QA has been developed and is publically available at the BTNAU website. As a result, the VEE finds that a culture of quality is gradually formed. The department of QA work at BTNAU is systematically based on the PDCA methodology and this has also been implemented internally at the VEE. Students, teachers, employers and faculty graduates are involved in the development of the VEE's strategy.

BTNAU has developed an internal QA system following the PDCA cycle (Deming). Its functioning is briefly described in the SER and a schematic representation of it is accessible from the website (<https://btsau.edu.ua/en/content/quality-assurance>). This system has different timing according to the object of the analysis (single programme/discipline, achieved goals, quality indicators), so the duration of the cycle is flexible (6 months up to 3 years) according to the issues that emerged and relative initiatives taken.

Students take part in all stages of the PDCA cycle: they are included in the group on the content and quality of the VEE, VEE Academic Council, BTNAU Academic Council, Scientific and Technical Society of Youth. Students also participate in internal audits.

1.4.2. Comments

- Information on the organisation of QA work internally at the VEE could be stronger.
- Referring to the PDCA cycle, the stage “control and evaluation” seems to only refer to questionnaires and surveys, it is not clear the use of other sources and methods of evaluation.
- The different timing (6 months to 3 years) for review is very discretionary.

1.4.3. Suggestions for improvement

- Provide information on the structures at the VEE involved in QA work.
- The timing of reviews should be better defined, with the aim of maintaining good monitoring activity according to the object of the analysis.

1.4.4. Decision

The VEE is compliant with Substandard 1.4.

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

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

1.5.1. Findings

ESEVT status, Self-Evaluation Report (SER) and Consultative Visitation Report in November 2018 (Consultative Visitation of the Bila Tserkva National Agrarian University) are posted on the website of the VEE (vet.btsau.edu.ua). The portfolio of the study programme is placed and constantly updated on the website of the VEE. Employment destinations of past students are monitored annually and also made publically available at the VEE's Facebook page.

As reported in the SER, the Department of marketing, licensing and accreditation of the VEE

is responsible for the annual monitoring of the employment status of graduates. However, no data is published regarding the current student population and career status.

The same Department has the task to monitor the needs of the labour market and provide information to the VEE. Moreover, employers representatives “are part of the group on the content and quality of education” (page 13 of the SER).

The website contains all information on the ESEVT status of the VEE (<http://vet.btsau.edu.ua/en/node/5>).

1.5.2. Comments

- The information provided refers only to the interaction with external stakeholders in order to receive feedback on graduates and the labour market needs. The interaction with external stakeholders for study programmes content review needs to be clarified.

1.5.3. Suggestions for improvement

- Consider making the employment destination of past students available on the VEE’s website

1.5.4. Decision

The VEE is compliant with Substandard 1.5.

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

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

1.6.1. Findings

The results of the questionnaire conducted by the Department of Quality Assurance are brought to the attention of the VEE, where they are discussed at the departments, the methodical commission and the faculty council. Student representatives as well as members of the faculty group are part of the faculty council. In addition, the VEE has a council of employers who are involved in various quality assurance procedures including the content and quality of education of the VEE. Appropriate measures are developed to improve the educational process at the VEE. As an example, the 2019-2020 review of activities and comments from different groups of stakeholders and a decision on the issue raised, is provided in the SER.

The principal methodology to gather information and suggestions on the educational process are taken into account through surveys conducted by the Department of Quality Assurance.

The SER presents in Table 1.6.1 (page 14) the results of a survey on teaching and assessment relative to academic year 2019-2020. It is divided in 4 sections, according to the stakeholder type: students, staff, employers, former graduates. For each suggestion that emerged from the analysis of results, the decision whereas to take it into account and (where applicable) actions/initiatives taken are reported in the same Table.

Results for each faculty with conclusions are posted on the BTNAU website.

Students’ representatives are present in different governing bodies (such as the faculty council and the academic council), including the *content and quality for education* group. Representatives of employers are also present in this body, which is responsible for the process

of periodic review of the study programme.

1.6.2. Comments

- According to the relevant table seen by the Team, all comments that emerged from the surveys have been taken into account. There was no suggestion that this was not the full list of comments received.
- Informal as well as formal feedback on students' abilities and knowledge is delivered through EPT providers who give feedback on individual students' competencies. They also often employ those students subsequently.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Substandard 1.6.

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

1.7.1. Findings

A table listing the finding of the Consultative Visitation by the ESEVT in November 2018 is included. The table lists the measures taken for the elimination of the shortcomings, including comments on the linkage to the QA process when relevant.

In terms of progress made, Table 1.7.1 of the SER shows comments by the panel involved in the Consultative Visitation of 2018 and the initiatives and actions taken by the VEE accordingly in order to solve the relevant issues.

1.7.2. Comments

- The VEE is the first Ukrainian FVT to undergo external review through the ESEVT. Their teaching plan is already a standard for other FVT in Ukraine, placing the BTNAU in a leading position at the National level. However, this does not allow them to have National references to compare themselves with.
- It was clear that the VEE had systematically gone through the comments of the Consultative Visitation to ensure it had complied with their requirements as and when possible.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Substandard 1.7.

Standard 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).

2.1.1. Findings

The VEE's budget is composed of funds from the central government (Ministry of Education and Science) and by the VEE's revenues. Funds from the central government consist of student tuition fees. The number of students registered in the course, therefore, impacts the VEE's budget, as it is directly associated with government funding. Moreover, funding may increase or decrease by an annual 20% depending on the results of scientific and international activities.

The VEE's other revenues include, but are not limited to, clinical services, donations and research grants. Sources listed under this section are varied and most of them represent a variable income.

Each year the VEE receives the number of places for student enrolment, around 400; half of this number is granted with free tuition fees. For the rest of the students, tuition fees are around 600 € (18200 UAH) for national students and 1200 € (1500 \$) for foreigners students.

2.1.2. Annual revenues during the last 3 academic years (in Euros)

Revenues source	AY*	AY-1	AY-2	Mean
Public authorities	-	-	-	-
Tuition fees (standard students)	547050	509010	477300	511120
Tuition fee (full fee students)	185083	190002	108674	161253
Clinical services	11387	2672	3612	5890
Diagnostic services	30800	14128	10991	18640
Other services				
Research grants	71145	68951	15000	51700
Continuing Education	36360	41800	21900	33353
Donation	14200	9500	8400	10700
Other sources	-	-	-	-
Total revenues	896025	836063	645877	792655

2.1.1. Annual expenditures during the last 3 academic years (in Euros)

Area of expenditure	AY*	AY-1	AY-2	Mean
Personnel	468714	378571	346428	397904,3
Operating costs	101964	85711	71561	86412
Maintenance costs ⁺	278500	22212	18940	106550,7
Equipment	116230	56309	56740	76426,33
Total expenses	965408	542803	493669	667293,3

* Last full academic year before Visiting

⁺ Including investments in the reconstruction and modernization of VTH

2.1.3. Annual balance between expenditures and revenues (in Euros)

Academic (academic) year	Total expenditures	Total revenues	Balance ***
AY-2 (2 years before Visiting)	493669	645877	152208
AY-1 (one year before the Visit)	542803	836063	293260
AY * (Current year)	965408	896025	-69383

*** Total revenues minus total expenditures

2.1.2. Comments

- The negative balance for this year relates to the increased expenditure on updating facilities etc., to meet the ESEVT Standards and in preparation for the visit. The expectation of the VEE is that this will become positive next year once again.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Substandard 2.1.

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

The University in 2019 and 2020 heavily invested in the structure and equipment modernization of the clinics. In 2019, about 2.8 million UAH (100,000 €) was spent on the reconstruction and purchase of equipment for the training veterinary hospital. The University foresees further funding for the modernisation in accordance with the strategic development plan of the University. Additional funding will be asked to the State Veterinary Service, under targeted programmes of the Ministry of Education, through national and international grants.

2.2.2. Comments

- The improvements in the facilities were clear on the site visit.
- It is clear that the VTH, the ambulatory and 24/7 clinics are run for teaching and not for commercial reasons as seen in the financial accounts.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Substandard 2.2.

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

2.3.1. Findings

The financial plan is based on annual costs evaluation: this is based on the identification of spending priorities which are presented to a collegial body, the Academic Council of the VEE, which consists of the most experienced members of the team, heads of departments and students. Technical design and decisions on costs, investments and revenues are therefore prepared by the university accounting department, based on the recommendations of management, business service, faculties and departments of the university.

The financial budget is eventually approved at a meeting of the Academic Council of the University, which consists of professors from all faculties. After approval by the Academic Council of the University, the Budget is approved by the Rector and sent for approval to the Ministry of Education and Science.

Unplanned current expenses, such as minor repairs of premises, purchase of low-value consumables, repair of equipment can be carried out on the basis of the application of the head of the department to the economic service of the university.

2.3.2. Comments

None.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Substandard 2.3.

Standard 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 Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

The educational process in veterinary medicine in the VEE is based on Law of Ukraine “On Higher Education”, Law of Ukraine “On Education”, Law of Ukraine On Veterinary Medicine”, Classifications of Profession DK 003:2010, National Framework Qualifications, 2011, The standard of higher education in Ukraine for Veterinary Medicine, speciality 211 for master educational level, approved by order no. 558/24.04.2019.

The proposals for legislative decisions are taken by a subcommittee of veterinary medicine specialists from all universities in Ukraine.

In January 2020, according to the Law of Ukraine “On Higher Education” (updated version 26.06.2020), the training for veterinary medicine in the VEE is exclusively at “master degree”, full-time training for 6 years (5 years and 10 months). The article 32 of the same law gives the

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universities total autonomy and self-governing rights.

The present curriculum 2020-2021 was also certified in January 2020 by the National Agency for Quality Assurance in Higher Education of Ukraine in the field of Veterinary Medicine (21) speciality Veterinary Medicine (211).

The curriculum commission at the level of the VEE (10 members) is formed by a supervisor professor recommended by the government who belongs to the VEE, the dean, the vice-deans, heads of the departments, a student member and two stakeholders. The commission revises the curriculum yearly.

All shortcomings in the curriculum identified by all participants in the educational process are submitted to the Educational and Methodological Commission of the university, which meets every 2 months.

The curriculum comprises 360 ECTS (1 ECTS represents 30 hours) and the weekly study workload for a full-time student does not exceed 28 hours. The ECTS are distributed as follows:

Year of study	Total ECTS	Mandatory subjects (ECTS)	Electives (ECTS) The improvements in the facilities were clear on the site visit
1	55	49	6
2	53	46	7
3	64	55	9
4	66	63	3
5	60	51	9
6	62	43	19
TOTAL	360	307	53

The total number of curriculum hours taken by each student per year is 10,800 hours, by which 1,586 hours are lectures, 589h seminars, 4,770h self-directed learning, 1,471h laboratory and desk based work, 675h non-clinical animal work and 1,709h clinical animal work.

The list of curriculum subjects includes: Basic subjects, Basic Sciences, Clinical Sciences, Animal Productions and Food Safety and Quality, Veterinary Public Health and One Health Concept, Professional knowledge, supervised practical rotation (intra-mural) from the Y3 to Y6, electives and EPT.

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The evaluation of each core clinical activity by each student is made in accordance with Regulation “On practical training of students of BTNAU” and on Regulation “On the assessment of learning outcomes of higher education in BTNAU”.

In the curriculum, a list of 36 electives is included. Each student can choose 18 subjects (50%). The electives allow students with special interests to learn more in depth in each chosen subject.

The general information including mandatory and elective subjects comprising all six years of study:

	ECTS	Total hours	Type of hours						
			A lectures	B seminars	C SDL	D laboratory, practical	E Non-clinical	F Clinic with animals	G others
Mandatory	307	9210	1342	441	3904	1235	611	1677	–
Electives	53,0	1590	244	148	866	236	64	32	–
	360	10800	1586	589	4770	1471	675	1709	–

The feedback from students, staff and stakeholders is analysed each year to prevent double teaching as well as redundancies or criticisms. Modifications to the curriculum are then made where possible within allowable limits.

3.1.1.2. Comments

- The present curriculum, implemented in the VEE in 2020-2021, is recommended by the State Institution “Scientific and Methodological Centre for Higher and Professional Higher Education” belonging to the Ministry of Education and Science of Ukraine to be implemented in all VEEs in Ukraine, the VEE being the first one in Ukraine implementing core curriculum subjects as expected by EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.
- The expected learning outcomes are established for each discipline and they are presented to the students at the beginning of each academic year.
- Some of the subjects are taught interdisciplinary (organized in modules of study), separately assessed, and the final mark is the resulting mean.

3.1.1.3. Suggestions for improvement

- It is suggested that the strategic plan of the VEE should include the review of the curriculum, as a whole, every 7 years rather than purely the annual review of individual modules etc.
- It is also suggested that additional advice from students and other stakeholders should be sought when the redesign of the curriculum is undertaken.

3.1.1.4. Decision

The VEE is compliant with Substandard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The subjects from the curriculum included in Basic subjects are the followings: Introduction to the speciality; Latin language and terminology; Biophysics; Zoology; Feed plant biology and toxic plants; Foreign language (for professional purposes); Biomedical statistics and computer science; Ukrainian language (for professional purposes); Chemistry and cell genetics and molecular biology. The total number of hours is 1,200 for Basic subjects, out of which 146h are lectures, 192h seminars, 612h supervised self-learning and 250 h are laboratory and desk based work.

The following subjects are included in the Basic Sciences field: Animal anatomy; Cytology, histology, embryology; Animal physiology; Veterinary microbiology and immunology; Pathological Pathology; Anesthesiology and operative surgery; Pharmacology and pharmacotherapy; veterinary epidemiology; Animal nutrition; Ethology and animal welfare; Parasitology and invasive diseases; Pathological anatomy and necropsy; Epizootology, infectious diseases and preventive medicine; Veterinary toxicology, Veterinary clinical biochemistry; Professional ethics and communications of veterinary practice, summing up a total of 3090 hours. The total number of lecture hours is 544; seminars 106 h; supervised self-learning 1472 h; laboratory and desk based work 633 hours; non-clinical animal work 249 hours and clinical animal work 86 hours.

Also, the list of electives includes different topics from the Basic subjects and Basic sciences fields.

Electives in Basic subjects are the following: Life safety and civil protection/ Labour protection in veterinary medicine; Philosophy; Ecological and environmental protection.

The list of electives in Basic Sciences includes the following: Research methodology; Applied cytology and histology; Radiobiology/Radiographic anatomy; Veterinary management/Organization and management of veterinary clinics; Food chemistry/Food microbiology and Veterinary pharmacy.

The cadavers are stored in the freezer or in the freezing chamber before disposal to a specialized plant in Skvyra, on the basis of an annual agreement.

All the students are instructed on biosafety at the beginning of the practical training, including VTH, intra-mural, extra-mural activities and EPT.

3.1.2.2. Comments

- The curriculum in Basic subject and Basic Sciences includes all the subjects listed in EU Directive 2005/36/EC (as amended by directive 2013/55/EU).
- The anatomy museum of the VEE is worthy of praise, being very rich in a large variety of specimens and a very good tool for training pre-clinical sciences.
- In order to avoid the use of formalin, the organs in anatomy are preserved in a special solution (teacher's trade-mark), which is not toxic and has no smell.
- The necropsy hall was totally renewed. There are different circuits for entering and exiting the teachers and students and there are different circuits for cadavers and

specimens. The cadavers for use are preserved in sealed plastic bags and stored in one freezer (marked in yellow) and the used cadavers are stored in a different freezer (marked in red), also in sealed plastic bags until their disposal to a specialized plant in Skvyra.

3.1.2.3. Suggestions for improvement

- It is suggested to increase the number of living animals and cadavers used for pre-clinical training.
- It is recommended to further develop the clinical skills lab.
- Considering that a part of the pre-clinical training of the students is made in the ZOO, it is recommended to encourage such to improve the welfare of the animals and also to inform the students about the present deficiencies regarding animal welfare.
- Considering the existence of a linguistic section in BTNAU, it is recommended to provide free of charge optional modules of the professional English language for students, PhD students and teachers.

3.1.2.4. Decision

The VEE is compliant with Substandard 3.1.2.

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

3.1.3.1. Findings

From semester 2 of the first year, students undertake theoretical and practical training in companion animals. During the years 3, 4, 5 and 6, in addition to theoretical studies, students acquire practical knowledge and skills during clinical classes in the disciplines of propaedeutics and diagnostic imaging, anesthesiology and surgery, pathological anatomy and necropsy, epizootology, infectious diseases and preventive medicine, veterinary endocrinology, clinical and environmental toxicology.

Students gain practical knowledge on the health of companion animals with courses in surgical diseases of small animals with anesthesiology and resuscitation, traumatology and orthopedics of small animals, internal diseases of small animals and reproductive endocrinology, dermatology, clinical oncology, ophthalmology and neurology.

In addition, before the start of clinical rotations, students can gain clinical skills in the disciplines of bee, fish, fur animals, exotic and wild animals diseases as elective subjects.

Before the beginning of the clinical rotation, students will carry out clinical exercises while working with healthy animals, dummies, through practical modelling in the clinical skills room and the use of video material particularly for surgical case learning

From the 3rd to the 6th year inclusive, students undergo mandatory clinical rotations in veterinary teaching clinics encompassing horses, ruminants, pigs, small and exotic animals (VTH) as well as in ambulatory clinics. There is very limited in-house kennelling for dogs and cats and most animals are admitted for interventions to take place only, going home with their owners.

An emergency clinic runs 24/7, with 2-3 students on duty at all times alongside an on-duty clinician.

Specific hours for small animal only:

- surgical disease with anaesthesia and resuscitation - 90
- traumatology and orthopaedics - 150
- internal diseases - 150

- reproduction - 90

Practical rotations duration:

- equine - 67 hours
- small animals - 194 hours
- poultry and exotics - 31 hours

Students undertake internships in Y4 and Y6 for 11 weeks (420 hours), covering production and companion animals as well as on FSQ-VPH.

3.1.3.2. Comments

- Students carry out clinical skills learning in supervised self-learning classes which include work done with healthy animals, models and videos. Work in clinics themselves accounts for approx. 28% of total curriculum hours.
- Very few animals are kept overnight as clients are reluctant to leave their animals in the VTH though facilities are available for dogs in the VTH and for cats in the isolation facility. Students carry out all duties of care for these animals at night.
- Trauma cases e.g. RTAs, come into the VTH at any time during the day or night and students experience treating them.
- The number of horses in Ukraine is low but although the number of horses seen in the VTH is also low, students do see cases during their out-of-hours duties. The VEE works with local practices to ensure sufficient caseload is seen by students. Students also go out to rotations in external private practices. The VEE has recently set up a contract with another private equine practice where students will go to enhance their clinical skills and the caseload seen.

3.1.3.3. Suggestions for improvement

- It is suggested that the VEE continues to explore new opportunities to collaborate with other establishments in order to send students for additional extra mural rotations, especially equine related.
- The VTH cages for dogs staying overnight stay are suboptimal by modern day standards and the VEE should look into improving housing for in-hospital dogs and cats.

3.1.3.4 Decision

The VEE is partially compliant with Substandard 3.1.3 because of the number of horses seen is suboptimal to ensure clinical competency of all students in this area.

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

3.1.4.1. Findings

The VEE seeks for “the ability to combine effective professional and human social activities to identify production problems in order to ensure the health and welfare of animals, obtaining safe and quality food, environmental protection in accordance with the concept of "One Health".

Curriculum hours taken by each student in food-producing animals:

240 (General and special surgery of large animals)

330 (Medicine of internal diseases of large animals)

300 Ruminants Diseases
300 Pigs Diseases
300 Poultry Diseases
150 Animal production, including breeding and husbandry

In addition, 85% of the material of the discipline "Obstetrics and biotechnology of animal reproduction with the basics of andrology" is based on the study of physiology and pathology of reproductive function of productive animals, including cows, pigs, sheep and goats.

Also in addition, 56% of the practical rotation in the "Clinic of Birds and Exotic Animals" is dedicated to productive poultry.

Practical rotations in food-producing animals under academic staff supervision:

20 hours - Clinic of productive animals (ruminants and pigs) - (at VTH)
12 hours - Clinic of poultry and exotic animals - (at VTH)
135 hours - Clinic of productive animals (ruminants and pigs) – (during ambulatory clinics)
31 hours - Clinic of poultry and exotic animals - (during ambulatory clinics)
24 hours - Productive animals - Herd health management- (during ambulatory clinics)

Curriculum hours taken as electives for each student in food-producing animals:

90 hours- Bees Diseases
90 hours - Fish diseases
120 hours - Animal hygiene (Animal husbandry)

Non-compulsory optional courses proposed to students in food-producing animals:

Practical training in agricultural enterprises of Germany and France (internship) under the programmes of the German Peasants' Union, APOLLO and FEFU during 2-3 months.

3.1.4.2. Comments

None.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Substandard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

Theoretical and practical education in FSQ is mainly delivered by two courses:

- 4th year – semesters 7 and 8: Safety, quality of food and feed (270 h)
- 5th year – semester 9: Food hygiene and state control (120 h)

Further covering of the subject is distributed throughout:

- 5th year – semester 9: Organization of veterinary service and public health (120 h)

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- 5th year – semester 10: National and international veterinary legislation and forensic medicine (120 h) - Zoonoses and the concept of One health (120 h)

Elective courses regarding Food microbiology and Food chemistry are offered in the 4th year – semester 8.

Students attend practical rotations, under academic staff supervision, in the 4th and 5th year: Safety, quality of food and feed (24 h) and Prevention of zoonoses in the system of FSQ and VPH (24 h).

EPT in FSQ and VPH is delivered in the 4th and 6th years: the students are required to attend 1 week (5 days x 8h, for a total of 40 h) for each year. At the end of the EPT, the external supervisor certifies the activities recorded by the student with an assessment of the completeness of the training programme and acquired competencies.

There is a wide range of external visits arranged for the students, including public laboratories, red and white meat slaughterhouses, food processing units and border inspection posts.

3.1.5.2. Comments

- The GMP/GHP level of compliance is not consistent across all the facilities visited by the students during their training: the range spans from modern, up to date establishments to poorly equipped facilities. As this represents what the students will be put in front of, during their professional life, it could well be considered a strong point of the training offered by the VEE. However, this is true only if all the students have the possibility to visit all the facilities, while it would turn out to be a weakness if some of the students will only visit some of the facilities.
- It is worth noting that the level of involvement and competence of the non-academic personnel carrying out the activities in some of the facilities visited is commendable.

3.1.5.3. Suggestions for improvement

- It is suggested that the VEE takes care that all the students have access to the same facilities. Moreover, it is important to highlight the deficiencies of the facilities with low GMP/GHP compliance when compared with other facilities.

3.1.5.4. Decision

The VEE is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional knowledge is not specifically described in the SER, however information is available in some tables and in the appendices (Appendix 8.1). The subjects are professional ethics and communication (90 hours), practice management (180 hours), herd health management (180 hours), national and international veterinary legislation, and labour protection (90 hours). The veterinary profession (veterinary statutory body, practitioners, veterinary hygienists, etc.) contributes to education of the students (presentations, EPT, EMS, hospital practitioners, conferences).

Special attention is given to the development of communication skills of students in the VEE and during EPT and EMS activities.

3.1.6.2. Comments

- Although it is difficult from the SER alone to assess professional knowledge, the interviews provided clear insight into this topic.

3.1.6.3. Suggestions for improvement

- The VEE is encouraged to carry on developing English language skills for students and staff.

3.1.6.4 Decision

The VEE is compliant with Substandard 3.1.6

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

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

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

3.2.1 Findings

The study programme has learning objectives specific for each module, which are communicated to students. The educational process in veterinary medicine in the VEE is based on Law of Ukraine “On Higher Education”, Law of Ukraine “On Education”, Law of Ukraine On Veterinary Medicine”, Classifications of Profession DK 003:2010, National Framework Qualifications, 2011, The standard of higher education in Ukraine for Veterinary Medicine, speciality 211 for master educational level, approved by order no. 558/24.04.2019.

The VEE provides for different activities and opportunities for students, including mobility programmes, international internships, student research groups, conferences and lectures.

A certain grade of flexibility is also given to students with the opportunity to choose some disciplines in their study path.

3.2.2. Comments

- The study programme is set at the correct level of the National Framework Qualifications of Ukraine. Moreover, it is coherent with the European qualification framework (EQF) of the European Higher Education Area (EHEA).
- The study programme clearly defines its objectives and learning outcomes. The objectives of the programme and the qualification resulting from it is adequately communicated to students, who have a clear understanding of the intended outcomes.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Substandard 3.2.

3.3 Programme learning outcomes must:

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

3.3.1. Findings

The “Educational Process at the Faculty of Veterinary Medicine BNAU” manual, published on the website of the VEE, provides information on each individual unit of study, including the expected learning outcomes.

Such information is also present in the Moodle platform (for some disciplines) and given to students during the introductory lesson of each discipline. There are clinical skill logbooks covering the Day One Competences (D1C) used to monitor and assess D1Cs which are signed off by academics.

Teachers have the opportunity to participate annually in a consultation with some external stakeholders to gather useful information for the programme content review.

3.3.2. Comments

- The D1C logbooks are hard copies at present but are being moved onto the VetForce system shortly so that students can be monitored and assessed more easily.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Substandard 3.3.

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 and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The *group on the content and quality of education* (with student members) and the *faculty council* meet annually to discuss the opportunity to review the study programme and how. The discussion takes into account the results of the annual survey on the quality of teaching and content of disciplines.

Following the review of the study programme, the curriculum is drafted by the VEE dean's office and is then approved by the department of monitoring the quality of education and study work, the vice-rector for educational and international activities of the university, and the rector. Each department annually reviews and updates work programmes in the reviewed disciplines.

3.4.2. Comments

- The study programme curriculum is adequately monitored each year, on the basis of different sources of information by various internal and external stakeholders. The procedure implemented by the institution is adequate to ensure its updating.

3.4.3. Suggestions for improvement

- To formally translate in a periodic document the results of the structured process of curriculum review. This could help the decision making process and, more generally, leaves a documentary trace for stakeholders that can easily reconstruct the process that led to the revision of the curriculum.

3.4.4. Decision

The VEE is compliant with Substandard 3.4.

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

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

3.5.1. Findings

- EPT is carried out according to the regulations of BTNAU.
- EPT is mandatory and accounts for 14 credits.
- 420 hours of EPT are provided to students in Y4 and Y6.
- Each year is dedicated to a specific field of activity: Y1 and Y2 students train on pre-clinical skills for companion and food-producing animals, Y4 and Y6 on clinical skills (180 hours for producing animals, 160 hours for companion animals), on FSQ (40 hours in Y4) and on VPH (40 hours in Y6).
- 'EPT' on preclinical activities are carried out under the supervision of an academic and therefore should be classified as extramural studies.
- Students must write and defend a report for EPTs done.
- EPTs activities were maintained despite the COVID-19 crisis, due to the fact that veterinary clinics and enterprises were allowed to open and in accordance with the local sanitary situation. A specific digital group "FVM BTNA, individual work, EPT" was created for information, advice, communication, report, etc. for students, teachers and supervisors.

3.5.2. Comments

- EPT on preclinical activities in Y1 and Y2 is carried out under the supervision of an academic and has been incorrectly categorised as EPT.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Substandard 3.5.

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

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

3.6.1. Findings

The University has a department in charge of EPT and an associate professor from the VEE is in charge of the overall supervision of the EPT.

Agreements have to be signed by both the VEE and the EPT provider. The student does not have to sign according to the Ukrainian legislation.

The VEE does not have specific insurance for EPT activities as students are always covered by the University.

The EPT providers assess the student and provide feedback to the VEE.

3.6.2. Comments

None.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Substandard 3.6

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

3.7.1. Findings

Students record all their EPT activities in a logbook which is also used to write their final report.

In case of problems, the EPT provider or the student can get in contact with the EPT supervisor.

An internal audit is carried out by the EPT supervisor and takes into account complaints and

comments on EPT. This allows for a permanent update of the EPT providers and for feedback on the EPT activities.

3.7.2. Comments

- EPT activities are seriously and efficiently supervised by the VEE.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Substandard 3.7.

Standard 4. Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

The central building (№1) of the University is located in the centre of Bila Tserkva. The VEE gradually became part of the residential quarters with the development of the city. Due to this, new buildings were built for the VEE on the outskirts of the city, which have been operating since 1991.

The educational buildings (campuses) of the VEE are located 1.5 km from the central building of the university. The campuses include educational buildings № 8, № 9, № 10, educational veterinary clinic specialising in horses, ruminants, pigs (until African Swine Fever (ASF) prevented hospital admissions), small and exotic animals with isolation units for all these species and a separate block for animal reproduction by species, and a separate block for necropsy. Within the campus there is an area for walking and grazing animals. Clinic facilities are fenced, marked with biosafety symbols and are guarded.

Students study at the VEE in the main and three other buildings (Nos 8–10). For the lecture course and practical classes rooms with a total area of 4238.2 m² are used. All educational buildings have lockers. Students leave their outerwear in them. The VTH has a total area of 1100 m². In separate rooms (Block G, D) there are isolation units for animals of different species (cats, dogs, small ruminants, pigs, cattle and horses).

During 2017–19, the reconstruction and modernisation of the clinical buildings was carried out and an interdepartmental educational veterinary clinic (VTH) was established. The Hospital covers all species under one management, but the clinic is divided into separate blocks per species with its own infrastructure with a common hematology laboratory and a molecular diagnostic laboratory.

The academic staff attend a number of sites with students such as clinics, agricultural enterprises, processing plants and laboratories in order to expand the opportunities for practical work for students, increasing the number of animals and biological material in the educational process.

4.1.2. Comments

- The isolation units are well signed for biosecurity. They are all well laid out and the VEE should be commended for this whole unit which clearly demonstrates biosecurity principles.
- Extensive work has been done by the University to bring the VTH and isolation block up to modern standards in general. Although few dogs or cats are hospitalised, the facilities available are suboptimal.
- The University is in charge of the maintenance of the buildings.

4.1.3. Suggestions for improvement

- It is suggested that consideration is given to developing more appropriate wards for dogs and cats for in-hospital care, treatments and overnight care treatment.

4.1.4. Decision

The VEE is compliant with Substandard 4.1.

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

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

4.2.1. Findings

Lectures and small group learning sessions are held in three buildings Nos 8–10, in 13 classrooms, which are equipped with multimedia projectors, laptops and Internet.

Computer classes, museums of surgical pathology, anatomy and pathology anatomy, and parasitology are also used for self-preparation of students.

There is a small clinical skills lab.

The clinics are equipped with separate rest rooms for rotation students.

The surgery department uses video films of its own production, as well as museum material on the pathology of bones, joints and hooves, electronic atlases of radiographs. The post necropsy room is equipped with a camera that allows extra students to watch the procedures on a screen in a remote room. There is also a camera in one of the theatres to allow for remote viewing.

There is a canteen for students and staff to use in the Faculty building. There is one student break out area in anatomy.

Accommodation is supplied for all students.

4.2.2. Comments

- There are adequate lecture rooms, laboratories and tutorial spaces for the number of students enrolled.
- Many students live in University accommodation on campus and can go home to study; however, there are limited areas dedicated to informal working in small groups.

4.2.3. Suggestions for improvement

- The VEE should consider how they can increase the number of areas for students to informally meet to discuss cases, work projects etc.

4.2.4. Decision

The VEE is compliant with Substandard 4.2.

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

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

4.3.1. Findings

Farm animals are kept in block B (building 8). Due to ASF, pigs are no longer brought on site. In the same block there are three stables for keeping horse and seven for keeping ruminants.

There is only limited housing for small animals on site.

Necropsy is performed in a separate section hall (Block A), which is equipped with refrigerators, tables for necropsy and the necessary tools for its conduct. A sufficient number of overalls are provided for students.

Small animals are treated in the VTH generally on a day patient basis. There is a room with three animal cages in it to house overnight dogs on treatments.

The Small Animal VTH consists of reception, a client waiting area, a large treatment area for examination and some procedures, X-ray, ultrasound, pharmacy, a 'dirty' theatre and 4 sterile operating theatres plus a recovery room and sterilisation preparation room

There is an obstetrics unit for teaching practicals.

The VTH does not use gaseous anaesthesia.

4.3.2. Comments

- The VTH is adequate in size for the workload of the clinic and is primarily a teaching institution.
- The four theatres are of a good size to allow for staff and students to be present and see operations. There are no separate changing rooms for staff or students to enter the sterile theatre area; however, strict biosecurity measures are taken to avoid contamination in entering the theatre area and students and staff change into sterile gowns, hats, gloves and overshoes/clogs in an area adjacent to the sterile theatres only accessible to those entering this area.
- In the VTH, the overnight accommodation for dogs is suboptimal.
- The pharmacy is well stocked and managed. The control drugs cabinet is managed by a pharmacist who carries the key at all times.
- Clients have to put on protective robes and overshoes when they register and are asked to hold their animals during procedures including radiography where they wear protective clothing. There is a suboptimal number of gloves for staff and clients.
- Staff radiation exposure doses are monitored and are always within the acceptable limits.
- No gaseous anaesthesia is used in the VTH due to legislation issues with the availability of certain pharmaceutical items. It is normal practice in Ukraine to use injectable anaesthesia.
- There is a clear flow regime for students and staff in and out of necropsy.

4.3.3. Suggestions for improvement

- It is suggested that the VTH purchases more protective gloves for staff and clients.
- It is suggested that appropriate Hands Free X-ray foam should be introduced to negate the need for clients/staff to hold animal during radiography.

4.3.4. Decision

The VEE is partially compliant with Substandard 4.3 because of suboptimal standards of radiation safety measures regarding holding animals in radiology.

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

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

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

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

4.4.1. Findings

The clinic of companion animals is represented by an integral complex, which includes a reception, examination and manipulation room, diagnostic imaging rooms, a primary surgical theatre, a sterile operating room, postoperative room, office of preventive medicine, hematology laboratory, rooms for seminars, for academic staff and for students.

The pig clinic has an operating room, 4 boxes, a bathroom, a room for students and a room for residents.

The Ruminant Clinic has the same infrastructure. These two clinics have a common laboratory for processing primary samples.

The horse clinic includes a room for treatment of limbs and oral cavity and cleaning of the animal, a room for examination and diagnostics, a room for anaesthesia, an operating room and a postoperative diary.

All clinics are equipped with diagnostic imaging: patient monitors, X-rays, ultrasound, laparoscope.

There is an ambulance car, which is designed for emergency trips regardless of the time of day. The car is equipped as necessary with surgical and obstetric sets of instruments and medicines (anti-shock, analgesic, antispasmodics, rehydration therapy drugs, means for maintaining the cardiovascular and respiratory systems). The visiting team includes a doctor on duty at the clinic and 2-3 students.

EPT and EM facilities are regularly evaluated by the students and the teaching team.

4.4.2. Comments

- Staff all have training in how to teach which is regularly assessed.
- The caseload of the hospital is routinely used for research purposes e.g. PhD projects.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Substandard 4.4.

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

4.5.1. Findings

Students have access to a wide range of diagnostic and therapeutic tools. In the process of learning, students develop skills in diagnosing various pathologies using special devices and equipment: patient monitor, X-ray machine (stationary and mobile), ultrasound machine, laparoscopy, ophthalmoscopy, tonometer, biomicroscopy of the eye and various methods of laboratory diagnosis. During surgery, students have access to anaesthesia techniques and operations on animals.

4.5.2. Comments

- The hospital has invested in ophthalmology equipment and a new fully equipped consult room to teach students.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Substandard 4.5.

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

4.6.1. Findings

Isolation units for horses, large and small ruminants, pigs are arranged in separate blocks and separate rooms within each block. The infirmary for dogs and cats is located at the end of the same building. All units follow protocols that are well documented to isolate and prevent the spread of infectious diseases: entrances for animals and staff are separated. There are separate entry points for staff, students and animals. Animals enter each isolation unit through a special door or gate, the size of which corresponds to the type of animal and in the case of a death, the animal can easily be removed from the building. The isolation units are supplied by autonomous ventilation. Faeces and waste are removed from the storage tanks, where they are disinfected and removed to the biowaste site.

4.6.2. Comments

- The VEE should be commended for their isolation units. They are very comprehensive

and well designed. The biosecurity measures are very good with changing areas, gowns and shoes supplied, wash and shower areas as appropriate. All areas are supplied with necessary cleaning and medical equipment.

- The cat kennels themselves though adequate are quite small if a cat was to be hospitalised for a reasonable period. The dog kennels could be upgraded to more suitable ones.

4.6.3. Suggestions for improvement

- To consider upgrading both the dog and cat kennels in the two isolation units

4.6.4. Decision

The VEE is compliant with Substandard 4.6.

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

4.7.1. Findings

Students have the opportunity to provide veterinary care on call under the supervision of a teacher. To do this, the clinic has a schedule of teachers on call. The clinic is provided with a van and minibus as required.

Ambulatory service is provided on an on-call basis 24/7. The van is equipped as necessary with medicines and appropriate equipment.

4.7.2. Comments

- The caseload seen within the ambulatory service is not large and it is suggested that the VEE could look at ways to increase this perhaps through collaboration with outside practices.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Substandard 4.7.

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

4.8.1. Findings

The University supplies transport for students to the Training and Production Centre. There are 4 x 25 seats buses and a 10 seater minibus.

Live animals are carried in a University truck.

Corpses are delivered by clients or by special or adapted transport.

Post necropsy cadavers are stored in freezers before transport by a commercial enterprise.

4.8.2. Comments

- The transport is adequate for purposes.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Substandard 4.8.

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

4.9.1. Findings

At the beginning of the school year, all students and faculty are instructed in occupational safety and fire safety and biosafety rules. The instructed students are registered in the appropriate logs. At the beginning of classes, students are introduced to emergency exits from the premises and safety rules in accordance with the specifics of specific educational activities.

Before visiting the farm, students are instructed in compliance with biosafety requirements, hygiene requirements and treatment of animals being inspected.

Each unit has a short and logically clear instruction on biosafety as a supplement to the general SOP on biosafety of the faculty. Such instructions are the basis for initial and ongoing instruction on the training farm, training veterinary hospital, laboratories and other departments. Biosafety rules are visualized using a system of pictograms and explanations understandable to staff, students and visitors.

Biosafety rules are periodically reviewed by the Biosafety Committee. Employees are trained annually on biosafety rules and changes in procedures. Lectures with a presentation of the biosafety system are held for new students. Communication with staff, students, clients, other stakeholders and the media on biosafety issues is carried out by the Chairman of the Committee, the Dean, on behalf of the VEE or a person authorized by him from among the teachers.

4.9.2. Comments

- There are both clear and evident biosecurity notices on the site. These are often placed as paper copies to doors etc. and might be damaged easily this way.
- Students are all told of health and safety issues regarding animals before coming in contact with them.
- Biosecurity and H&S is re-iterated to students before each lesson.
- There is a mechanism for reporting accidents and near misses and these are followed up, evidenced by the H&S log book.

4.9.3. Suggestions for improvement

- It is suggested that biosecurity notices should be placed in secure wall/door mounted devices rather than attached as paper to wall etc. as they are more likely to be damaged this way.

4.9.4. Decision

The VEE is compliant with Substandard 4.9.

Standard 5. Animal resources and teaching material of animal origin

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

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

5.1.1. Findings

The VEE assures as a global strategy the “maximum use of healthy and sick animals and materials of animal origin for the students to acquire the Day One Competences”. Most of the practical seminars on clinical disciplines include work with animals or materials of animal origin.

The University has a training and production centre with its farms of cattle, horses, sheep, poultry, bees and pond fishery.

The region has big complexes for production of cattle, pigs and poultry and small farms where students attend, under the supervision of academic staff and with the help of local veterinary practitioner, during field trips, and during EPT.

There are also veterinary clinics of small animals in Kyiv and in Bila Tserkva where students attend under the guidance of academic staff, during the EPT and also as volunteers.

Food producing animals kept on small private farms around University are attended in the VTH clinics or by the ambulatory clinic on call.

BTNAU has long-term partner agreements with large poultry farms where students perform individual or group practical work (in the framework of Master programme).

There is cooperation with private zoos which require veterinary service for exotic animals.

There is a low number of horses in central Ukraine.

Because of biosafety requirements, the access of student groups to big pig and poultry farms has become complicated (there is an epizooty of ASF of pigs in Ukraine).

The main materials for necropsy are rabbits and poultry.

The pathological material for the dissections in the educational process is supplied from the veterinary clinics of the faculty, private veterinary clinics of the city, physical persons, and enterprises of different forms of ownership.

For pre-clinical training, there are animals housed on the University training farms or in the training clinic of the VTH.

Animals are used according to a schedule and are rotated after no more than a week in the VTH. Students and teachers conduct preclinical training according to the appropriate rotation schedule under the guidance of staff.

During the vacations, teachers and students work in the clinics as volunteers.

There is an "Ethical Committee at BTNAU for the treatment of animals in research and educational process" which was established to review procedures and monitor compliance with humane, ethical and moral principles in the educational process and research involving the use of animals.

The Ethics Committee consists of specialists in the field of biology, veterinary medicine and jurisprudence. Regulations on the "Ethics Committee..." were developed and approved by the Academic Council of the University and the order of the Rector of BTNAU, on the basis of regulations, as stated in the SER.

Number of Cadavers and material of animal origin used in practical anatomical training:

Mean last 3 years- poultry and rabbits (42,33), pigs (9,33), companion animal (8,33), cattle (6), exotic pets (2,33), small ruminants (1,67), equine (1)

Number of Healthy live animals used for pre-clinical training:

Mean last 3 years- cattle (100), small ruminants (80), poultry and rabbits (25) equine (15,7), pigs (5), companion animals (3)

Number of patients seen intra-murally in the VTH:

Mean last 3 years: Companion animals (4600); Equine (163,33); Poultry & rabbits (123,0); Cattle (61,3); Small ruminants (36,3); exotic pets (8,67)

Number of patients seen extra-murally in the ambulatory clinics:

Mean last 3 years: cattle (515,67); Pigs (460,33); Equines (67,67); Companion animals (65); Small ruminants (30,67)

Percentage (%) of first opinion patients used for clinical training

Mean last 3 years: Small ruminants (94,%); Pigs (88,3%), Cattle (83,7%), Companion animals (79,3%)

Number of Cadavers used in necropsy

Mean last 3 years: Companion animals (159); Poultry and rabbits (95,33); Pigs (59,33); Cattle (36,33); Small ruminants (7,0); Exotic pets (6,0)

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

Mean last 3 years: Cattle (39,67); Pigs (14,0); Poultry and rabbits (11,7); Small ruminants (7,67)

Number of visits in slaughterhouses and related premises for training in FSQ

Mean last 3 years: related premises (22); Slaughterhouses of ruminants (12); Slaughterhouses of pigs (12); Slaughterhouses of poultry (10,3)

5.1.2. Comments

- The VEE has only a limited number of horses either in their clinics or through external practices. The VEE has just signed an agreement with a second equine practice for students to go to and see clinical cases.

5.1.3. Suggestions for improvement

- It is suggested that the VEE continues to seek ways to increase caseloads overall and in particular with horses.

5.1.4. Decision

The VEE is compliant with Substandard 5.1.

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

5.2.1. Findings

There is a rotation duty of students (study years 1 and 2) on the farms of training and production centre of BTNAU about farm management, preclinical and clinical training of students with cattle, small ruminants, horses and poultry.

Agricultural enterprises in the region located 10 – 30 km away from the school are used for the study of farm management (except pig farms due to strict biosafety measures caused by the spread of African Swine Fever in Ukraine).

During clinical studies at the university, students are always under the supervision of academic staff. During study visits to farms, students are supervised by academic staff, and during extramural practice, they are assisted by a veterinarian who works on the farm.

Students perform vaccinations, under the guidance of a teacher, of farm animals in the educational farm of the university and on the private farms during clinical rotation.

5.2.2. Comments

- Pre-clinical EPT as depicted in the SER is actually extramural study as it is overseen by academic staff.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Substandard 5.2.

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

5.3.1. Findings

In April 2018, the “**inter-departmental training, research and production clinics**” were created for horses, ruminants, pigs, poultry and exotic animals, small domestic animals and became the VTH.

There are 5 separates clinics within the VTH:

- Horses;
- Small animals;
- Small mammals, reptiles, birds;
- Cattle
- Pigs, small ruminants

In each clinic different types of specialized care are provided:

Horses - Internal medicine, surgery (including orthopedics, traumatological surgery, anesthesia), dermatology, ophthalmology, dentistry, obstetrics and gynecology, andrology

Small animals - Internal medicine (including cardiology), surgery (including orthopedy, endoscopic surgery, traumatological surgery), anesthesia, dermatology, oncology, physiotherapy, ophthalmology, reproduction

Small mammals, reptiles, birds - Internal medicine and surgery, diagnostic visualization of small mammals, reptiles, ornamental birds

Cattle - Internal medicine, surgery, orthopedy, obstetrics, gynecology, andrology

Pigs, small ruminants - Internal medicine, surgery, orthopedics, reproduction of pigs, small ruminants (sheep, goats)

The VTH staff is constituted by five attending physicians and one accountant. PhD students also work in the clinics as relevant particularly for those studying clinical subjects e.g. cardiology.

Students do clinical rotations in the different clinical facilities using a duty schedule together with teachers. There are on-call staff and students on a rota offering on-call services.

Students also do clinical practice in the affiliated private clinics in the city under guidance from teachers. Private clinics are chosen based on sufficiently high standards of veterinary care and the presence of the owner's desire to cooperate with students and academic staff.

The students meet the clients when they arrive at the clinic, taking the initial triage. They then follow the case into the manipulation room and carry out required tests. The clinician in charge of the case will discuss the students' findings with them and work together on the case from triage to diagnosis to treatment. The students communicate with the client on all matters, under the supervision of a clinician.

Students carry out nursing duties as required during procedures and for in-patient animals. There are no nurses employed in the VTH.

Students perform vaccinations for prevention of rabies in dogs and cats in the VTH under guidance from veterinary staff.

There is a student's record book where they log cases, write reports and get competencies signed off by clinical and teaching staff.

5.3.2. Comments

- The students are involved in all aspects of the diagnosis, investigations and treatment of patients.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Substandard 5.3.

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

5.4.1. Findings

Until 2018, records were registered and kept as log books. Since October 2018 a dedicated software Oberon VetForce has been implemented. Teachers and students on duty have online access to clinical data and clinical participation of students can be monitored by a supervisor. Clinical data from VetForce is used for student clinical presentations and for giving teachers information about the type and number of veterinary manipulations that have been performed with the patient by the student.

The VetForce programme registers all the clinical activity of the VTH and allows monitoring of the clinical manipulations that the student carries during clinical training, both the individual numbers of these and also their type and on which species.

Students record their activities both in paper and electronically (VetForce). This record book has a list of Day One Competences they have to undertake and they must be signed off by the supervising clinician.

Clinical journals and records of medical histories, evaluation of the results of clinical practice are conducted under the guidance of academic staff member.

5.4.2. Comments

- VetForce is a very comprehensive hospital management programme. The Oberon VetForce system has the ability to link each case with a student and clinician and therefore it can find all cases seen by an individual student including all procedures, tests, imaging and treatments given.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Substandard 5.4.

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

6.1.1. Findings

The main available learning resources are the Scientific University Library which has a remote access and an online catalogue and the Moodle based e-platform.

The VEE also has access to several databases such as Elsevier, ELibrary, Springer Open, etc. and CulOnline, a collection of ebooks published by the Center for Educational Literature. Electronic resources from other universities are available through a specific web navigator.

A course on documentation and information methods is provided to Y1 students and is part of the curriculum. A cooperation with other libraries is set up at various levels.

A peer-reviewed journal is published twice a year and available online.

Staff and students contribute to the purchase of books and an acquisition plan is set up every year. New purchases are published on the websites of the library and the university. The budget for the library is available and increases every year.

6.1.2. Comments

None.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Substandard 6.1.

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

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

6.2.1. Findings

The library occupies 1271 square meters, and subsidiary libraries with reading rooms, workstations and computers exist in various buildings.

The library is open from 8:00 to 17:00 and from Monday to Friday, during holidays and to the public. It is equipped with one copier, the use of which is free of charge for the students.

The librarians are fully qualified and undergo professional training regularly.

There is an IT department at the University level with 5 technicians.

Wi-Fi and VPN allow access by students and staff to electronic learning resources on site and off campus.

During the COVID-19 pandemic, the use of new technologies such as the Moodle e-learning platform, distance learning, communication via various providers, etc. was developed in order to allow students to carry out their curriculum.

6.2.2. Comments

- There are no suitable spaces for students to work in small groups in the library.

6.2.3. Suggestions for improvement

- It is suggested to set up at least one room in the library or next to the library to allow students to work in small groups.

6.2.4. Decision

The VEE is compliant with Substandard 6.2.

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

6.3.1. Findings

Books and periodicals (152,314), e-books and e-journals (150), etc. are fully available, some of them in foreign languages.

Students have access to the labs collections (histology, anatomy, etc.) and to computerized clinical cases made by various departments. Students also have access to a museum and a skills lab for companion animals and pigs and for bovine obstetrics.

6.3.2. Comments

- The museum is of high quality because it presents comparative anatomy with a rich collection of pieces whereas the skills lab offers a limited number of activities.

6.3.3. Suggestions for improvement

- The VEE should be encouraged to gradually develop more activities in the clinical skills lab with the support of the teaching staff in order to implement the “never the first time on a live animal” strategy.

6.3.4. Decision

The VEE is compliant with Substandard 6.3.

Standard 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 all aspects of the educational programme in all advertising for prospective national and international students.

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

All information about the provisions covering different stages of the student's life cycle is on the website (<https://btsau.edu.ua/>). Other public events and initiatives are planned annually to disseminate relevant information.

The BTNAU has signed agreements with other international Universities for exchange and international institutions for internships.

Moreover, international exchange programmes (academic mobility) are published on the website

(<https://btsau.edu.ua/uk/content/mizhnarodna-spivpracya-6>, <https://ag-lab.isle.eummena.org/>).

7.1.2. Comments

- All information, guidelines and relevant regulations regarding the student “life cycle” are published on the VEE’s website and are easily accessible to students and other stakeholders.

7.1.3. Suggestions for improvement

- It is suggested that in order to provide all information of interest to potential foreign students, more translated documents could be included in the English version of the VEE’s website.

7.1.4. Decision

The VEE is compliant with Substandard 7.1.

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

7.2.1 Findings

The number of students admitted each year is fairly constant, due to National regulations. The VEE has different infrastructures for the theoretical and practical training of students. In addition to classrooms, these include animal clinics and a hospital, a production centre and research laboratories. During the visit it was possible to verify the absence of overcrowding situations.

For some facilities and laboratories space and number of benches/workstations is limited. To mitigate this, students are organised into subgroups and the practicals repeated.

7.2.2. Comments

- The VEE organises its activities in line with the number of students involved.
- Facilities have the necessary equipment to carry out the related training activities, considering the number of students.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Substandard 7.2.

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

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1 Findings

Students' admission procedures and the relevant regulations are approved annually at the National and Institutional levels. This also includes the maximum number of students admitted to "Veterinary Medicine", which is 175 people.

The assessment of candidates is defined and conducted by an external body (the Ukrainian Centre for Educational Quality Assessment), as established by National legislation.

The ratio of student enrolments/applications is approximately 10%.

The number of students enrolled each year is lower than the maximum number of students permitted (175) because nationally there are 10 faculties of veterinary medicine, resulting in competition for applicants. In certain years the number of applicants is influenced by demographic factors.

Regarding the financial resources, free enrolment (public funded) is granted to the "best" students (on the basis of the admission results) and students from privileged categories. All the others pay a fee, which is based on a contract basis.

7.3.2. Comments

- The availability of public funding and other financial resources has an impact on the number of applications.
- Free enrolment is a positive aspect to offer the opportunity to study also for privileged

categories and *highly motivated & low-income* students.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Substandard 7.3.

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

7.4.1. Findings

The VEE has defined specific procedures for support, assistance and encouragement to students with special needs. A staff member with responsibility for students with disabilities or illnesses was identified by the VEE.

In terms of actual numbers, three persons with disabilities were enrolled in accordance with national legislation (during the reporting period they graduated). Currently, only one (first-year) student with disabilities is enrolled at the VEE.

7.4.2. Comments

- The Team was not able to get direct feedback from such students nor students with special needs on the effectiveness of support given by the VEE.
- The University has set procedures alongside national requirements relating to disability, both physical and relating to learning issues like dyslexia.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Substandard 7.4.

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

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

7.5.1. Findings

The BTNAU has a checkpoint mechanism every semester that provides examination sessions for each discipline (“semester control”, SER page 70). This is set to identify the presence of shortcomings based on the curriculum.

Students can exercise the right to repeat the course of study no more than twice.

Students have the right to study again for a failed result if some specific circumstances

(confirmed by relevant documentation) apply to his/her condition. This opportunity is granted by the Rector on the proposal of the Dean of the relative faculty.

The percentage of attrition of students are: renewed = 0.5%; expelled = 1.7%, with no significant fluctuations in annual percentages.

7.5.2. Comments

None.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Substandard 7.5.

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

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

7.6.1. Findings

The VEE has defined a list of cases that can bring a student to be expelled from the university.

7.6.2. Comments

None.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Substandard 7.6.

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

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

7.7.1. Findings

According to SER page 69 (Standard 7.4) the VEE has established mechanisms for supporting students at the expense of BTNAU: mentoring (by teachers); sharing opportunities (learning management system on the Moodle platform); administrative support; dedicated medical centre. The VEE is also awarding certificates/diplomas, bonuses, and grants opportunities to receive financial assistance.

BTNAU has a dedicated centre (Centre for Patriotic and Legal Education of Youth) to foster

the growth of social values and active citizenship attitudes in students. Moreover, there are clubs, sports teams and “creative” (music and art) sections open to students. For disabled students, the VEE has defined special conditions of admission depending on the category of the student candidate.

7.7.2. Comments

- The VEE demonstrates an adequate attention to the academic life of students under the different profiles of their needs.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Substandard 7.7.

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

7.8.1. Findings

The principal tool to collect comments from students is surveys. Those are systematically conducted at different stages of the programme and results are published on the website.

As part of the internal systematic monitoring activity, the Education quality unit is in charge of the drafting, delivering and analysis of the outcomes. Students’ representatives are actively involved by the VEE in the drafting of questionnaires and surveys for students.

Moreover, questionnaires regarding specific aspects and activities, such as the distance learning methodology implemented during the COVID-19 pandemic, have been delivered to students in order to collect their opinion.

Other anonymous mechanisms to collect students' opinions and needs are effectively in place. For example, a “trust box” is available to all students to anonymously collect suggestions, comments and complaints.

The VEE provides, primarily by the dean's offices, support for the administrative and organizational issues. However, during the Visitation, interviewed students added that a useful and often used informal mechanism to present suggestions and/or complaints is to directly speak to the dean of the department. Deans confirmed their availability during interviews.

Finally, a specific psychological support for fresh-enrolled students is provided by the VEE.

7.8.2. Comments

- The different mechanisms put in place by the VEE are adequate to allow students to present problems they might encounter on their path. The opportunity to communicate directly (orally and/or written) and anonymously is a positive element of choice.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Substandard 7.8.

Standard 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.

8.1.1. Findings

The general assessment strategy in Bila Tserkva NAU is regulated in Regulation “On assessment of learning outcomes of higher education” from 2018, in which the types of control measures and procedures, methods and criteria for student learning outcomes assessment, information requirements and feedback, communication with students and the mechanism of appealing against the results and keeping records are presented. This Regulation is public, being available on the university’s website.

The learning outcome assessment for each subject is presented in the Study Guide (course programme), which is a public document, presented on the VEE’s website, on the Moodle platform, being published before the beginning of each academic year. The learning outcomes are set to provide the students the acquisition of D1C and also of the soft skills. The competences and learning outcomes are defined in accordance with the Standard of Higher Education of Ukraine for Veterinary Medicine specialization of the second (master) level of higher education and EAEVE specifications (Annex 8.1).

The Academic Calendar is established each year and it is posted on the university's website one month before the beginning of each academic year.

The assessment results are recorded in the student’s record book, examination information is available on the Moodle platform. The final results are evaluated using the grading scale A, B, C, D, E, FX, F, in accordance with the "Regulations on the assessment of knowledge , skills and abilities of students for the credit-module system of organization of the educational process of the Bila Tserkva National Agrarian University", introduced by the order of the rector.

In each subject the teacher formulates the training objectives of the topic and the list of competences (also uploaded on Moodle platform), which are updated regularly.

There are specific methods at each subject for assessing the acquisition of theoretical knowledge, pre-clinical practical skills and clinical practical skills.

All marks at exams and partial verifications at the end of each semester are recorded, both manually (at the dean’s office) and electronically, uploaded on the Moodle platform and available for each student.

The pre-clinical training (Y1-Y2) is recorded in a logbook and is checked by the responsible teacher. The progression of the students into the next cycle is allowed only after completing the logbook.

At the end of the clinical training (Y6) a logbook must be filled in by the student, signed by the supervising teacher, assigned by the coordinator of the clinical training and by the dean’s office. After the document is done the students are admitted to the final graduation exam.

After full completion of the curriculum, at the end of the 6th year, students pass the final

certification. An Examination Commission is established, based on the university Regulation “On the establishment and organization of the examination commission” (2015), formed by 3 persons (academic staff and leading specialists in veterinary medicine). It is the responsibility of the rector to form, organize the activities and to control the Examination Commission.

8.1.2. Comments

- The peer-feedback of the teachers is done at least twice a year (one per semester) when each teacher makes a public presentation in front of the students and colleagues and they comment and discuss the results.
- The assessment methods are formative methods (during the semester) and summative assessment methods (at the end of each semester, end of pre-clinical training - Y2 and the end of clinical training Y6).
- A large variety of formative methods are developed such as classical control paper at the end of a topic, MCQ, case-studies, etc. in order to check the acquisition of theoretical and practical knowledge.
- In May 2020, as a pilot project, the Ukrainian Ministry of Education organised the first final exam for all veterinary graduate students in Ukraine.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Substandard 8.1.

8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

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

8.2.1. Findings

Assessment criteria are given in the description of each discipline (subject) and they are communicated to the students at the beginning of each subject. For each subject, before the beginning of the academic year, the method of assessing students' learning outcomes and exam deadlines are established. Students are informed in advance about the forms, methods, frequency and criteria of assessment, and the minimum requirements for passing the exam. Mandatory sections of the subject outline are “assessment methods”, “assessment criteria” and “Distribution of final assessment points”.

The criteria and examination procedures are also available on BTNAU and VEE websites (University Regulations and Study Guides).

The obtained marks are available for each student on the Moodle platform. The students have the right to have feedback from the teacher about their work. In case of inaccuracies the student can appeal to the rector's office before midday of the next following day after the exam results. The rector organizes a commission, the chairman is usually the vice-rector for educational activities of BTNAU and includes a representative of the students. The appeal is considered

after three working days after submission.

Students are informed orally at the beginning of each semester about the procedures of appealing and written information that is also available on the university website in the Regulation “On the evaluation of learning outcomes of higher education”.

Regarding the final certification results, the student can appeal to the rector who forms a commission with the vice-rector for educational activities, as chairman, which also includes a representative of the students. The appeal is considered within three working days after its submission.

The pre-clinical logbook (Y1-Y2) is finally assessed by the dean’s office and the students can progress to the next cycle (Y3) only after the full completion of all practical tasks. The clinical activities logbook (Y3-Y6) is also finally assessed by the dean’s office. Only the students with the logbook finally assessed are admitted to set the final exam.

8.2.2. Comments

- The process is transparent.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Substandard 8.2.

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

8.3.1. Findings

The educational programme is the legal basis of the VEE’s curriculum, which also defines the assessment strategy. The methodological commission of the VEE examines the educational programme, student’s assessment strategies, content and quality of education. The educational programme is then examined by the Scientific-methodological commission of BTNAU and approved by the Scientific Council of BTNAU.

Subject assessment procedures are proposed at the Department Councils, discussed at QA group meetings and approved by the VEE Council.

The obtained results after each semester and after the final exam are analysed in the department, VEE council and academic council of the university.

At the end of each semester the dean presents the Dean’s report which is discussed at the VEE Council and the Scientific Council of BTNAU. The dean organizes meetings with teachers for feedback.

Starting with March 12, 2020 the training, teaching and assessment programme was transferred online according to a number of orders and regulations in order to use the distance learning technologies.

8.3.2. Comments

- The process is transparent.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Substandard 8.3.

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

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

8.4.1. Findings

In BTNAU there are different types of students assessments: entrance (at the beginning of each unit of study), current (during the semester), modular (at the end of each module of study) and at the end of the semester, when ECTS are granted.

The evaluation of the teaching process is made by students using online and offline questionnaires.

The final ECTS for each subject are obtained by the students after the completion of educational activities and the achievement of appropriate learning outcomes.

In BTNAU the main types of evaluation of the educational process are at the beginning (entry level), current (tracking student progress during the semester), modular (the level of mastering a module in the case of interdisciplinary) and final (end of semester).

The students are actively involved in the educational process by mutual evaluation (case-studies, papers, individual bibliographical research), self-evaluation and teacher evaluations. Online tests on the Moodle platform are used for self-assessment, and online and written questionnaires are used for teachers' assessment.

8.4.2. Comments

- The students are encouraged to take active part in the educational process.
- The learning outcomes are assessed at each level of training.
- The students are encouraged to assess the teachers by online and written questionnaires.
- Each teacher presents at least 1 open lecture per semester which is transparently analysed by the dean, head of the department, colleagues and students.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Substandard 8.4.

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

8.5.1. Findings

The declared goals of training and competences by the VEE are to achieve Day One Competences, which are updated according to the national higher legislation and the needs of the production.

The assessment and learning outcomes are grouped on blocks of disciplines (subjects).

Students' level is compared to the learning outcome specified in the curricula of each discipline or block of disciplines.

The alignment of the curriculum with the European one is also proved by the involvement of the students in the Erasmus + programme and the validation of their study abroad.

The achievement of practical skills is proved by fulfilling two types of logbooks by the students, one for pre-clinical training (Y1-Y2) and the other one for clinical training (Y3-Y6).

All the skills requested for preclinical training are recorded in the first logbook, which must be signed by the supervising teacher and by the head of the clinic. After fully completing the pre-clinical logbook the students are accepted to pass into the third year of study.

At the end of practical training (Y6) the students must fulfil a clinical logbook with a minimum number of procedures, each maneuver must be signed by the supervisor, and finally by the head of the department. In the end, all the logbooks are sent to the dean's office where they are recorded. The students are allowed to proceed to the final exam only after the final revision of the logbooks by the dean's office.

8.5.2. Comments

- The clinical logbooks will shortly be transferred to an electronically recorded system.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Substandard 8.5.

Standard 9. Academic 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in veterinary training must be

veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

The system for selecting academic and some support staff requires applicants to have a veterinary medicine diploma, a PhD degree in special clinical areas, practical experience, and some foreign language abilities.

There is a state regulation ("On Higher Education", Resolution of the Cabinet of Ministers of Ukraine (dated 30.12.2015 № 1187 as amended on 10.05.2018 № 347) "Licensing conditions for educational activities" concerning recognition of qualifications but with possibility to be supplemented or modified by the University.

The state regulation determines that 60% of academic staff must have a PhD degree (and doctor habilitated 20 %).

There are between 80 to 85 scientific and pedagogical workers with a diploma of a veterinarian and a PhD degree in veterinary medicine, and 14 of them are habilitated doctors of veterinary sciences.

Postgraduate students are also involved in the educational process, and in accordance with their educational programs, they must spend 50-60 academic hours teaching students under the supervision of academic staff. A number of PhD projects are clinically related. In the 2021-2022 academic year, graduate students were involved in the educational process for a rate of 25% of their time.

Support staff, who are directly involved in the educational process and the formation of Day One Competences, are also represented by certified veterinarians in accordance with the licensing requirements.

Due to the COVID-19 pandemic, advanced training of teaching staff on distance learning methods (tools and methods of online learning, pedagogy of distance education) was carried out.

Some VEE members died due to COVID-19 and the vast majority of teachers fell ill. PhD students with 3-4 years of experience were called in for teaching so the students' education was not interrupted during the pandemic.

Concerning COVID-19, teaching staff was trained in the field of "Innovative orientation of pedagogical activities" which focused on the possibility of using various forms of distance learning.

The heads of EPT (external practice training) are doctors of private veterinary practice, doctors of agricultural enterprises of various forms of ownership, doctors of state veterinary institutions in accordance with the university agreements with regional bodies of the State Food and Consumer Services of Ukraine and agreements with institutions that directly provide EPT for each student. This is fixed by order of the University.

The educational programme for the preparation of the Master of Veterinary Medicine is provided by 20% of doctors of sciences habilitated by all academic staff or 14% of doctors of veterinary sciences habilitated by all academic staff.

About 30-35 support employee staff are veterinarians.

9.1.2. Comments

None.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Substandard 9.1.

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

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

9.2.1. Findings

The Mean Support staff of the veterinary programme was 71 (full rate) in the last 3 years.

The Mean Research staff of the VEE was 30.3 in the last 3 years.

The main criteria for applications for academic staff are veterinary education, PhD, scientific achievements (articles in scientific and metric publications, patents, monographs), foreign language level, experience in practical (pedagogical, clinical) work, experience in research or educational grants.

Recruitment of academic staff is based on a university regulation ("On the procedure for replacing positions (election and employment) of scientific and pedagogical (pedagogical) employees of BTNAU").

Non-academic staff involved in the educational process periodically undergo training in the form of scientific and practical professional seminars, refresher courses through the Institute of Postgraduate Training of Heads and Specialists in Veterinary Medicine, in addition to annual training in safety and biosafety with appropriate testing. Relevant certificates are stored in the dean's office. In addition, graduate students who participate in the training pre-develop an agreed plan and schedule of pedagogical individual activities, keep a diary and make a report with the appropriate assessment of the head of the academic staff.

9.2.2. Comments

None.

9.2.3. Suggestions for improvement

None.

9.2.4. Decision

The VEE is compliant with Substandard 9.2.

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

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

9.3.1. Findings

Most academic staff work on a permanent basis for a full salary under a contract, the term of which is 1-5 years.

A total workload of 1548 per teacher per year is the national standard, of which 600 hours is a purely compulsory workload. The remaining hours within different categories of the teacher's work may vary, which is reflected in their individual plan. This plan is reviewed, approved and reported annually.

The responsibilities of a part-time teacher are formed on the principles of distribution of hours according to an individual plan. They are mainly related to clinical work.

Teachers on a full salary can acquire additional payments for clinical work from a share of their contribution to the income of the clinics.

Some contracts are only one year in duration, this can be due to funding for a specific contract. However, on a successful first year, contracts are often extended beyond that if there is compliance with the terms of the contract, the implementation of individual plans, professional growth and evaluation of students.

9.3.2. Comments

- The VEE supports staff travelling to other universities to expand their knowledge on teaching, research and other knowledge enhancement.

9.3.3. Suggestions for improvement

- To continue with the effort on training activities of teaching staff (following the experience of the past Twinning project). Initiatives of this kind, along with the international collaborations and exchanges, can help innovate the training methodologies of the VEE and, as a consequence, that of other National Institutions for which the BTNAU is a reference point.

9.3.4. Decision

The VEE is compliant with Substandard 9.3.

9.4 The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.

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

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

9.4.1. Findings

Teachers take part once every 3-5 years in the training seminars "Modern methods of teaching in higher education" (2 ECTS credits) training in safety (1.5 ECTS credits), and "Prolonged methodological and psychological seminar: school of professional and pedagogical growth" (1 ECTS credit).

Every year, teachers of all categories must spend 30 hours (1 ECTS) of 'internships' in specialised departments of other faculties of veterinary medicine, institutions of the State

Service of Ukraine on Food Safety and Consumer Protection, research institutes, farms or processing enterprises, veterinary clinics.

Procedure of awarding the academic title of associate professor or professor is formalised by state regulations.

Academic and support staff have representatives in the Labor Conference, which is held at least twice a year, where university decisions are made.

An annual 30 hours of 'internship' is the national standard for all faculties and universities. The teacher chooses the form, content and institution of the 'internship' (state institution of veterinary medicine, clinic or farm, profile research institute or department of another university).

In Ukraine there are national requirements for candidates for the positions of associate professor, professor or rector as well as with documentary evidence of procedures.

Academic staff have an annual appraisal and are assessed against the criteria for promotion to which they are familiar. This is an open and transparent process. A student assessment of teaching is mandatory

Thus, the evaluation of the teacher takes place in the form of conducting and discussing his open lectures and practical classes at least once a semester.

9.4.2. Comments

- Academic and support staff are very familiar with the criteria required for promotion.
- The process of assessment of both staff categories is transparent and peer and student input is taken into account.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Substandard 9.4.

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

9.5.1. Findings

Teachers report twice a year for evaluation and results are analysed by the Academic Council of the faculty and Department of Quality Education Assurance in Higher Education.

The results of this analysis are reported to the rector and taken into account when concluding a contract for the next term.

The evaluation of teachers by students is mandatory and anonymous. Questionnaires are analysed by the Department of Education Quality Assurance.

9.5.2. Comments

- The process is open and transparent.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Substandard 9.5.

Standard 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings

Academics integrate their own research in their teaching/learning activities: they improve educational programs and individual courses, ensuring their updating on the basis of the latest scientific data and introduction of research-based learning elements through student involvement. Topics of scientific research are considered and approved by the Academic Council of the VEE. Teachers regularly publish the results of their research in national and international journals.

Research programs ongoing in the last full academic year prior to the Visitation are mostly funded by private companies (3/4), while one is funded under a State scientific programme.

10.1.2. Comments

- Although there is clear evidence of active involvement of academics and students in research, the number of research programmes could be improved.

10.1.3. Suggestions for improvement

- The VEE is encouraged to seek opportunities to increase the number of international research collaborations.

10.1.4. Decision

The VEE is compliant with Substandard 10.1.

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

10.2.1. Findings

Students are encouraged to bibliographically search and analyse the latest scientific publications while performing individual research tasks during their studies, writing term papers and performing final qualifying work. Students' acquaintance with academic writing and bibliography design begins in the first semester at library seminars and is supported by teachers throughout their studies.

Students are encouraged to use the database of staff publications to prepare reports, essays, presentations and case descriptions, and to participate in scientific clubs under the supervision of academic staff: 9 clubs where students receive research assignments, teacher's advice and join active research projects.

In order to graduate, all undergraduate students must submit a research dissertation (master's dissertation). Research activity of students during the writing is mandatory. Before writing, students can take a course called "Research Methodology".

The supervisor of the master's thesis can be a teacher who has a degree and works at the department on a permanent basis. The material for the master's thesis is collected mainly during the internship, in external facilities, but part of the research can be carried out in the laboratories of the VEE or the Educational Veterinary Hospital.

10.2.2. Comments

None.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Substandard 10.2.

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

10.3.1. Findings

During the last three academic years, an average of 18 PhD students are registered at the VEE. Their research covers: therapy and clinical diagnostics, surgery and diseases of small pets, parasitology and pharmacology, anatomy and histology of pets, obstetrics and biotechnology of animal reproduction, normal and pathological animals, epizootiology and infectious diseases.

PhD training includes in-depth study of the research topic, English language, biostatistics and computer science.

The participation in the European Board of Veterinary Specialisation (EBVS) still remains inaccessible to VEE members, mainly for economic reasons.

The VEE runs a postgraduate course on "Intensive reproduction of cows with the basics of ultrasound diagnostics" for practicing veterinarians, lasting 90 h. In the last 3 years the course averaged 3 registered students.

Advanced training of practical veterinarians is entrusted to a separate department of the University - the Institute for Advanced Training of Heads and Specialists of Veterinary Medicine, which has a separate staff and part of the teachers from the departments of the VEE who work there part-time.

The projected number of students of advanced training courses is determined by the licensed volume issued by the Ministry of Education and Science and the needs of the State Service of Ukraine on Food Safety and Consumer Protection. Taking into account the average annual number of students, their projected number in 2020-2022 will be about 1,500 students per year.

The VEE has the objective to start residency programmes within its next cycle.

10.3.2 Comments

- The Ukrainian system encourages and supports PhD programmes over internship/residencies.
- At present no Diploma holders are employed by the VEE, however PhD students are involved in training of students as well as advancing clinical service and research projects.

10.3.3. Suggestions for improvement

- The VEE is encouraged to seek funding/sponsorship to be able to support and begin a residency programme within a few years.

10.3.4. Decision

The VEE is compliant with Substandard 10.3

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

10.4.1. Findings

Postgraduate and doctoral students annually report on the progress of their work at the Academic Council and submit reports to the Department of Postgraduate and Doctoral Studies, which carries out administrative supervision of research activities.

The scientific topics of the departments are coordinated with the National Academy of Agrarian Sciences (NAAS of Ukraine), and registered in the national database of scientific works in “State scientific organization - Ukrainian Institute of Scientific and Technical Expertise and Information” (UkrINTEI) on the basis of the university application and receive a unique identification number.

Teachers work closely with research institutes of the State Service of Ukraine on Food Safety and Consumer Protection and NAAS of Ukraine, in particular with the State Research and Control Institute of Biotechnology and Strains of Microorganisms (DNKIBSHM, DNDILVSE, Kyiv), the Institute of Veterinary Medicine of the National Academy of Agrarian Sciences of Ukraine and the research centre "Institute of Experimental and Clinical Veterinary Medicine" (IEVM, Kharkiv).

Continuing and postgraduate study programmes are compiled by the relevant departments of IPNKSVM and approved at the level of the State Service of Ukraine on Food Safety and Consumer Protection. Teaching curricula are considered and approved by the Methodical Commission of the VEE, which consists of leading experts in the field.

Teaching curricula are subject to annual revision by the Methodical Commission.

10.4.2. Comments

None.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Substandard 10.4.

11. ESEVT Indicators

Name of the Establishment:		Faculty of Veterinary Medicine of Bila Tserkva National Agrarian University			
Date of the form filling:		Volodymyr Sakhniuk, decanvet@ukr.net			
Calculated Indicators from raw data - 20.07.2020		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,113	0,15	0,13	-0,013
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,785	0,84	0,63	0,155
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,674	0,88	0,54	0,134
I4	n° of hours of practical (non-clinical) training	2082,000	953,5	700,59	1381,410
I5	n° of hours of clinical training	1092,333	941,58	704,8	387,533
I6	n° of hours of FSQ & VPH training	550,000	293,5	191,8	358,200
I7	n° of hours of extra-mural practical training in FSQ & VPH	101,333	75	31,8	69,533
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	43,671	62,31	43,58	0,091
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1,028	2,49	0,89	0,138
I10	n° of equine patients seen intra-murally / n° of students graduating annually	1,551	4,16	1,53	0,021
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1,250	3,11	1,16	0,090
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,617	5,06	0,43	0,187
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	9,557	16,26	8,85	0,707
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,642	1,80	0,62	0,022
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0,582	1,29	0,54	0,042
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,111	0,11	0,04	0,066
I17	n° of companion animal necropsies / n° of students graduating annually	1,509	2,11	1,40	0,109
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0,975	1,36	0,90	0,075
I19	n° of equine necropsies / n° of students graduating annually	0,101	0,18	0,10	0,001
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,959	2,65	0,88	0,079
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,041	0,27	0,06	-0,019
I22*	n° of PhD graduating annually / n° of students graduating annually	0,022	0,15	0,07	-0,048
1 Median values defined by data from Establishments with Accreditation/Approval status in May 2019					
2 Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019					
3 A negative balance indicates that the Indicator is below the recommended minimal value					
* Indicators used only for statistical purpose					

Name of the Establishment:		Faculty of Veterinary Medicine of Bila Tserkva National Agrarian University			
Name & mail of the Head:		Volodymyr Sakhniuk, decanvet@ukr.net			
Date of the form filling:		20.07.2020			
Raw data from the last 3 full academic years		Year-1	Year-2	Year-3	Mean
1	n° of FTE academic staff involved in veterinary training	93	92	90	91,7
2	n° of undergraduate students	689	854	899	814,0
3	n° of FTE veterinarians involved in veterinary training	83	85	80	82,7
4	n° of students graduating annually	93	94	129	105,3
5	n° of FTE support staff involved in veterinary training	69	71	73	71,0
6	n° of hours of practical (non-clinical) training	2004	2120	2122	2082,0
7	n° of hours of clinical training	1148	1106	1023	1092,3
8	n° of hours of FSQ & VPH training	510	510	630	550,0
9	n° of hours of extra-mural practical training in FSQ & VPH	88	88	128	101,3
10	n° of companion animal patients seen intra-murally	4150	4700	4950	4600,0
11	n° of ruminant and pig patients seen intra-murally	100	105	120	108,3
12	n° of equine patients seen intra-murally	155	165	170	163,3
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	110	135	150	131,7
14	n° of companion animal patients seen extra-murally	55	60	80	65,0
15	n° of individual ruminants and pig patients seen extra-murally	890	980	1150	1006,7
16	n° of equine patients seen extra-murally	68	65	70	67,7
17	n° of visits to ruminant and pig herds	52	60	72	61,3
18	n° of visits of poultry and farmed rabbit units	10	10	15	11,7
19	n° of companion animal necropsies	147	150	180	159,0
20	n° of ruminant and pig necropsies	96	92	120	102,7
21	n° of equine necropsies	10	10	12	10,7
22	n° of rabbit, rodent, bird and exotic pet necropsies	90	95	118	101,0
23	n° of FTE specialised veterinarians involved in veterinary training	4	4	5	4,3
24	n° of PhD graduating annually	2	3	2	2,3

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

11.2. Comments

During the Consultative Visitation, it was proposed to list the Indicators in terms of non-clinical and clinical training, hours of public health and food safety training, as the balance between them was disturbed. It was also necessary to list indicators on the number of patients in intra- and extramural practice, as the number of animals from external practice was involved.

The somewhat negative balance of II Indicator is due to the presence of large groups in the study of basic disciplines, such as biophysics, Ukrainian language, animal husbandry, which is due to the requirements of national legislation. Other Indicators have a positive balance, especially those related to work that reflects clinical training on ruminants, pigs, poultry and rabbits. Insufficient development of the horse breeding industry significantly complicates the achievement of high performance.

11.3. Suggestions for improvement

The VEE focuses its efforts on the infrastructural provision of clinical training, which will allow a higher achievement for the indicators.

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

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
<p>1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.</p> <p>The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.</p>	X		
<p>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.</p> <p>The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.</p> <p>The decision-making process of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.</p>	X		
<p>1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.</p>		X	
<p>1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.</p>	X		
<p>1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.</p> <p>The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.</p>	X		
<p>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.</p> <p>Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</p>	X		
<p>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.</p>	X		
Standard 2: Finances			
<p>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</p>	X		

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costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).			
2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Standard 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 Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)		X	
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		
3.2 Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.	X		
3.3 Programme learning outcomes must: <ul style="list-style-type: none"> ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework include a description of Day One Competences form the basis for explicit statements of the objectives and learning outcomes of individual units of study be communicated to staff and students be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
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: <ul style="list-style-type: none"> determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes 	X		

<ul style="list-style-type: none"> perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 			
<p>3.5 External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>3.6 The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Standard 4: Facilities and equipment			
<p>4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p>	X		
<p>4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p>	X		
<p>4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students be of a high standard, well maintained and fit for the purpose promote best husbandry, welfare and management practices ensure relevant biosecurity and bio-containment be designed to enhance learning. 		X	
<p>4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.</p>	X		

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The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.5 The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	X		
4.7 The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	X		
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.	X		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.	X		
Standard 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. 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.	X		
6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an	X		

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<p>e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).</p>			
<p>6.3 The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		
<p>Standard 7: Student admission, progression and welfare</p>			
<p>7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.</p>	X		
<p>7.2 The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.</p>	X		
<p>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.</p>	X		
<p>7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.</p>	X		
<p>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.</p>	X		
<p>7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.</p>	X		
<p>7.7 Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.</p>	X		

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There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).			
7.8 Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT standards.	X		
Standard 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.	X		
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.	X		
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.	X		
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.	X		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic 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 training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
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	X		

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

Executive Summary

Brief history of the VEE and its previous EAEVE Visitations

The Faculty of Veterinary Medicine (FVM) (referred to as 'VEE in this Report) is part of the Bila Tserkva Agricultural Institute (BTNAU).

BTNAU enrolls 6,420 students in several educational programmes at six faculties: veterinary medicine, agrobiotechnology, biotechnology, ecology, economics, law and linguistics.

Since the founding of the VEE, the training of a veterinarian had been carried out according to a 5-year training programme, but in 2001 the time was increased to just over 5 and a half years to accommodate a 6 month specialization based on the student's choice.

In 2008, a bachelor's degree with a term of study of 4 years followed by further study for a Master's degree for a period of 2 years was introduced.

In addition to BTNAU, the training of veterinarians in Ukraine is carried out by 11 other faculties of agricultural universities located in different regions of the country, with the VEE at BTNAU being one of the largest and oldest.

In 2018, an ESEVT Consultative Visitation to the VEE took place. Based on the results of this visit and based on the evaluation, comments and suggestions of the experts of the Consultative Visitation, an Action Plan was developed to eliminate shortcomings and achieve ESEVT Standards.

Brief comment on the SER

Although the SER was very well written and comprehensive, the Team identified several gaps in the data provided. Despite a large number of questions sent to the VEE prior to the Visitation, the requested data was provided well before the visit. Additional information was provided on site. Although the Visitation was postponed, the ESEVT Team utilised the original SER with some late updates from the VEE.

Brief comment on the Visitation

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was easily and efficiently available when requested, either in person or by email. The programme of the Visitation was easily adapted when requested by the Visitation Team who had full access to the information, facilities and individuals they asked for.

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

- All academic staff are implementing student-centred teaching with a strong commitment to continuous improvement for the benefit of students.
- The VEE benefits from a strong structuring of the QA approach at university level, which is then applied at the level of faculties, schools and departments with a reasonable set of codified and formalised procedures.
- The improvements in the facilities after the suggestions in the Consultative Visitation were clear on the site visit.
- The VEE should be commended for their isolation units. They are very comprehensive and well designed.
- The development and implementation of Oberon VetForce.

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- Ongoing financial commitment of the University to the Faculty

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

- Partial compliance with Substandard 1.3 because the SWOT analysis within the strategic plan should cover both current activities as well as an “operating plan” document with a defined timeframe for each activity, and targets for each indicator, including a general description of key players, roles and responsibilities;
- Partial compliance with Substandard 3.1.3 because of the number of horses seen is suboptimal to ensure clinical competency of all students in this area;
- Partial compliance with Substandard 4.3 because of suboptimal standards of radiation safety measures regarding holding animals in radiology.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):

None.

Glossary

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Veterinary Education Establishment (VEE) of the Bila Tserkva National Agrarian University is therefore classified as holding the status of: **ACCREDITATION**.