UNIVERSITY OF VETERINARY SCIENCES BRNO

EAEVE SELF EVALUATION REPORT 2023

Faculty of Veterinary Medicine

Faculty of Veterinary Hygiene and Ecology

Content

INTRODUCTION

The Faculty of Veterinary Medicine and the Faculty of Veterinary Hygiene and Ecology of the University of Veterinary Sciences Brno submit for the purposes of European accreditation a Self Evaluation Report on the achievement of the rules and requirements for veterinary education set by the European Association of Establishments for Veterinary Education.

Brief history and previous ESEVT Visitations

The University of Veterinary Sciences Brno (abbreviated as VETUNI) has a unique position in the Czech Republic as the only University providing comprehensive veterinary education. Founded in 1918 just three months after the establishment of the new independent state of Czechoslovakia, the current University has been providing veterinary education for 105 years.

In 1975, veterinary education was differentiated into two areas, namely general veterinary medicine and veterinary medicine – food hygiene. The differentiation was based on the needs of veterinary practice, with increasing emphasis in clinical veterinary practice on an ever broader and deeper knowledge of the clinical focus on diseases of important animal species, and in state veterinary practice on an ever broader and deeper knowledge of veterinary surveillance and control of bovine, porcine and poultry health, hygiene and technology of animal origin food, and prevention and control of diseases in livestock. Graduates of Veterinary Medicine were predominantly employed in preventive and therapeutic veterinary activities, while graduates of Veterinary Medicine – Food Hygiene were mainly employed in state veterinary services and the state veterinary administration.

This differentiation deepened over time and in 1990 led to the establishment of two separate Faculties – the Faculty of Veterinary Medicine (FVM) and the Faculty of Veterinary Hygiene and Ecology (FVHE). The Faculty of Veterinary Medicine provided complete veterinary education in the study programme *Veterinary Medicine*, focusing mainly on clinical veterinary medicine with a dominant development in the field of diseases of companion animals and common animal species. The Faculty of Veterinary Hygiene and Ecology provided in the study programme *Veterinary Hygiene and Ecology* a complete veterinary education with a focus mainly on state veterinary services with dominant development in the field of food safety and quality, livestock diseases, control of breeding and herding of food animals and animal welfare. The emphasis on the development of the veterinary areas represented by the Faculty of Veterinary Hygiene and Ecology has been highlighted in particular after 2000 by the emergence of a completely new and extensive European Union legislation in the field of food control and supervision, in which veterinary supervision of food was enshrined and the fundamental position of the state veterinary authority in food control was confirmed.

After more than 30 years of existence, this model has proven to be highly functional in the Czech Republic, and graduates of both study programmes find good employment. Approximately 2/3 of the graduates find employment in the field of the private veterinary sphere, as veterinary surgeons associated with the Chamber of Veterinary Surgeons of the Czech Republic (CVS), and approximately 1/3 of the graduates find employment in the field of state veterinary services focused on supervision and control of food, food animal breeding, animal disease control and animal welfare control and supervision, represented by the State Veterinary Administration of the Czech Republic (SVA).

Both Faculties have been included in the system of international evaluations organized by EAEVE since 1995 and on the List of Evaluated and Approved Institutions of EAEVE having repeatedly passed international evaluations according to the ESEVT SOP (see Table A).

Table A Overview of the international evaluation of FVM and FVHE

Evaluation	Evaluation	Report	FVM Status	FVHE Status
International evaluation organised by EAEVE (FVM and FVHE)	1995	1996	Approval	Non-approval
International re-evaluation organised by EAEVE (for FVHE only)	2001	2002	-	Approval
International evaluation organised by the European Commission (accession negotiations on the Czech Republic's entry into the EU; FVM and FVHE)	2002	2002	Approval	Approval
International evaluation organised by EAEVE (FVM and FVHE)	2004	2005	Approval	Approval
International evaluation organised by EAEVE (FVM and FVHE)	2013	2014	Approval	Approval

Main features of the FVM and FVHE

Each of the two veterinary Faculties is an independent organizational structure, providing education, research, professional and other activities. The study programmes of both Faculties meet all the requirements for veterinary education on a national and European level. In the course of the accession negotiations for the entry of the Czech Republic into the European Union (EU) in 2002, the level of veterinary education at both Faculties was assessed without deficiency. This indicated the already high level of veterinary education and the fulfilment of all international requirements. Based on the recommendations of the 2005 evaluation committee, the study programme of the FVM *Veterinary Medicine* has been more significantly differentiated into the field of veterinary medicine of companion animals and the study programme of the FVHE *Veterinary Hygiene and Ecology* into the field of veterinary medicine of food animals and food hygiene, which fully corresponds to the not only to the historical model but also to current requirements of the implementation of veterinary activities in the Czech Republic.

In 2019, VETUNI was one of the first universities in the Czech Republic to receive the so-called *institutional accreditation* from the National Accreditation Bureau for Higher Education based on a high level of QA system, which allows it to make completely independent decisions on the national accreditation of its study programmes for the period until the end of 2028.

Summary of the main developments since the last Visitation

1) Development strategy and management of activities – VETUNI

- introduction of a QA and quality management system (QA system) supported by new internal regulations and rules
- establishment of the VETUNI Internal Evaluation Board granting internal accreditation to study programmes
- obtaining Institutional Accreditation from the National Accreditation Bureau for the period 2019-2028, allowing for internal accreditation of study programmes
- institutional accreditation of the study programmes *Veterinary Medicine* and *Veterinary Hygiene and Ecology* and of the doctoral degree programmes
- development of the *VETUNI Strategic Plan for the period 2021-2030*, annual *Operating Plans for the implementation of Strategic Plan* for the current year
- implementation of the *Strategic Management Support Plan* and *Institutional Plans* of the Ministry of Education, Youth and Sports of the Czech Republic (MEYS) enabling the strategic development and supporting the quality of activities at the University
- establishment of internal VETUNI agencies supporting the development of educational and creative activities and student mobility (IEA – Internal Educational Agency, IGA – Internal Grant Agency, IMA – Internal Mobility Agency, ICA – Internal Creative Agency; all of them allow the involvement of undergraduate or postgraduate students)

- from April 1, 2022, the new name of the University is The University of Veterinary Sciences Brno, abbreviated as "VETUNI"
- establishment and development of a Career and Counselling Centre for Students (C&C Centre; active engagement of both Faculties)
- strengthening the students' sense of belonging to the University (Welcome Event, Matriculation, Mid-Term Party, University Wine, Christmas Meeting, May Festival, sports tournaments and competitions, University Ball, Graduation etc.)
- raising the level of students and staff's awareness of the University activities and development by publishing a University magazine *Vita Universitatis*

FVM

- *FVM Strategic Plan for the period 2021-2030*, *FVM Operating Plan* for the current year and SWOT analysis
- establishment of the position of Vice-Dean for Strategy and Development
- revision and updating of FVM internal regulations and rules
- establishment of the Veterinary Education Committee (FVM VEC) and the Economic Committee of the FVM

FVHE

- *FVHE Strategic Plan for the period 2021-2030*, *FVHE Operating Plan* for the current year and SWOT analysis
- establishment of the position of Vice-Dean for Strategy and Development
- revision and updating of FVHE internal regulations and rules
- establishment of the Veterinary Education Committee (FVHE VEC) and Internal Evaluation Committee (FVHE IEC)

2) Modifications of veterinary study programmes – both FVM and FVHE

- modifications of the system of final state examinations (including compulsory companion and food animal clinical medicine)
- assessment of the structure of study programmes (curricula) in terms of SOP requirements
- enhancing the clinical learning and teaching procedure in terms of guiding the patient throughout the diagnostic process, including the proposal of therapy and verification of the treatment outcomes (increasing the number of case studies in teaching)
- enhancing the simulation-based learning and teaching procedure in clinical training, highlighting the teaching in mobile clinics, expanding the possibilities of using the database of clinical cases from the University clinics by students
- modifications to external practical training – EPT (extending preclinical and clinical external practice focused on the main animal species)
- revision of individual courses of the curriculum according to the SOP (course objective and content, definition and verification of learning outcomes concerning the DOC
- extension of teaching according to the new SOP recommendation (2019) in the courses Preventive medicine and herd health management, Professional ethics and communication, Working with data and professional resources
- a new system of doctoral degree programmes – new structure, arrangement, revision of content, reduction of the number of disciplines and closer relation to the main study areas in undergraduate study programmes, to the organisational structure of departments and clinics and the fields of habilitation and professor appointment procedure

FVM

- reaccreditation of the study programme *Veterinary Medicine*
- modification of the offer of compulsory elective courses (extension of clinical teaching)
- inclusion of a new course (Diseases of Farmed Small Mammals)

FVHE

- reaccreditation of the study programme *Veterinary Hygiene and Ecology*
- modification of the offer of compulsory elective courses (teaching in food hygiene)
- extension of problem-oriented teaching with a focus on animal welfare, veterinary

• extension of problem-oriented teaching with a focus on clinical medicine	hygiene supervision and veterinary law and state veterinary services

3) Equipment and construction of buildings – VETUNI

- extensive building reconstruction of departments and clinics on the University campus
- construction of an educational Simulation Centre for Small and Large Animals
- expansion and modernisation of mobile ambulatory clinics
- modernisation of isolation stables for livestock, construction of a new isolation stable for horses and a lunging circuit
- equipping lecture halls and workplaces with modern computer technology
- investment in instrumentation (both Faculties)
- enhancing the level of biosecurity in the teaching and workplaces of the University
- reconstruction and new construction of the University Farm Nový Jičín

4) Further events

FVM	FVHE
• certification of clinical facilities to provide European specialisation training • development of a concept for lifelong clinical education courses (implementation 2023) • Summer school and courses in exotic animal medicine (European level) • University of the Third Age (education programme Human and Animal) • development of clinical education of veterinary practitioners in cooperation with professional associations (veterinary international congress VetFair) • training of Faculty staff aimed at improving their teaching, presentation, assessment and other competences	• accreditation of selected laboratories at the Faculty • participation in the implementation of national certification training for state veterinarians to obtain Level I and Level II National Certification • the organisation of the European level Summer School Food Hygiene and participation in the organisation of the Summer School Animal Welfare • University of the Third Age (educational programmes Human and Healthy Food, Welfare and Animal Protection) • development of education and science in the field of food safety by publishing the professional journal *Maso* and the scientific journal *Maso International – Journal of Food Science and Technology*

Major problems encountered by the FVM and FVHE

- *Pandemic of COVID-19:* during the announced anti-epidemic measures in the Czech Republic, theoretical and on-line teaching was carried out (lectures, preparation for practical teaching supplemented by annotated video recordings and independent activities of students), after which practical teaching was carried out in the summer period so that the scope of practical teaching was maintained.
- *Energy crisis:* the management of the University and the Faculties were able to find cost-saving measures so that the operation and related teaching at the individual departments of both Faculties were not disrupted.
- *Reconstruction of buildings:* FVHE in particular had to deal with building reconstruction and modernisation associated with certain operational restrictions, however, the scope and quality of teaching were not affected by this fact.

Version and date of the ESEVT SOP which is valid for the Visitation

The self-assessment report is prepared in accordance with the requirements of the ESEVT SOP 2019, 30 May 2019 (amended in December 2020) as amended in September 2021.

AREA 1. Objectives, Organisation and QA Policy

STANDARD 1.1

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

Description of the mission statement and the objectives

FVM

The mission of the Faculty of Veterinary Medicine is to carry out University education, scientific, research, innovative and other creative activities, to fulfil its social responsibilities, to provide lifelong learning, to carry out professional activities in the field of veterinary medicine with deepened differentiation into the field of clinical medicine of companion animals. The Faculty is socially active in these areas and also provides lifelong learning.

The main goal of the FVM is a quality veterinary Faculty open internationally, developing positive trends in higher education and creative activities, connecting the community of students and academic staff, cooperating with the professional, and expert and lay public, promoting academic freedoms and an academic environment at the Faculty, developing on the principle of self-reflection, internal and external feedback in the process of its development, aware of its importance for the prosperity of society, for the protection of animal health, for the consolidation of human health and the treatment of animal diseases, for the safety of food, for the development of humanity in relation to animals and for the further cultivation of the social environment. Successful completion of the programme enables graduates to practise as veterinarians competent in all generally recognised branches of the veterinary profession, while instilling in them the need for lifelong learning.

FVHE

The mission of the FVHE is to implement University education, scientific, research and other creative activities, professional and related activities focused on veterinary medicine with a deepened differentiation into the field of veterinary public health (VPH), veterinary medicine of food animals, food safety and quality (FSQ), and animal protection and welfare (APW). The Faculty also provides lifelong education of veterinarians and social activities in these areas.

The goal of FVHE is to be a quality veterinary institution with a positive national and international credit, with an interconnected community of academics and students, and cooperating with veterinary practice, research and the professional and general public. Great emphasis is placed on a high level of education and the implementation of research activities. The Faculty focuses mainly on food animal health, animal welfare, control and supervision of food safety and quality. In the course of their studies, students acquire comprehensive knowledge, experience and skills enabling them to practise as a veterinarian in all generally recognised branches of the veterinary profession. Students are encouraged to continue their professional development through lifelong learning.

Description of the fact that FVM and FVHE fulfils national and international legislative standards in education

FVM

FVM offers modern education in the field of veterinary medicine with a significant proportion of clinical practical teaching (patient-oriented care), based on the latest practices and trends in education with the application of research findings into teaching (evidence-based). A graduate of study programme *Veterinary Medicine* is a qualified veterinarian competent in all areas of veterinary medicine, meeting the European requirements for veterinary education and the requirements for a regulated veterinary profession (according to Directive 36/2005/EC, as amended by 55/2013/EC) with advanced training in clinical veterinary medicine and the ability to join a private veterinary practice or the state veterinary administration as a practising veterinarian on the first day after graduation.

The study lasts six years and in the final year, as part of the final state examinations, students take compulsory and compulsory elective courses in the form of block, practically oriented teaching. After successful completion of the state examinations, graduates are awarded the title of MVDr. and have the opportunity to practise the profession of a veterinary doctor in the Czech Republic and EU countries without any other conditions.

The FVM modifies and discusses the content of the study programme (SP) on the basis of regular feedback from internal stakeholders (students, lecturers) and external stakeholders (graduates, CVS, EPT providers). SP provides a DOC, giving graduates a solid foundation for a successful career in a highly competitive and diverse labour market environment. Combined with lifelong learning and professional training, this education makes graduates experts in various veterinary disciplines.

FVHE

The study programme *Veterinary Hygiene and Ecology* is designed to meet the European requirements for veterinary education and the regulated veterinary profession (Directives 36/2005/EC[1] and 55/2013/EC[2]). The newly structured curriculum incorporates the rules required by the ESEVT SOP[3], in particular: an emphasis on an ethical approach, patient-oriented care, teaching activities linked to creative activities and evidence-based, and a high proportion of practical teaching. Emphasis is also placed on lifelong learning, in which the Faculty participates significantly.

After 6 years of study, passing the state final examination and the award of the title of MVDr. (Medicinae Veterinariae Doctor), graduates have, in accordance with the curriculum layout of the study programme and the inclusion of the necessary DOC, a quality clinical veterinary education (in the order of: theoretical knowledge – basic practical teaching – teaching on simulation models – teaching on clinical patients – complex management of the veterinary patient in the outpatient clinic, in hospital care, in the intensive care unit and in the mobile clinic in practice), above standard education in veterinary public health focused on safety of animal origin food and above standard education in animal protection, animal welfare and health. Graduates are fully competent to practise as a state or practising veterinarian or to work in other related veterinary disciplines.

FVHE discusses and modifies the curriculum, teaching content and learning outcomes based on regular feedback from internal and external stakeholders.

[1] Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the Recognition of Professional Qualifications

[2] Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC

[3] ESEVT SOP 2019 (amended in 2020, 2021)

STANDARD 1.2

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

University of Veterinary Sciences Brno is a public University established by Act No. 76/1918 Coll[4]. In accordance with Act No. 111/1998 Coll. on Higher Education[5] (hereinafter referred to as the Higher Education Act), the University is managed by the Rector. Three Vice-Rectors represent the Rector. There are two Faculties within the University – the Faculty of Veterinary Medicine (FVM) and the Faculty of Veterinary Hygiene and Ecology (FVHE). A Dean heads each Faculty, the Dean is represented by three Vice-Deans.

University of Veterinary Sciences Brno	
Address: Palackého tř. 1946/1 612 42 Brno Czech Republic	Tel.: +420 541 561 111 email: vfu@vfu.cz www.vfu.cz Data box ID: y2cj9e8
Rector of VETUNI	**Prof. MVDr. Alois Nečas, PhD, MBA**
Vice-Rector for Education	Prof. Ing. Eva Voslářová, PhD
Vice-Rector for Science, Research and International Relations	Prof. MVDr. Vladimír Celer, PhD
Vice-Rector for Strategy and Development	Prof. MVDr. Vladimír Večerek, CSc., MBA

Faculty of Veterinary Medicine	
Palackého tř. 1946/1 612 42 Brno Czech Republic	Tel: +420 541 564 440 email: fvl@vfu.cz https://fvl.vetuni.cz/
Dean of FVM	**Assoc. Prof. MVDr. Michal Crha, PhD**
Vice-Dean for Education	MVDr. Jan Chloupek, PhD
Vice-Dean for Science, Research and International Relations	Assoc. Prof. MVDr. Miša Škorič, PhD
Vice-Dean for Strategy and Development	MVDr. Dana Lobová, PhD

Faculty of Veterinary Hygiene and Ecology	
Palackého tř. 1946/1 612 42 Brno Czech Republic	Tel: +420 541 562 796 email: fvhe@vfu.cz https://fvhe.vfu.cz/cz/
Dean of FVHE	**Assoc. Prof. MVDr. Šárka Bursová, PhD**
Vice-Dean for Education	Assoc. Prof. MVDr. Radka Dobšíková, PhD
Vice-Dean for Science, Research and International Relations	MVDr. Martin Hostovský, PhD
Vice-Dean for Strategy and Development	Prof. MVDr. Bohuslava Tremlová, PhD

Supervising bodies – the National Accreditation Bureau for Higher Education[6] (NAB; accreditation of study programmes, accreditation of habilitation and professor appointment procedure, evaluation of educational, creative and other activities of higher education institutions, control activities) and the Ministry of Education, Youth and Sports of the Czech

[4] Act No. 76/1918 Coll., Act on the Establishment of the Czechoslovak State "Veterinary Medical College in Brno"
[5] Act No 111/1998 Coll., the Act on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (Higher Education Act)
[6] National Accreditation Bureau for Higher Education, Karmelitská 539/5, 118 12 Prague, www.nauvs.cz

Republic[7] (MEYS; registration of internal regulations of universities, discussion and evaluation of strategic plans and annual plans for their implementation, distribution of funds from the state budget, control of University management, etc.).

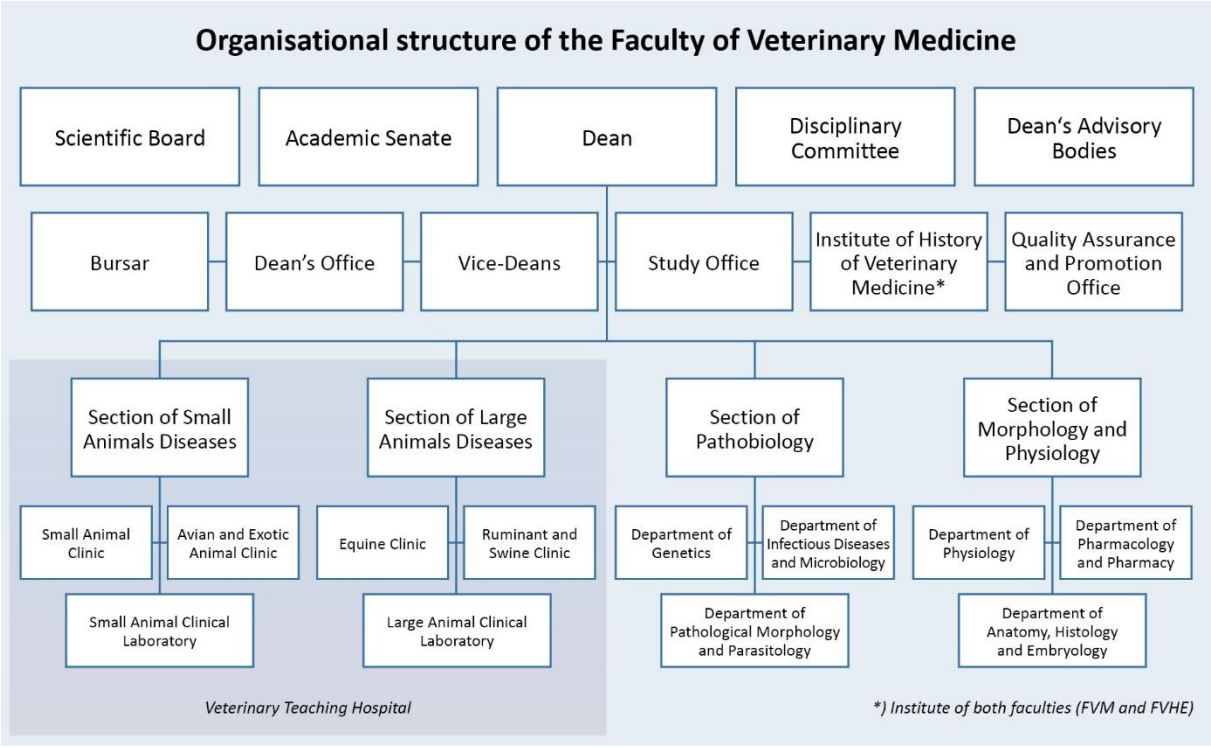
Organisational structure of Establishment and their management

The University's management is represented by the Rector and three Vice-Rectors. The economic and administrative running of the University is managed by the Bursar, the administrative agenda of the University is managed by the Chancellor. The University is divided into the Rector's Office, including other departments, and the Faculties (FVM and FVHE). See Appendix 10 for the organisational structure of VETUNI.

The management of the Faculty consists of the Dean and three Vice-Deans. The Dean of the Faculty is responsible for their activities to the Rector, the activities of the Vice-Deans are managed by the Dean. The Bursar of the Faculty manages the economic and administrative running of the Faculty. The administrative activities of the Faculty are carried out by the Dean's Office. Teaching, scientific and professional activities are carried out at individual Faculty departments/clinics. The departments/clinics are headed by department/clinic heads who are responsible for their activities to the Dean.

Faculty of Veterinary Medicine (FVM)

FVM is divided into a Dean's office, four sections and a join department of both Faculties – the Institute of History of Veterinary Medicine. Sections are divided into their individual departments, i.e. departments, clinics, clinical laboratories. Part of the Faculty is the Veterinary Teaching Hospital (VTH), which includes veterinary activities at individual clinics and other clinical departments of the Faculty. The VTH is not an independent economic entity, as veterinary activities are considered to be the main activity (i.e. teaching and related activities) in accordance with the law and the internal regulations of the University. In the context of the main activity, veterinary activities are managed and coordinated at the level of sections and individual departments. Further details of the individual departments – Appendix 11.1.



[7] Ministry of Education, Youth and Sports of the Czech Republic, Karmelitská 539/5, 118 12 Prague, www.msmt.cz

Faculty of Veterinary Medicine	
Faculty Departments/Clinics	**Head**
Small Animal Clinic	Prof. MVDr. Alois Nečas, PhD, MBA
Avian and Exotic Animal Clinic	Prof. MVDr. Zdeněk Knotek, CSc., DECZM
Small Animal Clinical Laboratory	Prof. MVDr. Jaroslav Doubek, CSc.
Equine Clinic	Assoc. Prof. MVDr. Markéta Sedlinská, PhD
Ruminant and Swine Clinic	Prof. MVDr. Jiří Smola, CSc.
Large Animal Clinical Laboratory	Assoc. Prof. MVDr. Josef Illek, DrSc., DECBHM
Department of Genetics	Prof. MVDr. RNDr. Petr Hořín, CSc.
Department of Pathological Morphology and Parasitology	Assoc. Prof. MVDr. Miša Škorič, PhD
Department of Infectious Diseases and Microbiology	Prof. MVDr. Alois Čížek, CSc.
Department of Physiology	Prof. MVDr. Jaroslav Doubek, CSc.
Department of Anatomy, Histology and Embryology	Prof. MVDr. František Tichý, CSc.
Department of Pharmacology and Pharmacy	MVDr. Jan Chloupek, PhD

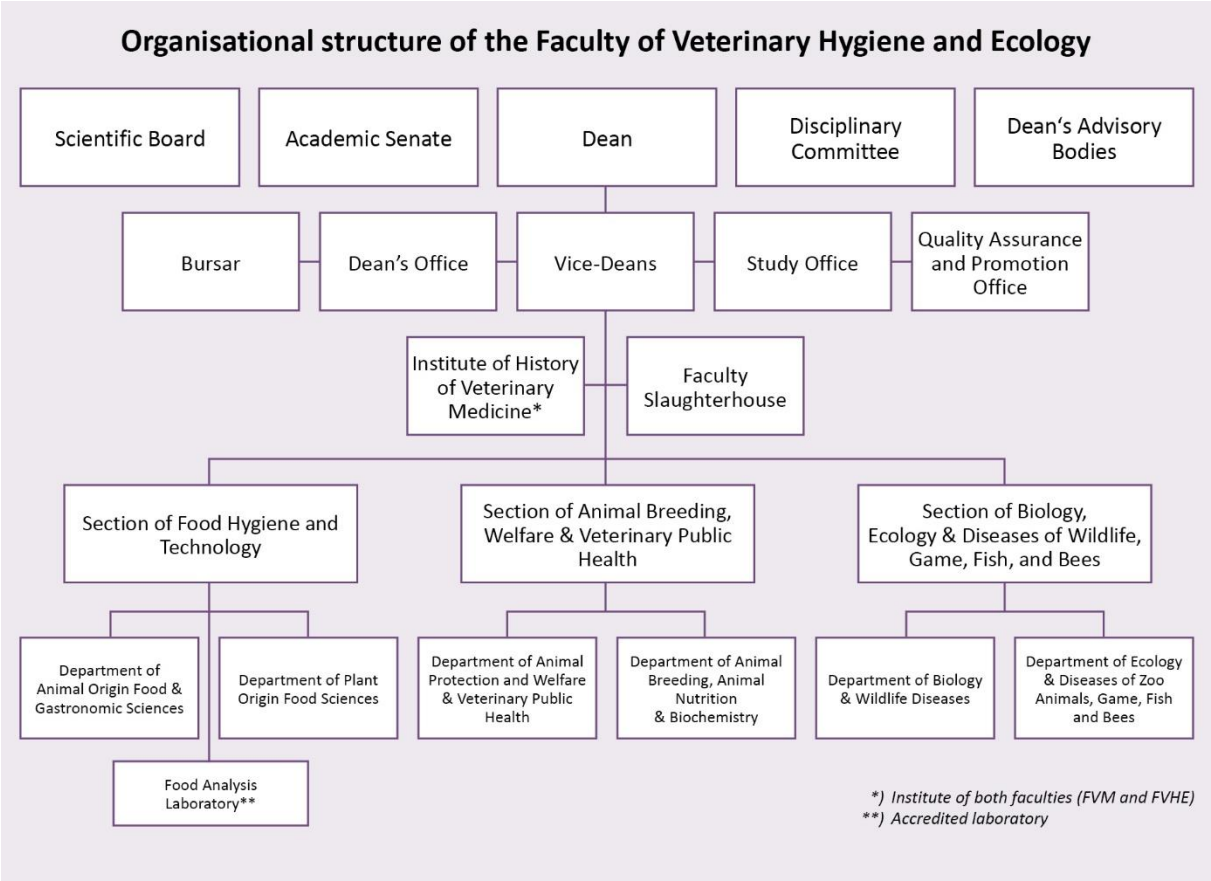
Faculty of Veterinary Hygiene and Ecology (FVHE)

The Faculty is divided into a Dean's office and three sections, which organise the creative (research) activities of their respective departments according to their expert scientific focus. In each section there are two departments that organize and implement educational, scientific, research and other creative activities in the area of the section's focus. The *Section of Food Hygiene and Technology* covers the whole area of food safety and quality. The activities of the *Section of Animal Breeding, Welfare & Veterinary Public Health* comprehensively cover the area of animal protection and welfare and veterinary public health. Issues of veterinary medicine of wild animals and some food animals (game, fish, bees) are covered within the *Section of Biology, Ecology & Diseases of Wildlife, Game, Fish, and Bees.* The focus of the sections is fully in line with the established model of integration of veterinary education (see Area 3 for more details).

Another workplace of the Faculty is a special-purpose facility (Faculty Slaughterhouse), which serves for practical training of students of FVM and FVHE. Within the Section of Food Hygiene and Technology, a Food Analysis Laboratory has been established, which carries out complementary activities in the field of food hygiene and technology; the laboratory has applied for accreditation by the national accreditation authority[8]. The Institute of History of Veterinary Medicine is a joint department of both Faculties. More detailed information about the Faculty departments is given in Appendix 11.2.

Faculty of Veterinary Hygiene and Ecology	
Faculty Departments	**Head**
Department of Animal Origin Food & Gastronomic Sciences	Assoc. Prof. MVDr. Šárka Bursová, PhD
Department of Plant Origin Food Sciences	Prof. MVDr. Bohuslava Tremlová, PhD
Department of Animal Breeding, Animal Nutrition & Biochemistry	Assoc. Prof. MVDr. Radka Dobšíková, PhD
Department of Animal Protection and Welfare & Veterinary Public Health	Prof. MVDr. Vladimír Večerek, CSc. MBA
Department of Biology & Wildlife Diseases	Prof. MVDr. Ivan Literák, CSc.
Department of Ecology & Diseases of Zoo Animals, Game, Fish and Bees	Prof. MVDr. Jiří Pikula, PhD, Dipl. ECZM

[8] Czech Accreditation Institute, c.s.o.



University, FVM and FVHE Bodies

The self-governing activity of VETUNI is implemented through the Academic Senate of the University. The University has the Board of Trustees (BoT) and the Internal Evaluation Board (IEB). Issues of educational and scientific activities are discussed by the Scientific Board of the University.

Selected University Bodies established under the Higher Education Act
VETUNI Academic Senate Self-governing body, discusses and approves strategic documents of the University, draft internal regulations of the University and Faculties, the University's budget, the University annual reports (*Annual Report*, *QA Report*, *Financial Management Report*), elects a candidate for Rector, comments on appointment proposals of Vice-Rectors, members of the University's Scientific Board, and proposes members of the Internal Evaluation Board. 18 members: 12 academic staff (6 FVM, 6 FVHE), 6 students (3 FVM, 3 FVHE)
VETUNI Scientific Board Scientific Board discusses the University's strategic documents, approves applications for institutional accreditation or accreditation of study programmes, discusses the draft annual reports (*Annual Report*, *QA Report*), proposes members of the Internal Evaluation Board, and participates in habilitation and professor appointment procedure. 47 members: 25 academic staff (FVM and FVHE), 22 external members
Internal Evaluation Board IEB proposes the organisational structure and the system of controlled quality of activities, rules and requirements for quality assurance of activities, evaluates the results of monitoring processes in quality assurance of activities, evaluates measures for the improvement of the quality of activities. It approves study programmes and study plans, applications for accreditation of study programmes and fields of habilitation and professor appointment procedure. It comments on the focus of creative activities, international activities, cooperation with practice and other activities of VETUNI. 15 members: 10 academic staff (FVM and FVHE), 4 external members, 1 student

The Faculties have bodies established in accordance with the Higher Education Act – the Academic Senate (AS), the Scientific Board (SB) and the Disciplinary Committee for Students. The Dean establishes advisory bodies for the purpose of effective management.

Faculty Bodies established under the Higher Education Act	
Faculty Academic Senate	
Self-governing body of the Faculty, discusses and approves strategic documents, draft internal regulations, budget, the Faculty annual reports (*Annual Report*, *QA Report*, *Financial Management Report*), approves the conditions of the admission procedure, elects the candidate for Dean, comments on the proposals of study programmes and their changes, on the Dean's appointment of Vice-Deans, members of the Scientific Board and Disciplinary Committee for Students.	
FVM	**FVHE**
36 members: 24 academic staff, 12 students	27 members: 17 academic staff, 10 students
Faculty Scientific Board	
Faculty Scientific Board discusses strategic documents, approves proposals for study programmes and their modifications, discusses and evaluates educational scientific and research activities, approves proposals for the composition of field committees for doctoral studies, and participates in habilitation and professor appointment procedure.	
FVM	**FVHE**
40 members: 26 academic staff, 14 external members	41 members: 21 academic staff, 20 external members
Disciplinary Committee for Students	
Disciplinary Committee for Students deals with student disciplinary offences, plagiarism, inappropriate behaviour, deliberate damage to Faculty/University property, disrespect of decisions of Faculty/University bodies.	
FVM	**FVHE**
6 members: 3 academic staff, 3 students	8 members: 4 academic staff, 4 students
Main Advisory Bodies of the Dean established according to the internal regulations of the Faculties	
Dean's Board	
Dean's Board discusses strategic materials, development plans, internal regulations, annual reports, pedagogical reports, reports on creative activities, the Faculty annuals reports (*Annual Report*, *QA Report*, *Financial Management Report*), Faculty budget, admission conditions, feedback (student feedback etc.).	
FVM	**FVHE**
11 members: Faculty management, FVM AS Chairman, 4 section heads, 2 students	7 members: Faculty management, FVHE Bursar, FVHE AS Chairman, 1 student
Committee on Safety and Health at Work and Study	
The Committee determines health and safety requirements, prepares manuals, carries out advisory activities on biosecurity, reportable diseases, and promotes information sharing in relation to staff and student health and safety.	
FVM	**FVHE**
6 members: academic staff	7 members: FVHE Bursar, academic staff
Veterinary Education Committee	
Evaluates and revises the curriculum with regard to current requirements for veterinary education, evaluates feedback, prepares documents for further strategy for the development of veterinary educational activities.	
FVM	**FVHE**
10 members: 6 academic staff, 3 external members, 1 student	10 members: 7 academic staff, 2 external members, 1 student
Academic Staff Selection Process Committee	
The Committee caries out procedures related to the selection and recruitment of academic staff, evaluation of applicants, conducting interviews, recording, and other administrative tasks related to the selection process.	
FVM	**FVHE**
5 members: Faculty management, department representative, member of AS	5 members: Faculty management, head of department

Note: In addition to the above, FVHE students are also involved in other advisory committees of the Dean of FVHE: the FVHE Internal Evaluation Committee (management and evaluation of the quality system at the Faculty), the Promotion Committee (promotion of the Faculty) and the Student Council (the main communication link between the Faculty management and students).

Description of the formal collaborations with other VEEs

FVM

FVM is a member of all major European organizations that influence the development trends of veterinary education at universities in Europe (EAEVE, VetNEST, AAVMC, EUA, EVERI, EUCEN), whose activities significantly contribute to the enhancement of the reputation of the Faculty and the University abroad. The Faculty's cooperation with institutions of similar focus at national and international level is based primarily on sharing knowledge from educational and creative activities, and on and exchange programmes (mobilities) of academic staff, undergraduate and postgraduate students to a number of countries in Europe and the USA (ERASMUS+, CEEPUS, IMA VETUNI, CEITEC, ICRC). List of University agreements gives examples of inter-University agreements with other VEEs.

FVHE

FVHE participates in a number of European University and professional associations focused on the development of veterinary education and the veterinary profession (EAEVE, EUA, EUCEN, VetNEST, EUVH, EVERI and VUA). Some academic staff and representatives of FVHE are members of AVO, which is part of EASVO and FVE.

International cooperation is carried out by the Faculty on the basis of international bilateral treaties and agreements or as direct cooperation in science and research programmes. International mobilities of students and academic staff are carried out through mobility programmes (ERASMUS+, CEEPUS, or IMA VETUNI).

An overview of the cooperating institutions is given on websites (LINK).

Persons responsible for the veterinary curriculum at FVM	
Dean of FVM	Assoc. Prof. MVDr. Michal Crha, PhD
Vice-Dean for Education	MVDr. Jan Chloupek, PhD
Vice-Dean for Science, Research and International Relations	Assoc. Prof. MVDr. Miša Škorič, PhD
Study Programme Guarantor	prof. MVDr. Alois Nečas, PhD, MBA

Persons responsible for the veterinary curriculum at FVHE	
Dean of FVHE	Assoc. Prof. MVDr. Šárka Bursová, PhD
Vice-Dean for Education	Assoc. Prof. MVDr. Radka Dobšíková, PhD
Vice-Dean for Science, Research and International Relations	MVDr. Martin Hostovský, PhD
Study Programme Guarantor	Assoc. Prof. MVDr. Šárka Bursová, PhD

Persons responsible for the professional, ethical, and academic affairs of the VTH – joint for FVM and FVHE	
Small Animal Clinic	prof. MVDr. Alois Nečas, PhD, MBA
Avian and Exotic Animal Clinic	prof. MVDr. Zdeněk Knotek, CSc., DECZM
Small Animal Clinical Laboratory	prof. MVDr. Jaroslav Doubek, CSc
Equine Clinic	Assoc. Prof. MVDr. Markéta Sedlinská, PhD
Ruminant and Swine Clinic	prof. MVDr. Jiří Smola, CSc.
Large Animal Clinical Laboratory	Assoc. Prof. MVDr. Josef Illek, DrSc., DECBHM

STANDARD 1.3

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

Summary of the strategic plan and SWOT analysis

The long-term conceptual document determining the basic framework for the development of the University of Veterinary Sciences Brno is the *Strategic Plan of the University of Veterinary Sciences Brno for the period from 2021 to 2030* (Strategic Plan) and the subsequent *Strategic Plan Implementation Programme* (Operating Plan) for each year. The Strategic Plan is closely linked to another strategic document – the Institutional Plan or the Strategic Management Support Programme for Universities for Years 2022-2025 which supports specific development priorities of the University and its Faculties in accordance with the strategy of the MEYS. The strategic plans of the Faculties are linked to the strategic plan of the University and related documents.

FVM

The strategic goal of the FVM is to develop the position of the Faculty as an internationally recognized University institution with a specific professional focus on veterinary medicine – providing high quality veterinary training, implementing excellent science, research and other creative activities, carrying out professional expert activities at the highest level, fulfilling its social responsibilities, and acting as an internationally open educational institution cooperating with professional practice, asserting itself in the national and European higher education environment.

The main document determining the future direction of the Faculty is the *Strategic Plan of FVM VETUNI for the period 2021-2030* (see Appendix 7.1). In line with the University's strategy, the Strategic Plan defines the main objectives and steps to achieve them, including the implementation of international SOPs and quality indicators for veterinary education. A detailed SWOT analysis of activities is part of the Faculty's SP. The *Strategic Plan Implementation Programme* is prepared for each year, it builds on the Faculty's SP for the period 2021–2030 and defines the main objectives and priorities that are expected to be met in a given year. Individual priorities and sub-objectives are defined by a specific measure, including the responsible person, amount and source (for priorities co-funded from Strategic Management Support Programme). The fulfilment of the objectives and priorities

FVHE

The development of the Faculty as a whole and all areas of its activities is determined by the *Strategic Plan of FVHE VETUNI for the period 2021 to 2030*, which sets out the Faculty's priority objectives and a plan for their implementation, including the fulfilment of international rules and quality indicators for veterinary education. Individual priorities, programmes and steps are directed towards the development of the QA system, education, creativity, internationalisation, human resources and the legal environment, spatial and instrumental facilities, financing, Faculty management and Faculty promotion. A SWOT analysis is part of the Strategic Plan (see Appendix 7.2).

Each year the Faculty prepares an updated *Strategic Plan Implementation Programme* (Operating Plan) including an updated SWOT analysis. The Operating Plan highlights those relevant priorities, programmes and steps from the Faculty's Strategic Plan which are expected to be implemented in a given year or are of particular importance. The priorities and sub-objectives set are always defined by a specific measure, including the designation of a responsible person. The evaluation of the fulfilment of the set priorities and objectives is part of the *Annual Report on the Activities of the FVHE* (*Annual Report*), the *Annual Financial Management Report of the FVHE* (*Financial Management Report*), and more recently, the *Report on the Internal*

of the Strategic Plan is evaluated in the *Annual Report on the Activities of the FVM* (*Annual Report*), the *Annual Financial Management Report of the FVM* (*Financial Management Report*), more recently also by the *Report on the Internal Evaluation of the Quality of the FVM Activities* (*QA Report*). Strategic materials and subsequent reports are discussed by the Faculty advisory bodies and approved by the AS and the SB (student and stakeholder representatives). The final materials are available to the public via the website.

Evaluation of the Quality of the FVHE Activities (*QA Report*).

The above-mentioned strategic documents and reports are discussed by the SB and Dean's advisory bodies (Meeting of Departmental Heads – MDH, Dean's Board – DB, etc.), and discussed and approved by the AS. Academics, students and external stakeholders are represented in the bodies mentioned above. The final documents are available for all Faculty staff and students (VEFIS system, website LINK).

Table 1A FVM and FVHE Summary SWOT analysis

Strengths

- Comprehensive veterinary education reflecting international (SOP EAEVE, EU Directive 36/2005/EC, etc.) requirements with emphasis on competencies in all areas of veterinary medicine (preclinical and clinical practice, APW, FSQ, VPH).
- Institutional accreditation for the period from 2019 to 2028 enabling independent national accreditation of study programmes.
- Unique position in the Czech Republic (the only institution providing veterinary education).
- Education that meets European and national rules for higher education.
- Implemented comprehensive system of quality assurance and internal evaluation at the University and Faculty level.
- More than 105 years of tradition in veterinary education.
- High share of practical training in modern clinics, specialized laboratories, technological processing units, slaughterhouses, agricultural and food processing facilities, including the University Farm.
- Close cooperation with potential employers of graduates (SVA, CVS, private veterinarians, food businesses, etc.).
- Modern, well-structured and well-equipped campus in the centre of the second largest city in the Czech Republic and the University's own Farm which facilitates practical training in cattle and pig farming, and farming of game kept in game preserves.
- Significant level of interfaculty integration of teaching allowing the concentration of the majority of core courses in the relevant Faculty (FVM – clinical courses, FVHE – courses of FSQ, VPH and legislation, APW), for which essential space, instruments, material and personnel are provided in the given area through each Faculty's traditional expert focus.
- Research and publication activities in major international veterinary journals.
- Student representation in the administration and management of the University and both Faculties, good contact with students.
- Exceptional conditions for the development of students' creative activities through University agencies for student mobilities (IMA), research activities (IGA), improving education (IEA) and involving students in research grant activities (ICA).
- Organization of events promoting the sense of belonging of the students and staff to the University and Faculties.
- Lifelong learning programmes for veterinary professionals and expert public (national certification/specialisation clinical training of state and practicing veterinarians, national courses on APW for state veterinarians, trainings for the competence to carry out activities with experimental animals, the competence to handle selected species of animals, and/or to perform regulated activities, other professional courses, special interest courses, and the University of the Third Age).
- State-guaranteed funding for veterinary education.

FVM

- Implementation of a comprehensive veterinary study programme in *Veterinary Medicine* allowing graduates to acquire advanced

FVHE

- Implementation of a comprehensive veterinary study programme in *Veterinary Hygiene and Ecology* enabling graduates to work in all areas

competences in the field of clinical practice, especially in companion animals.
- Unproblematic graduates employability in clinical practice, or state veterinary administration, and other positions.
- Implementation of highly expert veterinary therapeutic, preventive and advisory activities in the laboratory and clinical departments.
- Facilities for creative activity – special technical equipment for laboratories and modern clinical workplaces with accredited facilities for animal experiments.
- Implementation of contract research in cooperation with companies with the potential to apply research results in practice.
- Involvement of Faculty staff in an internationally accredited CEITEC project.

of veterinary activity with significantly advanced competences for the activity of a state veterinarian.
- Unproblematic graduates employability in state veterinary administration, supervisory and control bodies, clinical practice, and other positions.
- Providing highly expert practical and advisory services in FSQ, and animal protection and welfare.
- Special facilities, laboratories, technological processing units, and special workplaces of veterinary focus allowing the implementation of veterinary education and research.
- Significant research activities and publication of the findings of the creative activities of the Faculty in FSQ, APW, and veterinary ecology.

Weaknesses

- Suboptimal age structure of academic staff in relation to the proportion of higher academic degrees resulting from the low interest of veterinarians in working at the University.
- Increasing administrative load on academic staff outside educational activities due to the requirements of national and supranational legislation or project providers.
- Gender imbalance (90% women) of applicants, students and graduates subsequently reflects in practice.
- Weaker quality of the University's website in terms of clarity and intuitiveness in search.
- Insufficient catering capacity for students and staff on campus.
- Exhaustion of parking spaces on the University campus for students.
- Low share of renewable energy in the operation of University departments.

FVM

- Limited interest of academic staff in comprehensive academic profiling.
- Low motivation of academic staff to apply for project funding from national and international grant agencies.

FVHE

- Higher energy consumption of the Faculty's technological facilities (slaughterhouse, technol. processing units – dairy, meat, fish).
- Low interest of academic staff of the Faculty in habilitation and professor procedures.

Opportunities

- Developing counselling activities for University students focused on study-related problems and difficult life situations.
- Improving the quality of educational activities in particular, by deepening the system of quality assurance and internal evaluation of activities.
- Promoting the targeted use of flexible teaching methods as modern tools for teaching and learning, promoting information technology.
- Further promotion of internationalisation and international mobilities of students and academic staff.
- Motivating staff by further promoting differentiation in remuneration according to performance.
- Promotion of career development and lifelong learning of employees (e.g. specialisation training).
- Continuously increasing cooperation with external stakeholders in the public and private sectors.

FVM

- Further development of international cooperation at institutes and clinics.
- Cooperation with other research organisations in submitting joint grant projects.
- Promotion of the Faculty in the national and international environment.

FVHE

- Promoting activities to increase students' interest in the study (promotional events, social networks, etc.).
- Further deepening the students' sense of belonging at the Faculty and its activities (new events, etc.).
- Fulfilling the social responsibility of the Faculty on a regional, national and international scale.

Threats
• Reductions in funding of higher education from the budget of the Czech Republic due to the current increasing financial demands of veterinary and hygiene education, reductions in funding or change in the conditions for providing funding of creative activities by the MEYS, insufficient funding from the state for the necessary reconstruction or non-investment upgrades of infrastructure and equipment. • Aging academic and support staff and also a shortage of qualified candidates to fill the vacant positions. • Transfer of veterinary education and veterinary competences to other educational establishments. • Disease situation in livestock farms and natural habitats leading to a ban on entry to livestock farms (restriction of practical training opportunities). • Decrease in the number of agricultural and food processing establishments (limiting opportunities for work experience and practical training).

STANDARD 1.4

The VEE must have a policy and associated written procedures for the assurance of the quality and rules 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.

QA system – global policy and strategy

The 2016 amendment to the Higher Education Act[9] imposed an obligation on higher education institutions in the Czech Republic to establish and maintain a system of quality assurance and internal evaluation of the educational, creative and related activities of the higher education institution (QA system). The QA system has been in place at VETUNI since 2017. Since 2022, the role of Faculties has been increased by transferring the QA system also to the Faculty level. Due to the high degree of identity and coherence of the set system at the University and Faculty level, it is subsequently described together for both Faculties.

The principles of the QA system at the University are set by the internal regulations of the University. The basis of the system is described in the internal regulation *Quality Assurance Rules*[10], the requirements for activities from the quality perspective in the internal regulation *Set of Requirements and Performance Indicators*[11], and in summary in the form of quality requirements for activities contained as indicators for each area in the *Report on the Internal Quality Evaluation*, the fulfilment of these requirements is regularly evaluated.

The Internal Evaluation Board (IEB; see above for activities) is the University's highest authority for the evaluation of the quality of activities. Statutory quality management is entrusted to the Rector of the University; within the Rector's Office, the area of quality is the responsibility of the Vice-Rector for Strategy and Development and the relevant Quality Assurance Officer. At Faculty level, statutory management is vested in the Dean; quality competence is assigned to the Vice-Dean for Strategy and Development and the relevant Quality Assurance Officer. At the level of academic self-government, the activities are carried out by the AS of the University, at the Faculties by the AS of the respective Faculty.

[9] Act No. 137/2016 Coll., amending Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to Other Acts (Act on Higher Education Institutions), as Amended, and Some Other Acts

[10] Rector's Directive No. ZS 2/2018 Part A Rules for the Provision and Internal Evaluation of Educational, Creative and Related Activities and Internal Quality Assessment of Educational, Creative and Related Activities of the VETUNI

[11] Rector's Directive No. ZS 2/2018 Part B Set of Requirements and Performance Indicators for the Activities of the VETUNI

Basic configuration of the QA system of VETUNI and Faculties

Study programmes

The procedure for internal accreditation is set out in the internal regulation *Procedure for the assessment of study programmes within the framework of their internal accreditation at the University*, the procedure for the evaluation of study programmes is set out in the internal regulation *Evaluation of study programmes, their compilation, requirements and their control*. The actual conditions of study, including the verification of knowledge, are determined for undergraduate studies by the internal regulation *Study and Examination Regulations in the Bachelor's and Master's Degree Programmes of the University*, for postgraduate studies by the *Study and Examination Regulations in the Doctoral Degree Programmes of the University*, and for lifelong learning by the *University's Lifelong Learning Regulations*. The possibilities of awarding scholarships to students are determined by the internal regulations of the *University Scholarship Regulations*. The handling of disciplinary offences by students is regulated by the internal regulations of the Faculty (*Disciplinary Regulations for FVM/FVHE Students*).

Evaluation of student performance

The performance of students in the course of their studies is regularly evaluated at the level of individual courses, study programmes, Faculties as well as at the University level. The conditions of the student evaluation procedure are regulated by the internal regulation *Student Evaluation at the University*. The results of the student evaluation serve as a basis for any measures taken at Faculty level.

Evaluation of veterinary education and study programme

The view of the level of teaching from the students' perspective is obtained through student's evaluations of veterinary training, where students anonymously use scores to comment on the level of training in individual courses and on the level of individual teachers. The results of this evaluation (after each semester) are the basis for corrective action by the Dean of the Faculty, the Head of the Department and the teachers, as appropriate. The conditions of evaluation are regulated in the internal regulation *Evaluation of Teaching by Students at the University*. The assessment of veterinary training for the entire study programme is carried out by the graduate students (internal regulation *Assessment of the Study Programme by Graduate Students at the University*), the results of this assessment serve as a basis for possible measures in the study programme carried out by the Faculty.

Internal Education Agency – IEA

Students are involved in improving the quality of teaching in study programmes in the form of grants within which the creation of study support (diagrams, photo documentation, video sequences, solutions to model or real cases etc.) is addressed. The conditions for the provision of these grants are regulated in the internal regulations of the *Rules for the Provision of Support for Creative Educational Activities through the University's Internal Educational Agency (the University's IEA)*.

Creative activity

Creative activities (research and others) at the Faculties and the University are also evaluated within the QA system. The assessment focuses in particular on the acquisition of external grants by the Faculties and the University and on the extent and quality of publications in scientific and scholarly journals and at international and national conferences. The conditions for the assessment of creative activity are regulated by the internal regulation *Assessment of Creative Activity at the University*.

Internal Creative Agency – ICA

University funds are provided for the development of creative activities in Faculties and their departments, which are allocated to research teams through a University-wide competitive grant system. Students may also be involved in these collectives. The conditions of granting are regulated by the internal regulation *Rules for Granting Support for Institutional Research of the University through the University's ICA*.

Internal Grant Agency – IGA

In addition, the University supports the creative activities of students through a special internal grant system designed for student research projects. The terms and conditions for the provision of University funding for students' creative activities are regulated by the *University's Internal Rules for the Provision of Special Purpose Support for Specific Undergraduate Research (the University's IGA)*.

Internal Mobility Agency – IMA

To support the quality of studies at the University, mobility activities of students to universities, research and professional institutions in Europe and worldwide are also strongly supported. In the form of grants, University funds are allocated to students to carry out study-related foreign visits. The conditions for granting University funds are regulated by the internal regulation *Rules for Providing Support for Student Mobility Projects through the University's Internal Mobility Agency (the University's IMA)*.

Veterinary clinical services and other activities

Within the QA system, the University's clinical services and other activities are also evaluated. This includes in particular the scope of veterinary clinical activities and other forms of cooperation with veterinary practice, as well as the social activities of the University/Faculty within the region and the whole country. The method of evaluation of these activities is regulated in the internal regulation *Evaluation of Cooperation with Practice and Fulfilment of Social Responsibility*.

University/Faculty staff

The QA system also includes the evaluation of staff recruitment and development and the evaluation of the activities and performance of individual staff members, in aggregate for individual departments, the entire Faculty and the University. The conditions of recruitment of staff are regulated in the internal regulations of the *Selection Procedure for Filling the Positions of Academic Staff and Other University Employees*, the conditions of their career development are regulated in the internal regulations of the *University Career Regulations* and in the career regulations of the Faculties, and the conditions of salary evaluation of staff (also in relation to their career development) are regulated in the internal regulations of the *University Internal Wage Regulations*. Requirements for ethical principles of work are regulated in the internal standard *Ethical Code*.

Habilitation and professor appointment procedure

Special attention is paid in the quality system to the habilitation procedure for obtaining the title of associate professor and the professorial procedure for obtaining the title of professor. The requirements for teaching qualifications and the scope and quality of research activities are set out, as well as clear procedures for the defence of the habilitation and professor appointment procedure for awarding the title of associate professor and professor. The conditions for the habilitation and professor appointment procedure are regulated in the internal regulations of the *Rules of the Habilitation and Professor Appointment Procedure of the University*.

Evaluation of academic and support staff

One of the most important components of the QA system is the evaluation system for academic and support staff. This system is based on the assessment of all activities carried out by an employee within the framework of instruction, research and other activities at the Faculty and the University. The staff member enters data on their activities throughout the year into the system, the data are checked at the level of the department and Faculty and then the system converts them into scores for individual activities and scores for groups of activities in the field of instruction, creative activities and other activities. The result is an assessment of the staff member's activity in the form of a score and their classification as standard, above standard or below standard. The evaluation is used by the staff member, the head of department, the Dean or the Rector to take appropriate measures. The system also allows the scope and quality of the activities of whole departments, the whole Faculty and the whole University to be evaluated collectively. More detailed conditions concerning the method and procedure of staff evaluation are set out in the internal regulations on the *Evaluation of Academic and Non-Academic Staff at the University*.

University/Faculty budgeting

Within the QA system, attention is also paid to the funding of the Faculties and the University. Each year the principles governing the actual budgeting are set, leading to the setting of the financial environment at the University/Faculties. The conditions for setting the principles for budgeting are regulated in the internal regulation *Rules for University/Faculty Budgeting*.

The fulfilment of quality requirements is carried out through educational, creative, professional and other activities of the University and its Faculties and other units. Data on individual activities are collected and processed into files that are used for the annual evaluation of the quality of activities at the University and Faculties. Evidence is compiled to assess quality in

the following areas: Educational activities, creative activities, cooperation with practice and fulfilment of social responsibility, international activities, evaluation of students and participants in lifelong learning, evaluation of staff activities and habilitation and professor appointment procedure, evaluation of quality assurance at the level of space, equipment, material, information and administrative support, assessment of the quality of the academic environment, assessment of the financial support for the activities of the University and the Faculties, assessment of the support specific to the study programme of *Veterinary Medicine* and *Veterinary Hygiene and Ecology*, and overall evaluation of the outcomes of educational, creative and other related activities. The obtained documents are processed in the framework of the compilation of the *University/Faculty QA Report* (overall comparison of the quality requirements for activities and their fulfilment).

Monitoring (collection of data and information from Faculty sub-units) is carried out as part of QA activities. The monitoring uses relevant information from internal and external sources in the form of the University's information systems (IS STAG, IFIS, VEFIS, Elanor), databases of clinical departments (WinVET, VETIS), as well as information from systems at the level of the MEYS (e.g. SIMS, OBD). Feedback from questionnaires used for specific purposes is also a source of information. Monitoring is carried out by the organisational and management structure of the University (Rectorate at the University level, Dean's Office at the Faculty level).

The evaluation of the quality of activities is carried out annually as part of the preparation of the University/Faculties *QA Report*. The University Report is prepared by the IEB and submitted to the Rector, discussed in the SB and approved by the AS. The report assesses 15 areas of the University's activities and for each area describes the status achieved in the past period at the University in individual indicators, describes the setting of requirements for the most important performance and quality indicators, assesses their fulfilment and for each area formulates possible measures to improve the level of quality of activities in the respective area. At the level of Faculties, the report is prepared by the Faculty management with the cooperation of the Dean's advisory bodies, discussed in the Faculty SB and approved by the Faculty AS.

The results of the evaluation of the quality of activities show whether the requirements for the quality of individual activities and all activities at the University/Faculties are being met, including ratio indicators expressing the fulfilment of requirements per employee or graduate or student or in terms of other calculations. A partial assessment of some indicators may lead to recommendations for measures to improve the quality of activities at the University and Faculties and/or to address deficiencies. These recommendations are submitted to the Rector of the University. The Rector shall take decisions in the form of instructions to the deans of the Faculties and/or heads of the relevant units of the University aimed at improving the level of quality of activities in the defined areas and specific activities or at eliminating the identified shortcomings. The implementation of the decisions resulting from the draft measures is monitored by the Rector (in the form of feedback reports from deans and/or heads of University units) and the impact of these measures on the level of fulfilment of the quality requirements of activities at the University and Faculties is monitored in the following period. At the level of Faculties, the system runs analogously in the line of Dean – Head of Department/Clinic.

Academic and support staff, students and stakeholders are regularly informed about the outcomes of the evaluation of Faculty activities. Information is conveyed through discussions and meetings of the departments of the Faculty, the management of the Faculty (meetings of the DB, MDH, etc.) as well as meetings of Faculty or University bodies (AS, SB, IEB). The outcomes of the evaluation are published on the website.

The processes for approving strategic materials and annual reports follow the guided cycle of the PDCA structure (see Figure 1). All relevant external conditions are considered, including national legislation and ESG rules for external evaluation.

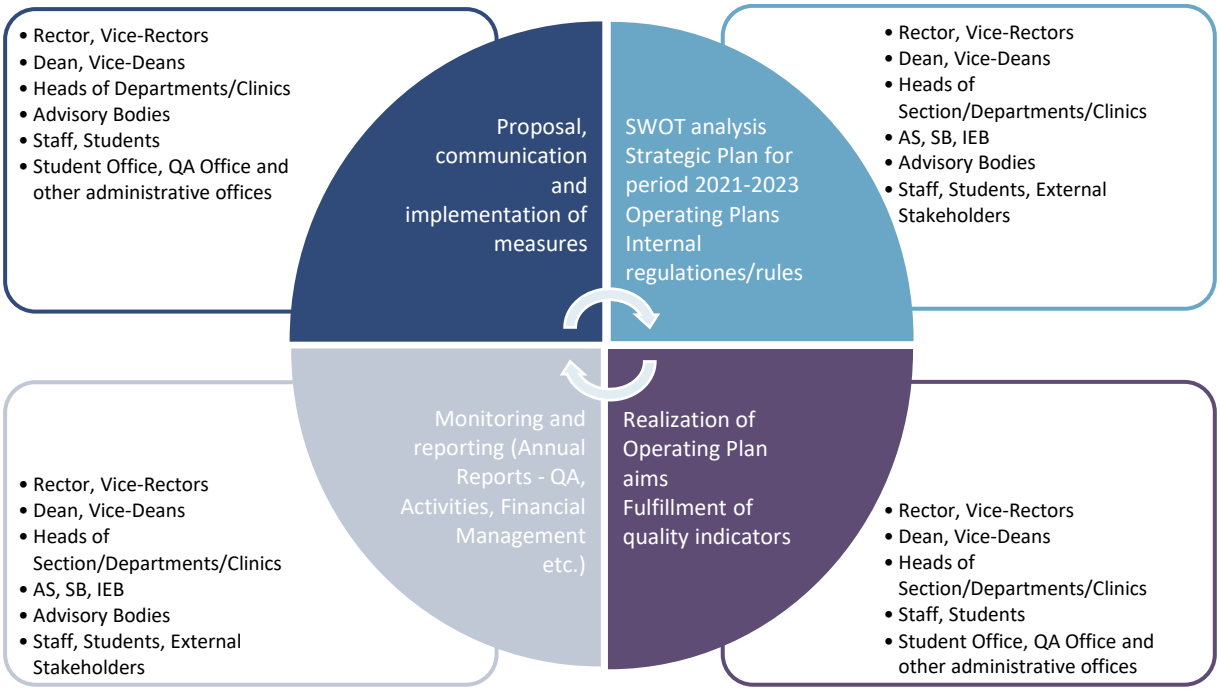


Figure 1 PDCA cycle of the quality assurance and internal evaluation strategy at FVM and FVHE

STANDARD 1.5

The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

FVM

Strategic documents and reports on the achievement of goals in educational, research, creative and related activities are published through the website (e.g. annual reports, admissions statistics), and in the University journal *Vita Universitatis*.

The *Annual Report* and the *QA Report* also include information on the profile of the student population and the employability of graduates. Information on the course and outcomes of the admission procedure to the Faculty's study programmes is published annually via the website.

Representatives of the academic community are involved in the process of

FVHE

Information on the plans, implementation and results of the Faculty's educational, research and other activities (strategic documents, annual reports, etc.) is presented on the website and in the University journal *Vita Universitatis*.

Employees and students are informed about current plans and results at regular meetings with the Faculty management. The Faculty management also communicates with the FVHE Student Council. Regular meetings of the AS, SB and other advisory bodies are held to discuss this information. The wider public is also informed through social networks and

discussing and approving strategic documents and evaluation reports (teachers and students) and important stakeholders through their representatives in the Faculty and University bodies (DB, AS, SB, IEB).	during University business and social events in which Faculty representatives participate. FVHE obtains information on the employability of graduates from available sources (including stakeholders) and its own surveys and evaluates these. Using IS STAG, the Faculty evaluates information on the profile of the current student population. Relevant information is published in the *Annual Report*.

Every year, the Faculties co-organize student meetings with representatives of the SVA and the CVS. Students are informed about the principles of their work and the vacancies available throughout the country at SVA. Students are also regularly informed about vacancies by the Faculties' Students' Office and through the VETUNI Career and Counselling Centre.

ESEVT status, the last Self Evaluation Reports and Visitation Report are available at LINK.

STANDARD 1.6

The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

The current *Strategic Plans of the Faculties* were prepared with regard to the results of the implementation of the *Strategic Plan of Faculty development* for the previous period and are in accordance with the *Strategic Plan of the MEYS*, the *Strategic Plan of VETUNI*, the legislative requirements of the Czech Republic and the EU and the rules of the EAEVE SOP. Since both the University and the Faculties have a common model of QA system (see Standard 1.4), the description in this section is given jointly for both Faculties.

The *Strategic Plan* and other strategic documents are prepared by the Faculty management. The draft is gradually discussed by the Dean's advisory bodies (DB, MDH, other committees), the Faculty SB, and finally, it is discussed and approved by the Faculty AS. The implementation of the *Strategic Plan* and its sub-priorities is assessed in the *Annual Report*, meeting the quality performance indicators for Faculty activities and evaluation of the implementation of the QA system in the *QA Report* in particular. The reports include a recommendation for any actions to be taken. The reports are gradually discussed in the individual Faculty bodies.

The recommended measures are communicated and implemented according to their nature at the Faculty management level, in the relevant advisory bodies or departments concerned. In the following period, the implementation of the proposed measures is assessed and their impact on the quality of activities is evaluated.

Members of the academic community are involved in the process of discussing and approving strategic documents and evaluation reports (teachers and students) and important stakeholders through their representatives in the Faculty and University bodies (DB and other advisory bodies, AS, SB, IEB). Strategic documents and the outcomes of meetings are published on the website and the internal VEFIS system, and minutes of meetings of the bodies made public by e-mail.

STANDARD 1.7

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

Veterinary Faculties have regularly undergone external evaluation by EAEVE since 1995, most recently in October 2013 (see Introduction). Since the ESEVT visit in 2013, VETUNI and its Faculties have undergone a number of major improvements to strengthen the quality of their activities. The feedback and recommendations from the international evaluation are used to develop educational, creative and related activities at the Faculties in terms of the implementation of activities and continuous quality improvement.

In Appendix 6.1 (FVM) and Appendix 6.2 (FVHE), Faculties address the comments and suggestions from the previous *Final Evaluation Report* (2014) according to their respective areas of organisation and content.

Comments on Area 1

Emergency measures in response to the Covid-19 pandemic have affected the activities of all universities and Faculties in the Czech Republic. Some internal regulations of VETUNI and both Faculties were modified in relation to the current change in legislation. In particular, regarding the possibility of meetings of University and Faculty bodies taking place remotely. Teams meetings for discussing strategic and other documents took place online. Communication with external stakeholders and representatives of partner universities and research institutions also took place virtually (online meetings, e-mail). The University, including the two Faculties, proceeded uniformly in the situation. In Appendix 12, Faculties described impact of the COVID-19 crisis on VETUNI and actions taken to alleviate it.

Suggestions for improvement in Area 1

FVM

- Strengthening cooperation with important stakeholders (CVS, SVA)
- Further promotion of the internal quality assurance and evaluation system with targeted training of academic staff and other employees involved in the educational and other activities of the Faculty.
- Despite the staff reinforcement of strategic management and quality assurance in the preceding period, it would be advisable to take steps to reduce the administrative burden on those concerned and work on digitalisation and interconnection of administrative tasks.

FVHE

- Strengthening cooperation with important stakeholders and representatives of professional and expert organisations.
- Increasing the awareness of students, staff and external partners of the activities of the Faculty and its evaluation (modern communication platform).
- Further development of the system of quality assurance and evaluation of Faculty activities (targeted training, optimization and digitalization of data collection and evaluation).
- Active networking and cooperation with other veterinary faculties in Europe (ERASMUS+, CEEPUS, Visegrad Fund).

AREA 2. Financing

STANDARD 2.1

Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

Description of the global financial process

VETUNI is a public university for which the main part of the funding is allocated annually by the state through the MEYS. Financial resources for educational activities are provided to the University depending on the number of students, with regard to the economic demands of veterinary education (coefficient set by the MEYS), and then by performance parameters (i.e. graduation rate, international mobility, graduate employment, research activity, external revenue, number of international students, number of international staff). Funding for research activities is allocated according to the number and quality of publications and other outputs of creative activities (evaluation of universities according to the Methodology for Evaluating Research organisations – Methodology 17+). Funding of the University including both Faculties is multi-source.

Main financial resources
1. University funding for veterinary education and research from the government
• funding for educational activities • funding for scientific research activities (institutional support to research organisations) • funding for student research activities (specific University research) • funding for construction and investment (capital) instrumental equipment
2. University revenue for grant research, veterinary services and teaching in ESP
• research funding from scientific and research projects and grants • revenue from veterinary services • revenue from services for education in the English language
3. Student fees
• statutory fees for extended study • admission fees

ESP – English Study Programme (in the English language)

These funds are distributed through VETUNI to the Faculties and then to the Rector's Office to finance the costs of individual University activities. The government budget funds are settled in accordance with the legal regulations governing the management of government budget funds and the management of public universities.

% of margin

The University does not pay any overhead to the MEYS. University funds are allocated to the Faculties in accordance with the *Rules for University Budgeting* setting the percentage of levies (overheads), that Faculties pay to the University for centrally provided services (personnel, finance, administration, campus security, internal audit, waste disposal fees, insurance, building repairs, energy costs, central library, IT network management, etc.). The University's overheads of the total budget for educational and creative activities amount to 30%, the overhead from the research budget is set at 20%, similar overheads are paid from research grants and from veterinary services. In the case of overheads deducted from a research grant carried out at the Faculty, 80% of these overheads are returned to the Faculty and 20% are used to meet the shared costs of VETUNI. In the case of veterinary services, part of the overhead is returned to the Faculty to help finance the energy costs associated with the veterinary services.

Annual tuition fee for national and international students

FVM and FVHE students in Czech study programmes do not pay tuition fees. If a student studies longer than the standard period of study of up to one year, the Faculties charge a fee of up to € 490 per semester for extended study in accordance with the Higher Education Act[12]. Students in the undergraduate programme in English pay an annual tuition fee of €7,600. For PhD students in English, the annual tuition fee is €5,300.

All energy and maintenance costs are covered by the budget of the Faculties or University and are included in Tables 2.1.1.1 (FVM) and 2.1.1.2 (FVHE).

Faculty of Veterinary Medicine

Table 2.1.1.1 Annual expenditures during the last 3 academic years (in Euros) **FVM**

Area of expenditure	2021/2022	2020/2021	2019/2020	Mean
Personnel	6,030,507	5,463,577	5,630,143	5,708,075
Operating costs	3,090,109	2,815,460	2,943,947	2,949,838
Maintenance costs	76,306	80,864	101,370	86,180
Equipment	119,819	415,164	152,516	229,166
Total expenditure	**9,316,741**	**8,775,065**	**8,827,976**	**8,973,259**

Table 2.1.2.1 Annual revenues during the last 3 academic years (in Euros) **FVM**

Revenues source	2021/2022	2020/2021	2019/2020	Mean
Public authorities	5,094,025	4,859,515	4,929,661	4,961,067
Tuition fee (standard students)	0	0	0	0
Tuition fee (full fee students)	1,206,598	1,093,665	1,141,436	1,147,233
Clinical services	3,171,386	2,430,642	2,367,267	2,656,432
Diagnostic services	106,979	126,339	118,933	117,417
Other services	15,018	3,524	12,734	10,425
Research grants	154,825	166,961	370,517	230,768
Continuing Education	0	0	0	0
Donations	0	0	0	0
Other sources*	69,874	369,213	104,933	181,340
Total revenues	**9,818,705**	**9,049,859**	**9,045 481**	**9,304,682**

** drawdown of Faculty/University funds*

Table 2.1.3.1 Annual balance between expenditures and revenues (in Euros) **FVM**

Academic year	Total expenditures	Total revenues	Balance
2019/2020	8,827,976	9,045,481	217,505
2020/2021	8,775,065	9,049,859	274,794
2021/2022	9,316,741	9,818,705	501,964

Note: The average value of the Euro for the given period was used for the conversion according to data published by the Czech National Bank.

Faculty of Veterinary Hygiene and Ecology

Table 2.1.1.2 Annual expenditures during the last 3 academic years (in Euros) **FVHE**

Area of expenditure	2021/2022	2020/2021	2019/2020	Mean
Personnel	2,815,820	2,575,054	2,519,447	2,636,774
Operating costs	1,181,704	1,195,588	991,608	1,122,967
Maintenance costs	24,083	16,971	19,059	20,038
Equipment	70,652	76,429	52,040	66,374
Total expenditure	**4,092,259**	**3,864,042**	**3,582,154**	**3,846,153**

[12] Section 58 of Act No 111/1998 Coll., the Act on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (Higher Education Act)

Table 2.1.2.2 Annual revenues during the last 3 academic years (in Euros) **FVHE**

Revenues source	2021/2022	2020/2021	2019/2020	Mean
Public authorities	3,403,614	3,219,841	3,264,166	3,295,874
Tuition fee (standard students)	0	0	0	0
Tuition fee (full fee students)	121,803	89,228	100,542	103,858
Clinical services	0	0	0	0
Diagnostic services	4,578	0	0	1,526
Other services	164,831	86,421	88,004	113,085
Research grants	346,501	311,497	153,059	270,352
Continuing Education	0	0	0	0
Donations	674	0	38	237
Other sources*	222,855	172,812	148,124	181,264
Total revenues	**4,264,856**	**3,879,799**	**3,753,933**	**3,966,196**

** Faculty/University funds, expert activities, proceeds from the sale of assets, fees*

Table 2.1.3.2 Annual balance between expenditures and revenues (in Euros) **FVHE**

Academic year	Total expenditures	Total revenues	Balance
2019/2020	3,582,154	3,753,933	171,779
2020/2021	3,864,042	3,879,799	15,757
2021/2022	4,092,259	4,264,856	172,597

Note: The average value of the Euro for the given period was used for the conversion according to data published by the Czech National Bank.

The data for FVHE in Table 2.1.1.2 is from the total expenditure of the Faculty, according to the proportion of teaching for veterinary degree programmes. The data in Table 2.1.2.2 is derived from total Faculty revenues by the proportion of teaching for veterinary degree programmes. The coefficient of the amount of veterinary teaching is 0.65.

STANDARD 2.2

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

Modus operandi for the financial management and degree of autonomy

Financial management of clinical and field services is the responsibility of the Head of the relevant Department/Clinic (VTH), who recommends their use for the provision and further development of these services (investment plan, proposal for financial reward for employees in relation to the veterinary services, proposal for distribution of the economic profit into funds, etc.). Financial control over the use of funds from veterinary services is performed by the Bursar of the relevant Faculty. At the University level, it is supervised by the Bursar and the Auditor, who, according to a predetermined plan, audits the activities of the University and its subdivisions and recommends corrective measures based on the findings. The funds generated by veterinary services contribute to ensuring the quality of teaching by co-financing of material, equipment and personnel. The annual total of these funds is approximately € 3,300,000 per year, from which the costs that the University provides through joint operation are deducted, in the amount of 20% of the revenue.

Although funds are allocated to the University from the MEYS on the basis of the rules for allocating funds and subsidies to public universities, the Ministry and the government no longer intervene in the redistribution of funds at the University and Faculty level. Operational and financial flexibility allows Faculties to use other sources to finance their (veterinary and hygiene services, grants and projects, English study programme fees, etc.).

STANDARD 2.3

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

Table 2.A List of the ongoing and planned major investments and origin of the funding

Investment	Year implementation	Source funding	Amount (€)
Reconstruction of the Large Animal Clinic Pavilion and opening of the Clinical Skills Lab	2021-2023	1+2	264,548
Reconstruction of the Small Animal Clinic Pavilion and opening of the Clinical Skills Lab	2021-2023	1+2	2,052,975
Modernization of teaching and instrumentation equipment of the FVM	2023	1+2	856,764
Modernization of teaching and instrumentation equipment of the FVHE	2023	1+2	730,155
Modernization of teaching and instrumentation equipment of the FVM	2024-2025	2	190,791
Modernization of teaching and instrumentation equipment of the FVHE	2024-2025	2	190,791
Modernization of VETUNI internal information systems	2023	1+2	456,561
Construction of a photovoltaic power plant on the VETUNI premises	2022-2024	1+2	1,222,494
Installation of a cogeneration unit for the production of electricity and heat	2022-2023	1+2	1,222,494

Resources: 1 – funding and subsidies from the MEYS (SMSP, NRP, grant for building investments); 2 – VETUNI's own resources VETUNI; SMSP – Strategic Management Support Programme for Universities for Years 2022-2025; NRP – National Recovery Plan for Higher Education (2022-2024)

Prospected expenditures and revenues for the next 3 academic years

In the past 3 years, VETUNI's budget has grown substantially with an average annual growth of 10%. The University's budget growth has positively reflected on the budget of the Faculties by increasing the funding for educational, creative and research activities. The budget of the University and Faculties is carefully planned in the medium-term perspective of 3 years, during which its further annual increase can be expected, with regard to anticipated salary growth for staff, energy costs and increased costs of services related to the operation of individual departments. In addition, the University management is negotiating with representatives of the MEYS and the government of the Czech Republic other conditions for increasing the VETUNI budget.

Management, assurance and evaluation of funding

The University is the recipient of the funds from the MEYS and determines their further distribution (based on faculty performance and other university requirements). Major investments in the upgrading, or renovation of Faculty facilities and equipment are planned at the level of the University, which controls most of the investment funds. These are mainly building investments or large investment projects co-financed by the MEYS. The *Budget of VETUNI* is prepared on the basis of the annually approved *Rules for VETUNI Budgeting*. The Rector discusses the draft of rules with the Deans of the Faculties and with the Rector's advisory bodies (Rector's Board, VETUNI Economic Committee). The *Budgeting Rules* are discussed and approved by the AS and the Board of Trustees. The *Budget of VETUNI* for the given year is prepared on the basis of the approved rules and determines the amount of funds allocated to the Faculties and sections of the University. The *Budget of VETUNI* is discussed and approved in the same way as the *Budgeting Rules*. The staff and stakeholders are informed about the University's rules and budget in the VEFIS information system. The Bursar controls the

University budget. In accordance with the Financial Control Act [13]and the Act on Accounting[14], the University has set up an internal control system and carries out regular external audits.

The budget of the FVM and FVHE is drawn up in accordance with the budget of the University on the basis of the approved *Rules for Faculty Budgeting* and is allocated to individual sections and sub-units of the Faculties in accordance with the *Organisational Regulation of the Faculty*. The draft budgeting rules are prepared by the Bursar of the Faculty and submitted to the Dean. After discussion in the Dean's advisory bodies (DB, MDH, Economic Committee), the Dean submits the *Rules for Faculty Budgeting* to the AS of the Faculty for discussion and approval. The budgeting rules are revised annually. The preparation, discussion and approval of the *Faculty Budget* for a given year is carried out in the same way. Any changes to the budget are again discussed by the Dean's advisory bodies and approved by the AS of the Faculty. The Heads of the departments/clinics are responsible to the Dean for the use of the allocated funds. At the Faculty, the Faculty Bursar controls of the Faculty budget. The AS of the Faculty evaluates the general management of the allocated funds in a discussion and approval of the *Financial Management Report* for the relevant year.

Staff and students of the Faculties have the opportunity to familiarize themselves with the drafts of the mentioned documents and to make comments on the documents through their representatives in the AS of the Faculties. Approved documents are made available to stakeholders via the VEFIS information system and the Faculty's website.

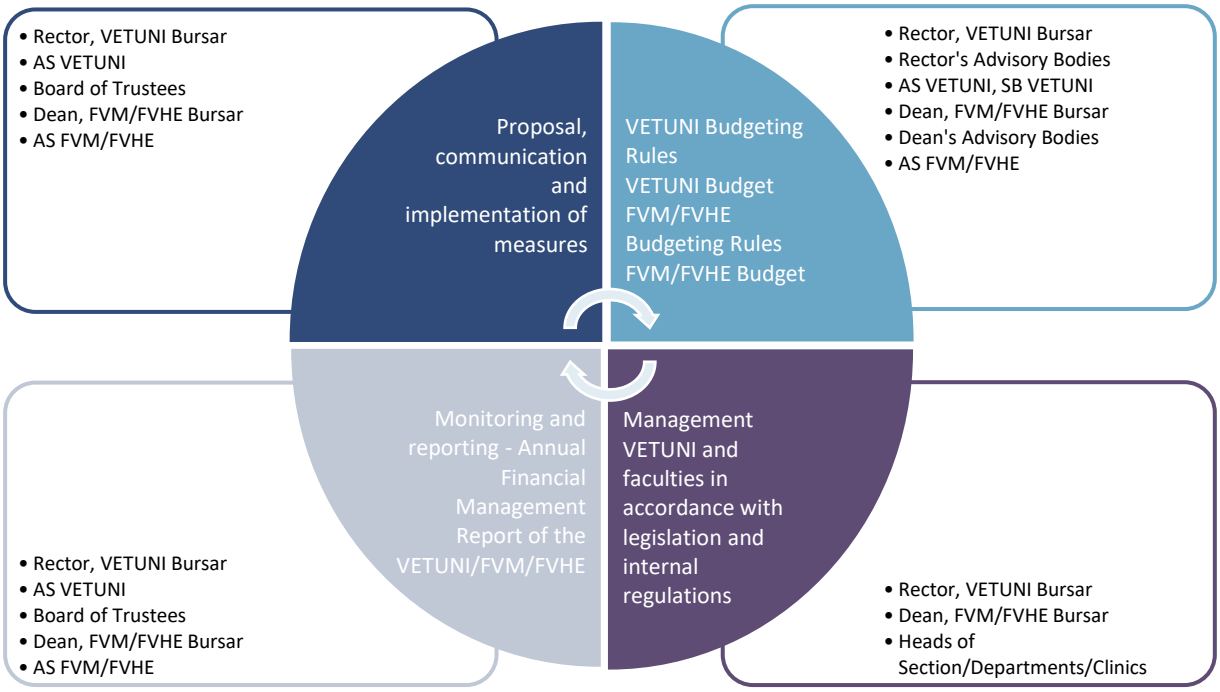


Figure 2 PDCA cycle of budget formulation, approval and implementation and financial management evaluation at FVM and FVHE

[13] Act No.320/2001 Coll., on Financial Control in Public Administration and on Amendments to Certain Acts
[14] Act No. 563/1991 Coll., on Accounting

Comments on Area 2

The funds from the MEYS, which are allocated to the Faculties at the University level, do not fully meet the financial requirements of veterinary education, and therefore the FVM and FVHE raise additional funds for their activities, mainly through:

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

The Covid-19 pandemic had no major impact on the funding of the University and its Faculties.

Suggestions for improvement in Area 2

Use and promotion of further opportunities for funding and development of Faculty activities:

- support for research grants and projects,
- support for contract research and additional activities,
- participation of Faculties in University projects and obtaining funds from EU programmes and grants.

AREA 3. Curriculum

STANDARD 3.1

The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in pet 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.

The University of Veterinary Sciences Brno is the only University in the Czech Republic that provides veterinary education in accordance with EU Directives 2005/36 and 2013/55 and national legislation[15]. Veterinary education is provided in the Master's study programme *Veterinary Medicine* at the Faculty of Veterinary Medicine and in the Master's study programme *Veterinary Hygiene and Ecology* at the Faculty of Veterinary Hygiene and Ecology. Both study programmes are taught in Czech and English. The study lasts six years (equivalent to 360 ECTS) and upon successful completion, graduates receive the title of MVDr. (Doctor of Veterinary Medicine), which entitles them to practice veterinary medicine in the Czech Republic and the EU.

Integrated teaching

VETUNI has long been implementing a model of veterinary education that follows the needs of veterinary practice and highlights two main professional directions of veterinary graduates in practice: 1) in private practice with the main focus on clinical practice involving companion animals and 2) in veterinary administration bodies with the main focus on animal origin food safety inspections, animal breeding inspections, transport and slaughter of food animals and animal welfare inspections, prevention and treatment of diseases and infectious diseases of animals. The organization of teaching divided into two study programmes (SP) carried out by two Faculties is based on a historically well-proven and functional model, which allows for the differentiation of applicants' interest at the time of admission. Such long-term orientation of students' interest towards their future employment enables deepening their professional development within the study leading to meeting the requirements of graduates both in private veterinary practice (approximately 2/3 of graduates) and in state veterinary service (approximately 1/3 of graduates).

The implementation of this education within the system of two Faculties corresponds to the policy of preserving the *autonomy* of veterinary education in the system of higher education in the Czech Republic, the *independence* of VETUNI within other universities in the Czech Republic, supports the *financing* of veterinary education from the state budget and facilitates the acquisition of additional funds in the form of development, educational and research *grants from sources other than* the University's own resources.

In order to ensure teaching at both Faculties in accordance with the comprehensive strategy of the University and upon the agreement of both Faculties, a system of so-called integrated teaching is implemented, where the Faculties have agreed on the division of educational priorities that will be developed at the respective Faculty and, in principle, supported at the respective Faculty in agreement by both Faculties. The Faculties then provide for each other with veterinary teaching in these areas. Thus, at the FVM, teaching is predominantly clinically-oriented, while at the FVHE, the teaching is predominantly focused on the activities of a state veterinarian.

[15] Act No. 166/1999 Coll., Act on Veterinary Care and on Amendments to Certain Related Acts (Veterinary Act)

The model of integrated teaching allows the Faculty to focus spatial, instrumental, material and personnel resources in the area of the Faculty's fundamental direction and at the same time it avoids double funding of the same activity at the University. It is a model of deeper integration reaching beyond education. It also includes scientific, research, technical, consultative, and other professional and academic activities.

Regarding responsibility for the study programme, it is clearly established that the guarantor of the study programme and the Faculty under which the study programme is allocated are responsible for the entire study programme (including the part provided by the other Faculty). The level of teaching of the same courses in both study programmes is identical for both study programmes (i.e. for both Faculties). If there is a need to solve issues related to teaching, the Faculty, which ensures the course, addresses them. If the course is provided by the other Faculty as part of the integrated teaching, the issues are addressed upon agreement of the deans and/or guarantors of the study programmes. The model has been in place for decades, and the possible requests have always been resolved in a positive way upon agreement between the two Faculties leading to the development of veterinary education, the Faculties and the University.

Integrated teaching enables the implementation of effective financing of both veterinary study programmes providing comprehensive competences to graduates with a significant strengthening of their specialisation in the relevant area of veterinary practice. At the same time, it allows for a significant development of all essential areas of veterinary care at VETUNI, strengthens the quality of veterinary graduates for both private practice and the state veterinary service, increases the credibility of veterinary status at the national level and highlights the unique position of VETUNI in the Czech Republic.

Educational aims and the curriculum general strategy

The aim of the veterinary education is to provide theoretical knowledge, practical experience and skills so that the graduate becomes a qualified veterinarian competent in all areas of veterinary medicine, meeting the European requirements for veterinary education and the requirements for a regulated profession in the field of veterinary medicine[16] with advanced training in clinical veterinary medicine (FVM graduate) or in clinical veterinary medicine of food animals and food hygiene (FVHE graduate), with the skills allowing them to start as a practising veterinarian in private veterinary practice or in the state veterinary administration on the first day after graduation.

The aim of the educational activities is to provide quality education based on modern trends in teaching with a focus on problem solving clinical medicine, supporting the application of evidence-based medicine, deepening practical skills and hands-on experience, reflecting the needs of society and stakeholders, supporting students' need for lifelong learning and fulfilling the acquisition of DOC in accordance with the ESEVT SOP EAEVE.

The FVM and FVHE curricula are adjusted in accordance with the requirements of society and important stakeholders, national authorities (government and parliament of the Czech Republic) and international organizations (EAEVE, FVE, AAVMC) that determine trends in veterinary education. It is also based on the guidelines governing international quality rules in higher education[17].

The FVM and FVHE curricula are based on the following principles:

- regular revisions of the curriculum incorporating the requirements and rules of the ESEVT SOP EAEVE;
- logical continuity of individual core curriculum courses divided into basic, preclinical, clinical, FSQ, professional and other courses in order to form a coherent entity;

[16] according to Directive 2005/36/EC as amended in Directive 2013/55/EU
[17] Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG

- differentiation of the FVM and FVHE curricula into the areas of clinical veterinary medicine of companion animals and veterinary medicine of food animals and food hygiene respectively;
- defining learning outcomes at both the SP and individual courses level in relation to the acquisition of the DOC;
- content of the courses, their form, teaching methods and the knowledge assessment corresponding to the learning outcomes and competences acquired;
- student-oriented teaching, where students are supported in the preparation of learning resources under the supervision of an academic staff member (VETUNI IEA projects);
- the application of the outcomes of scientific activities in teaching and support of students' research activities (VETUNI IGA projects).

In addition to teaching in the compact University campus, extramural preclinical and clinical teaching is carried out at the University Farm. External practical training (EPT) is carried out on the basis of contracts with private veterinarians and other providers. Clinical extramural teaching is also carried out in animal shelters as part of a mobile clinic and livestock farms. University systems such as IS STAG, electronic information resources of the University Library, VEFIS, e-learning educational platform MOODLE are used to support teaching, information sharing and agenda management. Students and academic staff have remote access to the University library, information databases and professional and scientific journals.

National legislation and autonomy of the FVM/FVHE in curriculum changing process

The Higher Education Act sets out the framework requirements for the curriculum, the study programme, and its guarantor, as well as the conditions for granting institutional accreditation to a higher education institution or accreditation of a study programme. The definition of the areas of education and more detailed rules for institutional accreditation are set out in the Government Regulations of the Czech Republic[18,19]. VETUNI has demonstrated a high level of quality assurance and in 2019 received institutional accreditation from the NAB for the period 2019 to 2028, which allows it to carry out independent national accreditation of study programmes (including curriculum changes).

The approval, evaluation and modification of the curriculum are carried out in accordance with the internal regulations of the University[20], which are part of the internal QA system. At the Faculty level, the curriculum modification or change is proposed to the Dean by the SP guarantor. The SP guarantor prepares the curriculum or proposes its change based on the requirements for veterinary education set by national and international legislation, taking into account the feedback of important stakeholders. After the curriculum has been discussed at the level of the Dean's advisory bodies (DB, VEC) and between the Deans of the Faculties (with regard to integrated teaching), the proposal is discussed at the AS of the Faculties, and then approved by the SB of the Faculties. For the purpose of internal accreditation, the proposal is assessed by the Internal Evaluation Board (IEB), whose competence is defined by the Higher Education Act. At the level of the IEB, proposals for modifications to the SP are assessed by external evaluators. In the case of approval of a modification or changes to the SP, the Rector issues a decision on its accreditation. Newly created SPs, which belong to regulated professions, are approved by the regulatory body, which is for both SPs *Veterinary Medicine* and *Veterinary Hygiene and Ecology* the Chamber of Veterinary Surgeons. The supervisory authority, which is represented by the NAB, is informed through the University about the granting of accreditation to a new SP, or in the case of substantial changes to an existing SP.

[18] Government Regulation No. 274/2016 Coll., Government Regulation on Standards for Accreditation in Higher Education
[19] Government Regulation No. 275/2016 Coll., Government Regulation on Areas of Higher Education
[20] Rector's Directive No. ZS 5/2018 as amended by Amendment No. 1 of 28 June 2021 Ref. No. VFU/9110/5348 with Effect from 28 June 2021 Evaluation of Study Programmes, their Design, Requirements and Review at VETUNI

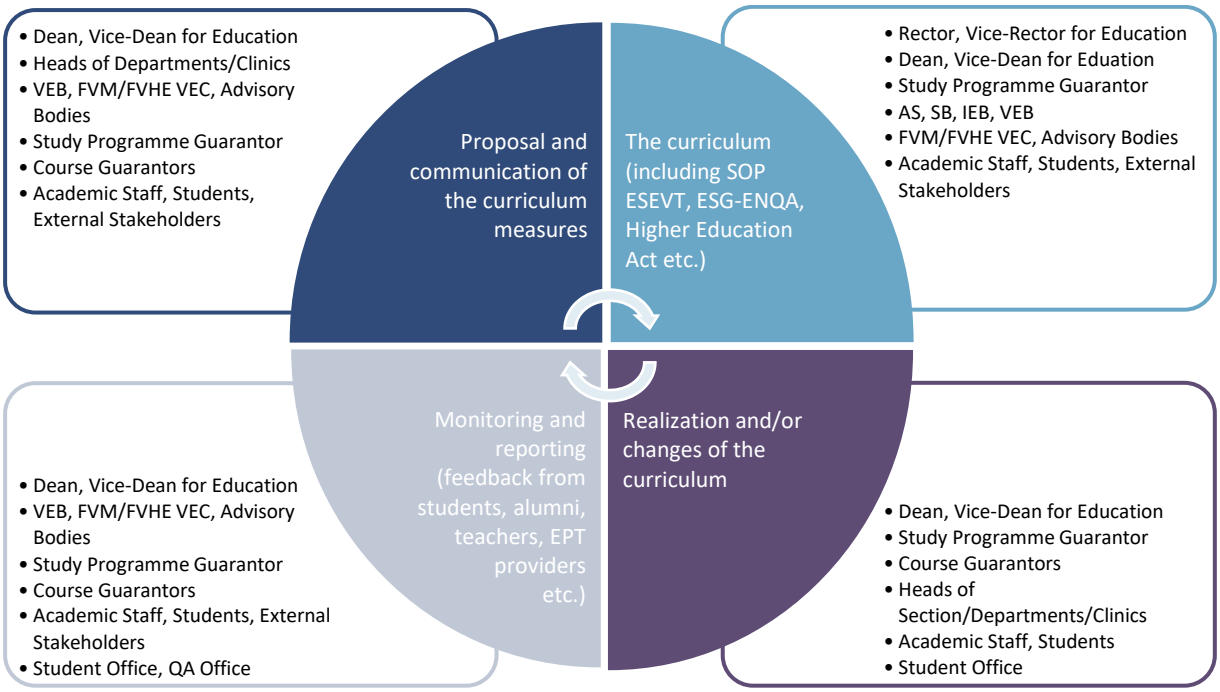


Figure 3 PDCA cycle of FVM and FVHE curriculum management at VETUNI

Management, assurance and evaluation of curriculum

In the 1st to 5th year, the teaching within both study programmes (FVM and FVHE) is organised into semesters, in the 6th year it takes the form of block teaching (lectures, tutorials and other forms of teaching are provided in an intensive blocks). The courses in the curriculum and their content are interconnected and complement each other within an interdisciplinary approach. The SP guarantor coordinates the content preparation of the curriculum, supervises the quality of its implementation, evaluates and develops it. He/she cooperates with the guarantors of individual courses of the curriculum. The course guarantors are responsible for the content, the form of teaching, the learning outcomes and their assessment in relation to the acquisition of knowledge, skills and competences. The course guarantors, in cooperation with the Head of the Department/Clinic, collaborate in the organisation of teaching at a specific workplace. The course guarantor innovates the content of the course in accordance with current trends and requirements, while observing the scope, form of teaching and method of completion of the course given by the valid study plan (curriculum), so that the profile of the graduate leading to the acquisition of the DOC is observed. The evaluation of the consistency, overlap, redundancy or weaknesses of the curriculum is carried out by the SP guarantor in cooperation with the guarantors of the individual courses. Identification of weaknesses is made by feedback from teachers and on the basis of ongoing student evaluation of teaching and teachers. The process of adjustments or changes to the curriculum is described above. At the Faculty level, curriculum modifications are discussed in the Dean's advisory bodies (DB, VEC) and the Faculty AS, and approved by the Faculty SB. At the University level, SP modifications are discussed and approved by the IEB.

Table 3.1.1.1 Curriculum hours in each academic year taken by each **FVM** student

Academic years	A	B	C	D	E	F	G	H
Year 1	337	2	0	250	127	0	0	**716**
Year 2	298	48	0	282	63	0	0	**691**
Year 3	324	12	0	227	53	71	0	**687**
Year 4	284	17	0	51	14	324	0	**689**
Year 5	305	26	0	103	17	326	0	**777**
Year 6	0	120	90	10	0	340	0	**560**
Total	**1,548**	**225**	**90**	**923**	**274**	**1 061**	**0**	**4,120**

Table 3.1.1.2 Curriculum hours in each academic year taken by each **FVHE** student

Academic years	A	B	C	D	E	F	G	H
Year 1	337	0	0	256	123	0	0	**716**
Year 2	298	52	0	295	46	0	0	**691**
Year 3	337	11	0	253	43	97	0	**741**
Year 4	337	17	0	90	10	351	0	**805**
Year 5	298	28	0	130	92	117	0	**665**
Year 6	0	140	220	10	0	340	0	**710**
Total	**1,607**	**248**	**220**	**1034**	**314**	**905**	**0**	**4,328**

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Table 3.1.2.1 Curriculum hours taken by each **FVM** student

Courses	A	B	C	D	E	F	G	H
Basic courses total	**93**	**0**	**0**	**106**	**0**	**0**	**0**	**199**
Medical physics	13	0	0	13	0	0	0	**26**
Chemistry (inorganic and organic sections)	13	0	0	13	0	0	0	**26**
Animal biology, zoology, and cell biology	40	0	0	40	0	0	0	**80**
Feed plant biology and toxic plants	14	0	0	14	0	0	0	**28**
Biomedical statistics	13	0	0	26	0	0	0	**39**
Specific veterinary courses total	**1,455**	**225**	**90**	**817**	**274**	**1,061**	**0**	**3,921**
Basic Sciences total	**608**	**61**	**0**	**520**	**164**	**0**	**0**	**1,353**
Anatomy, histology, and embryology	136	0	0	68	110	0	0	**314**
Physiology	81	0	0	108	0	0	0	**189**
Biochemistry	54	0	0	54	0	0	0	**108**
General and molecular genetics	28	12	0	2	0	0	0	**42**
Pharmacology, pharmacy, and pharmacotherapy	54	28	0	2	24	0	0	**108**
Pathology	14	0	0	14	14	0	0	**42**
Toxicology	26	0	0	26	0	0	0	**52**
Parasitology	27	0	0	54	0	0	0	**81**
Microbiology	27	0	0	54	0	0	0	**81**
Immunology	27	0	0	27	0	0	0	**54**
Epidemiology	13	0	0	13	0	0	0	**26**
Information literacy and data management	0	13	0	0	0	0	0	**13**
Professional ethics and communication	26	0	0	0	0	0	0	**26**
Animal health economics and practice management	14	4	0	10	0	0	0	**28**
Animal ethology	13	2	0	18	6	0	0	**39**
Animal welfare	14	2	0	20	6	0	0	**42**
Animal nutrition	54	0	0	50	4	0	0	**108**
Clinical Sciences total	**608**	**14**	**20**	**114**	**54**	**1,061**	**0**	**1,870**
Obstetrics, reproduction, and reproductive disorders	55	0	0	0	0	54	0	**109**
Diagnostic pathology	27	0	0	13	13	28	0	**81**
Medicine	265	3	0	54	28	145	0	**494**
Surgery	54	0	0	0	0	123	0	**177**
Anaesthesiology	26	0	0	0	0	26	0	**52**
Clinical practical training in common animal species	0	0	0	0	0	530	0	**530**
Preventive medicine	28	10	20	24	0	40	0	**122**
Diagnostic imaging	13	0	0	0	0	26	0	**39**
Therapy in common animal species	113	1	0	23	12	62	0	**212**
Propaedeutic in common animal species	27	0	0	0	0	27	0	**54**
Animal Production total	**94**	**4**	**0**	**66**	**37**	**0**	**0**	**201**
Animal production, including breeding, husbandry, and economics	80	4	0	52	37	0	0	**173**
Herd health management	14	0	0	14	0	0	0	**28**

Food Safety and Quality, Veterinary Public Health and One Health Concept (total)	**145**	**146**	**70**	**117**	**19**	**0**	**0**	**497**
Veterinary legislation including state controls and regulatory veterinary services, forensic veterinary medicine, and certification	39	36	20	26	0	0	0	**121**
Control of food, feed, and animal by-products	39	10	0	27	2	0	0	**78**
Zoonoses	13	20	10	13	3	0	0	**60**
Food hygiene and food microbiology	40	60	30	38	10	0	0	**179**
Food technology	13	20	10	13	3	0	0	**60**
Total	**1,548**	**225**	**90**	**923**	**274**	**1,061**	**0**	**4,120**

Table 3.1.2.2 Curriculum hours taken by each **FVHE** student

Courses	A	B	C	D	E	F	G	H
Basic courses total	**93**	**0**	**0**	**106**	**0**	**0**	**0**	**199**
Medical physics	13	0	0	13	0	0	0	**26**
Chemistry (inorganic and organic sections)	13	0	0	13	0	0	0	**26**
Animal biology, zoology, and cell biology	40	0	0	40	0	0	0	**80**
Feed plant biology and toxic plants	14	0	0	14	0	0	0	**28**
Biomedical statistics	13	0	0	26	0	0	0	**39**
Specific veterinary courses total	**1,514**	**248**	**220**	**928**	**314**	**905**	**0**	**4,129**
Basic Sciences total	**608**	**60**	**0**	**522**	**164**	**0**	**0**	**1,354**
Anatomy, histology, and embryology	136	0	0	68	110	0	0	**314**
Physiology	81	0	0	108	0	0	0	**189**
Biochemistry	54	0	0	54	0	0	0	**108**
General and molecular genetics	26	11	0	2	0	0	0	**39**
Pharmacology, pharmacy, and pharmacotherapy	54	28	0	2	24	0	0	**108**
Pathology	14	0	0	14	14	0	0	**42**
Toxicology	28	0	0	28	0	0	0	**56**
Parasitology	27	0	0	54	0	0	0	**81**
Microbiology	27	0	0	54	0	0	0	**81**
Immunology	27	0	0	27	0	0	0	**54**
Epidemiology	13	0	0	13	0	0	0	**26**
Information literacy and data management	0	13	0	0	0	0	0	**13**
Professional ethics and communication	26	0	0	0	0	0	0	**26**
Animal health economics and practice management	14	4	0	10	0	0	0	**28**
Animal ethology	13	2	0	18	6	0	0	**39**
Animal welfare	14	2	0	20	6	0	0	**42**
Animal nutrition	54	0	0	50	4	0	0	**108**
Clinical Sciences total	498	10	20	77	36	905	0	**1,546**
Obstetrics, reproduction, and reproductive disorders	41	0	0	0	0	40	0	**81**
Diagnostic pathology	27	0	0	13	13	28	0	**81**
Medicine	196	0	0	28	16	115	0	**355**
Surgery	54	0	0	0	0	84	0	**138**
Anaesthesiology	28	0	0	0	0	28	0	**56**
Clinical practical training in common animal species	0	0	0	0	0	468	0	**468**
Preventive medicine	28	10	20	24	0	40	0	**122**
Diagnostic imaging	13	0	0	0	0	26	0	**39**
Therapy in common animal species	84	0	0	12	7	49	0	**152**
Propaedeutic in common animal species	27	0	0	0	0	27	0	**54**
Animal Production total	80	2	0	71	33	0	0	**186**
Animal production, including breeding, husbandry, and economics	67	2	0	58	33	0	0	**160**
Herd health management	13	0	0	13	0	0	0	**26**

Food Safety and Quality, Veterinary Public Health and One Health Concept (total)	328	176	200	258	81	0	0	**1,043**
Veterinary legislation including state controls and regulatory veterinary services, forensic veterinary medicine, and certification	42	38	20	28	0	0	0	**128**
Control of food, feed, and animal by-products	39	10	0	27	2	0	0	**78**
Zoonoses	49	26	36	41	16	0	0	**167**
Food hygiene and food microbiology	148	77	108	122	47	0	0	**502**
Food technology	49	26	36	41	16	0	0	**167**
Total	**1,607**	**248**	**220**	**1,034**	**314**	**905**	**0**	**4,328**

Table 3.1.3.1 Practical rotations under academic staff supervision (excluding EPT) at **FVM**

Types	List of practical rotations (Disciplines/Species)	Duration (weeks)	Programme Year
Intramural clinics (VTH)	Internship at Clinics	40 hours (1 week)	4th year, SS
	Diseases of Dogs and Cats	130 hours (4,5 weeks)	6th year, WS/SS
	Diseases of Ruminant and Swine	110 hours (3 weeks)	6th year, WS/SS
Ambulatory clinics Herd Health Management	Diseases of Dogs and Cats	20 hours (0,5 week)	6th year, WS/SS
	Diseases of Ruminant and Swine (UF)	40 hours (1 week)	6th year, WS/SS
FSQ & VPH	Infectious Diseases of Animals and Legislation (UF)	40 hours (1 week)	6th year, WS/SS
Elective course of a composite SRE (student selects 1 out of 4)	*Equine Diseases*	*150 hours (4 weeks)*	*6th year, WS/SS*
	Diseases of Reptiles, Birds, and Small Mammals	*120 hours (3 weeks)*	*6th year, WS/SS*
	Diseases of Poultry and Rabbits	*40 hours (1 week)*	*6th year, WS/SS*
	Thesis	*as needed*	*5th/6th year*

Table 3.1.3.2 Practical rotations under academic staff supervision (excluding EPT) at **FVHE**

Types	List of practical rotations (Disciplines/Species)	Duration (weeks)	Programme Year
Intramural clinics (VTH)	Internship at Clinics	10 hours (0,25 week)	4th year, SS
	Diseases of Dogs and Cats	130 hours (4,5 week)	6th year, WS/SS
	Diseases of Ruminant and Swine	110 hours (3 weeks)	6th year, WS/SS
Ambulatory clinics Herd Health Management	Diseases of Dogs and Cats	20 hours (0,5 week)	6th year, WS/SS
	Diseases of Ruminant and Swine (UF)	40 hours (1 week)	6th year, WS/SS
FSQ & VPH	Infectious Diseases of Animals and Legislation (UF)	40 hours (1 week)	6th year, WS/SS
Elective course of a composite SRE	*Diseases of Poultry and Rabbits*	*40 hours (1 week)*	*6th year, WS/SS*

UF – University Farm, SRE – State Rigorous Examination, WS – Winter Semester, SS – Summer Semester

Table 3.1.4.1 Courses hours offered as electives for each **FVM** student

Elective courses	A	B	C	D	E	F	G	H
Basic Courses	13	0	0	0	0	0	0	**13**
Basic Sciences*	81	0	50	244	93	100	0	**568**
Clinical Sciences*	221	291	70	240	45	356	0	**1,223**
Animal Production	52	14	0	25	9	0	4	**104**
FSQ, VPH and One Health Concept*	0	0	0	0	0	0	0	**0**

Table 3.1.4.2 Courses hours offered as electives for each **FVHE** student

Elective courses	A	B	C	D	E	F	G	H
Basic Courses	0	0	0	0	0	0	0	**0**
Basic Sciences*	0	0	30	100	20	0	0	**150**
Clinical Sciences*	52	155	75	26	24	40	0	**372**
Animal Production	54	1	0	22	13	0	4	**108**
FSQ, VPH and One Health Concept*	258	163	90	322	40	0	38	**911**

** including compulsory-elective courses of SE*

Table 3.1.5.1 Optional courses offered to **FVM** students (not compulsory)

Courses	A	B	C	D	E	F	G	H
Sports	0	0	0	0	0	0	28	**28**
Latin	0	26	0	0	0	0	0	**26**
Horse Riding	0	0	0	0	0	0	28	**28**
Fishery	14	0	0	4	10	0	0	**28**
Beekeeping	14	0	0	4	10	0	0	**28**
Total	**28**	**26**	**0**	**8**	**20**	**0**	**56**	**138**

Table 3.1.5.2 Optional courses offered to **FVHE** students (not compulsory)

Courses	A	B	C	D	E	F	G	H
Latin	0	26	0	0	0	0	0	**26**
Pet Animal Husbandry	26	2	0	7	4	0	0	**39**
Beekeeping	14	0	0	4	10	0	0	**28**
Fishery	13	0	0	4	9	0	0	**26**
Special English	0	26	0	0	0	0	0	**26**
Methods of Research	13	0	0	0	0	0	0	**13**
Sports	0	0	0	0	0	0	28	**28**
Horse Riding	0	0	0	0	0	0	28	**28**
Total	**66**	**54**	**0**	**15**	**23**	**0**	**56**	**214**

Note: The student may choose any other course from the group of compulsory elective courses as an elective course.

Core clinical practicals/seminars prior to the start of the clinical rotations

Clinical teaching is organized in the form of theoretical lectures and practical lessons on healthy animals, clinical patients handled at clinical departments (VTH) intramurally and on patients handled in outpatient (mobile ambulatory) clinics extramurally. It is also carried out in the form of laboratory practical clinical and pathomorphological teaching, clinical teaching using animal cadavers and in the form of practical training using simulation aids, tissue models, models of animal body parts or models of whole animals. Practical training is oriented towards the acquisition of practical skills (hands-on experience), experience and knowledge in solving real and model cases, supporting critical thinking of students in solving problems related to diseases of all major species of pet and farm animals, throughout the diagnostic process, including the proposal and evaluation of the treatment outcome.

FVM

The first year of study is dedicated to basic and preclinical courses. In the 2nd year, students are introduced to clinical topics in the form of the following courses: Basic of Veterinary Care and Animal Protection, Welfare and Ethology, which are followed up in the 3rd year by the courses of Clinical Propaedeutics of Pet and Farm Animals and Laboratory Diagnostics of Pet and Farm Animals. Clinical teaching in the 4th year is represented by courses such as General Surgery and Anaesthesiology, Diagnostic Imaging, Obstetrics and Gynaecology, Andrology, as well as courses oriented mainly to the issue of diseases of farm (food) animals. During the 4th year, students will also complete a 40-hour Internship at Clinics. Clinical teaching in the 5th year is represented by the courses Surgery and

FVHE

The curriculum of the 1st and 2nd year of study is directed to the issues of basic and preclinical courses, including the course Animal Protection, Welfare and Ethology. Clinical teaching enters the curriculum in the 3rd year with the courses Clinical Propaedeutics of Pet and Farm Animals and Clinical Genetics. The curriculum also includes courses focused on professional preclinical practice in food and pet animal breeding. In the 4th and 5th year, students take clinical courses focusing on diseases of ruminants and swine, horses, dogs and cats, poultry, rabbits, game, fish and bees, as well as courses in Surgery and Orthopaedics of Small and Large Animals, Obstetrics, Gynaecology and Andrology. In the 4th year, teaching is also focused on preventive medicine and herd health management, and

Orthopaedics of Small and Large Animals and Skills Training. The main part of the clinical teaching is further oriented mainly to clinical topics regarding pet animals in the form of the courses of Internal Diseases of Dogs and Cats, Diseases of Exotic Animals and Day One Skills training. In connection with the clinical courses of the 5th year, the course Professional Ethics and Communication is implemented. The core curriculum courses are well complemented by compulsory elective courses with a predominance of clinical problem solving, which are selected by the student in the 7th and 10th semester. The size of student groups in practical clinical training per academic staff member is 6-12 students.

students complete a compulsory Internship at Clinics. Students acquire practical experience in the Day One Skills course in Years 4 and 5. In Year 5, students are trained in Professional Ethics and Communication. The teaching in this year is also directed towards FSQ and VPH courses, students complete two professional EPT at the Regional Veterinary Administration for a total of 80 hours. The core curriculum courses are complemented by compulsory elective courses focusing on food animals, FSQ and VPH, which the student chooses in the 7th and 10th semester. The size of student groups in practical clinical training per academic staff member is 6-12 students.

Core clinical rotations and emergency services

Clinical rotations involving emergency services are completed by FVM and FVHE students as part of the block teaching of compulsory or compulsory elective courses of the 6th year (see Table 3.1.3.1; 3.1.3.2). Clinical rotations are conducted in smaller groups (4-6 students each) to enable students to gain practical skills and experience, with students having partial responsibility for patients. Students perform independent clinical examination and treatment of patients under the supervision of academic staff, actively participate in decision-making throughout the diagnostic and treatment process, assist in surgical treatment and participate in post-operative care, monitoring, and treatment of patients in inpatient units and ICU. Students are involved in the emergency services of clinical departments under the supervision of attending veterinarians. Students are also involved in medical record keeping, prepare clinical protocols for individual clinical cases and publicly present case reports. The presentation and defence of a clinical case (the so-called state exam patient) is a condition for credit before the composite State Rigorous Examination (SRE) and it is part of the students' evaluation.

Teaching in slaughterhouses and animal origin food premises

FVM

Teaching of FVM students in the slaughterhouses and laboratories takes place in groups of up to 12 students. In addition to the teacher, a state veterinarian is present to supervise the slaughterhouse operation. Meat Production Hygiene is taught in the 5th year and focuses on the veterinary hygienic conditions of meat production of slaughter animals, veterinary inspection of slaughter animals before and after slaughter, welfare assessment of animals on farms, during transport and at slaughter. Practical training of the course Milk Production Hygiene in the winter semester of the 5th year is mainly carried out in laboratories. Students are required to undertake a weekly EPT in a

FVHE

Teaching of FVHE students is performed in the summer semester of the 5th year of study. The teaching group has a maximum of 12 students. In addition to the teacher, a state veterinarian is present to supervise the slaughterhouse operation. Extended practical teaching of hygiene and technology of production and processing of animal origin food takes place partly in the plants (slaughterhouse, dairy, meat, game or fish processing plant), as well as in the Faculty's own units (Faculty slaughterhouse, meat, fish and dairy processing units) and in laboratory training rooms. The teaching is complemented by the course Day One Skills – Food Safety and Quality, Day One Skills –

slaughterhouse during Year 5. The course is complemented by the course Day One Skills – Food Safety and Quality, Day One Skills – Veterinary Public Health, in which students practise the basic skills acquired to ensure that the student is able to independently perform the relevant basic tasks and duties of a state veterinarian from the first day after completing the veterinary SP.	Veterinary Public Health. Students undertake two compulsory EPT in Year 5, one in a slaughterhouse and the second in which they learn to supervise the production, processing, storage, sale or consumption of animal origin food with a state veterinarian. The student is able to independently perform the relevant tasks and duties of a state veterinarian from the first day after completing the veterinary SP.

FVHE has a Meat and Fish processing unit and a Dairy processing unit for teaching students in the field of food hygiene and technology. The Meat and Fish processing unit is located in building 13 and is equipped with equipment for meat processing and production of cooked and durable meat products (cutter, batching machine, smoking room, etc.). The Dairy processing unit is located in building 12 and is equipped with devices for milk pasteurization and production of selected dairy products. Students of SP *Veterinary Hygiene and Ecology* learn in the technological processing units practical skills related to the processing of raw materials of animal origin and production of products, followed by assessment and evaluation from the perspective of veterinary hygiene, technology and quality. The block teaching prior to the sub-sections of the SRE in the courses Hygiene and Technology of Meat and Meat Products, Hygiene and Technology of Milk and Milk Products (compulsory) and Veterinary Protection of Public Health (compulsory elective) includes practical knowledge and skills assessment through case studies.

Selection procedures of the elective courses

FVM and FVHE students design their study plan for each academic year by enrolling in compulsory, compulsory elective and elective courses according to the recommended study plan so that, upon successful completion, they obtain at least the number of credits required for advancement to the next year. When enrolling in compulsory elective courses with limited capacity, the order of students during electronic registration in the electronic STAG information system (IS STAG) or other conditions set by the course guarantor is decisive. If the number of students enrolled in a course does not reach the minimum number set by the Dean, the course guarantor may cancel the opening of the course within 14 days after the beginning of the semester. Cancellation of enrolment in a compulsory elective and elective course is possible during the first week of the semester, in which case the student has the right to enrol in another course. The description of the procedure for selecting elective courses is regulated by the *Study and Examination Regulations in the Bachelor's and Master's Study Programmes of the VETUNI*[21] (hereinafter referred to as the *Study and Examination Regulations – StExR*).

Procedures used to ascertain the achievement of each core practical/clinical activity by all students

Procedures documenting the fulfilment of compulsory practical/clinical activities of FVM and FVHE students:

Preclinical and propaedeutic courses – recording and checking of attendance by teachers (attendance sheets) before the start of practical lessons, continuous formative evaluation of students by teachers during the course of teaching, processing of laboratory reports by students, the possibility of compensating absences from the practical lessons or individual solutions for

[21] Full Text of the Study and Examination Regulations in the Bachelor's and Master's Degree Programmes of the VETUNI, dated 22 May 2020.

the corresponding replacement of a missed practical lesson in agreement with the course guarantor.

Clinical courses and skills training – recording and checking of attendance by teachers (attendance sheets), scheduling and checking of students' attendance in emergency departments, formative and summative assessment of students in their activities in hospital and ICU, discussion with teachers (e.g. daily morning rounds with case discussion), preparation of clinical logs with case presentations by students, confirmation of completed clinical skills (DOS courses) in logbooks, recording of credit after completion of all required clinical sessions, confirmation of the internship record sheet by the teacher after the student has completed it.

Ambulatory Clinics and University Farm training – checking of student attendance by teachers, continuous formative assessment of students during extramural practical activities, confirmation of completion of clinical skills in the student's logbook (DOS courses conducted extramurally).

EPT – submission of a completed EPT Logbook by the student containing the student's self-assessment and evaluation of the student's performance by the EPT provider, review of the EPT Logbook by the Practical Training Guarantor with evaluation of feedback. The description of EPT Logbook is given in the Appendix 9.1 (FVM) and 9.2 (FVHE). The Appendix also includes a logbook of students' clinical skills (Skills Logbook). The above applies to both the Czech and English study programme.

STANDARD 3.2

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

Description of how the FVM and FVHE:

a) ensures that the study programmes meet the objectives

In order to fulfil the educational objectives, learning outcomes are defined for each course of the FVM and FVHE curriculum in order to fulfil the graduate profile and achieve the DOC. The learning outcomes are developed by the course guarantors in collaboration with other teachers and experts involved in teaching. The learning outcomes achieved are tested by formative and summative assessment of student performance, depending on the form and methods of teaching the course. The updating of the curriculum (learning outcomes) is assessed periodically in order to meet the international requirements for veterinary education leading to the DOC. A detailed overview of the curriculum and learning outcomes is provided in the Appendices 2b.1 (FVM) and 2b.2 (FVHE).

b) promotes an academic environment conducive to learning

- continuous modernisation of the premises, equipment and facilities of the VETUNI campus, continuous training of teachers with the aim of strengthening their pedagogical and professional competences;
- support of independent creative activities of students (student projects under supervision of academic staff, presentation of clinical cases by students, etc.);

- provision of counselling at the level of Student Offices and the Career and Counselling Centre;
- support for extraordinary results of students in the form of awarding merit and extraordinary scholarships; mutual cooperation of Faculty management with students or student organizations (e.g. IVSA Brno) in organizing educational seminars beyond the teaching;
- cooperation of Faculty management with students in organising academic ceremonies and informal meetings (Welcome Event, Matriculation, Graduation, and other events held to strengthen the sense of belonging among members of the academic community).

c) encourages and prepares students for self-learning and lifelong learning

- organization of specialized seminars and conferences held by the Faculties beyond the scope of the core curriculum, organization of international Summer Schools and conferences with active participation of students;
- provision of University library services, including free access to professional electronic databases, use of e-learning study resources, access to clinical case databases;
- providing access to training rooms beyond direct teaching (teaching of anatomy, surgery, etc. to promote self-study and peer tutoring);
- self-assessment of the student during the EPT through a "check list" of selected tasks, knowledge and skills;
- teaching of the courses Professional Ethics and Communication, Economy of Veterinary Practice, Information Literacy and Data Management;
- organisation of the academic year with the allocation of an appropriate duration of the examination period.

The University QA system supports and monitors the academic environment. The academic environment of the Faculties (as part of the University) includes the University campus and premises, the academic status of the student and academic staff, academic ethics, academic openness of the University, academic governance and self-governance, academic traditions and the impact of the University/Faculty on society. The University has established rules for ensuring the quality of the academic environment, set out the requirements and the method of their evaluation within the QA system[22,23].

STANDARD 3.3

Programme learning outcomes must:

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

Learning outcomes strategy

The strategy of the educational activities of the FVM and FVHE and its objectives are described in the *Strategic Plans*, or the *Operating Plans* for each calendar year. The educational objectives fulfil the requirements of EU Directives 2005/36 and 2013/55 and national legislation. Learning outcomes are defined at the level of the study programme and individual courses of the Faculties' curriculum to reflect the requirements for obtaining the DOC. Teaching methods and

[22] Rector's Directive No. ZS 2/2018 Part A Rules for the Provision and Internal Evaluation of Educational, Creative and Related Activities and Internal Quality Assessment of Educational, Creative and Related Activities of the VETUNI

[23] Rector's Directive No. ZS 2/2018 Part B Set of Requirements and Performance Indicators for the Activities of the VETUNI

assessment are chosen with regard to the fulfilment of learning outcomes for each course and for the entire study programme. The structure and content of courses, their time sequence, the provision of practical training, clinical rotations and internships, and the content of state examinations make the study programme a logical entity corresponding to the profile of a graduate of the study programme and leading to the acquisition of the necessary DOC.

The method of development and review of the curriculum and its approval procedure is described above. The evaluation of the curriculum and learning outcomes is based on feedback and are part of the internal quality assessment at the level of the following: regular updating of the learning outcomes in relation to the DOC requirements, student assessment, student evaluation of the teaching and graduate evaluation of the study programme.

The current ESEVT requirements for the fulfilment of the DOC are taken into account when adjusting the FVM and FVHE curricula. In this respect, the learning outcomes are reviewed by the curriculum course guarantors in cooperation with the SP guarantor and the teaching content, methods, forms of teaching and student assessment are revised or updated with regard to the fulfilment of the learning outcomes. Students demonstrate achievement of the DOC by successfully completing the compulsory and compulsory elective courses of the curriculum by obtaining credits and passing the examinations. This also includes confirmation of completion of all clinical activities and skills listed in the Skills Logbook (Appendix 9.1. and 9.2.).

Management, assurance and evaluation of the learning outcomes

Each course in the FVM and FVHE curriculum has defined learning outcomes. The curriculum as well as the learning outcomes are discussed at both Faculties by the Veterinary Education Committee and other Dean's advisory bodies (DB, MDH). Changes or modifications to the curriculum are further discussed by the AS and approved by the Faculty SB. At the University level, the educational objectives of veterinary study programmes are discussed at Veterinary Education Board. In accordance with institutional accreditation, at the University level, the curriculum is subject to final review and evaluation by the Internal Evaluation Board. The committees include both students and external staff (stakeholders), and the evaluation of the curriculum and learning outcomes is based on regular assessment of teaching by students and assessment of student performance in classes. Feedback from private veterinarians involved in the EPT (EPT Logbook) is also used to review learning outcomes. See Standard 3.1 for more details.

STANDARD 3.4

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

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

The process of developing or modifying the FVM and FVHE curriculum, its approval procedures, review and evaluation, including the PCDA cycle, is described in detail in Standard 3.1. The learning process and implementation of the curriculum is evaluated annually as part of

the internal evaluation and quality assurance activities (*QA Report* and its annual update), it is also reviewed against international requirements for veterinary education (re-evaluation of the SP of the Faculties for the implementation of the ESEVT SPO EAEVE). The FVM and FVHE curriculum is published on the website and is available to all stakeholders. Changes or modifications to the curriculum are also communicated to staff, students and external stakeholders through the electronic and printed versions of the University journal *Vita Universitatis*.

STANDARD 3.5

External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

The aim of the EPT is to enable the student to expand the knowledge and practical skills acquired during their studies at the Faculty in the operations and facilities of the EPT provider, under their direct supervision. Students of FVM and FVHE are required to complete EPT in the field of laboratory activities, preclinical and clinical external practical training with a focus on farm and companion animals, EPT in the field of state veterinary administration supervision and FSQ. Completion of EPT strengthens the professional qualification of graduates of the Faculties and helps with their immediate application after graduation. With regard to the differentiation of studies, graduates of the study programme *Veterinary Medicine* (FVM) have enhanced practical training in the field of clinical medicine of companion animals (depending on the student's selection in the 6th year) and graduates of the study programme *Veterinary Hygiene and Ecology* (FVHE) have, on the basis of close contractual cooperation between VETUNI and SVA, significantly enhanced practical training in the field of state veterinary supervision and service. The specific content of individual externships, the method of their implementation, requirements for the student and the EPT provider, evaluation of EPT and a model contract are detailed in Appendix 9.1. (FVM) and 9.2 (FVHE).

Table 3.5.1.1 Curriculum days of External Practical Training (EPT) for each **FVM** student

Fields of Practical Training	Minimum duration (weeks)	Year of programme
Production animals (pre-clinical)	40 hours (1 week)	3rd year, SS
Companion animals (pre-clinical)	40 hours (1 week)	3rd year, WS
Production animals (clinical)	150 hours (4 weeks)	6th year, WS/SS
Companion animals (clinical)	150 hours (4 weeks)	6th year, WS/SS
FSQ & VPH	40 hours (1 week)	5th year, SS
Compulsory elective course* (student selects 1 out of 4)	40 hours (1 week)	6th year, WS/SS
	2 / 2 / 4 weeks	6th year, WS/SS
	thesis as needed	5th/6th year

** A part of the compulsory elective course includes EPT with a focus on clinical medicine of companion animals.*

Table 3.5.1.2 Curriculum days of External Practical Training (EPT) for each **FVHE** student

Fields of Practical Training	Minimum duration (weeks)	Year of programme
Production animals (pre-clinical)	40 hours (1 week)	3rd year, SS
Companion animals (pre-clinical)	40 hours (1 week)	3rdyear, SS
Production animals (clinical)	150 hours (4 weeks)	6th year, WS/SS
Companion animals (clinical)	150 hours (4 weeks)	6th year, WS/SS
FSQ & VPH	80 hours (2 weeks)	5th year, SS
Compulsory elective course	40 hours (1 week)	6th year, WS/SS

STANDARD 3.6

The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.
There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

EPT providers, assessment of students and feedback

Students of FVM and FVHE perform EPT only with approved providers with whom the Faculties have concluded a contract. A list of contracted EPTs, including contact details of individual EPT providers, is available to students in the internal VEFIS system. Students are obliged to keep a EPT Logbook. This logbook includes a self-assessment of the student with a description of the activities in which the student participated, an evaluation of the student by the practical training provider and an evaluation of the practical training by the student. The EPT Logbook is approved by practical training provider and is subsequently evaluated by the EPT course guarantor. Keeping the logbook is a mandatory part of the EPT and serves as feedback providing valuable information for further improvement of the related activities.

Supervision of the EPT activities

Both Faculties cooperate in the providing of EPTs as part of integrated teaching within their study programmes. The FVM is responsible for the provision, organisation, content and professional evaluation of the following EPTs: SVA Inspector for Epidemiology, External Clinical Practical Training of Diseases of Dogs and Cats, External Clinical Practical Training of Diseases of Ruminant and Swine, and elective Diseases of Poultry and Rabbits. The FVHE is responsible for the provision, organisation, content and professional evaluation of the following EPTs: Pre-clinical Practice in Farm Animal Breeding, Pre-clinical Practice in Pet Animal Breeding, EPT at RVA[24] – Slaughterhouse and EPT at RVA – Veterinary Food Surveillance (this EPT is only for FVHE students).

Coordination and supervision of the EPT is the responsibility of the Vice-Deans for Education – MVDr. Jan Chloupek, PhD (FVM) and Assoc. Prof. MVDr. Radka Dobšíková, PhD (FVHE), administrative activities in connection with the preparation of contracts are provided by the Faculty's Student Office. The content, organization, and evaluation of individual EPT is the responsibility of the EPT course guarantors. Students are insured during the EPT by an insurance contract, which covers primarily damage to the provider of the EPT and cases of accidents during the internship. A list of the EPT Course Guarantors, detailed descriptions of the practical training, sample documents and forms are provided in Appendix 9.1. and 9.2.

STANDARD 3.7

Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain stately 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.

Implications of students in the preparation, recording and assessment of their EPT

FVM and FVHE students choose their EPT from a list of approved EPT providers and approach them themselves. Before starting the EPT, they are informed by the EPT course guarantor about the requirements and obligations related to the EPT. A continuously updated EPT rules is available to support them, as well as an e-learning course on Moodle. It includes the guidelines

[24] the Regional Veterinary Administration of the State Veterinary Administration of the Czech Republic

for the successful completion of the EPT, the procedure for selecting a placement, the responsibilities for the placement, how to assess and monitor the placement, and the procedures for dealing with complaints and obstacles in relation to the EPT. The guarantors evaluate the feedback from the logbooks which are subsequently used to update the logbooks or to edit the list of EPT providers. Students also provide feedback through the IS STAG.

Complaint process in place concerning EPT

Students of FVM and FVHE can contact the Vice-Deans for Education, EPT guarantors and/or the Student Office at any time to resolve complaints or possible problems. Complaints can be submitted stately or anonymously via IS STAG during the evaluation of courses. Complaints are dealt with on an individual basis. The Vice-Dean for Education, in cooperation with the relevant EPT guarantor, investigate the complaint and arrange for rectification with the EPT provider. They inform the student of the outcome of the complaint investigation. Weaknesses on the part of the EPT provider may be the reason for interruption of the training by the student. In this case the student shall choose a new EPT provider upon request with the consent of the EPT guarantor. The training at the new workplace may take into account the already completed training and the scope of the training at the new workplace may be reduced accordingly.

Comments on Area 3

The function of the "Curricular Committee" is performed at the Faculty level by the Veterinary Education Committee, and at the University level by the Veterinary Education Board, with representatives from students and other stakeholders. At the Faculty level, the curriculum is managed as follows: Study Programme Guarantor, Dean's Advisory Bodies (Dean's Board, Veterinary Education Committee), Academic Senate and Scientific Board. Changes or modifications to the curricula of the Faculties' study programmes are subject to the process of internal accreditation at the University level in accordance with the applicable national legislation, where the function of the accreditation body is legally performed by the Internal Evaluation Board.

During the lockdowns and state of emergency declared by national authorities (government regulations, Ministry of Health regulations) in connection with the Covid-19 pandemic, full-time teaching was reduced. In collaboration with the course guarantors and management of both Faculties, appropriate quality of integrated teaching was ensured, the teaching schedule was adjusted to provide practical and clinical teaching unchanged. The following compensatory steps were implemented in relation to the provision of teaching:

- implementation of on-line or blended learning of teaching, according to the valid curriculum while complying the time allocation and teaching methods (use of MS Teams, Zoom);
- implementation of on-line classes in small groups (max. 12 persons) in order to ensure an interactive approach between teachers and students;
- implementation of the practical training in a full-time form (practical clinical training, skills training, dissection training, laboratory practice) according to the adjusted schedule of practical training in the summer months, while observing the extraordinary hygienic measures;
- provision of counselling and professional psychological support and help in managing students' personal problems during their studies (VETUNI Career and Counselling Centre);
- training of teachers in distance learning opportunities and assessment of learning outcomes, sharing methodological guidelines and examples of good practice in this area (seminar organised by Faculty management and training organised by the MEYS, sharing of methodological materials);
- development of e-learning resources and study materials;
- collecting feedback from students in the form of on-line questionnaire survey and evaluation of teaching by students.

Suggestions for improvement in Area 3

The Faculties monitor the development of European veterinary education rules and are ready to respond to it, especially with regard to improving the continuity of teaching, the comprehensiveness of teaching in the main areas and the evaluation of the relevance of teaching in relation to the competences of the first day. In order to verify the fulfilment of the DOC by the SP graduates, a DOC checklist in the form of an online questionnaire will be prepared for students and new SP graduates or their employers including evaluation of the feedback. The problem-based learning approach will continue to be strengthened in the teaching process with the aim of developing students' critical thinking skills, problem-solving skills and communication skills. It is important to continue to develop the Simulation Centre for Small and Large Animals to allow training in practical skills prior to teaching on clinical patients and also to respond to changing trends in veterinary education in terms of the development of telemedicine and digital technologies with consideration of incorporating into the curriculum.

AREA 4. Facilities and Equipment

STANDARD 4.1

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

Facilities used for the veterinary curriculum

The modern, compact 13-hectare University *campus* in the Královo Pole district is easily accessible by public transport. The campus features 46 new or renovated buildings and includes modern clinical teaching facilities, laboratories, animal housing facilities, an indoor riding arena, as well as a Sports Hall and a Study and Information Centre with a University Library. Extramural teaching is carried out in the *University Farm Nový Jičín* (UF). The UF covers an area of about 2,740 ha and runs cattle and pig breeding and agricultural production of fodder, cereals, etc. There is a game-preserve for breeding fallow deer (245 ha), a pheasantry for rearing pheasants (399 ha) and a hunting ground for game breeding (999 ha). Nový Jičín is located 140 km far from Brno. The UF is divided into units according to the focus of activities, offers accommodation for students in three buildings with a total capacity of 99 beds, and provides facilities for teaching activities and provides students with protective equipment.

Strategy and programme for maintaining and upgrading facilities and equipment

The University's development strategy includes the construction, renovation and modernisation of buildings, renewal of instrumentation, and ensuring the development of buildings and facilities in terms of construction, safety, health and wellbeing requirements for teaching and other spaces.

The buildings on campus used by the Faculties are owned by the University, which is primarily responsible for their maintenance. The University maintains an adequate infrastructure to meet its operational, legislative and safety needs. Building maintenance and minor structural modifications are carried out mainly based on the results of preventive inspections by qualified personnel or based on departmental requirements. Funds are allocated in the VETUNI budget for building maintenance and repairs, campus services and other necessary common activities. Established building maintenance and repair procedures help ensure the functional and safe use of buildings and basic equipment. New construction or renovations are addressed according to the University's plan and approved budget, as is the case with new equipment or facilities of an investment nature. The Rector submits the University's strategic plan and budget, which includes planned investments, to the University's AS and Board of Trustees for approval.

Purchases of equipment of a non-investment nature are made independently by Faculty departments. Maintenance of equipment and minor repairs at the Faculty departments are conducted by internal University staff based on the requests of the departments or based on the results of revisions (according to the relevant regulations) and regular inspections. Regular inspections are carried out at Faculty departments by authorised persons, especially concerning safety at work and study. The maintenance and modernisation of internal facilities and equipment is the responsibility of the relevant department; servicing and repair of laboratory instruments and office equipment is handled by contractors.

Compliance of facilities with relevant legislation

The Faculties, as part of VETUNI, are governed by the relevant legislation concerning the equipment used and are subject to the internal regulations of the University. Buildings and some facilities are under the management and direct regular control of the University in accordance

with the requirements of EU and national legislation[25]. The control and management of buildings are carried out by the staff of the Investment and Asset Management Office of VETUNI, which is subordinate to the Bursar. The University organises regular training sessions on occupational safety and fire protection for all staff. Each workplace has a designated person who carries out inspections and training of staff on occupational safety and fire protection, considering the specificities of the workplace. For special laboratory instruments, staff are trained on their installation at workplaces and departments then organise service checks as required on their own.

The Heads of the Department/Clinic are responsible to the Dean for compliance with the existing regulations at the Faculty level and to the Rector at the University level. VETUNI has a system of internal audit, external audit is carried out by the Labour Inspection Office or other state bodies. At the VETUNI level, committees are set up to bring together all relevant stakeholders and to carry out organisational and monitoring activities to ensure compliance with regulations and guidelines. For areas such as biosecurity and hygiene, in addition to the generally applicable manuals, the sub-units of the Faculties have their own specific procedures and regulations (*Biosafety & Biosecurity Manual* Appendix 8.1 for FVM and 8.2. for FVHE).

STANDARD 4.2

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

Premises for lecturing

Lecture theatres are shared between the two Faculties as part of integrated teaching. In total, there are 7 lecture theatres at VETUNI with a total capacity of 921 persons.

Building	no. 7	no. 33	no. 34	no. 43	no. 12	no. 31	no. 32
Number of seats	198	74	80	220	120	109	120

The rooms are equipped with audio-visual equipment (building 43 also has a visualizer and an electronic whiteboard) and have blackout facilities. Wi-Fi is available in the lecture theatres and the halls outside the lecture theatres. The equipment and maintenance of the lecture theatres are the responsibility of the University in cooperation with the Faculty and department according to the location of the lecture theatre. Tutors have access to IS STAG, where they can check the teaching schedule for a particular lecture theatre or book a lecture theatre.

Premises for group work

FVM and FVHE have seminar rooms with a capacity of 12 to 50 people. The seminar rooms are used by students of both study programmes as part of integrated teaching. At FVM there are 17 seminar rooms with a total capacity of 367 persons, at FVHE there are 11 seminar rooms with a total capacity of 316 persons and 4 computer rooms (76 persons). The number and capacity of seminar rooms meet the needs of teaching. The rooms are equipped and maintained by the department/Faculty according to their location. Language teaching of FVM and FVHE students is carried out in seminar rooms of the Study and Information Centre (SIC), where there are 5 seminar rooms (each with a capacity of 12-36 persons), with a total capacity of 118 persons. In addition, a computer room of the Centre of Information Technology (CIT) with a capacity of 86 persons is used for learning and teaching.

[25] Act No. 262/2006 Coll., Labour Code

Premises for practical work

Practical training is carried out in tutorial rooms, laboratories, examination rooms and dissection rooms. According to their focus, the laboratories possess modern equipment that is used for teaching, research, veterinary and FSQ services. There are 14 laboratories (84 persons in total), 43 tutorial rooms (726 persons), 5 dissection rooms (108 persons) and other rooms for teaching at the FVM departments/clinics. Practical clinical teaching of FVM and FVHE students is carried out in tutorial rooms and premises operated by individual clinical departments such as examination rooms, preparation rooms, operating theatres, inpatient rooms, ICU, diagnostic imaging rooms and others (see Standard 4.3). The total usable area of the clinical departments is 19,818 m2. The indoor riding hall (1,660 m2) is also used for teaching. The laboratories of the CEITEC, which has 15 laboratories (8 of them shared with the FVM and 2 with the FVHE), are also used for teaching and research activities.

At the FVHE departments, 17 teaching laboratories (288 persons in total), 48 laboratories (92 persons), 4 technological processing units (48 persons), 14 classrooms for practical non-laboratory teaching (98 persons) and other facilities such as dissection rooms, examination room for clinical cases (animals, fish, bees, zoo animals) and the Faculty slaughterhouse are used for teaching. The teaching facilities are complemented by support facilities (rooms for experiments, sampling and sample preparation, etc.). The number and capacity of the rooms for practical teaching meet the needs of teaching, the usual group size of students is 12. The rooms are equipped and maintained by the department according to their location and in cooperation with the Faculty.

Premises for skill labs

The teaching of clinical skills to FVM and FVHE students is implemented as part of the practical teaching of clinical subjects and as part of the Skills courses (see Area 3). This practical teaching is provided in tutorial rooms, laboratories and other clinical workplaces (preparation rooms, examination rooms, operating theatres, hospital rooms, ICUs, etc.). Currently, the construction of the Simulation Centre for Small and Large Animals is underway with a completion date in the first half of 2023 (with a total area of 480 m2), which will serve the students of both veterinary Faculties. The teaching of the course Day One Skills – Food Safety and Quality is carried out in practical laboratory tutorial rooms and in rented teaching facilities of the operating slaughterhouse. The teaching of the course Day One Skills – Veterinary Public Health takes place in seminar rooms and PC rooms.

Premises for study and self-learning

The University campus offers a number of places on its premises that students can use for self-study. In particular, the University Library (Building 24 – SIC) has a total of 259 study spaces, where you can connect to the Internet via Wi-Fi or via 35 computers, 24 of which are located in the computer study room, 7 in individual study carrels and 4 in the library. In the open space of the library, students have the possibility of printing and copying (two multifunction machines) and scanning (two book scanners). Some departments make their libraries or other appropriate rooms available for self-study (e.g. clinical rooms for students participating in night shifts, lobbies in front of lecture theatres, etc.). Students may spend their free time between or after classes in the rest areas in various buildings on the VETUNI campus, including the SIC. Green areas between buildings, benches in the central park and at the SIC are used for rest.

Premises for catering

Although VETUNI does not have its own catering facilities for students, it provides space for the operation of a private canteen and cafeteria, which are widely used by students and employees. Students can get their meals in the canteen facilities of Mendel University in Brno within an accessible distance from the campus.

Premises for locker rooms

Individual FVM and FVHE workplaces have changing rooms for students and staff. The capacity of the changing rooms is sufficient in relation to the capacity of the respective teaching spaces. Depending on the nature of teaching, students use protective equipment, and access to some areas (laboratories, dissection rooms, operating theatres, isolation rooms, and some stables) is via a sanitary loop. The students of both Faculties also have access to central changing rooms located in a separate building on the VETUNI campus (Building 46) with an area of 304 m2 and a capacity of 840 lockers. In addition to the changing rooms, the corridors of some departments are equipped with separate lockers for students to store their belongings.

Premises for accommodation for on call students

VETUNI provides accommodation for students in its own Kaunic's dormitory. Students are allocated this accommodation according to the number of points obtained primarily based on commuting distance and grades. First-year students are allocated more points on a one-off basis to ensure that they are given priority accommodation. Should student interest be greater, the University negotiates additional accommodation places with other universities in Brno. A Dormitory Council is set up for negotiations with student representatives on the subject of accommodation. Students often choose dormitory accommodation only for the beginning of their studies and later, in the higher years, prefer private accommodation. Exchange students and PhD students are also accommodated in the dormitory.

Premises for leisure

Opportunities are available for students to play sports as part of a credit elective or leisure sport. The VETUNI Department of Physical Education and Sport organises a number of sporting events for students and staff, such as ski courses, windsurfing and paddle boarding courses, cycling trips, hiking bases in the Alps, volleyball, football, and health and recreational exercise clubs. The VETUNI sports hall is mainly used for teaching and recreational physical education. The students of both Faculties are associated with the International Veterinary Students' Association (IVSA), the Companion for Life project, the Hunting Club, the Zoological Club, the Cynological Club and the Hippology Club.

Premises for sanitary

There are sufficient basic sanitary facilities in each VETUNI building. Showers and bathrooms are available where needed given the nature of operations. For clinical sites where students are involved in providing emergency services, basic kitchen facilities are available to students.

Staff offices and research laboratories

FVM

There is a total of 86 teachers' offices at the FVM, which in some cases are shared by two or three staff members, depending on their size. Internet access and sufficient basic IT equipment are a matter of course. The research laboratories are part of the departments and clinical laboratories. The equipment of the laboratories corresponds to their professional focus and is continuously renewed from the funds of the Faculties and the University or from earmarked funds from grants. Faculty staff and students also carry out their research and scientific activities in the CEITEC research laboratories, which have state-of-the-art equipment and thus

FVHE

At FVHE there are 99 offices for 1 or 2 teachers. All of them are equipped with office furniture, basic IT equipment, telephone and internet connection. There are 99 research laboratories in the Faculty's departments, including preparatory facilities. The equipment of the laboratories is in line with the focus of teaching and research topics. Some of the research laboratories are used for experimental work by students of undergraduate and doctoral programmes. The equipment of laboratories and their maintenance is the responsibility of the department, and the Faculty supports investments in the modernization of

represent a unique background for creative activities.	laboratories in accordance with the approved research directions. All facilities, including offices and rooms used by support staff, meet occupational safety requirements.

STANDARD 4.3

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

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

Premises for housing healthy animals

Clinical workplaces of VETUNI include the spectrum of all species of animals important for veterinary practice, the clinics are modern facilities, conceived at the time of their construction as veterinary teaching facilities and at the same time as veterinary clinics providing care to patients in the field of veterinary diagnostic, therapeutic and preventive activities, their capacity corresponds to the number of students for contact clinical teaching. The clinics have facilities for the housing of patients for inpatient care in the necessary quantity, the housing of patients corresponds to the rules of welfare and care of animals. The operations follow procedures to ensure safety, biosecurity and bio-containment, waste is segregated, hazardous waste is eliminated separately, and the University operates its own wastewater treatment plant on campus. The University Farm Nový Jičín allows the breeding of cattle and pigs in large numbers for practical training of students.

Healthy animals kept for teaching purposes are the property of the VETUNI Faculties. *The Small Animal Clinic* covers 6,383 m2 of indoor space, 6 outdoor partially covered concreted enclosures with a total area of 40 m2 and one outdoor cat enclosure. *The Avian and Exotic Animal Clinic* has 1,060 m2 of indoor space and one outdoor enclosure. Adjacent to it there is the Avian Medicine Centre covering an area of 261 m2 with covered outdoor aviaries for birds.

The Equine Clinic has 5,830 m2 of indoor space. The clinic includes 10 outdoor English-style boxes (9 m2 each), which also serve as isolation for healthy horses used in teaching students. These animals have an outdoor open riding arena, which also serves as a paddock, and two small grass paddocks, which, especially in the summer, allow the animals to rest and relax mentally. The clinic also includes a 1,624 m2 indoor riding arena, which provides facilities for orthopaedic and stress diagnosis of equine diseases and teaching courses on equine welfare and horsemanship. The building houses an andrological laboratory and a room for semen collection from breeding stallions.

The Ruminant and Swine Clinic has an internal area of 5,421 m2. *The Sub-department of Swine Diseases* has a farrowing house for sows (44 m2) with 4 stables (each for 1 sow with piglets), a stable for breeding boars (18 m2) with a capacity of two stables for individual housing, three stables for weaning/fattening pigs (each stable has 4 stables for 4-8 pigs according to weight), one stable for fattening pigs with a capacity of 4 stables (each for 6 pigs). *The Sub-department of Ruminant Diseases* has a total of 10 stables (each stable 50 m2) and 7 outdoor runs with an area of 250 m2. For cows there are 4 stables, for calves there is a stable with 8 boxes, for sheep, goats or heifers and bulls there are 3 stables with two to six boxes. The capacity of each stable is 4 sheep/goats or 1 llama, alpaca or 2 heifers/bulls or 3 calves or 10 lambs/goats.

Clinical teaching in the field of *the game, fish and bee diseases* is carried out in Building 25, which includes outdoor aviaries for the temporary housing of animals (especially feathered game). A well-equipped fish house is located in the same building, and outdoor hives located near the building are used for teaching about bee diseases. All facilities are sufficient in terms of capacity for teaching. Building no. 25 has recently undergone a major renovation. All the premises and facilities are of a high standard, allowing for good welfare practices in keeping animals and at the same time the necessary biosecurity. To ensure the safety of students during teaching, measures are taken. To strengthen the competence in the veterinary curricula in the field of animal protection and welfare, a *Teaching Centre for the Protection and Welfare of Selected Animal Species* is being built. The Centre is part of Building 32.

Promises for research animals and animals in teaching

The use of experimental animals and animals in teaching at the University and its Faculties is supervised by the Expert Committee for the Welfare of Experimental Animals. The Committee provides advisory services, records experimental projects, and the number of experimental animals used and monitors the welfare of experimental animals. Supervision of the protection of experimental animals at the University is carried out by the RVA SVA for the South Moravian Region. The facilities for the treatment of experimental animals are accredited by the Ministry of Agriculture pursuant to the Act on the Protection of Animals against Cruelty[26] (see Standard 5.1). Currently, several FVM, FVHE and the University Farm facilities hold valid decisions on granting authorisation for the use of experimental animals. The location of laboratory animals depends on their species (laboratory rodents, large animals, small animals) and the purpose of the research. Therefore, rooms, cages and boxes and, if necessary, isolation rooms or isolators are used. The exact number, type of animals and their possible location are specified in the decision of the Ministry granting authorisation for the use of experimental animals at VETUNI[27]. At the same time, VETUNI is authorised to carry out research on animals in the wild, i.e. the capture of birds, bats, small rodents etc.

Promises for hospitalised animals

The 68 m2 intensive care unit (ICU) for *small animals* has 10 cages for dogs and 4 cages for cats with oxygen therapy. The rooms for preparation and postoperative awakening of patients have 16 cages. The internal medicine ward has an inpatient area for dogs (85 m2) with 22 cages and a separate inpatient area for cats (20 m2) with 8 cages. The surgery hospitalization unit (60 m2) has 14 cages for dogs and 4 cages for cats. The hospitalization unit of the *Avian and Exotic Clinic* (62 m2) can house 30 birds, 20 reptiles and 80 small mammals at the same time; patients can also be housed in an outdoor enclosure. More demanding surgical procedures and endoscopic examinations are performed in three operating theatres equipped with complete facilities for inhalation anaesthesia, continuous monitoring of patients and stabilization of acute conditions. The *Equine Clinic* has 3 post-operative boxes (14 m2 each), 16 boxes (15 m2) for intensive care and 24 boxes (12-14 m2) for horses with a longer course of disease. The total capacity of the stabling is 60 horses. For small *ruminants*, there are 3 stables (46-49 m2 each) with a total capacity of 10 boxes, as well as outdoor enclosures with a total area of 250 m2. For calves there is a stable (49 m2) with 8 boxes, for cows or bulls there are 5 stables (49 m2 each). For *pigs*, there are 11 stables (30-50 m2) with a total area of 385 m2, allowing the animals to be housed separately according to weight categories.

Premises for clinical activities

The VETUNI premises have modern equipment that enables research and innovative therapeutic, preventive and diagnostic services. Thus, the facility not only offers excellent

[26] Act no. 246/1992 Coll., on the Protection of Animals against Cruelty

[27] Decision on Granting Permission to Use Experimental Animals No. 45450/2019-MZE-18134 and No. 58197/2020-MZE-18134

diagnostic capabilities and treatment options at the state-of-the-art but also ensures that students acquire quality practical skills. All clinical teaching is carried out within the clinical departments, focusing on the main domestic animal species including exotic animals.

The *Small Animal Clinic* is located in the Small Animal Clinic Pavilion. It is equipped with a modern reception for patient reception and veterinary general consulting rooms (surgery, internal medicine, obstetrics and gynaecology), followed by specialised consulting rooms (ophthalmology, dentistry, orthopaedics, gastroenterology, cardiology, nephrology and urology, assisted reproduction, andrology, neurology, endocrinology, dermatology, oncology and haematology). The clinic includes facilities for special diagnostics – X-ray, ECG, USG, EEG, EMG, arthroscopy, high-frequency sonography and computed tomography. The workplace also features the latest diagnostic equipment enabling magnetic resonance imaging (MRI) and modern analysers for rapid examination of blood and other body fluids. The clinic has a total of 9 operating theatres, including 5 for septic and 4 for highly aseptic surgical procedures. The clinic includes a modernized intensive care unit, a rehabilitation ward and inpatient facilities for patients. The capacity of the hospitalization boxes is 77 places for dogs and 26 boxes for cats. In the basement of the clinic, there is a separate ward for patients suffering from infectious diseases or suspected of transmitting such diseases. Veterinary care is provided at the clinic continuously throughout the year, 24 hours a day. The clinic has a car equipped with the latest medical technology for providing veterinary professional care during extramural teaching of students. As of 2022, the clinic is newly equipped with a surgical laser, enabling the gentle performance of a range of surgical procedures, including lithotripsy. In the same year, the clinic also acquired a new operating microscope and an arthroscopic system which allows minimally invasive surgery.

The *Avian and Exotic Animal Clinic* has, in addition to three independently functioning outpatient clinics (birds, reptiles, small mammals) designed for the reception and examination of incoming patients, including the collection of samples, also hospitalization rooms, designed separately as rooms for reptiles, birds and small mammals (special boxes for hospitalization of exotics during longer-term care). The total capacity is 20 terrariums, 24 boxes and 2 special intensive care boxes for critical and post-operative patients. Three separate rooms with a total capacity of 22 terrariums and 5 boxes are used to isolate patients at risk of transmitting infectious diseases. The clinic, as a reference facility, has technical equipment enabling complex veterinary care, from preventive control of exotic patients for reproductive problems to complex surgical procedures and endoscopic examinations. These include devices for controlled inhalation anaesthesia (available in all consultation rooms – reptiles, birds, small mammals), ventilators for small exotics (Small Animal Ventilator), vital signs monitors (Bas Vectronics VitalScan, Doppler probes, pulse oximeter, ECG monitoring, etc.), paediatric and special dispensers for long-term intravenous or intraosseous administration of infusion solutions and transfusions. The clinic possesses equipment for ultrasonographic examinations, and radiological equipment for small exotics (Rtg Gendex Expert DC) and three operating theatres are also equipped for endoscopic examinations (TelePack Karl Storz). The surgical part of the clinic also has equipment for radio(micro)surgical procedures (Ellman Surgitron) and professional equipment for dental procedures (Stomadent dental set), an integral part of the clinic is an autoclave used for sterilization of surgical instruments. The haematology laboratory and the PCR laboratory serve not only the internal needs of the clinic but also the veterinary department and the breeding public.

The *Equine Clinic* is located in the Large Animal Clinic Pavilion. The clinic includes 4 examination rooms for special diagnostics and teaching, 3 operating theatres, 16 intensive care boxes and 24 boxes for horses with a longer course of a disease. The clinic also features 10 outdoor English-style boxes, an outdoor open riding arena that also serves as a paddock and two small grass paddocks. The total capacity for housing horses is 60 animals. The clinic also

includes a covered riding arena building that provides facilities for orthopaedic and stress diagnosis of equine diseases. The building houses an andrological laboratory and a room for semen collection from breeding stallions. The clinic is mainly equipped for diagnostic and therapeutic activities with flexible endoscopes including gastroscope, arthroscope, laparoscope, X-ray, USG with Doppler device, ECG, ECSW, magnetotherapy, nebulization respiratory mask and others. Diagnosis on a movement trainer is also made. The clinic performs all necessary diagnostic and therapeutic procedures and surgeries on horses. The clinic is a specialized facility for the intensive care of newborn foals.

The *Ruminant and Swine Clinic* is located in Building No. 7 (Sub-department of Ruminant Diseases) and Building No. 4 (Sub-department of Swine Diseases). The workplace has unique equipment and technologies that meet the biosecurity requirements and allow housing and hospital care of farm animals inside the campus. Stables for different categories and species of animals (the number given above) allow the housing of adult cattle and calves, as well as small ruminants, pigs and piglets. The clinic includes an operating theatre equipped with a reclining surgical table and a surgical table for ruminants, an inhalation anaesthesia machine, equipment for monitoring vital signs and controlled infusion therapy, equipment for open and endoscopic surgery, electrosurgery and diagnostic bronchoscopy. The clinic also features equipment for stall diagnostics (HemoCue haemoglobin meter, EPOC ABR analyser, DeLaval DCC somatic cell computer), ophthalmoscopy, otoscopy, dental, hoof and dehorning equipment. A portable X-ray machine and ultrasound machines are available for diagnostic imaging and reproduction and are also used in the mobile clinic. Other equipment includes an oxygen generator and an infrared camera for monitoring cattle, milking and milk replacer equipment, transvaginal sonographic ovarian aspiration equipment, transvaginal endoscopy and electroejaculation equipment, embryo incubators, stereomicroscopes and more. Part of the clinic is the Experiment Sub-department with a modern surgical room for aseptic procedures and an isolation stall with four pens for 4-8 pigs, as well as three stalls allowing housing up to 24 pigs.

The *Small Animal Clinical Laboratory* is located in the Small Animal Clinic Pavilion. It is divided into the departments of clinical haematology, clinical biochemistry, clinical cytology and clinical immunology. The laboratory serves not only the clinics and other departments of the Veterinary University of Brno but also all non-University interested parties. The operation of the laboratory is significantly assisted by modernised equipment with the use of Abbott, Sysmex, Siemens, STAGO and Beckman Coulter analytical systems. Integration of input and output data is enabled by the WinVet and VetisLab electronic information systems.

The *Large Animal Clinical Laboratory* provides comprehensive laboratory facilities for the needs of the Equine Clinic and the Ruminant and Swine Clinic. It examines samples of biological material for research projects. As part of its veterinary activities, it carries out examinations of biological material for veterinary practitioners and food animal breeders and cooperates with several domestic and foreign departments. It is located in the Professor Dražan Pavilion. It is divided into departments of clinical biochemistry, clinical haematology and clinical rumenology. It uses unique analytical methods and is equipped with modern laboratory equipment. Samples of blood, blood serum, blood plasma, urine, milk, colostrum, rumen fluid and tissues are examined in the laboratory. The clinical laboratories are a teaching and training site for students and a site providing compulsory practical training for students.

Promises for diagnostic services including necropsy

In the diagnostic laboratories of the VETUNI departments and clinics, appropriate teaching is provided and students learn the main techniques and the spectrum of analytical methods in small groups. Below are some examples that can give an overview of the diversity of diagnostic services: the small and large animal clinical laboratories provide analysis in the main areas of veterinary clinical pathology such as haematology and clinical biochemistry, including endocrinology and cytology. It uses state-of-the-art equipment that is constantly being

modernised. The Sub-department of Virology offers virological, serological and molecular virological testing for a wide range of viral infections in domestic and farm animals, including zoonoses. Appropriately equipped laboratories can be used for sterile cell culture work, relevant serological procedures and molecular virology methods including sequencing and real-time PCR. The Sub-department of Parasitology provides diagnostic services including coprological testing, clinical parasitology, clinical trials, and the development of concepts and strategies for the diagnosis and control of animal parasites. The Sub-department of Pathology provides diagnostic services (autopsies and histopathological examinations of all vertebrate species, biopsy and cytological examinations, and histochemical and immunohistochemical examinations) as well as advice and support on forensic issues and the preparation of expert reports for legal proceedings. The Sub-department of Bacteriology offers culture and typing of pathogens and antibiotic susceptibility testing. The Large Animal Clinical Laboratory features specialized equipment including a blood gas analyser, serology, and milk and rumen fluid testing. A comprehensive range of laboratory services from each of the University's departments is available on the website.

Other laboratories

Other VETUNI laboratories focus on toxicology, animal nutrition, zoo hygiene, and special diagnostics in wild animals, fish and food samples. These laboratories support the direct teaching of students through their practical activities.

Description of the equipment used for clinical services

Clinical workplaces have state-of-the-art equipment and technology for the diagnosis and treatment of a wide range of animal species. For a list of the main equipment, see clinical activities above.

Premises used for the practical teaching of FSQ & VPH

For the teaching of students in the field of food hygiene and technology, a *Meat and Fish processing units* and a *Dairy processing unit* are established at the Department of Animal Origin Food & Gastronomic Sciences. The Meat and Fish processing units is an educational facility for teaching students in the field of meat and fish hygiene and technology. It is located in Building 13 and features equipment for meat processing and the production of heat-treated and durable meat products, in particular a cutter, sausage filler, a smokehouse and other technological equipment for the production of meat products. The Dairy processing unit is located in Building 12 and is equipped with equipment for the pasteurisation of milk and the production of selected dairy products (fresh cheese, fermented milk products, etc.). In the processing units, students learn practical skills related to the processing of raw materials of animal origin and the production of products, followed by assessment and evaluation from the point of view of veterinary hygiene, technology and quality. The processing units are also used for scientific and research projects. The processing units are linked to laboratories/practical tutorial rooms equipped with appropriate instrumentation and aids for the determination of basic quality and safety parameters of animal origin food.

There is a special unit *Slaughterhouse* on the University campus serving students of FVHE and FVM. Concerning the limited capacity and complexity of ensuring the operation, the facility is used as a demonstration workplace with facilities, equipment and technologies for slaughtering, meat cutting, meat storage, effective disinfection of production facilities and for other hygienic or technological activities (e.g. sanitary loop) to teach students of the University of the Third Age, Summer School or external training and slaughtering of experimental animals, especially as part of various projects. The premises are approved by the RVA for these activities and are regularly audited and inspected. The teaching is organised and implemented and the quality is the responsibility of the Department of Animal Origin Food & Gastronomic Sciences.

Direct teaching in the *contracted teaching premises of the operating slaughterhouse of Steinhauser, s.r.o.* enables one to acquire the required practical knowledge, skills and experience in the technological procedures of slaughtering animals and meat processing, as well as practical skills in the inspection of carcasses and meat and the competences needed to perform the activities of a state veterinarian. The teaching of compulsory subjects of the FVHE and FVM study programmes is carried out under operating conditions. Teaching in the slaughterhouse operation provides the possibility of a significant increase in the number of bodies and organs examined by each student compared to teaching at the Faculty slaughterhouse. Due to the nature and complexity of the teaching, the lessons are organised in small groups (maximum of 12 students) and the state veterinarian supervising the slaughterhouse operation usually participates in addition to the teacher. The company ensures the participation of its staff where competence in certain technical tasks (slaughtering, classification, etc.) or auxiliary work in handling the material under examination is required. The company's premises, rented as a "Training Centre", have a total area of 136 m2 (35 m2 tutorial room, 30 m2 refrigerated storage area for raw material for training, 28 m2 changing room, and 43 m2 sanitary facilities). However, students have the opportunity to move around the entire slaughterhouse premises with the teacher, considering the complexity of their training. The Department Animal Origin Food & Gastronomic Sciences is responsible for teaching, organisation, and implementation.

STANDARD 4.4

Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Rules, 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 rules 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 Rules.

Organisation and management of the VTH and ambulatory clinics

Teaching in the clinics is under the guidance and direct supervision of academic staff. Outpatient consultation rooms are open from 8:00 a.m. to 3:00 p.m. or 4:00 p.m. A 24/7 emergency service is provided for companion animals and horses, while for ruminants and pigs an emergency service is provided during the day, in the evening and at night on-call. The clinics are equipped with modern facilities and apparatus (see Standard 4.3), many of which exceed the private sector standard. They provide veterinary and consultancy services in all fields of internal veterinary medicine, surgery, orthopaedics, ophthalmology, dentistry, traumatology and veterinary emergency critical care.

Workplace	Main services, diagnostic procedures and consultations
Small Animal Clinic	*Surgery*: soft tissue surgery, reconstructive surgery, orthopaedics, minimally invasive surgery (arthroscopy, laparoscopy, thoracoscopy), neurosurgery, oncological surgery, ophthalmology, dentistry (including endodontics, orthodontics, stoma surgery), traumatology, rehabilitation, anaesthesiology and intensive care. *Internal medicine*: cardiology, dermatology, endocrinology, urology, neurology, gastroenterology, oncology, nutrition counselling and prevention. *Diagnostic imaging*: X-ray, high-frequency ultrasonography, CT, MRI, contrast-enhanced organ systems, scans, FNAB, tru-cut biopsies and more. *Reproduction*: neonatal care, andrology, obstetrics, assisted reproduction.

Avian and Exotic Animal Clinic	Anaesthesiology and intensive care, surgery and orthopaedics of reptiles, birds and small mammals, diagnostic procedures including laboratory tests (haematology, biochemistry, cytology, histology etc.), diagnostic imaging, diagnostic and therapeutic endoscopy, dermatology, urology, endocrinology, dentistry and cardiology.
Equine Clinic	*Surgery*: surgical interventions on standing and lying patients, laparotomy, laparoscopy, orthopaedics, arthroscopy, ophthalmology, dentistry, anaesthesiology, traumatology, intensive care, and rehabilitation. *Internal medicine*: general internal medicine, cardiology, dermatology, neurology, oncology, diagnostic imaging, diagnostic and interventional endoscopy. *Reproduction*: andrology, gynaecology, neonatology, assisted reproduction.
Ruminant and Swine Clinic	Internal medicine and surgery of small and large ruminants and pigs, diagnostics carried out at stables, metabolic diseases and reproductive disorders, preventive and recovery programs, diagnostic procedures using laboratory analyses, field diagnostics and more.
Small Animal Clinical Laboratory	Haematological and haemostaseological examinations, biochemistry, urinalysis, analysis of puncture fluids and other body fluid samples, cytology, immunology and more.
Large Animal Clinical Laboratory	Haematological, biochemical, acid-base, urine, rumen fluid, milk, metabolic tests etc.

Clinical teaching of students of both study programmes is preceded in the 3rd year by teaching of propaedeutic of companion and farm animals, in the 4th to 6th year students are involved in the implementation of various special clinical examination procedures within the framework of individual clinical subjects during practical classes. Students develop their clinical knowledge and thinking from aetiology and pathogenesis through diagnosis to treatment and related measures. Additional elective clinical training is offered through volunteer opportunities in various clinics by personal arrangement. Semester schedules are designed to allow for hands-on training with a variety of animal patients as part of the required courses in all clinics. Students have access to patients at VTH throughout the year and 24 hours a day. Clinical rotation/ practical training is organized so that students can accompany patients from admission to discharge. Veterinary clinical service is carried out in accordance with national legislation[28].

Statement that the FVM and FVHE meets the national practice standards

The *VETUNI Statutes* lay down general rules for the activities of University departments. It pursues the following objectives: promoting interdisciplinary collaboration in patient care, clinical research and teaching; ensuring sufficient numbers of healthy animals and patients for teaching, research and patient care; strengthening collaboration with veterinarians in private practice in the implementation of teaching. Veterinary practice in the Czech Republic is regulated by the Veterinary Care Act and other legislation (see above). In terms of safety measures, all relevant areas meet national safety rules. Inspections are carried out at regular intervals by the relevant external authorities (e.g. fire brigade, labour inspectorate). All facilities, including laboratories and autopsy rooms, are equipped with appropriate safety information, escape routes and emergency exit signs in accordance with general hygiene rules. In addition, hand-washing facilities, hand disinfection facilities, showers, first aid kits, eye showers and fire extinguishers are standard equipment.

[28] Act No. 166/1999 Coll., Act on Veterinary Care and on Amendments to Certain Related Acts (Veterinary Act); Act no. 246/1992 Coll., on the Protection of Animals against Cruelty; Act No. 378/2007 Coll., on Medicinal Products and Amendments to Certain Related Acts, as amended (Medicinal Products Act); Act No. 167/1998 Coll., on Addictive Substances and Amending Certain Other Acts, as amended

STANDARD 4.5

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

FVM and FVHE students have access to a wide range of diagnostic and therapeutic equipment/facilities, especially including outpatient, inpatient and intensive care, surgical procedures, diagnostic imaging, anaesthesia, and facilities for laboratory diagnostic activities. As part of the completion of the compulsory courses, students are provided with access to relevant facilities, materials and equipment related to the practical classes. Students are monitored by electronic dosimetry during their practical training in the Sub-department of Diagnostic Imaging. In addition, students are welcome to assist as volunteers in agreement with the relevant departments.

STANDARD 4.6

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

VETUNI features facilities for the isolation and quarantine of animals with communicable (infectious) diseases, which are part of the individual clinical departments, as well as a separate Pavilion for infectious diseases of livestock (cattle, sheep, goats, pigs) and horses.

Small Animal Clinic – A separate infectious disease ward (55 m2) in the basement of the clinic has 7 separate boxes for dogs and 8 boxes for cats. *Avian and Exotic Animal Clinic* – 3 separate rooms (35 m2) with a total capacity of 22 terrariums and five boxes. *Equine Clinic* – 1 isolation box for horses (10 m2) with separate operation. *Ruminant and Swine Clinic* – quarantine stable (50 m2) with four boxes for pigs. *Isolation facility* of the Department of Infectious Diseases and Microbiology (Building 11) – the capacity to house 2 horses or 2 cattle or 8 pigs or 8 small ruminants. The premises are operationally separated from other parts of the clinical departments, have an airlock and are subject to special regulations.

STANDARD 4.7

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

The University has a mobile ambulatory clinic for farm animals (cattle and pigs) and a ambulatory clinic for companion animals (dogs, cats, and horses). The ambulatory clinics provide regular on-site services to farms and livestock facilities and charge fees for examinations and treatments. Herd health is the subject of the Preventive Medicine and Herd Health Management course taught in the 4th year of both degree programmes. Both FVM and FVHE students are trained in herd health management and practical skills in other related clinical subjects (Ruminant Diseases, Swine Diseases, and Poultry Diseases). Practical skills acquired during the course include transrectal palpation, pregnancy diagnosis by ultrasound, blood, urine and rumen fluid collection, analysis and interpretation of laboratory test results etc. Practical training under the supervision of academic staff (including data analysis and herd counselling) also takes place at the University Farm. The main activities carried out by the students on the farms include the evaluation of breeding conditions, the determination of herd

health and the implementation of preventive interventions (calf dehorning, preventive dental care, hoof care etc.).

Two Toyota Proace cars (capacity 2×9 persons) with the following equipment are used for the ambulatory clinic: a portable X-ray and ultrasonographic device, an endoscope with imaging unit, an anaesthesiologic device, a mobile unit for dental interventions, an otoscope, microscope, infusion pumps, portable electrosurgical unit, acid-base analyser, oxygen generator, pressure gauge, dermatoscope, oximeter, ophthalmoscope and others. Two Opel Vivaro passenger cars (2×9 persons) equipped with an ultrasonography machine, analysers for diagnostics performed at stables (EPOC Analyser System), refrigerated box for sample storage, glucometers, shearing machines, gas equipment for dehorning cattle, equipment for sampling milk, blood, urine, rumen fluid. In addition, two passenger cars (Škoda, and Dacia) are used for transporting material, samples and students during extramural practice.

STANDARD 4.8

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

Vehicles used for transportation:

The Faculties transport *students* to classes (especially the University Farm) by contracted bus transport or by ambulatory clinic cars. A more detailed description of the ambulatory clinic vehicles, including equipment, is provided in Standard 4.7. In some cases, students transport themselves to a teaching location that is within easy reach of public transport (e.g. to a slaughterhouse). Transportation time does not count towards direct teaching time.

The University owns a truck for the transport of *live animals* (pigs and small ruminants) that meets the requirements of the legislation. In principle, however, the owners provide their own transport of animals to VETUNI. For horses and small animals, commercial transporters offer 24/7 emergency transport.

Transport of dead animals for dissection, biological material and other material for teaching is carried out according to the requirements of national and European rules. Boxes, hand trucks and barrels of various capacities are used for transporting *cadavers* inside the VETUNI campus. Cadavers are transported from the University and disposed of by rendering companies, which also transport carcasses as study material from surrounding farms and veterinary field sites to the University (ensuring a high number of cadavers for the dissection practical). Non-infectious teaching *material of animal origin* is mainly supplied on order and imported by the supply company. The Faculties use their own means of transport to transport only some samples of a biological nature (e.g. raw milk, honey) in compliance with both the generally applicable requirements and internal regulations for the use of means of transport and the requirements with regard to the nature of the material transported.

STANDARD 4.9

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

The system of ensuring occupational health and safety (OHS) and fire protection (FP) at VETUNI workplaces is regulated by the internal directives of the University, in accordance with generally applicable regulations. Responsibility for the OHS and FP situation rests with

the employer (the University), as well as with the heads of the individual workplaces within their respective powers and responsibilities. Methodological guidance, including the maintenance of documentation, is provided by the Security, OHS and FP Office through a competent person.

The OHS organisation includes:
• assessing and preventing risks to the safety and health of employees • categorisation of work according to Act No. 258/2000 Coll. • training and professional training of staff and students • investigating the registration and compensation of accidents at work, occupational diseases, and student accidents • provision of PPE, washing, cleaning, disinfecting and protective equipment • occupational safety inspections, checking compliance with OHS • inspections, operational checks, and use of technical equipment • occupational health care • checks on the consumption of alcoholic beverages and other addictive substances
The FP organisation includes:
• integration of workplaces under fire hazard according to the activities carried out • training and professional development of staff and students • preventive fire inspections of workplaces, checking compliance with FP regulations • inspections and revisions of portable fire extinguishers and other fire safety equipment • ensuring the security of the FP during non-working hours

All students are required to be instructed on health and safety precautions in the practical teaching of each course that requires health and safety precautions (laboratories, dissection rooms and other hazardous areas and equipment). Students sign a declaration confirming that they have been instructed on health and safety at work in University facilities and first aid principles to protect life and health. Depending on the nature of the practical training, students are provided with protective equipment (gowns, gloves, special footwear, goggles, aprons, etc.). Designated cleaning, disinfecting and other means are used to protect health and prevent the spread of infectious agents. Students are instructed in the principles of safe laboratory practice (safe handling of hazardous chemicals, toxic substances, microbial pathogens and microbiologically infected material, biological material, radioactive material, fire, technical gases, protection against radioactive and X-ray radiation, etc.). If students enter food processing facilities, including slaughterhouses, they must have a valid food handler's license. When working with animals, students are instructed in the principles of safe animal handling, holding, fixing and handling. When participating in veterinary procedures and other veterinary activities, they are instructed in the safe handling of veterinary instruments, equipment, items and drugs and are supervised by a teacher.

In accordance with OHS regulations, the relevant workplaces are equipped with first aid facilities and a first aid kit. In the event of an injury or impairment, the student is treated in first aid, a record of the incident is made, and if necessary, a doctor must be contacted. All students are insured against injury, damage or endangerment to health in the course of their studies at the University, its facilities or in practice. The OHS and FP system is inspected at all University/Faculty sites at least once a year. A record of the inspections is made and any deficiencies are promptly rectified. The activities of individual workplaces are monitored by a specially trained worker, the occupational safety and fire protection technician. The University is then subject to external control – the Regional Labour Inspectorate for the South Moravian and Zlín Regions, the Fire Rescue Service of the South Moravian Region and the Regional Public Health Station of the South Moravian Region.

Waste management at the University is governed by University legislation and rules. The waste produced is sorted by type and category. Collection bins are placed at each of the University's

buildings for the sorting of recoverable components of *municipal waste* (paper, unpolluted glass and plastics). *Hazardous waste* is sorted by waste catalogue number, collected separately in designated containers, removed from the University and disposed of by an authorised waste management body. *Toxic and chemical waste* is segregated and stored separately and is removed and disposed of by a contracted waste management company according to the waste management rules. *Radioactive waste* (short-lived radionuclides) is stored in special containers. When the activity falls below the level permitted by legislation, it becomes municipal waste and is also taken away and disposed of as such by the contracted company. *Biological waste* is collected and stored separately in cooling facilities and subsequently removed by the contracted sanitation company. *Animal by-products* (in particular manure) are stored separately in special containers and then transported by a carrier to a large-capacity manure site. *Animal carcasses/cadavers* are disposed of by a commercial sanitation service AGRIS Ltd. Medlov, Brno. The University campus has two separate sewers for *wastewater* disposal, for wastewater from infectious wastewater (potentially infectious wastewater) and wastewater from normal University operations. In the on-campus wastewater treatment plant, sludge is separated from the infectious wastewater (sterilisation 125 °C/30 min), and the water is chemically treated (chlorination) and discharged into the public sewerage network.

The Faculty Committee for Safety and Health at Work and Study has been established at both the FVM and the FVHE and its competence is to control biosecurity at the Faculties' workplaces. The committee conducts Faculty inspections of occupational and study safety in laboratories and other teaching areas and evaluates these facilities for current equipment requirements and procedures (eyewash, showers, safety cabinets for storage of chemicals, gases and poisons, biosecurity manuals, evacuation plans, waste management and many others). Based on the committee's methodology, the operating rules of the workplaces and laboratories are updated (incorporating the principles of good laboratory practice), and an assessment of the status of the workplaces is carried out, including information obligations (availability of operating policies and procedures), and the commission proposes measures based on the investigation. Operational policies and procedures (including biosafety, good laboratory practice and good clinical practice) are included in regular training sessions and are posted in teaching and work areas. A biosafety manual is available to staff and students.

The *Biosafety & Biosecurity Manual* is given in the Appendix 8.1 (FVM) and the Appendix 8.2 (FVHE).

Comments on Area 4

Ensuring high-quality veterinary teaching is a priority for the University and both Faculties. All facilities and equipment used are sufficient for the current and planned number of students, allowing for safe teaching and opportunities for improvement. At the same time, they are also suitable and well-maintained to ensure the best conditions for animal husbandry and welfare.

Suggestions for improvement in Area 4

Veterinary Faculties will support the introduction of new equipment and procedures as part of the continuous improvement of teaching conditions, but always with the safety of students and teachers in mind, as well as compliance with animal welfare and protection.

AREA 5. Animal resources and teaching material of animal origin

STANDARD 5.1

The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

Global strategy of use of animals and material of animal use

The strategic goal of the FVM and FVHE is that the animals and the teaching material of animal origin in terms of number and diversity reflect the current requirements for veterinary education leading to DOC graduates. The number of healthy animals available for teaching is based on the cattle and pig stock of the University Farm, the animals housed in the clinics (horses) and the number of field trips to see these animals on the farms. The number of necropsies is based on the pathological activities of the Department of Pathological Morphology and Parasitology and the variety and number of necropsies from the clinics corresponds to the requirements for teaching pathology. The number of slaughtered animals used in the teaching of FSQ is contracted out to an external animal slaughter facility, where teaching is supervised by an academic staff member. Other biological material for laboratory activities, anatomical activities, histological activities is provided within the operation of departments, clinics or in cooperation with practice.

Clinical workplaces (VTH) are organized according to the specific animal species, thus ensuring the required spectrum of clinical cases used in the teaching of FVM and FVHE students. Clinical departments record the informed consents of patient owners in the clinic's information system (Winvet or Vetis) to ensure that animals (or cadavers and material of animal origin) can be used for student teaching and research purposes. During clinical teaching, students actively participate in consultations and hospitalizations. In line with the VETUNI Strategic Plan and the increased requirements for animal welfare, the plan to build a Simulation Centre for Small and Large Animals was implemented in 2021. In order to acquire and strengthen students' practical skills and competences, models of whole or parts of animals and other aids for practical training are included in the courses. During block teaching in Year 6, students expand their practical knowledge to obtain DOC, participate in the treatment of specific patients (from admission to discharge), and develop and defend patient case studies. They also participate in animal husbandry field trips through the ambulatory clinic and complete externship during obligatory clinical EPT with outside providers.

In the field of FSQ and VPH, training is provided at such a level that the FVM and FVHE graduate is competent to carry out ante-mortem inspection/examination of animals intended for the food chain, to ensure animal welfare, to correctly identify conditions affecting the quality and safety of animal origin products, and to exclude animals whose condition indicates unfitness of products for the food chain, to carry out inspection of food and feed, including post-mortem examination of food animals and inspection of follow-up food technology procedures.

Strategy of core curriculum clinical training

In order to ensure adequate teaching leading to the DOC, learning outcomes have been developed for individual courses in both veterinary degree programmes and a Skills Logbook that students must successfully complete during their studies has been created. Patient numbers for teaching and research purposes are considered sufficient in all clinics. The clinics also act as reference centres for the Czech Republic and some other neighbouring countries. Approximately 10-30% of cases are at the clinics are referred, i.e. there are approximately 70-

90 % primary cases coming to the clinics. Teaching on primary patients is further enhanced through collaboration with field workplaces. In the case of large animals. this is ensured by collaboration with external practitioners and farms. The number of cases in each clinic is regularly evaluated. Room for improvement in the training of students is discussed with the heads of the clinical departments and appropriate measures are taken.

All students are trained on all relevant species of domestic animals. This includes clinical cases (individual and herd health medicine) with referred cases as well as primary patient cases. In addition to practical training, theory (history, aetiology, pathogenesis, therapy) relevant to the case is covered during the course. In the curriculum, clinical training is part of the courses animal propaedeutics and diseases of individual species of animals, which are complemented by laboratory diagnostics in veterinary medicine, herd health management and reproduction. The clinics and departments are responsible for providing adequate practical training, which is regularly evaluated by both students and teachers. Clinical rotations/internships are organized in small groups of students who visit clinics/departments following a set schedule (see Standard 5.3).

Welfare of animals used for educational and research activities

The University campus has a number of facilities for the keeping and handling of experimental animals for teaching and research. Depending on the focus of the individual clinics and departments, these include facilities for various types of laboratory animals (mice, rats, rabbits, poultry, fish, frogs, small birds, reptiles, etc.) and other experimental animals (pigs, cattle, sheep, goats, dogs, cats, etc.). The number of animals used for teaching and research depends on the teaching goals, the number of students, the experimental scope and the research projects to be carried out. These facilities are accredited for the handling of experimental animals by the Ministry of Agriculture in accordance with EU regulations and national legislation[29]. Currently, VETUNI has a valid decision on the authorisation to use experimental animals for all VETUNI facilities with a validity period until 11 September 2024[30]. The Avian Medicine Pavilion, building 25 and Building 32 have the valid decision[31] until 12 March 2024.

The use of experimental animals for experimental, scientific and educational purposes is regulated at VETUNI in accordance with the relevant legislation. Each experiment is preceded by the preparation of an application for approval of the experimental project, its assessment by the VETUNI Expert Committee for the Welfare of Experimental Animals (hereinafter referred to as the Committee) and its approval by the state authority competent for project approval. The experiment project leader must have a certificate of professional competence in compliance with the relevant legislation, as well as other staff taking care of experimental animals and conducting experiments. The use of experimental animals at the University is supervised by the Committee. The Committee provides regular advice, particularly during the design process of experimental projects, but also in other areas related to the welfare of experimental animals. The Committee also keeps records of all experimental projects, the numbers of experimental animals used and monitors the welfare of experimental animals. Supervision of the protection of experimental animals at the University is carried out by a state body (RVA of the SVA for the South Moravian Region). Within the lifelong learning, VETUNI organises and offers training courses to obtain and extend qualifications and professional competence in the field of experimental animals according to the Act on the Protection of Animals against Cruelty.

[29] Act no. 246/1992 Coll., on the Protection of Animals against Cruelty, as amended
[30] Decision on Granting Permission to Use Experimental Animals Ref. No. 45450/2019-MZE-18134
[31] Decision on Granting Permission to Use Experimental Animals Ref. No. 58197/2020-MZE-18134

Cadavers and material of animal origin for training in anatomy and pathology

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

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	35	15	35	15	35	15	35	15
Small ruminants	3	2	3	2	3	2	3	2
Pigs	35	15	35	15	35	15	35	15
Companion animals	28	12	28	12	28	12	28	12
Equine	1	1	1	1	1	1	1	1
Poultry & rabbits	35	15	35	15	35	15	35	15
Others								
Entire skeletons	20-30	20-30	20-30	20-30	20-30	20-30	20-30	20-30
Bones, vertebrae	500-600	500-600	500-600	500-600	500-600	500-600	500-600	500-600
Limbs	100	100	100	100	100	100	100	100
Head skeletons	75-100	75-100	75-100	75-100	75-100	75-100	75-100	75-100
Organs	350-400	350-400	350-400	350-400	350-400	350-400	350-400	350-400
Models	10	10	10	10	10	10	10	10
PEG specimens	5	5	5	5	5	5	5	5
Vessel specimens	45-50	45-50	45-50	45-50	45-50	45-50	45-50	45-50

Definition: It refers to the number of animal carcasses or other material of animal origin used for practical anatomical training. Thus, it is not the number of autopsies in the dissection room or clinics; these are tracked separately.

Table 5.1.2 Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics)

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	14	14	12	12	8	8	11.3	11.3
Small ruminants	11	11	1	1	1	1	4.3	4.3
Pigs	20	20	22	22	20	20	20.7	20.7
Companion animals	115	51	119	48	58	24	97.3	41.0
Equine	60	60	60	60	60	60	60.0	60.0
Poultry & rabbits	94	94	94	94	94	94	94.0	94.0
Fish	270	180	300	200	324	216	298.0	198.7

Definition: It is a qualified estimate of the number of healthy, live animals that support preclinical teaching in each course of a veterinary degree programme. If an animal is worked with repeatedly within a course, it is counted only once. If the same animal is used in another course, a different aspect is examined, then it is counted again. Both animals in clinics and animals that students bring to class with them are counted. In the case of pet animals that students bring to class themselves, the count depends on the number of students.

Table 5.1.3 Number of patients seen intra-murally (in the VTH)

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	46	21	19	35	25	51	30.0	35.7
Small ruminants	68	30	45	83	46	92	53.0	68.3
Pigs	101	45	67	123	89	176	85.7	114.7
Companion animals	7,485	2,843	8,986	1,756	8,989	1,808	8,486.7	2,135.7
Equine	980	246	855	226	777	212	870.7	228.0
Poultry & rabbits	825	288	488	431	495	457	602.7	392.0
Exotic pets	4,319	0	4,595	0	3,985	0	4,299.7	0
Others (llamas, alpacas)	1	0	1	0	2	0	1.3	0

Definition: It is the total number of animal patients handled in VETUNI clinics (intra-murally). Each patient is stately registered in the department's patient system and is individually examined/handled by at least one student under the supervision of at least one staff member/teacher. Each live animal affected by one specific clinical episode is counted as a single patient.

Table 5.1.4 Number of patients seen extra-murally (in the ambulatory clinics)

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	6,900	3,089	3,251	6,014	3,720	7,385	4,623.7	5,496.0
Small ruminants	332	149	164	302	147	293	214.3	248.0
Pigs	2,851	1,276	688	1,272	408	810	1,315.7	1,119.3
Companion animals	84	32	90	18	104	21	92.7	23.7
Equine	103	32	72	24	99	33	91.3	29.7
Poultry & rabbits	0	0	0	0	0	0	0	0
Exotic pets	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0

Definition: It is the total number of animal patients handled outside VETUNI (extra-murally). Each patient is stately registered and is individually examined/handled by at least one student under the supervision of at least one teacher (e.g., animal shelters, outpatient clinics, training centers). Each live animal affected by one specific clinical episode is counted as a single patient. Patients handled as part of an external practice (EPT) where the student works, for example, in a private veterinary practice and is not supervised by a teacher, are not counted in this indicator.

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

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	0	0	0	0	0	0	0	0
Small ruminants	90	90	90	90	90	90	90	90
Pigs	0	0	0	0	0	0	0	0
Companion animals	88	88	88	88	88	88	88	88
Equine	87	87	87	87	87	87	87	87
Poultry & rabbits	90	90	90	90	90	90	90	90
Exotic pets	78	78	78	78	78	78	78	78
Others	0	0	0	0	0	0	0	0

Definition: It is the proportion of referred patients out of the total number of patients. That is, those patients who are examined for the first time within the VETUNI clinics without any previous examination or consultation at another workplace.

Table 5.1.6 Cadavers used in necropsy

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	112	50	88	35	92	39	97.3	41.3
Small ruminants	45	20	42	17	39	17	42.0	18.0
Pigs	396	177	413	167	432	181	413.7	175.0
Companion animals	440	196	438	177	422	177	433.3	183.3
Equine	58	26	58	23	48	20	54.7	23.0
Poultry & rabbits	220	98	126	51	184	77	176.7	75.3
Fish	242	108	282	115	417	175	313.7	132.7
Exotic pets	118	53	122	49	129	54	123.0	52.0
Others (game)	147	66	123	50	180	75	150.0	63.7

Definition: The total number of post-mortem examinations performed on whole cadavers.

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

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Cattle	169	76	135	55	192	81	165.3	70.7
Small ruminants	32	14	25	10	30	12	29.0	12.0
Pigs	22	10	31	13	18	8	23.7	10.3
Poultry	23	10	15	6	5	2	14.3	6.0
Rabbits	6	2	5	2	5	2	5.3	2.0
Fish	6	3	6	3	6	3	6.0	3.0
Bees	8	4	9	3	8	4	8.3	3.7

Definition: The total number of field trips to herds/farms/flocks or other units under the supervision of an academic staff member.

Table 5.1.8 Number of field trips in slaughterhouses and related premises for training in FSQ

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Ruminant slaughterhouses	12	4	13	5	13	4	12.7	4.3
Pig slaughterhouses	12	8	13	5	13	8	12.7	7.0
Poultry slaughterhouses	0	0	0	0	0	0	0	0
Related premises*	0	4	0	2	0	4	0	3.3

**Premises designed for the production, processing, distribution or consumption of food of animal origin*

Table 5A Number of animals provided for FSQ training (inspection of slaughter animals)

Species	2021/2022		2020/2021		2019/2020		Mean	
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Ruminant slaughterhouses	45	48	52	33	39	24	45.3	35.0
Pig slaughterhouses	288	292	312	262	468	220	356.0	258.0

Note: The examination always included the body, the relevant organs and, in the case of cattle, the head.

Sub-department of Anatomy obtains dissection material and material of animal origin for teaching of FVM and FVHE students from internal and external sources. Companion and farm animals are mainly obtained from Faculty clinics, other animal species or animal body parts (including horses, cattle, pigs, sheep, goats and poultry) are also obtained through the Sub-department of Pathology. Storage/fixation of whole animal bodies or parts of animal bodies is carried out with minimal or total exclusion of formaldehyde (material fixed in ethylene glycol or native material is used). Disposal of the material is ensured by transport to the rendering plant.

Sub-department of Pathology – part of the material used for teaching (whole animal bodies, organ or tissue samples) comes from the University's clinics. The material for teaching is also received from external partners (farms). The teaching material is stored in the pathology department in dedicated refrigerated boxes. Parts of animals or organs intended for practical necropsy training (during the week) are also stored in these boxes. Some animal cadavers supplied from external sources (in cases where early diagnosis is not necessary after consultation with the consignors) are kept in freezers to ensure that sufficient material is available at all times for practical dissection training. Cadavers and body parts are placed in plastic containers which are regularly collected for disposal by the rendering service. Cadavers of animals after post-mortem examination in the framework of professional veterinary activities are not returned to the owner and are handed over to the rendering service for disposal. In certain cases, organs or body parts of dissected animals are also given to the Sub-department of Anatomy or other clinical departments of the Faculty for teaching and research purposes.

For the teaching of game diseases to FVHE and FVM students, the main source of cadavers for dissection and examination of animal material is the University Farm. A smaller and irregular source are samples obtained on the basis of individual contacts with owners and managers of private hunting grounds or in cooperation with rescue stations. For fish, in view of the rapid decomposition, the delivery of live fish is preferred. These are then culled and immediately examined. Fish samples are obtained mainly in cooperation with external companies (Morava River Basin, Pohořelice Fishery).

Management, assurance and evaluation of animals and teaching material of animal origin

The departments and clinics of both Faculties are responsible for the animals owned by VETUNI, for the sufficient number of patients for preclinical and clinical teaching and for the necessary amount of animal material to ensure that the teaching is performed in compliance with the syllabus of the courses as well as the number of students in the teaching rooms and the learning outcomes leading to the DOC are fulfilled. The number and type of animals or material of animal origin are regularly monitored, shortcomings are analysed and discussed with the responsible head of the clinic/department and corrective measures are implemented. Feedback

is given through direct discussions/consultations between students and teachers, as well as through regular assessment of teaching by students (see Standard 9.5).

Part of the internal QA system at VETUNI is the regular evaluation of a number of parameters and indicators related to the provision of teaching, including the number and diversity of individual animal species, clinical cases, number of visits to herds, cadavers used in practical teaching, etc. The data are evaluated and discussed annually in committees and bodies at the University and Faculty level (SB, AS) through the *Annual Report* and the *QA Report* (at the University and both Faculties). In addition to assessing the fulfilment of individual indicators, the reports also include a proposal for possible measures. Measures are proposed to ensure that teaching in both veterinary degree programmes reflect the requirements set for the acquisition of skills and competences in line with EAEVE rules. The individual reports are available to staff, students and stakeholders on the web of VETUNI and the Faculties.

STANDARD 5.2

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

The Faculties also provide teaching externally, by means of ambulatory clinics, as well as teaching at the University Farm, in a slaughterhouse for teaching the inspection of slaughter animals, in food processing companies for FSQ teaching. This teaching is organized, managed and directly implemented by the academic staff of the Faculties. Academic staff from various clinics and departments conduct teaching at the University Farm, where students receive practical pre-clinical and clinical training, including genetics, animal reproduction and breeding, housing techniques, animal health, animal welfare, animal nutrition and animal husbandry. In addition to hands-on training in handling and husbandry of livestock, all students engage in routine tasks (e.g. pregnancy diagnosis, milking technique, feeding and data analysis).

STANDARD 5.3

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

Implementation of the nursing care skills

Clinical teaching of FVM and FVHE students is organized in the full range from theoretical teaching, to teaching of individual topics within practical training, teaching using simulation models, teaching on healthy animals, teaching of selected areas (e.g. teaching of specific diseases of organ systems on real clinical patients, teaching focused on complex diagnostics, therapy and prevention of the respective disease in a particular patient using the options of clinical outpatient examination, imaging diagnostics, special laboratory and as well histopathological examination.

Students are active participants in all forms of clinical training, including attendance at duties, the emergency services and/or ICU practice. Initial veterinary care skills are trained in the course Fundamentals of Veterinary Care (FVM students), and further developed in the courses Clinical Propaedeutics of Pet and Farm Animal (both FVM and FVHE students). These practical lessons are used to gain initial experience in safe handling, basic therapy, patient care and monitoring. Students acquire and refine nursing skills in later clinical courses (animal diseases, surgery, anaesthesiology, reproduction) as well as in obligatory clinical practice (clinical rotations) and internships. Nursing skills are trained under the supervision of academic and other staff. In addition to their duties, some students visit clinics as volunteers or take the

opportunity to be employed as nurses, which contributes to the development of their nursing competencies.

Group size for the different types of clinical training

The student group size at FVM and FVHE in practical clinical training takes into account the requirements for learning outcomes and the form of teaching (group size 6-12 students, internships and skills training courses 4-6 students).

Hands-on involvement of students in clinical procedures

Intra-mural teaching – at the beginning of the clinical practical training, both FVM and FVHE students are familiarized with the workplace operations and safety instructions (work instructions, protective equipment, disinfection, asepsis, animal fixation, hygiene, etc.). This information is available in written form at each workplace. Where appropriate (e.g. during filed trips to the farm, when entering or leaving isolation facilities, dissection rooms), specific biosecurity procedures are implemented according to the guidelines of the safety plan, taking into account the potential infectious environment (*Biosafety & Biosecurity Manual* in Appendix). After initial practice of clinical skills on simulators or biological material (e.g. injection, blood collection, endotracheal intubation, intravenous catheterisation, suturing techniques, setting up anaesthetic equipment, use of anaesthetic monitoring equipment, aseptic preparation, etc.), students are involved in routine clinical practice and perform all practical procedures under the guidance and supervision of the teachers. Students are involved in daily medical care, including performing preventive and prophylactic procedures (vaccinations, deworming, claw trimming, medication administration), internal medicine procedures, infectious diseases procedures, general and special surgery, intensive care, anaesthesia, reproduction, and neonatal care. They improve their communication skills, report on patients under treatment, take care of hospitalized patients, perform supervised clinical examinations, diagnostic and therapeutic procedures, participate in the handling of medical documentation (working with medical records, filling out examination requests, working with the electronic system, etc.), and learn how to perform euthanasia. In the clinics for farm (food) animals, students are involved in farm field trips, participate in herd health care and investigations, including autopsies, diagnostic and laboratory tests.

During the first semester of Pathological Morphology, students learn and train the technique of animal dissection and the basics of assessing changes in organ systems. In the next two semesters of Pathological Morphology, they are trained to be able to interpret post-mortem findings and correlate them with a preliminary clinical report. Students participate in daily diagnostic pathology, perform supervised autopsies, collect specimens for further specialized examinations, and learn how to fix specimens properly.

Extra-mural teaching – is conducted through ambulatory clinics (see Standard 4.7) under the supervision of an academic staff member. Student involvement is similar to that of intra-mural clinical training (group sizes range from 4-8 students). Extracurricular practical clinical training is also carried out at the University Farm.

Students critical thinking and understanding of the clinical cases

FVM and FVHE students enhance their critical thinking, knowledge and skills during the study of individual clinical courses of the core curriculum and during compulsory practice, which is supplemented by presentations and discussions of clinical cases. During clinical rotations (6th year), students participate in internal case discussions on individual clinical wards. Students have access to an electronic patient database and the University's literature database. Teaching is also supplemented by e-learning resources (e.g. IEA student project outputs), interdisciplinary courses and a communication skills course. During clinical teaching, students are responsible for a specific patient case, which they have to present to other students and

teachers. These presentations not only emphasize state-of-the-art diagnostic and therapeutic procedures, but also the development of communication skills and critical thinking reflection.

STANDARD 5.4

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

Medical records are stored at individual clinical departments (VTH) in an electronic system used in practice (WinVet, Vetis). Records of patients handled in ambulatory clinics are also recorded in a similar way. The electronic records of examination, diagnosis, therapy and preventive measures for patients of the clinics are accessible to FVM and FVHE students for their self-study. The teaching facilities for self-study, including computer equipment and the system for accessing the clinical case database, are continuously upgraded. The electronic systems allow the registration and retrieval of patient records, which serve as an important source of information (history, therapy, special examinations, referrals, etc.) for any further examinations and treatment of animals. During clinical practical training, FVM and FVHE students have access to the system using student accounts. This allows students to prepare for cases either before they come into contact with a specific animal or as interesting educational examples, e.g. to prepare and present a clinical case. Patient records include all types of documentation, including registration, medical history, daily findings, diagnosis, prescriptions, laboratory, surgical and therapeutic treatment reports, as well as a description of the specific examination of a given patient. During clinical teaching sessions with teachers, students examine patients and record data in the system. Diagnostic images are archived and linked to electronic patient records. The system facilitates the registration of services, is linked to stock management and allows the preparation of bills for veterinary care. Access to the medical records is important not only for teaching purposes but also for providing retrieved/stored data to students and academic staff for clinical research purposes.

Comments on Area 5

Although VETUNI fully applies the 3R rule in terms of replacement, reduction and refinement in the use of animals in teaching, the number of animals and material of animal origin corresponds to the needs of preclinical and clinical teaching. VETUNI provides the number and variety of cases to meet the teaching requirements. VETUNI makes sure that animal welfare is assured in accordance with animal welfare requirements. The use of live animals for teaching, particularly for preclinical courses, is limited and gradually replaced by appropriate non-living animal models. For the purposes of clinical teaching, individual clinics are modernised in compliance with the latest advances to ensure the highest possible level of veterinary care. This modernisation, as well as the credit of the University and the active work of the veterinarians – teachers, enables the clinic to obtain a high number of patients suitable for student training, both in dogs and cats (including special and highly demanding operations) and in horses (including special and highly demanding operations), where many patients are also from abroad, as well as birds, reptiles and small mammals, including exotic animals, where the clinic has a high number of patients across the whole spectrum of its specialty. A major advantage regarding the livestock sector is that the farms in the near of the University are interested in the provision of veterinary care by the University, which allows the University access to nearby cattle and pig farms as part of its teaching, and also to recruit patients for admission to the Ruminant and Swine Clinic. The opportunity to teach clinical propaedeutics, clinical bovine and swine diseases and infectious diseases and epidemiology at the University Farm is also a major benefit.

At the time of Covid-19 pandemic, theoretical teaching was carried out in a distance on-line form. Practical training was postponed until after the end of the emergency measures and implemented in its entirety according to the hourly allocation in the curriculum.

The FSQ quality training is carried out at the contracted slaughterhouse, and also in the other food businesses. It also relies on: (a) the use of guided video sessions and photographic documentation in theoretical preparation for the actual visit to the enterprises, (b) detailed familiarisation with slaughtering technologies in the slaughterhouse located in the University campus, (c) practical training in basic veterinary operations in the Faculty's processing units (meat cutting, production of cooked meat products, fish processing, milk pasteurisation, production of fermented dairy products and fresh cheese, etc.). In connection with the current disease situation and the measures in force (Avian Influenza, African Swine Fever), access to food processing plants has recently been partially restricted, but the scope and quality of teaching is retained because the Faculty's capacities are enhanced by contracted capacities with certain companies which allows proper FSQ teaching.

Suggestions for improvement in Area 5

In terms of providing a full range of important animal species and animal material for teaching, the University is very well equipped and its clinics and facilities work very well to provide veterinary care and teaching for veterinary students of both Faculties. As part of the quality assurance and internal evaluation system for teaching, both Faculties will continue to evaluate and possibly optimize the number and species diversity of animals and animal material to be used for teaching in the years to come. Faculties must maintain the number and species of animals, despite financial demands and pressure to phase out the use of live animals in teaching, and simultaneously keep 3R rule.

AREA 6. Learning Resources

STANDARD 6.1

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

General strategy on learning resources

The strategic aim of FVM and FVHE is to ensure that teaching resources (both print and electronic) offer excellent learning and research opportunities for students and staff. Learning resources are made accessible by library services and information technology (well-stocked University Library, Wi-Fi network, VEFIS, Moodle e-learning). Through these resources, the veterinary Faculties provide students with learning support for their studies, in the form of electronically accessible lectures (PowerPoint presentations) or lecture handouts, electronic teaching texts, college textbooks and reference textbooks (including electronic ones) available in the University/department library, learning support produced by the VETUNI IEA projects, access to scientific and professional knowledge databases, internet access and others. In the event of an emergency (e.g. during the covid-19 pandemic), staff are also able to implement the training on-line (MS Teams). Emphasis is currently placed on the use of all available technological possibilities of blended learning and the latest methods of on-line veterinary education.

The learning resources are in Czech and also in English. Recommended literature for the study of the course is listed in the description of each course in IS STAG. Students have access to the University Library (UL), or to the departmental libraries, they have access to e-learning and IT system within the University campus, in the halls of residence and also off-campus. If needed, resources not directly available at VETUNI but available at other universities or public libraries in the country can be obtained through interlibrary loan services.

Access and use of learning resources

Students of the FVM and FVHE are trained on all services provided by the UL upon entering the first year of their studies, in addition, library staff or an external tutor organize seminars focused on working with the library catalogue, working with the EBSCO Discovery metasearch engine and working with electronic information resources. The UL website provides additional information such as the online library catalogue of books, journals and college textbooks, instructions for accessing electronic information resources and the electronic library, information on citation and publishing ethics, and the procedure for publishing college textbooks. Teaching in some courses is aimed at increasing students' ability to acquire sources for teaching and other information and data, evaluate them, and interpret the results.

FVM

The Faculty has a well-established system of training for staff and students to increase their competences (educational, presentation, IT work, work with professional resources, etc.). In this context, regular training is conducted with the participation of internal and external tutors (in cooperation with APUA – Association of University Staff).

FVHE

The established system of staff and student education also includes courses aimed at increasing their competences in the use of multimedia applications, online teaching and e-learning tools, searching and citation of sources, etc. The curriculum includes courses in Biostatistics, Information Literacy and Data Management and Methods of Research.

Students are offered a number of support elements: an information leaflet, a website including a list of links to information systems and IT services, and support from the Student Office. The curriculum includes a compulsory course on Information Literacy and Data Management and a compulsory elective course on Methodology of Research.	In some courses, students prepare essays on a given topic (training in information retrieval, processing and citing sources). The information on the website, information leaflets and the advisory activity of the Faculty's Student Office serve as supporting elements.

Management, assurance and evaluation of the learning resources

The purchase of new books is done centrally based on recommended literature for courses, and requests from tutors, researchers and students (questionnaire survey, purchase requisition form available at the circulation desk). Departments and clinics may also purchase new books with their own funds, but each acquisition must be registered with the University Library. College textbooks published at VETUNI are part of the library collection and are available to students in electronic form on VEFIS or in the library catalogue. The university also has a database of all electronic materials and multimedia teaching materials (VEFIS sharepoint) and these are accessible to all students.

New electronic resources are acquired based on an evaluation of the use of trial access to the database, which always precedes the purchase. The last time Statista was evaluated as a new database resource this way (included from 2023). Concerning periodicals subscribed to the outside of the subscription database, Faculty deans are asked each year to approve/change the list of periodicals for the following period. Acquisition of resources is approved by the Vice-Rector for Science, Research and International Relations. The Library publishes new acquisitions in the Library's Portaro catalogue (vfu.cz).

The Information and Telecommunication Technology area at VETUNI is administrated at the University-wide level by the Centre of Information Technology (CIT) which provides services to the Faculties. The implementation of University-wide systems and information technologies and their innovation is decided by the Rector's Office based on recommendations from experts, usually involving staff from the departments concerned and the CIT. Information about IT changes is communicated through various channels (e.g. social media, direct personal emails, website). University Library and CIT staff are available by phone or provide remote assistance for questions regarding IT resources. The CIT website provides basic information on the use of IT by VETUNI students LINK.

STANDARD 6.2

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

Description of the University Library

The mission of the University Library (UL) is to provide information for studies and scientific and research activities at VETUNI by collecting, processing, storing and making available the library and information collection through library and information services. It acts as the central library for the network of sub-libraries and manages their activities methodically. The library offers the following services - lending, research, reference, reprography and access to electronic

resources. Together with the Editing Centre, the Library is part of the SIC, which is integrated into the organisational structure of the Rector's Office and is managed by the Vice-Rector for Science, Research and International Relations. The UL is a central service provider of electronic and print media, teaching equipment and modern computers. It is the only library in the country that collects and catalogues books, journals and other materials specific to the field of veterinary medicine. The UL provides students and staff with access to textbooks, college textbooks, journals and other specialized literature in Czech and English through either off-site or on-site loans. In addition, students can work in the UL in computer study rooms with access to specialized information databases. The UL also lends study literature to students.

Staff and qualifications

The library has 9 employees (FTE 8.5). Three employees have a University degree, two have a higher vocational education degree and four have a secondary education degree. Seven staff members have a vocational education degree with a library specialisation.

Opening hours and days

The library is open 55 hours weekly during the term (Monday to Thursday 7:30 am to 7:30 pm, Friday 8 am to 3 pm). During the exam period, the opening hours are limited to 42 hours per week and 20 hours per week during the holidays. Opening hours are fully accommodating to the needs of students and staff.

Annual budget

The annual budget (excluding staff wages) amounts to €25,000 for the operation of the whole SIC and €20,500 for the operation of the library. € 101,552,800 is allocated for access to electronic information resources (EIR).

Facilities

The library is located on the 4th floor of the SIC (Study and Information Centre) building. It is a highly modern facility that provides students with an environment for study in a large structured study room and group or individual study rooms. The number of study places in the main library space is 128, with additional places offered by group study rooms (28 places), self-study rooms (7 places) and a PC classroom (24 places). The library also offers places at scanners and document bindery (3 places). Further opportunities for self-study are available in the lobby of the SIC (61 places) and study places in the corridors of the building (57 places).

Equipment

Library users can access the Internet via wireless Wi-Fi connection, but also via 35 computers, 24 of which are located in the computer study room, 7 in individual study cubicles and 4 in the library premises. Users also have the option of printing and copying on two multifunction machines that use smart cards for identification. Scanning is made available to users through two book scanners located in the library's open space.

Software available for bibliographical search

Students and employees of VETUNI have access to disciplinary and multidisciplinary electronic information resources from the American Chemical Society, CAB Abstracts Plus Collection, EBSCO (EBSCO Search Complete, EBSCO Academic Search Complete, EBSCO eBooks), Science Direct, SciFinder, Scopus, Springer, Web of Science including Journal Citation Reports (JCR), Wiley Online Library E-journals, Zoological Record. In addition, the University Library has provided access to World Scientific, ProQuest One, Bentham Science and Veterinary Source databases for a trial period. The EBSCO Discovery Service, a search tool that helps users efficiently search for information (from the entire library collection and all EIRs) through a single search interface, is also still available.

Description of the subsidiary libraries

FVM

The FVM departments/clinics have sub-libraries that keep records of scientific books and scientific papers. The registration of books by individual departments is controlled by the central University Library, the actual operation of the libraries is then the responsibility of the management of the specific department. In total, there are 17 subsidiary libraries at the FVM registering 13,973 titles of specialist books and volumes.

FVHE

There are subsidiary libraries in the FVHE departments. All books are registered centrally in the central University Library and further under the established designation of sub-libraries. Each library determines its policy on loans. In total, there are 5,341 registered book titles and 14 periodical subscriptions in the total number of 13 FVHE subsidiary libraries.

IT facilities and the e-learning platform

The information technology area at the University is managed by CIT. The network infrastructure facilities are implemented through state-of-the-art technologies and highly qualified staff (FTE 14). VETUNI is connected by 10 Gb/s connectivity to the national high-speed computer network dedicated to science, research, development and education CESNET2. The backbone of this fibre optic network connects the largest university cities in the Czech Republic with circuits at high data rates and also links to the global Internet. As a user of this network, VETUNI manages its own computer network within its campus, enabling high-speed data transmissions for demanding applications and services. CIT operates two backup server rooms, forming the computing and data core of the entire University network. The backbone of the data network is made up of fibre optic cables that connect buildings on campus and the Kaunic's Halls of Residence. In each building, there are metallic distribution lines with more than 2,000 connection points. CIT manages 19 dedicated servers. Of these, seven servers are used for cluster virtualization (VMware Hypervisor ESXi, vCenter) with an additional 47 virtual servers. There is no in-house software development department at VETUNI. The vast majority of the software is purchased and practically, except for M365, operated at the University. Access to University computers is handled through Apache Guacamole, which provides connectivity to the remote desktop via an HTML5-enabled web browser. The computing equipment represents a total of approximately 950 personal computers, of which 60 are located in classrooms that are freely accessible to the University's students. All these PCs are equipped with an operating system, a standard office software package and an antivirus program.

Accessibility to electronic learning resources for staff and students

Each enrolled student and/or staff member receives a VETUNI account that allows access to their mailbox, the University network and its information system, and shared resources provided by other research institutions. Mailboxes, calendars, public folders and most information systems used for teaching and student use can be accessed from the University or, if necessary, via a secure connection and web browser from anywhere. The Cloud system allows secure storage of files for remote access. The library, seminar rooms and public areas such as lecture halls, and all other important places where students normally meet are equipped with centrally administrated Wi-Fi access points, coverage is gradually being extended. By 2023, an additional 82 access points will be purchased. The entire hall of residence is covered, and students here also have access to wired internet. Students and staff of the University can connect to the Wi-Fi network that is part of the worldwide roaming federation Eduroam. Web and VPN services for staff facilitate access to off-campus resources, and a reserved remote access service (EZproxy) allows staff and students to connect to library resources.

STANDARD 6.3

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

Number of veterinary and other (e)books and (e)periodicals

The library builds specialized stocks of information resources in paper and electronic form according to the information profile based on accredited fields of study and implemented scientific research projects at VETUNI. The library stocks consist of printed texts and digital documents. The electronic information stocks consist of bibliographic and full-text databases and other electronically published documents. The library stocks are continuously replenished by purchases from the library budget, purchases from sources outside the library budget, interlibrary exchange and donations. After professional library processing, the library stocks are made available on the premises of the library in person and by off-site loans outside the library for a limited time. The electronic information stocks are accessible on the internal computer network of VETUNI and via the Internet in accordance with the licence conditions of the individual publishers. The total number of titles is 50, 426 (most of them are monographs) and the number of copies is 111,016. Outside the subscription database (11), 29 periodicals are subscribed to. The books are systematically arranged in groups – veterinary medicine-related disciplines, laboratory veterinary medicine, preventive veterinary medicine and clinical disciplines. The library does not record the number of items in the library and electronic stocks classified in these groups, but it can be observed that the vast majority of the library and electronic stocks are focused on veterinary medicine and the remainder cover other aspects of biological or other related sciences as well as general academic topics (thesis writing or time management). The user can search the database by their keywords or indexes (author, subject, keywords, local subject sorting).

Available learning resources to students

The University continuously invests in blended/online learning formats through funding and technical support. In the area of e-learning, learning and teaching support and sharing of learning resources, the most used system is Moodle (containing more than 300 e-learning courses) where students can find information about their subjects/courses and tutors can create, upload, revise, extend and edit their teaching materials online. Students can read texts and download presentations, video or audio files, animations or interactive modules. They can also check their knowledge with online tests. In addition, MS Teams and Zoom are widely used, and tutors themselves usually inform students about the process of connecting and working with them once the course has been set up. Patient data and diagnostic images (X-ray, CT, MRI, ultrasound, etc.) used in the teaching are linked to the clinics' electronic patient record system. VEFIS (Microsoft SharePoint) is used as a repository for course materials and electronically issued college textbooks; materials are also placed in the Office 365 cloud environment, which students and staff can access. All students make full use of the University email which is part of the cloud services. All platforms used are continuously maintained.

An important contribution to the expansion of the number and forms of study support is through IEA projects (usually carried out by a student in collaboration with an academic staff member). In 2021, 43 projects (amounting to € 114,750) and in 2022, 29 projects (€ 78,000). In recent years, projects have focused on the creation of teaching and learning supports to enhance learning and teaching procedure or assess knowledge and experience at a distance (e.g. electronically accessible narrated lectures, video recordings, databases of test questions, simulated or real cases, diagnostic decision trees, therapeutic procedures, etc.). The created

teaching resources are accessible on the website (IEA VETUNI LINK) and in the Moodle (LINK) and MS Teams courses of the corresponding courses. Students are informed by the tutor about the access to these learning resources.

Organisation and supervision of the skill labs

Teaching in the skills laboratories for FVM and FVHE students is organised as part of the practical teaching of clinical subjects and as part of the Skills courses (see Chapter 4.2). Teaching is supervised by academic staff and its organisation is the responsibility of the course guarantor. Practical teaching of skills is provided in the classrooms, laboratories and other areas of the clinical departments (examination rooms, preparation rooms, operating theatres, inpatient areas, ICUs, etc.). In accordance with the SG, the preparation of the construction of the Simulation Centre for Small Animal Diseases in Building 43 and Large Animal Diseases in Building 7 (total area of 480 m2) was started in 2021, with a completion date in mid-2023. In the following years, the expansion of a range of simulation tasks is planned by purchasing additional aids and keeping the constructed simulation centres in operation (support of the MEYS from the project of the Programme to Support Strategic Management of Universities for the period 2021-2025). The introduction of compulsory simulation training on simulators is implemented on the principle of 3Rs before the compulsory clinical rotations, at the same time detailed instructions on individual tasks performed on simulators have been and continue to be prepared within the IEA projects with the participation of students. Skills training related to the teaching provided by the FVHE for FVHE and FVM students (FSQ and VPH) is under the organisational guidance and supervision of the respective course guarantor. This teaching is carried out on premises that are also used for other practical, laboratory and non-laboratory teaching and do not require special equipment.

Comments on Area 6

The University Library is a widely used, modern facility providing University students with space for study, access to study literature and electronic information resources. The number of study spaces, computers and computer access for students' own computers (directly or via Wi-Fi) is sufficient. The range of study literature is adequate, and access to electronic information resources includes all the literature databases relevant to the study of the two branches of veterinary studies, i.e. veterinary medicine and veterinary hygiene and ecology. The opening hours of the University Library, the provision of other library services and the staffing of the University Library are adequate. No significant changes are expected in the University Library in the near future.

Suggestions for improvement in Area 6

- Both FVM and FVHE will promote greater use of e-learning and lifelong learning resources.
- Further development of the simulation centre/laboratory is planned both in terms of physical space and equipment.
- Further high emphasis on the digital skills of teachers is planned in terms of both software and hardware training.
- The University, with the support of both Faculties, will continue to expand the library stocks (books, textbooks, college textbooks, journals) of the University Library in both Czech and English languages and to maintain access to professional electronic information resources and professional and scientific databases.

AREA 7. Student Admission, Progression and Welfare

STANDARD 7.1

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

The legislative basis for the admission procedure, the course of study and its termination are the Higher Education Act and the internal regulations of VETUNI [32]. Both veterinary Faculties have written specific rules for the admission of students, for the course and the termination of studies. Comprehensive and up-to-date information is provided to applicants and students on the University/Faculties' websites, in documents addressed to applicants and students, at contact events and in the guidance activities of the Student Offices of both Faculties and the University Career and Counselling Centre.

FVM

The Faculty informs about educational programmes through its website, actively presents information about study programmes at study fairs (e.g. Gaudeamus), annually organises Open Days where information about the requirements and course of study and the mission, work and activities of the Faculty, in general, are provided to those interested in studying.

The Faculty also presents itself abroad by participating in international fairs and sharing information about studies or news related to studies through external agencies (Norway, Finland, France, Cyprus, and Israel).

Information about study programmes is also communicated individually to prospective applicants on request through the Student Office, and information is also shared through VETUNI's social networks (Facebook, and Instagram). Link to the website with information about the study programme for applicants and students – Czech and English programmes.

FVHE

Information about the Faculty and study programmes is actively presented: a) on the website, b) during regular Open Day (in person, online), c) at post-secondary education fairs (Gaudeamus), d) during secondary school student visits to VETUNI, e) by advertising in magazines and on web portals, f) by using the student ambassador system (students of the Faculty present study programmes at their alma mater secondary schools) and g) at other events.

Individual events and activities are posted on the VETUNI website, Facebook and Instagram. During regular meetings, senior students pass on their experiences to new students. Information is continuously provided to prospective students and students by the Faculty's Student Office and the University Career and Counselling Centre.

Information about studying in English: a) website, b) promotional materials, c) contracts with agencies (France, Germany, Thailand, Sweden, and Cyprus) and d) Keystone web portal (Norway).

STANDARD 7.2

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

The basic principles of funding universities in the Czech Republic are stable and have not changed for a long time. The type and financial intensity of accredited study programmes and

[32] in particular The Full Text of the Study and Examination Regulations in the Bachelor's and Master's Degree Programmes of the VETUNI, dated 22 May 2020

lifelong learning programmes, the number of students and the results achieved in educational and scientific research, development and innovation, artistic or other creative activities and their intensity are decisive for determining the amount of the contribution. Each higher education institution has a number of funded students laid down by the MEYS, from which it may deviate only within a limit of ± 10%. In 2022, the University management was able to obtain additional funds beyond the basic budget for the development of veterinary programmes and to ensure a sufficient number of graduates for the main employers (CVS and SVA).

The number of applicants admitted to English study programmes is not limited by the MEYS and is limited by Faculty capacity only. The number of students and their relation to the University's resources are evaluated each year in the *Annual Reports* and the calculation of the announced number of admitted applicants in the admission procedure criteria. Due to integrated teaching, the number of students admitted to both veterinary programmes is negotiated between the deans of both Faculties.

The number of applicants admitted to study is influenced by the capacity of the University to provide veterinary studies, the amount of funds allocated by the state per student of veterinary education (to keep the overall budget of the University) and takes into account the influence of private veterinary practice and the state veterinary administration (focus on two directions of differentiation) and the needs of the number of vets in practice (successful employability of vets in practice). The parameters defined in the SOP ESEVT (requirements for premises and equipment, staffing, patients, cadavers and other biological material – Areas 4 and 5) are also considered when planning the number of students to be admitted. Both Faculties have sufficient financial resources to ensure the teaching of veterinary degree programmes, even with a certain margin for a possible increase in the number of students (Area 2).

Table 7.2.1 Number of new veterinary students admitted by the **FVM** and **FVHE**

Type of students	2021/2022		2020/2021		2019/2020		Mean	
	31 October 2021		31 October 2021		31 October 2021			
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Standard students								
1. year	168	114	158	115	151	115	159.0	114.7
other years	3	0	1	1	3	0	2.3	0.3
Full fee students								
1. year	33	7	32	3	32	7	32.3	5.7
other years	5	0	1	0	4	0	3.3	0
Total								
1. year	**201**	**121**	**190**	**118**	**183**	**122**	**191.3**	**120.3**
other years	**8**	**0**	**2**	**1**	**7**	**0**	**5.7**	**0.3**

Definition: These are students who have enrolled for studies and are registered in the STAG/SIMS system as of 31 October, they are students who have started their studies "newly", but not always in the first year. If a student has not completed their veterinary studies, re-takes the admissions process, and is admitted to the first year, the previous studies are recognised so that they can enter the higher year at the beginning of the semester. As of 31 October, he/she is already enrolled in the higher year of study.

Table 7.2.2.1 Number of undergraduate students registered at the **FVM** (*Veterinary Medicine*)

Year of programme	2021/2022			2020/2021			2019/2020			Mean		
	31 October 2021			31 October 2021			31 October 2021					
	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ
First year	176	35	**211**	163	32	**195**	157	33	**190**	165.3	33.3	**198.7**
Second year	110	21	**131**	133	23	**156**	122	29	**151**	121.7	24.3	**146.0**
Third year	128	17	**145**	118	28	**146**	109	25	**134**	118.3	23.3	**141.7**
Fourth year	108	27	**135**	107	23	**130**	112	24	**136**	109.0	24.7	**133.7**
Fifth year	127	21	**148**	122	25	**147**	125	29	**154**	124.7	25.0	**159.7**
Sixth year	103	26	**129**	118	23	**141**	105	31	**136**	107.7	26.7	**135.3**
Total	**752**	**147**	**899**	**761**	**154**	**915**	**730**	**171**	**901**	**747.7**	**157.3**	**905.0**

CSP – Czech Study Programme (in the Czech language), ESP – English Study Programme (in the English language)

Table 7.2.2.2 Number of undergraduate students registered at the **FVHE** (*Veterinary Hygiene and Ecology*)

Year of programme	2021/2022			2020/2021			2019/2020			Mean		
	31 October 2021			31 October 2021			31 October 2021					
	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ
First year	115	7	**122**	117	3	**120**	116	7	**123**	116.0	5.7	**121.7**
Second year	83	1	**84**	61	3	**64**	57	4	**61**	67.0	2.7	**69.7**
Third year	56	0	**56**	49	1	**50**	35	3	**38**	46.7	1.3	**48.0**
Fourth year	45	1	**46**	34	3	**37**	59	0	**59**	46.0	1.3	**47.3**
Fifth year	36	3	**39**	59	0	**59**	44	0	**44**	46.3	1.0	**47.3**
Sixth year	54	0	**54**	41	0	**41**	53	0	**53**	49.3	0	**49.3**
Total	**389**	**12**	**401**	**361**	**10**	**371**	**364**	**14**	**378**	**371.3**	**12.0**	**383.3**

Definition: These are students who have enrolled for studies and are registered in STAG/SIMS on 31 October for a particular year.

Table 7.2.3 Number of veterinary students graduating annually at the **FVM** and **FVHE**

Type of students	2021/2022		2020/2021		2019/2020		Mean	
	31 October 2021		31 October 2021		31 October 2021			
	FVM	FVHE	FVM	FVHE	FVM	FVHE	FVM	FVHE
Standard students	91	51	113	41	93	52	99.0	48.0
Full fee students	25	0	23	0	30	0	26.0	0
Total	**116**	**51**	**136**	**41**	**123**	**52**	**125.0**	**48.0**

Definition: The number of students who complete their studies between 1 November of a given year and 31 October of the following year.

Table 7.2.4.1 Average duration of veterinary studies **FVM**

Duration	Number of students, who graduated in the academic year 2021/22			% students, who graduated in the academic year 2021/22		
	CSP	ESP	Σ	ESP	ESP	Σ
+ 0*	78	22	100	86	88	86
+ 1 year	11	3	14	12	12	12
+ 2 years	2	0	2	2	0	2
+ 3 years or more	0	0	0	0	0	0
Total	**91**	**25**	**116**	**100**	**100**	**100**

Table 7.2.4.2 Average duration of veterinary studies **FVHE**

Duration	Number of students, who graduated in the academic year 2021/22			% students, who graduated in the academic year 2021/22		
	CSP	ESP	Σ	CSP	ESP	Σ
+ 0*	47	0	47	92	0	92
+ 1 year	4	0	4	8	0	8
+ 2 years	0	0	0	0	0	0
+ 3 years or more	0	0	0	0	0	0
Total	**51**	**0**	**51**	**100**	**0**	**100**

** The total length of study corresponds to the minimum number of years of the programme (6 years).*
Definition: This is the most recently completed academic year prior to assessment, the number of graduates for the period from 1 November 2021 of that year to 31 October of the following year.

Table 7.2.5.1 Number of postgraduate students registered at the **FVM**

Programmes	2021/2022			2020/2021			2019/2020			Mean		
	31 October 2021			31 October 2021			31 October 2021					
	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ
Interns	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Residents	1	4	**5**	1	5	**6**	0	5	**5**	0.7	4.7	**5.3**
PhD students	63	1	**64**	66	0	**66**	62	0	**62**	63.7	0.3	**64.0**
Others	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Total	**64**	**5**	**69**	**67**	**5**	**72**	**62**	**5**	**67**	**64.3**	**5.0**	**69.3**

Table 7.2.5.2 Number of postgraduate students registered at the **FVHE**

Programmes	2021/2022			2020/2021			2019/2020			Mean		
	31 October 2021			31 October 2021			31 October 2021					
	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ	CSP	ESP	Σ
Interns	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Residents	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
PhD students	68	1	**69**	81	0	**81**	79	0	**79**	76.0	0.3	**76.3**
Others	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**
Total	**68**	**1**	**69**	**81**	**0**	**81**	**79**	**0**	**79**	**76.0**	**0.3**	**76.3**

STANDARD 7.3

The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account of 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.

Admission procedures for standard students

The requirements and practices of the admission procedure are specified in the Higher Education Act and the internal regulation of the *Study and Examination Regulations* (*StExR*). The admission procedure starts with the delivery of the application form. The basic criterion is a secondary school education completed by the school-leaving examination. Additional criteria for admission to study may be laid down relating to certain knowledge, skills or previous education, and these are subject to verification. No account shall be taken of the applicant's gender, social origin, ethnicity, religion, belief, age or sexual orientation in setting other conditions.

The conditions for the admission of applicants are proposed by the Vice-Dean for Education of the Faculty, discussed by the Dean's Board and approved by the AS of the Faculty. At least four months in advance, the deadline for the submission of applications for studies, the method of submission, the conditions of admission and the method of verifying their compliance, the form and outline content of the examination, the criteria for its evaluation, the requirements for medical fitness for studies and the maximum number of students admitted for studies shall be announced. All information is published in English and Czech on the Faculties' websites.

The entrance exam is held in the VETUNI lecture theatres, the tests are prepared anonymously and only after assessment and submission to the Student Office are they assigned to the names of the candidates. For serious, especially medical, and reasons documented in a plausible manner, a candidate may take the entrance examination on an alternative date. Unexcused non-attendance at the entrance examination shall be regarded as a failure to meet the conditions for admission to study. The results of the tests and other scores will be entered into the IS STAG and a ranking of applicants will be produced. For admission to study, the ranking of the applicant after the determination of the total number of points for each criterion concerning the total number of students admitted is decisive. At least the number of applicants specified in the admission requirements has to be admitted if the total number of successful applicants is greater than this number. The Dean's Board of the Faculty concerned evaluates the admission procedure and discusses the proposal for admission. The Dean of the Faculty decides on the admission of the applicant. The admission/non-admission decision must be issued within 30 days of the verification of the conditions. Following the requirements of the Higher Education Act, the Faculties publish a report on the admission procedure, including basic statistical characteristics.

FVM

Other conditions for admission to study in the SP *Veterinary Medicine*:

- admission test in biology and chemistry (min. score 18 for each subject)
- high school grades (years 1-3, year 4, mid-term school report)
- extraordinary activities (placement in secondary school competitions and Olympiads organized by the Ministry of Education and Science, language certificates, etc. – points are awarded by the FVM Committee for Admissions)
- medical fitness[33] (a certificate issued by a general practitioner).

The Faculty has set up a scoring system, which is prepared by the Faculty management (Vice Dean for Education) and is discussed in the Faculty advisory bodies and approved by the AS of the Faculty. Considering the approximately 5-6 times higher interest in studies than the Faculty's capacity, the best applicants are admitted to the studies.

The admission tests are prepared by academic staff (associate professors, professors with knowledge in the given field) authorised by the dean. The Dean appoints an Admissions Assessment Committee, which evaluates the tests, corrects the written tests anonymously and summarises the results. The members of the committee (academic staff) are supervised by a chairperson (associate professor or professor) who oversees the process of test assessment and resolves any deficiencies.

FVHE

Other conditions for admission to study in SP *Veterinary Hygiene and Ecology*:

- admission test in biology and chemistry
- high school grades (years 1-3 final and year 4 mid-term school report)
- medical fitness (a certificate issued by a general practitioner)
- exceptional activities (participation and placement in secondary school competitions, Olympiads, national comparative examinations and other activities related to the field of study; points are awarded by the FVHE Educational Committee).

The conditions of the admission procedure also include a definition of the type/degree of disadvantage/disability that cannot be accepted, especially with regard to the requirements of practical teaching and ensuring student safety.

The Dean appoints selected academic staff to prepare tests to verify knowledge in biology and chemistry, The Admissions Committee appointed by the Dean from among the academic staff of the Faculty is responsible for the course of the entrance examination. The Dean appoints the Biology and Chemistry Admissions Assessment Board to evaluate the tests. The chairpersons (associate professor or professor) manage the evaluation and are responsible for the accuracy of the results; they also deal with any objections that applicants may raise on the spot after they have been informed of the test results. All staff involved in the admissions process receive training in how to operate within the established process.

The applicant shall have the right to consult the file only after the decision has been notified or a copy of the file is provided. The applicant may appeal against the decision within 30 days of its notification. The appeal shall be submitted to the Dean in the manner specified in the instructions included in the decision. The Dean shall consider the appeal and, if he/she concludes that the decision was issued in violation of the law, the internal regulations of VETUNI, the internal regulations of the Faculty or the conditions laid down for the admission procedure, he/she shall uphold the appeal and amend the decision. If the Dean does not find grounds for changing the decision, he/she shall refer it to the Rector. The Rector shall examine

[33] medical fitness to study with regard to occupational safety during practical training and professional practice within the meaning of Annex 1 to Decree No. 271/2012 Coll., on the Medical Fitness of Health Care Workers and Other Professional Workers

the appeal and, if he/she concludes that the decision was issued in violation of the law, the internal regulations of VETUNI, the internal regulations of the Faculty or the conditions laid down for the admission procedure, he/she shall uphold the appeal and amend the Dean's decision. Otherwise, he/she shall confirm the original decision.

The admission procedure for full-fee students is no different from that for standard students.

Adaptation of the number of admitted students to the available educational resources

The number of applicants who can be admitted to study at VETUNI and who will be paid by the state at the same time is determined by the MEYS (see Standard 7.2). This number includes applicants from the Czech Republic and possibly from other countries; the condition is that the courses must be taught in the Czech language. In addition to the number of students thus determined, the University accepts students for tuition in English who pay for their studies. The Rector and the Deans discuss the number of students admitted to veterinary (Czech and English) degree programmes. The number of places for students is also determined based on EAEVE specifications and the capacity of human and spatial resources – in particular clinical tutorial rooms and lecture theatres – to meet health and safety requirements.

Prospective number of new students admitted for the next 3 academic years

FVM	FVHE
The expected number of students admitted each year is 220 to the Czech and 70 to the English study programme for the period of the next 3 years.	In the next 3 academic years, the Faculty expects to admit 144 students per year to the Czech study programme and 24 to the English study programme.

STANDARD 7.4

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

Policies and procedures dedicated to applicants with disabilities

Veterinary study is one of the very demanding fields, besides intellectual ability, memory capacity and mental stamina, it also requires adequate visual, auditory, olfactory and tactile rules and motor skills, which is related to the safety of students in activities with animals, in laboratories and food processing plants. The handling of cases of applicants or students with special needs is the responsibility of the Faculties (Dean, Vice-Dean for Education, Student Office) and the VETUNI Career and Counselling Centre.

FVM	FVHE
The admission of students considers the requirement of a doctor's certificate of fitness to study a veterinary programme. The nature of the study does not allow for the education of students with specific needs at the level of disabilities limiting their motor, visual, auditory, tactile, and olfactory abilities; however, a certain level of dysgraphia, dyslexia and similar dysfunctions is compatible with veterinary studies. Upon request, and with a medical certificate,	The Faculty has a procedure for the admission of applicants with specific needs defined by internal regulations[34]. The applicant's medical fitness is documented by a medical certificate. The admission procedure conditions include a definition of the type/degree of handicap/disability that cannot be accepted in the study of the veterinary SP. Applicants with special needs may submit a professional opinion as part of the application and request a modification of

[34] Dean's Directive No. 3/2022 Support of Students with Specific Needs during their Studies at FVHE VETUNI

students with specific needs are granted an extension of time to prepare in the context of the written text. The admission of students who are ill at the time of the entrance examinations is dealt with by setting an alternative date for the entrance examinations for these students.

Students who are ill for a short period of time during their studies are tolerated minimal absence from classes (e.g. 1 practical); absence from larger classes is dealt with by rescheduling practical classes or by individual adjustment of the study plan to ensure that the student fulfils all study requirements to meet the DOC. In the event of a student's long-term illness, the student's absence from classes is also addressed by the possibility of interrupting studies with subsequent return to the original year of study after recovery.

the conditions for the admission examination (extension of the time for the tests). A candidate who falls ill on the date of the entrance examination may take the examination on an alternative date.

Absence from classes due to illness is dealt with in relation to the extent of the absence. Short-term absences (1 practical) are tolerated or students have the option of rescheduling on other dates. Longer absences are addressed with regard to the teaching load by making up the absence on another date, by setting an alternative method of fulfilment or by individual adjustment of the study plan. The method of rescheduling is determined by the guarantor of the relevant course so that the student receives the appropriate quality of instruction necessary to acquire the competences related to the course. In the event of long-term illness, the student may request interruption of studies; after recovery, he/she will enter the original year of study.

STANDARD 7.5

The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or University law) and student support if required.

Progression criteria and procedures, the advertisement and transparency

The criteria for advancement to higher grades are set out in the internal regulation *StExR*. These criteria are binding for students of both veterinary Faculties. When enrolling in the next year of study, students are informed about the requirements and conditions for further progression in their studies. To progress to the next higher year, it is necessary to complete the specified number of credits, and in addition to complete all examinations and credits from the previous five years of study according to the study plan to progress to the final sixth year. The condition for participation in the final state examination is the successful completion of all compulsory and registered compulsory elective courses and the acquisition of at least 300 credits.

Advancement criteria	
advancement to 2nd year	a minimum of 50 credits
advancement to the 3rd year	a minimum of 100 credits
advancement to the 4th year	a minimum of 150 credits
advancement to the 5th year	a minimum of 200 credits
advancement to the 6th year	a minimum of 250 credits + credits and exams from 1st-5th year
State Final Examination	a minimum of 300 credits + credits and exams from 1st-6th year

Note: Credits earned during the study are gradually added together

The student obtains credits by completing the course or its semester part in the prescribed manner, namely for courses ending with credit by completing the credit, for courses ending with an examination by completing the credit before the examination and subsequently passing the examination with a classification of at least "good E" (3; E).

The general rules for completing credits and examinations are laid down in the *StExR*, while specific rules at the level of individual courses are laid down by the course guarantor. Departments/clinics shall publish in the IS STAG information about each course taught in the following academic year (course enrolment conditions, course length and form of teaching, credit value, names of teachers, course annotation, syllabus, recommended study literature, methods of ongoing assessments of students and specific requirements for successful completion of the course – i.e. criteria for awarding credit and examination).

Teachers are obliged to inform students of the specific requirements for successful completion of the course at the start of the course. The standard requirements are compulsory participation in practical classes, an active approach throughout the semester with ongoing monitoring, credit testing and, in the case of completion by examination, a description of the examination process. According to the above-mentioned regulations, students are obliged to follow the study guidelines issued by the Faculty (website, IS STAG) and to communicate within VETUNI via its e-mail. The system described is common to both Faculties.

Remediation and support for students who do not perform adequately

VETUNI has established and developed the Career and Counselling Centre (C&C Centre), which includes study and career counselling, psychological counselling, a Welcome Centre (helping with arrivals, welcoming and integration of international students), a Centre for International Students (realization of student exchanges within the ERASMUS+ and other mobilities) and a Centre for Social Security. In the context of their studies, students use the services of the centre for one-off counselling on study obligations and problems, retaking exams, possibilities of interrupting their studies, studying abroad, etc. A number of students take advantage of regular visits to deal with long-term personal problems that significantly affect their studies. In case of serious psychological problems, the Centre cooperates with psychiatric specialists.

At both Faculties, the Student Offices provide students with advice on study matters and assistance with solving study issues. There is very close cooperation between the Student Offices of the Faculties and the VETUNI C&C Centre (the activities of the Centre are significantly provided by both Faculties' Student Office workers).

Student counselling is offered both passively – by providing information based on student inquiries (most often the organization of classes, enrolment in courses and passing exams), and actively. Active counselling is mainly provided by identifying potentially at-risk students based on ongoing evaluation of students' study results (e.g. repeatedly enrolled in a course) and by offering help in solving their study problems (e.g. additional theoretical or practical teaching, consultations). The course guarantors are contacted to provide additional teaching. To promote the prevention of study failure, the counselling staff organise seminars on e.g. how to study effectively, time management and sharing experiences with upper-year students. For instance, in 2021, additional counselling and teaching were implemented in five subjects.

The Faculties annually evaluate the results of studies and monitor the failure rate of students. In justified cases (illness, maternity, parenthood, sports load, etc.) they allow students to study according to individual study plans or to interrupt or terminate their studies. For students with special needs, professional recommendations (e.g. extension of preparation or examination time) are respected during teaching or examination.

Rate and main causes of attrition

All universities are obliged to report the study success rate to the MEYS annually. The level of difficulty in studying veterinary programmes is generally very high. As part of the quality system, both Faculties monitor the success rate of the study programmes offered each year.

FVM

At the FVM, the overall success rate in the Master's degree programme in *Veterinary Medicine* is around 80%.

The proportion of unsuccessful students corresponds to the high demands of veterinary studies, despite measures consisting in counselling at the Student Offices of the Faculties, the implementation of modern teaching methods (multimedia teaching, multimedia teaching texts, etc. Despite the above-mentioned measures, the failure rate in veterinary studies is likely to remain higher in the future.

FVHE

The overall success rate in the *Veterinary Hygiene and Ecology* study programme is around 77-80% (students in the first two years of study are particularly unsuccessful).

The Student Office actively monitors the study results of individual students in IS STAG, especially those who have enrolled in a course for a second time after a previous failure or those whose failure rate has been found to be higher in the long term. Mechanisms to support student success are described above.

High demands of study and high study loads usually contribute to failure, and in rare cases, increased financial demands may also be a factor.

Management, assurance and evaluation of student admission

- Both the FVM and the FVHE provide applicants with adequate, comprehensive and comprehensible information about the admission procedure, the course of study, the completion of studies and the practical application of graduates in various forms and ways (Standard 7.1).
- Both FVM and FVHE have clearly defined objective conditions and criteria for the admission procedure and the method of implementation of the admission procedure. Applicants who are the most successful in the admission procedure are chosen. These criteria are discussed in the Dean's advisory bodies and approved by the AS of the Faculties (see Standard 7.3 for details).
- Each year, both the FVM and the FVHE evaluate the results of the admission procedure within the quality system and assess the setting of the admission procedure conditions in terms of achieving the goal of choosing applicants with the best prerequisites for the study of veterinary medicine and, if necessary, adjust the conditions or the way of organizing the admission procedure for the next academic year.
- The numbers of admitted applicants to veterinary study programmes are determined with regard to the rules of student admission set by the MEYS and the long-term trends in the number of vets in practice and their needs for the provision of state and private veterinary care (Standard 7.2).
- Both FVM and FVHE provide passive and active counselling to students, including those who are not successful, in connection with their studies, activities at the Faculty, and difficult life situations and offer career counselling. At the same time, they create conditions for students with specific needs, whose handicap is compatible with the study of the veterinary study programme (dyslexia, dysgraphia, etc.), and teaching procedures for their successful study of the veterinary study programme (see above).
- Relevant information is communicated directly to internal and external stakeholders (e.g. e-mail, minutes of AS meetings, *Annual Report*, *QA Report*) and published on the website.

STANDARD 7.6

Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

Mechanisms for the exclusion of students

Pursuant to the Higher Education Act[35], studies are terminated by a) withdrawal from studies, b) failure to meet the requirements of the study programme according to the Study and Examination Regulations, c) withdrawal of accreditation of the study programme, d) termination of accreditation of the study programme, or e) expulsion from studies.

Withdrawal from studies is at the student's request, which the student submits on the appropriate form to the Faculty's Student Office. The Dean decides on the termination of studies.

The study is terminated for a student who fails to meet the requirements according to the *StExR*. The most common reason for this is that the student does not obtain the required number of credits for advancement to the next year of study, or that he/she does not complete the course enrolled in for the second time, or fails to pass all parts of the state rigorous examination within 24 months of commencement. The decision to terminate the study is made by the Dean.

A deliberate disciplinary offence may also be grounds for termination. In this case, disciplinary proceedings are conducted by the Disciplinary Committee for Students of the relevant Faculty. As one of the disciplinary penalties, the chair of the committee may propose to the Dean the expulsion of the student. The decision on expulsion from studies is issued by the Dean.

Appeal processes

Only the student is a party to the proceedings concerning the rights and obligations of the student. A file shall be kept on each proceeding. For students enrolled in study programmes in a foreign language, the proceedings on student matters shall be held in the language in which the relevant study programme is conducted. The student shall have the right to comment on the grounds for the decision. The written notice is delivered to the student via the IS STAG.

The student may appeal against the decision of the Dean within 30 days from the date of its notification. The student is informed of the conditions for lodging an appeal against the decision. The Rector is the administrative body responsible for the appeal. The Rector examines the conformity of the appealed decision and the procedure preceding the decision with the legal regulations and the internal regulations of VETUNI and the relevant Faculty. The Rector may amend, revoke or confirm the original decision.

Disciplinary proceedings to expel a student as a result of a disciplinary offence or to establish that the student has been admitted to study as a result of his/her fraudulent conduct shall be initiated by the Disciplinary Committee of the Faculty on the proposal of the Dean. The proposal shall include a description of the act, the proposed evidence on which it is based, if any, and the reasons why the act is considered a disciplinary offence. Disciplinary proceedings shall be initiated when the student is made aware of the proposal. An oral hearing shall be held on the disciplinary offence in the presence of the student. In the absence of the student, the oral hearing may be held only if the student fails to appear without excuse. The facts described are the same for both Faculties. Reference is made to the *Disciplinary Regulations of the Faculties* (FVHE LINK).

[35] Section 56(1)(b) of Act No. 111/1998 Coll., the Act on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (Higher Education Act)

STANDARD 7.7

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

Services available for students

The concept of counselling activities at the University, implemented through the C&C Centre (LINK), is aimed at increasing the level of information support for study applicants, students during their studies and dealing with situations and conditions related to their studies at the University, as well as career counselling for graduating students and recent graduates. The centre is run by part-time professional officers. Opening hours are set to best suit students' needs. At the time of Covid-19, consultations have largely moved to an online space. From the second half of 2021, it was possible to return to face-to-face consultations. New issues also emerged as a result of the long-term lockdown, and students presented more frequently with anxieties related to returning to full-time teaching and everyday life. An important part of the Counselling Centre is the psychological counselling room, which provides professional psychological help and support in coping with academic, personal, family, partnership or health problems, individual consultations focused on studies and career, and individual short- and long-term psychotherapy focused on personal development. In 2022, the Counselling Centre provided 1,753 consultations to study applicants, students and graduates of VETUNI. Faculties supply the Centre with a list of applicants with specific needs, identify problematic issues to provide consultations, forward job advertisements, etc. The Centre also acts as a crisis intervention centre when needed (see Standard 7.5).

At the Faculties, students can contact the Student Office, the Vice-Dean or the Dean with questions about their studies (in person or by e-mail). Individual queries are dealt with directly on an individual basis or are referred to the staff responsible for the specific issue. Apart from the website, up-to-date information for students is also posted on social media (Facebook and Instagram VETUNI). Students communicate with each other mostly on social media or in person, and senior students advise incoming students. Communication with teachers is conducted in person or by email.

Both FVM and FVHE assist future graduates in making decisions about further employment in practice. The study departments provide students with specific offers as well as more general information about employment opportunities based on the analysis of questionnaires filled in regularly by graduates, which is provided by the QA Office. Graduating students are interested in regular meetings with the management of the SVA and individual RVA (organised by FVHE) or meetings with representatives of the CVS (organised by the FVM). Consultations on the possibilities of transition of graduates into practice and administrative support for graduation and entry into practice are also provided by the VETUNI Career Counselling Centre.

VETUNI, in cooperation with both Faculties, organizes a number of activities that positively influence the relationship between students and teachers. The tradition of Welcome event organised for incoming students at the University Farm has been broken by Covid-19, and since 2022 this very successful event has been held on the University campus with the participation of the Faculties and University administration and senior students. Various competitions introduce students to the University and Faculty environment. Usually, in the pre-Christmas period, a Christmas meeting is organised, which is also associated with a number of competitions. Special occasions for state and other events for students and academic staff are various historical anniversaries, e.g. the 100th anniversary of the start of teaching at the

University, the 30th anniversary of the "Velvet" Revolution, etc. The students themselves organise or participate in events such as May Festival, Mid-Term Party and the Last Lecture.

Students are also supported with merit and other scholarships in accordance with the *VETUNI Scholarship Regulations*. The University's International Relations Office assists students and staff in applying for exchange programmes (e.g. ERASMUS+, CEEPUS) and provides information and assistance in dealing with local authorities. Students have accident insurance covering the entire period of study and are provided with protective equipment and supplies as needed in connection with their studies. Leisure-time sports activities are organised for students by the VETUNI Department of Physical Education and Sport, both in the VETUNI gym and at a number of sporting events outside. Other events and activities students can participate in as members of the University sports club. Other support and services include extended hours in the library, free e-mail, free study areas with personal computers, Internet access, rooms for students working night shifts, student charges for pet health care, free parking spaces, etc.

Mechanisms for resolution of student grievances

Ethical issues are regulated by the *VETUNI Code of Ethics*[36], and the VETUNI Ethics Committee[37] is responsible for deciding on violations of the Code. The new internal rules address issues of gender equality[38] and social security[39] at the University. In this context, an ombudsman has been established at the University to deal with potential conflicts and social security at the University.

The following mechanism is set up at both FVM and FVHE to address student complaints.

- Concerning student complaints related to teaching, the student may contact the academic staff member directly, who will resolve the situation and inform his/her supervisor.
- Complaints raised as part of the regular anonymous student evaluation are resolved by the head of the department/clinic with the staff member concerned and the Faculty management is informed of the outcome.
- The student may also submit the complaint to the staff of the Student Office or directly to the Faculty management. In this case, the complaint is assessed by the Dean and forwarded to the relevant Head of Department/Clinic for resolution, who informs the Faculty management of the outcome.
- Where the subject in question is a course guaranteed under integrated teaching and a solution has not been reached directly with the course guarantor, comments are discussed at the level of the Deans of both Faculties.
- Addressing any complaints of harassment or other types of interpersonal conflict requires a very sensitive approach. Students may file a complaint with the Ethics Committee or the Ombudsman directly or through the Faculty.

STANDARD 7.8

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

FVM	FVHE
The Faculty has a mechanism that allows students to communicate their suggestions, comments, and complaints. The mechanism	Students may communicate their complaints, comments or suggestions (personally, in writing, addressed or anonymously): a) to

[36] Rector's Directive No. ZS 13/2018 Code of Ethics of the VETUNI
[37] Rector's Directive No. ZS 14/2018 Rules of Procedure of the Ethics Committee of the VETUNI
[38] Rector's Directive No. ZS 4/2023 Gender Equality
[39] Rector's Directive No. ZS 2/2023 Social Security

is multi-level, and within the management line (teacher, course supervisor, head of the department/clinic, Vice-Dean, Dean) the student can directly address the supervisor or directly to the Vice-Dean or Dean of the Faculty (verbally or in writing). The next level is the possibility of resolving the complaint within the self-governance of the Faculty and the University, by submitting the complaint to the student representatives in the Faculty or University's AS for resolution outside the governing structure of the Faculty and the University, i.e. within the governing self-governance bodies (AS). The third option is a complaint submitted to the students in the Student Council of the University, where the complaint is subsequently dealt with under the authority of the Rector of the University. All options offer both addressed and anonymous forms of resolution.

specific teachers, course supervisors, heads of departments, the Faculty's Student Office, the Vice-Dean for Education or the Dean; b) through the VETUNI Counselling Centre; c) through the teaching evaluation questionnaire, which is filled in after each semester.

Furthermore, students can express their opinions through their representatives in the self-governing (AS) or advisory bodies of the Faculty (Dean's Board, Veterinary Education Committee, Internal Evaluation Committee, Promotion Commission) or the University.

The suggestion can also be forwarded to the students in the FVHE Student Council (resolution at the level of the Dean) or the VETUNI Student Council (resolution at the level of the Rector).

Comments on Area 7

The proportion of failed students corresponds to the high demands of veterinary education. The reason for this is the overall difficulty of veterinary studies; despite measures consisting in counselling at the Faculties' Student Offices and the Counselling Centre, the implementation of modern teaching methods (multimedia teaching and teaching texts, etc.), the implementation of the credit system (loosening of teaching to a certain extent), and the application of differentiation of teaching, especially in the higher years of study (elective education courses), the failure rate in veterinary studies is likely to remain higher in the future.

The average study length corresponds to the demanding nature of veterinary studies. The Faculties intend to maintain the quality of the graduates, but this does not allow all students to complete their studies after six years (Gaussian distribution of students' abilities), so maintaining the quality of graduates is associated with a longer average duration of veterinary studies.

A significant benefit, also for the future, is the establishment of the University's comprehensive Counselling Centre, which offers active assistance to students in a number of areas - studies, career counselling, and help in dealing with serious life situations, including psychological counselling. For students of English study programmes, it is also a help in orientation in a new environment in a foreign country and an opportunity to make new contacts.

Suggestions for improvement in Area 7

FVM

- Further development of services for students and Faculty cooperation at the level of the Counselling Centre and the Career Centre.
- Improvement of the system (IS STAG) in the form of an active search for

FVHE

- Further deepening of the Faculty's cooperation with the Counselling Centre (staffing, participation in the organisation of events, etc.).
- Improving the system of active search for potentially unsuccessful students and, in

underachieving students with the aim of individual targeting of support and counselling. • Promotion and development of extracurricular activities with a focus on building belonging for all members of the academic community. • Development of care for students with specific needs compatible with veterinary studies.	cooperation with the Counselling Centre, creating a comprehensive programme to support them (e.g. individual study plan, timetable of consultations). • Further development of care for students with specific needs leading to their successful completion of studies (adaptation of teaching methods, study materials, etc.). • Further improving of collaborations with other VEEs as part of the exchange of experience with educational programs and the issue of unsuccessful students (e.g. Graz Conference on Medical Teaching).

AREA 8. Student Assessment

STANDARD 8.1

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

General student's assessment strategy

VETUNI has clearly defined rules and responsibilities for the procedures for the assessment of students' knowledge set out in the internal regulations *StExR* and these followed throughout the entire course of study. The general strategy of student assessment is the same for both FVM and FVHE. The responsibility for the evaluation system in the study programme lies with the study programme guarantor. Student assessment is based on the evaluation of knowledge, experience and skills in a particular subject. The purpose of the assessment is to determine whether the student has attained knowledge, skills and competencies that are consistent with the content and delivery of the course and the learning outcomes specified in accordance with the DOC. The method of course evaluation (form of credit and examination) is determined by the course guarantor, this information has to be available in IS STAG.

Theoretical knowledge is assessed in an oral or written examination, while practical knowledge and skills are tested in a practical examination or demonstration of a task. During the semester, teachers use formative (ongoing) assessment to motivate the student, to provide feedback and assistance in correcting errors and shortcomings in their work. In the final (summative) assessment, the interim test results are usually taken into account, especially when the assessment concerns acquired practical skills and competencies.

Practical skills are usually assessed in a credit procedure. If credit is the only way of completing a course, it also focuses on assessing theoretical knowledge and competencies. The summative assessment in this case is expressed in terms of pass/fail. When the course is completed by examination, prior credit is required. An exam assesses theoretical knowledge and competencies, as well as practical skills. For the assessment of an examination, the established scale A to F is used in accordance with the ECTS principles (see standard 8.2). The outcome of the assessment of each course has to be entered into IS STAG.

The student evaluation system calculates overall values from the evaluation of students of a given year in a given subject for all subjects in all years of the study programme. The overall evaluation of the results achieved by students in individual courses of the study programme is carried out by the study programme guarantor once a year. Actions resulting from the evaluation (actions related to the content of teaching, the form of practical teaching, the way of assessing students' knowledge, the requirements placed on students to test their knowledge, the coherence of the different ways of assessing students, the assessment of the whole system and changes to the student assessment system) are proposed by the study programme guarantor to the Vice-Dean of the Faculty, who implements any changes in the line of control of the Vice-Dean, the head of the department/clinic, the course guarantor, the examiner. The student's knowledge during the first years of study is compared with the results achieved in the admission procedure. The results of this comparison are the feedback for assessing the parameters used in the admissions process to evaluate an applicant's ability to study a veterinary study programme.

Specific methodologies for assessing the acquisition of:

a) Theoretical knowledge is tested in written and oral examinations of students. The written examination is usually a test (the Moodle system is often used), less frequently an independent written work based on an assignment. The questions for the written electronic tests are subject to complex quality control processes that include a question generation phase, a test

construction phase, and a test difficulty evaluation phase based on the results. Oral examinations usually involve answering set questions and a discussion between the student and the examiner, and various samples or photographs may be used in the examination. The assessment can be formative, the result is summative.

b) Pre-clinical practical skills are primarily assessed in a summative oral or written examination and demonstration of practical skills (e.g. organ structure and function, specimen collection, specimen processing, microscopic preparations, etc.). In courses with ongoing assessment of knowledge, other assessment formats such as random tests or skill demonstrations are also used to assess preclinical skills. In the assessment of practical skills, the knowledge associated with a particular skill is also assessed to some extent, but more importantly the competence of the student.

c) Clinical practical skills are assessed in a summative oral examination and a demonstration of practical skills (practical examination). These include taking medical history, obtaining case documentation, list of differential diagnoses, examination plan, clinical examination, additional examinations, summary of examination results, diagnosis, suggestion of therapy, feedback to the animal owner. The practical test to assess the DOC involves one or more real or simulated patients or animals bred to demonstrate clinical issues or specific veterinary skills (e.g. injection or surgical procedure). Clinical practical skills are also assessed by means of summative and formal assessment (through supervision and feedback) in subjects with ongoing assessment (propaedeutics, animal diseases, clinical practice).

d) Soft skills – communication skills are integrated into the curriculum as the Professional Ethics and Communication course and related clinical discipline courses that are part of the final year rotations. In this course, students learn about ethics, self-reflection, and feedback skills that include problem solving and dilemmas of the veterinary profession. Additional soft skills are covered in the course Economy in Veterinary Practice, practice management is part of the syllabus of clinical courses. Soft skills such as flexibility, time management, handling criticism, and discussion skills are also practised in other courses as part of ongoing assessment, where independent and team work is expected, as well as demonstration of knowledge in presentations and discussions, or carrying out tasks within a specified time limit.

In courses related to FSQ, VPH, and APW, model, simulated or real cases from practice are used in teaching and assessment (a discussion between the student and the examiner), in which the student draws on the interconnection of knowledge gained from previous studies of specialized courses and uses the acquired skills of creative reasoning and creative problem solving in specific cases that they will encounter in practice as a graduate.

STANDARD 8.2

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

Ensuring the advertising and transparency of the assessment criteria /procedures

The basic criteria and procedures for evaluation are described in the internal regulations *StExR*. For each course, EPT, work experience, etc., FVM and FVHE course guarantors describe the obligations arising from the study of the course, examination requirements and assessment criteria in IS STAG. This information must be available to students no later than the start of the relevant semester. IS STAG is available to all students of the University, so students have

information about the obligations and assessment criteria in sufficient time before the assessment itself.

Processes for awarding grades

The examiner is the course guarantor, who usually has many years of teaching experience. Other examiners are approved by the Dean taking into account the qualifications of the nominated academic staff member. As part of the objective evaluation of the examination, the presence of another examiner at the examination, the presence of other students, etc. is encouraged. Committees are appointed for the State Rigorous Examination (SRE) in accordance with the Higher Education Act and *StExR*.

The marking process shall follow the procedure described in the *StExR*. The result of the examination is graded in accordance with the ECTS principles as follows:

Verbal assessment	ECTS	Numerical value	Definition of assessment
Excellent A	A	1	Outstanding knowledge with only minor errors
Excellent B	B	1.5	Outstanding performance with some errors
Very Good C	C	2	Good knowledge with a number of errors
Very Good D	D	2.5	Acceptable knowledge with some shortcomings
Good E	E	3	The knowledge meets the minimum criteria
Fail F	F	4	Some more work required to achieve a pass

Withdrawal from the examination during the course of the examination is classified as a failing grade (4; F). All parts of the SRE are evaluated in the same way and the overall result of the SRE is calculated as an average.

Post-assessment feedback to students

The results of the student's credit/exam assessment is documented and provided to students as feedback (the student may see the corrected written test, they are notified of the result of an electronic test, they may see the corrected written paper, the examiner points out the deficiencies to the student during the practical examination, the student is made aware of incorrect and insufficient answers during the oral examination or during the final evaluation of the examination, etc.). Examination results are provided to students in person, and students may see credit and examination results electronically in IS STAG.

Students have the opportunity to comment on each question and ask the examiner for consultation. Individual appointments are arranged with students who wish to see their exam results. An examination in an enrolled subject, including a part of the SRE, may be taken up to three times. (regular examination, first and second resit examination). The examinations are open to members of the academic community.

Description of the appeal processes against assessment outcomes

The student may request in writing to the Dean a review of the classification of the examination or credit awarded. At the request of the student or the examiner, an examination is held before a committee appointed by the dean. The dean has the right to order the examination before the committee also by their own decision.

STANDARD 8.3

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

Management, assurance and evaluation of the student assessment

As mentioned above the procedure and strategy for student assessment are set out in the *StExR*, which are binding for both Faculties. Both the FVM and FVHE coordinate the veterinary curricula with the help of the Faculty Veterinary Education Committee (VEC) and the University Veterinary Education Board (VEB). The study programmes are designed so that the teaching includes different levels and methods of teaching including theoretical teaching, practical laboratory teaching, practical teaching using slides, simulated teaching on models, teaching on healthy animals, teaching individual topics using clinical cases and cases from practice, etc. The content of study courses, teaching methods, provision of practical teaching, methods of assessment, content of SRE, topics and focus of possible rigorous theses are specified according to the defined learning outcomes, their corresponding competencies and the profile of the graduate of the study programme, so that together they form a logical system.

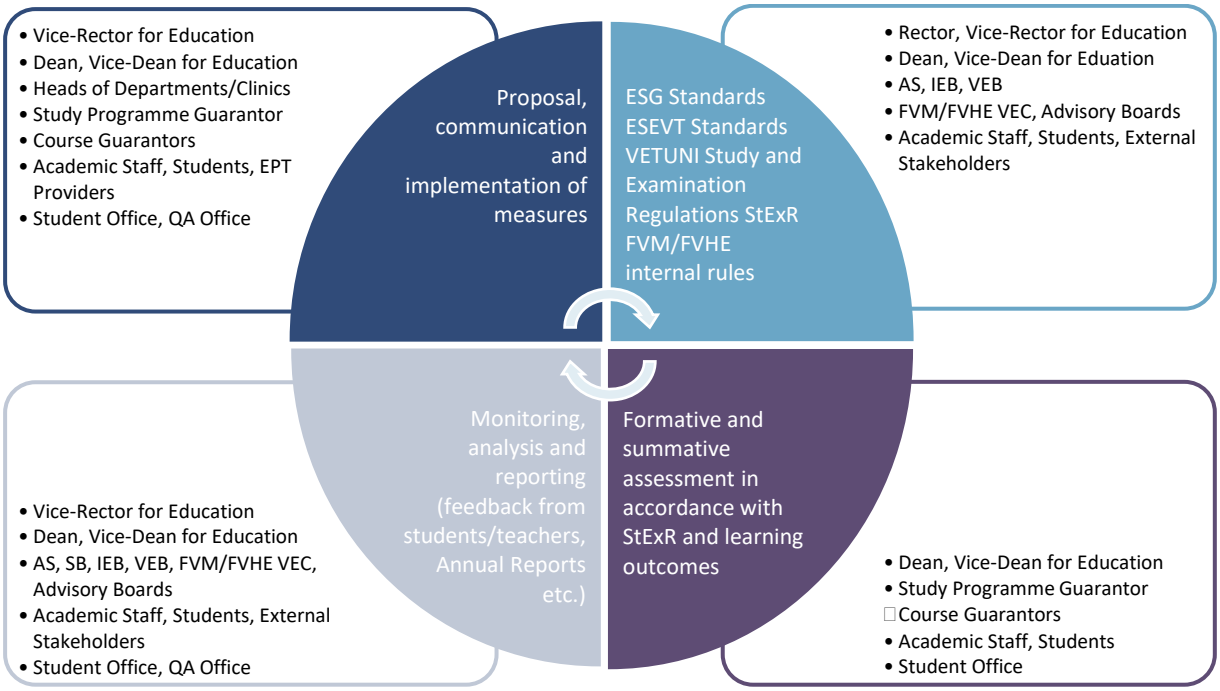


Figure 4 PDCA cycle of the student assessment strategy at FVM and FVHE

Link between learning outcomes and assessment design

Learning outcomes are developed at the level of the study programme and at the level of individual courses. They are defined to comprise the knowledge, skills and competencies that the student must demonstrate in order to successfully complete the course. Learning outcomes are the basic criteria for student assessment. For the actual examination, they are specified in more detail (a list of questions or topics of required knowledge, skills and competencies). All prescribed examinations are competency-based and test professional veterinary knowledge and skills and professional approach. By passing the examination, the student demonstrates the DOC required for further study and practical training.

The subject knowledge, the form and the method of formative and summative assessment of the student in individual courses are adapted to the competencies being tested. The questions designed for summative assessment correspond to specific learning outcomes. The results of the assessment in individual courses decide on the earning of credits for the courses and the acquisition of a prescribed number of credits decides on the advancement to the next year of study. Both FVM and FVHE evaluate student learning outcomes (see Standard 8.1), if negative trends in the delivery of teaching or student achievement are identified, the Faculties take action for improvement. (see PDCA cycle – Figure 4).

STANDARD 8.4

Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

System to certify student achievement of learning outcomes

VETUNI has a standardised system of formal confirmation of the fulfilment of study requirements, which is binding for both FVM and FVHE. The fulfilment of the study requirements is recorded in the IS STAG and in the case of the SRE also in the printed protocol.

After completing each year of study, the student receives a statement from IS STAG (the so-called graphic sheet) with the assessment results for the academic year; this statement serves to confirm that the student has obtained the necessary number of credits for advancement to the next year of study. The student's advancement to the next year of study is confirmed by the student's state enrolment in the next year of study.

By passing all the prescribed examinations and credits at the end of the 5th year and completing the coursework and EPT in the 6th year, the student is stately allowed to proceed to the SRE. The study ends on the date of the last part of the SRE. The successful graduate is issued a diploma and a diploma supplement with a summary of all completed courses and, if applicable, the topic of the rigorous thesis.

System of certification of student assessment results		
IS STAG		
credit / credit before examination	in words " passed / failed"	all courses of the curriculum and block courses before the partial SRE
examination	numeric value (1 to 4)	courses completed by examination, including the SRE component subjects and the final SRE grade
SRE Protocol		
exams of SRE	numeric value (1 to 4)	recorded by the chairman of the committee for partial SREs, signed by all members of the committee
overall SRE result*	numeric value (1 to 4)	recorded by the Student Officer

** calculated as the average of all partial grades*

Strategy to encourage students to take an active part in the learning process

FVM and FVHE students start their studies with a strong motivation to acquire a diploma of a veterinary doctor and in the course of their studies they focus their activities on this goal. In the course of veterinary education, both FVM and FVHE require students to take an active role in their learning process. The active learning elements described below are applied equally at both Faculties.

Practical teaching – students are required to participate in practical classes, in many courses they must be theoretically prepared for the class. In classes, students are actively involved in solving assigned tasks (laboratory and other practical exercises), perform anatomical or pathological autopsies, handle live animals, practise (clinical simulation centres) and perform

(clinics) veterinary procedures, assist in the diagnosis, therapy and prevention of veterinary patients (clinic and practice), provide supervised complete veterinary care for the patient using multiple diagnostic modalities (clinical, imaging, laboratory, histopathology, etc.), inspect slaughter animals and meat in slaughterhouses. Students actively deal with simulated and real-life cases in the courses of animal health and disease protection, animal protection and welfare, FSQ and the procedures of state veterinary doctors.

The active role of students in the process of their learning is exercised during self-study in autopsy rooms, during the study of histological specimens, in the study of pathological, microscopic and parasitological specimens, through studying online resources, through knowledge tests in electronic testing systems for individual subjects, or through testing their knowledge of simple and complex decision-making diagnostic steps. Continuous assessment plays an important role, giving students immediate feedback and motivating them to continue their studies.

Undergraduate students can actively participate in projects undertaken by internal VETUNI agencies: Internal Educational Agency (students are actively involved in creating learning resources), Internal Grant Agency (students are involved in creative activities, their results are applied in teaching in accordance with the requirement of research-based education), and the Internal Mobility Agency (focused on international student mobilities).

STANDARD 8.5

Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competencies (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.

Assessment methodology to ensuring the minimum level of Day One Competencies

In the veterinary study programmes *Veterinary Medicine* (FVM) and *Veterinary Hygiene and Ecology* (FVHE), formative and summative methods of student assessment are included throughout the study (details in standard 8.1). Formative assessment takes place during the semester in each course and is focused on theoretical preparation for practical training, ongoing testing of subtopics of the course, evaluation of prepared presentations, partial outputs, or acquired skills. A summative assessment, i.e. a credit or examination, completes each course. Students are assessed for their knowledge, experience and skills as stated in the learning outcomes, which are aimed at achieving the required minimum level of DOC specified in the ESEVT SOP. The Appendix 2c.1 (FVM) and 2c.2 (FVHE) show how these core competencies are incorporated into the content and assessment of each course in the curriculum and how they are developed through each course so that they are accomplished upon graduation.

EPT courses – practical training of competencies not only in clinical training, but also in the performance of state veterinarian activities – significantly facilitate the accomplishment of the DOC. EPT is evaluated on the basis of EPT Logbook and the confirmation (by the EPT provider) that the student has completed the coursework according to the instructions set for the work experience (i.e. performed the tasks independently) – see Appendix 9.1 and 9.2.

Comments on Area 8

Both Faculties encourage students to complete the examinations listed in the study plan on time. Students are responsible for selecting the dates of the exams. Examination dates are scheduled well in advance and at a minimum capacity of 140% of the number of students enrolled in the course. Students are informed about the scheduled examination dates directly by the course guarantor and in the IS STAG. Exam assessments serve as a tool to monitor the quality and progress of students. Students are evaluated during classes, at the end of the semester when the credit is awarded, at the end of the course by examination and at the end of the studies at the state final examination. Examinations are conducted according to the rules specified in the University's *Study and Examination Regulations*.

Suggestions for improvement in Area 8

Faculties can provide more opportunities for self-study:

- extension of study testing systems for individual courses,
- extension of the databases of simulated and real cases for selected subjects,
- creating additional electronic simple and complex diagnostic decision trees with marking the correct diagnostic procedure and the correct diagnosis,
- creating additional multiple-choice test therapeutic procedures with identification of the correct indication of the drug, its dose, method of application and also procedures for prevention and prophylaxis of animal diseases,
- extension of databases with simulated real cases from state veterinarian practice in the areas of APW, FSQ and VPH,
- further education of teachers in modern approaches in veterinary education.

AREA 9. Academic and Support Staff

STANDARD 9.1

The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff[1] 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.

The strategy of the FVM and FVHE is to provide quality and competent staff for teaching in veterinary study programmes, to improve the conditions for their activities at the Faculty and to motivate them to improve their activities. The academic staff must meet the requirements set in the Higher Education Act, ESG and ESEVT SOP EAEVE.

Both Faculties:

- recruit new staff on the basis of a public selection procedure, subject to the fulfilment of the required prerequisites for work in a specific field (education, pedagogical and professional qualifications),
- analyse the needs and plan the career development and career growth of existing staff (Faculty management with Heads of Departments/Clinics),
- support academic staff in strengthening their knowledge, pedagogical, research, professional, information, language and other skills,
- support the professional growth and acquisition of new competences of non-academic staff,
- improve the conditions for the activities of staff in terms of promoting occupational health and safety, providing them with equipment, tools and materials for their activities, scheduling of working hours, vacation time, improving conditions for staff catering, etc,
- evaluate the performance of academic staff,
- motivate academic staff to quality educational, creative and other activities at the Faculty, in particular by regularly evaluating the quality of activities in relation to the remuneration of staff (above-fee component of salary).

Either Faculty has an established training system (see Standards 9.3 and 9.4), with courses and training differentiated according to the target group (academic staff, non-academic staff, students). For all target groups, emphasis is placed on the code of conduct and the complex issues of OHS and biosecurity. Training for academic staff focuses on the development of presentation and teaching skills, student assessment methods, QA system, principles of good practice, computer and language skills and a range of other areas.

FVM	FVHE
More than 90% of the Faculty's academic staff are qualified veterinarians who provide more than 2/3 of the teaching and practice within the SP *Veterinary Medicine*.	Within the SP *Veterinary Hygiene and Ecology*, approximately 81% of teaching (including practice) is carried out by qualified veterinarians (more than 2/3 of the total).

The number of academic employees is converted to the number of full time employment contracts in relation to the number of students so that teaching can take place in clinics in small groups (5-6 of students), other teaching in groups of 12-13 students per teacher.

STANDARD 9.2

The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

Job descriptions of academic, research and non-academic staff at VETUNI (profiles and general requirements) are given in the *VETUNI Internal Wage Regulations*. The specific job description of the employee is part of the employment contract. An overview of the basic positions is given below.

All job offers at VETUNI are publicly advertised (via the University website, print media or placement agencies). All advertised vacancies must state the required skills and qualifications in a standardised job description format. The administrative side of recruitment is handled by the VETUNI Human Resources Office.

Table 9A Basic job positions at VETUNI

Job Positions	Qualification Requirements	General Job Scope
Academic Staff		
Assistant Lecturer	Master's degree	practical training, research and development tasks as instructed, publishing and self-education activities
Lecturer	scientific degree of CSc. or PhD (postgraduate scientific study programme)	practical training, possibly lectures, student assessment (especially practical examination), independent scientific, research and development tasks according to defined objectives, publishing, and self-education activities
Associate Professor	appointment as associate professor in the field of professional activity (habilitation procedure)	theoretical and practical teaching, student assessment, independent and creative completion of scientific, research and development tasks, publishing, and self-education activities
Professor	appointment as professor in the field of professional activity (professor appointment procedure)	theoretical and practical teaching, student assessment, creative completion to significant scientific, research and development tasks, publishing, and self-education activities
Non-Academic Staff – Support Staff		
Laboratory technician (3 qualification levels)	full secondary, higher vocational or University education, years of experience (depending on the position)	basic laboratory work (position 1), specialised work using complex instrumentation, non-standard laboratory work (position 2), multi-stage specialised and non-standard laboratory techniques, introduction of new methods, basic method validation (position 3)
Veterinary technician/attendant	full secondary, higher vocational or University education	basic veterinary care, administration, and application of medicines, assisting in the administration of veterinary care, performing diagnostic and therapeutic procedures under the supervision of a veterinarian.
Administrative staff (various positions)	full secondary or University education (depending on the position)	administrative and technical activities, organizational and coordination activities, management of administrative agendas (different requirements and autonomy levels depending on the position)
Other staff (various positions)	vocational certificate, secondary or higher vocational education	job scope depends on the position

Research staff – project staff		
Project research staff	Master‘s degree	completion of research and development tasks of special research projects as specified in the guidelines
Project scientific staff (3 qualification levels)	scientific degree of CSc. or PhD (postgraduate scientific study programme)	independent (position 1), independent and creative (position 2) completion of scientific, research and development tasks of special research projects, leading research teams of special research projects (position 3), publishing activities

Note: junior academic staff (assistant lecturer + lecturer), senior academic staff (associate professor + professor)

Faculty of Veterinary Medicine

The Faculty has a sufficient number of academic employees in proportion to the number of students in the veterinary study programme. Similarly, the Faculty has an adequate number of non-academic employees in proportion to the number of students in the veterinary study programme and with regard to the provision of support activities related to teaching, research, professional activities, other activities and the running of the campus and its facilities and technologies.

Table 9.2.1.1 Academic staff of the **FVM**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	24.55	26.36	25.97	25.63
Temporary – for a fixed period (FTE)	87.88	94.97	88.70	90.52
out of which interns (FTE)	0	0	0	0
out of which residents (FTE)	0	0	0	0
out of which PhD students (FTE)	0	0	0	0
out of which practitioners (FTE)	0	0	0	0
Total (FTE)	**112.43**	**121.33**	**114.68**	**116,147**

In accordance with the VETUNI Collective Agreement, academic staff (assistant lecturer, lecturers) have a 3-year contract with the possibility of repeated extension. Within the framework of integrated teaching, academic staff of FVHE who are not included in the table (they provide 25% of the teaching of the FVM study programme) also participate in teaching. In addition, PhD students FTE=15, who are not academic staff and are not included in the table, are also involved in teaching.*

Table 9.2.2.1 Percentage (%) of veterinarians in academic staff of the **FVM**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	98.30	95.30	93.17	95.59
Temporary – for a fixed period (FTE)	94.19	95.52	87.48	92.40

Table 9.2.3.1 Support staff of the **FVM**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	77.91	77.43	78.83	78.06
Temporary – for a fixed period (FTE)	58.91	63.22	65.50	62.55
Total (FTE)	**136.82**	**140.65**	**144.34**	**140.60**

Table 9.2.4.1 Research staff of the **FVM**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	0	0	0	0
Temporary – for a fixed period (FTE)	1.08	1.24	2.94	0.98
Total (FTE)	1.08	1.24	2.94	0.98

Faculty of Veterinary Hygiene and Ecology

FVHE has a sufficient number of academic and other staff with adequate qualifications appropriate to their job and in relation to veterinary teaching. The academic staff listed in Table 9.2.1.2 meet the definition set out in the High Education Act and also the ESEVT SOP EAEVE. Of the total number of FVHE academic staff, only the number of FTE academic staff corresponding to the proportion of veterinary teaching in the total number of hours taught in all SPs offered at FVHE is given.

Table 9.2.1.2 Academic staff of the **FVHE**, FTE proportion for the veterinary programme

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	24.17	20.32	18.16	20.88
Temporary – for a fixed period (FTE)	39.01	40.84	43.76	41.20
out of which interns (FTE)	0	0	0	0
out of which residents (FTE)	0	0	0	0
out of which doctoral students (FTE)	0	0	0	0
out of which practitioners (FTE)	0	0	0	0
Total (FTE)	**63.18**	**61.16**	**61.92**	**62.09**

These are staff paid from FVHE core funding = budget posts.
The number of FTE academic staff does not include staff (from practice or other institutions) who are involved in teaching only occasionally (lectures, participation in state examination committees, reviewing rigorous theses). In the 2019/2020 academic year, the total number of FTEs was 0.3, in the 2020/2021 academic year 0.26 and in the 2021/2022 academic year 0.63 occasional staff.

Table 9.2.2.2 Percentage (%) of veterinarians in academic staff of the **FVHE**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	56.01	65.00	56.91	59.30
Temporary – for a fixed period (FTE)	43.19	42.95	47.83	44.66

Non-academic (support) staff (Table 9.2.3.2) provide steady support for teaching, administrative and research tasks related to students and the maintenance of Faculty facilities and equipment, and possibly animals. Of the total number of FVHE non-academic staff, only the number of FTE non-academic staff corresponding to the proportion of veterinary teaching to the total number of hours taught in all SPs offered at FVHE is shown.

Table 9.2.3.2 Support staff **FVHE**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	30.44	30.92	32.45	31.27
Temporary – for a fixed period (FTE)	21.05	19.89	21.14	20.69
Total (FTE)	**51.49**	**50.81**	**53.59**	**51.96**

The number of FTE academic and non-academic staff does not include staff recruited for projects provided by external grant agencies, listed in Table 9.2.4.2.

Table 9.2.4.2 Research staff **FVHE**

Type of contract	2021/2022	2020/2021	2019/2020	Mean
Permanent (FTE)	0	0	0	0
Temporary – for a fixed period (FTE)	2.47	2.60	2.68	2.58
Total (FTE)	**2.47**	**2.60**	**2.68**	**2.58**

Prospected number of FTE academic and support staff for the next 3 academic years

FVM
The FVM plans to slightly increase the FTE of academic staff in the coming years, while it does not plan to increase the FTE of non-academic staff.

FVHE
The total number of academic and support staff is stable in the long term, the Faculty does not plan to increase the FTE of academic/support staff for the next period.

Selection, recruitment and training of the teaching staff

The distribution of job contracts per department corresponds to the overall teaching load of the department. When the need arises to fill the full-time position of an academic staff member (leaving of a staff member, long-term illness, maternity/parental leave), the Dean of the Faculty announces a selection procedure (based on a written request from the Head of the Department). The position of an academic staff member is filled only on the basis of a selection procedure under predetermined conditions in accordance with the Higher Education Act and the internal

regulations of VETUNI[40]. An Academic Staff Selection Process Committee is appointed by the Dean. The advertisement/application details the qualification and professional requirements and a list of required documents. The basic requirement for academic staff is a University degree in veterinary or a related field. On the basis of an oral interview/selection process, the committee will recommend/not recommend candidates for admission, with the final decision on admission being made by the Dean.

FVM	FVHE
Training and improving the pedagogical competences of academic staff is part of *the FVM Strategic Plan*. It is carried out in the form of mentoring by a senior academic staff member and in the form of courses, seminars and trainings that the Faculty organizes annually (e.g. support from the project Strategic Management Support Programme for Universities for Years 2022-2025).	One of the priorities of the *FVHE Strategic Plan* is to support academic staff in improving their teaching competences. The training programme (on-boarding training, periodic training) implemented by FVHE is developed within the *Education Strategy*[41]. Activities at the University level (e.g. SMSP[42], NRP[43]) are also aimed at improving pedagogical competences. Informal mentoring is also used.

Selection, recruitment and training of the support staff

The Head of the relevant Department announces a selection procedure for the position of support staff member and sets the requirements for qualification and professional prerequisites (including basic ones according to the internal regulations). The selection of a suitable candidate is based on a personal interview. The Head of Department makes a proposal for the admission of the selected staff member to the Dean, who decides on the admission.

For support staff, informal mentoring (a supervisor, a more experienced colleague) is commonly used when starting work. In view of their work activities, staff members are involved in training programmes at the University or Faculty level (on-boarding training, periodic training). Particularly in the case of technical and laboratory staff, individual training in specific skills is also provided, with a set frequency of repetition (e.g. operation of analytical or diagnostic instruments).

Formal rules governing outside work

There are no formal rules set by the University/Faculties for the performance of external work. Academic staff of the Faculty participate as external members in meetings of bodies of other universities or research institutions, or committees of state bodies and institutions, they can prepare expert opinions on qualification theses, habilitation and professor appointment procedure, on scientific and professional publications, projects, they can perform consultancy activities within their expertise, etc. These activities are perceived as a Faculty representation and it is expected that external activities will lead to the improvement of the professional competence and the staff member will also continually broaden their horizons. Such activities may be carried out on the basis of an agreement to perform work and be linked to financial reward.

Faculty staff may be self-employed, e.g. carrying out consultancy work within their area of expertise and other external work. It is assumed that the external activities do not interfere with the performance of normal academic duties and do not lead to a conflict of interest between the staff and the University.

[40] Rules for the Selection Procedure for Academic Staff and other Staff of the VETUNI, dated 19 May 2017
[41] Education and Development Strategy for FVHE Staff and Students, dated 2 August 2022
[42] Strategic Management Support Programme for Universities for Years 2022-2025
[43] National Recovery Plan for Higher Education (2022-2024)

Evaluation of teaching effectiveness

Both FVM and FVHE use the same system of evaluation of staff involved in teaching (regardless of the amount of time and the method of contractual commitment to VETUNI). The scope and quality of teaching is evaluated in the *Academic Staff Assessment* (ASA; scope is given by the academic staff member, quality is taken into account in the evaluation by the Head of the Department/Clinic), the quality of teaching (of the course and of specific academic staff) in the *Teaching Assessment by students*, and the quality of the study programme in the *Study Programme Assessment by graduates*. Another evaluation within the management activities is the assessment of the quality and effectiveness of teachers' teaching by supervisors (course guarantor, Head of Department/Clinic, study programme guarantor, Faculty management). See Standard 9.5 for further details.

STANDARD 9.3

Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.
Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. 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.

Staff knowledge and skills development

Both FVM and FVHE support the development of their employees' knowledge and skills. Further training and professional development of staff is part of the conditions for career development, and in some areas, it is made compulsory or is required in relation to teaching or research. IT training (Cybersecurity Course, Basic Cybersecurity Training, STAG course) and language courses (for academic and non-academic staff) are organised at University level. The Faculties provide training for academic staff (pedagogical training, QA systems, OHS, biosecurity, handling of chemical substances, working with experimental animals, etc.) and non-academic staff (OHS, biosecurity, handling of chemical substances, working with experimental animals, etc.) as part of their training programmes. Staff members can also complete external courses to improve the quality of their activities with the support of the Faculty. For more information on the training system at FVM and FVHE, see Standard 9.4.

Support for the acquisition of professional and scientific qualifications of academic staff includes, for example, adjustments to teaching loads or financial support programmes (European specialisation training). Motivation of staff involves the completion of training and the acquisition of professional qualifications in the academic staff appraisal system (Standard 9.5) with a link to the above-grade remuneration system and including the acquisition of scientific and higher University qualifications in the academic staff pay scale system. The system of rewarding excellent teaching is based on the evaluation of the extent of teaching (quantity) and the assessment of the level (quality) of teaching by the supervisor (Head of Department/Clinic) within the system of evaluation of academic staff and the linking of the results of this evaluation to the above-grade component of the remuneration of academic staff. The FVM implements a system of remuneration of academic and non-academic staff from the funds of the English study programme, clinical veterinary and laboratory diagnostic services carried out in connection with teaching, and has also set up a system of motivation and remuneration of academic staff for scientific and research activities. The FVHE has defined a system of rewarding excellent teaching and research in the document *Rules for the Remuneration of Staff at the FVHE*.

The balance of teaching, research and other activities is implemented in the form of balancing the teaching load of individual departments and clinics, and within departments the distribution of teaching load of individual employees is implemented within the competence of the supervisor, the research load above the standard framework is evaluated on the basis of applicable outputs (especially impacted publications) and is rewarded with a higher than standard salary component.

Work contract for academic staff

Academic staff of the FVM and FVHE perform both pedagogical and creative activities in their employment according to the agreed type of work. The current number of academic employees at both Faculties allows academic staff to divide their activities according to the needs of teaching, research tasks and other activities (professional activities, further education, Faculty representation, etc.). The following positions are established for academic staff – professor, associate professor, lecturer, and assistant lecturer (see 9.2 for details).

The employment relationship is either for a fixed term (1-3 years) or for an indefinite period. The length of the employment relationship, including the extension of a fixed-term contract, is negotiated in accordance with the *Labour Code*[44] and the *VETUNI Collective Agreement*. When proposing an extension of the employment contract, the head shall take into account, in particular, the employee's performance to date, the employee's involvement in educational and research activities, the potential for further professional growth and the level of performance of work duties. In addition, the head of department shall consider the staffing and operational needs and the financial capacity of the department. The Dean decides on the proposed length of the employment relationship, taking into account the staffing of all Faculty activities and the financial possibilities of the Faculty.

STANDARD 9.4

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

Programmes dedicated to academic and support staff for:
a) their professional growth and development

FVM

The Faculty implements a programme of professional development of academic staff in the form of training, increasing their professional qualifications (certification, clinical education, European specialisation), supporting the acquisition of scientific qualifications (PhD) or higher University qualifications (associate professor and professor). Mobility of staff at national and international professional conferences

FVHE

The professional development of staff is linked to the development of their professional qualifications. In the case of academic staff – veterinarians, this mainly includes Level I and II National Certification and Degree 1st and 2nd clinical specialisation under the Veterinary Care Act and European Veterinary Specialisations. For other academic staff, the achievement of other qualifications related to the performance of

[44] Act No. 262/2006 Coll., Labour Code

leading to the acquisition of new knowledge and experience is also supported.

In the case of non-academic and support staff, this includes training and education leading to the improvement of their professional competences according to their job title (courses in administration, management, language courses, training in the use of IT, etc.).

The Faculty implements a system of professional training and further education of academic and other staff according to SOP ESEVT[45]. The scope and content of the training varies according to the category of employees:

- Academic staff – code of conduct, ESEVT rules (DOC), good practice, practical and clinical teaching, tools and methods of teaching and its evaluation (basic and advanced course), QA system in education and evaluation (internal evaluation – ASA, external evaluation); OSH training.
- Non-academic staff – code of conduct, ESEVT rules (DOC), good clinical practice, practical and clinical teaching, OSH training.
- EPT practitioners – code of conduct, ESEVT DOC, practical and clinical teaching, assessment of teaching and practice outcomes, QA and feedback.

The rules of career advancement and development of Faculty staff are described in the *Career Regulations* of the FVM and are linked to the *Internal Wage Regulations* of VETUNI.

the academic staff member's activities. For non-academic (support) staff, professional certification, specialisation or attainment of other competences related to the performance of professional activities. These training events are organised at University or externally. IT training and language courses are also organised at University.

The Faculty has an established *System of staff training*[46]. There are rules in place regarding participation, content, format, and frequency of courses. Mandatory training courses include:

- Academic staff – code of conduct, ESEVT rules (DOC), good practice, principles, tools and methods of tertiary education (basic and advanced course), QA system in education, OSH (biosafety, biosecurity, handling of chemicals), provision of lay first aid;
- Non-academic staff – code of conduct, basic teaching methods (including ESEVT rules), good practice, OSH (biosafety, biosecurity, handling of chemicals), provision of lay first aid;
- experts from the field – code of conduct, teaching methods and student assessment, ESEVT rules (DOC);
- students – code of conduct, OSH (biosafety, biosecurity), providing lay first aid.

The training system at FVHE is linked to the staff evaluation and remuneration system and also to the *Internal Wage Regulations* of VETUNI.

b) the appraisal and promotion procedures

Both Faculties have developed career regulations (*FVM Career Regulations*, *FVHE Career Regulations*). The *Career Regulations* take into account the achievement of relevant education, the attainment of a higher level of competence obtained through further training, professional qualifications (national certification, clinical specialisations, European specialisation training), scientific degrees, University higher degrees, and also take into account the results achieved in the evaluation of academic staff (see Standard 9.5) and superior performance in teaching (excellent ratings in the teaching effectiveness assessment) and research (excellent publication record). For laboratory, administrative, technical and other staff, the *Career Regulations* takes into account the achievement of relevant education, the attainment of a higher level of competence acquired through further training, professional qualifications (certification and

[45] Guidelines for Training and Education of Academic and Other Staff of the FVM
[46] Education and Development Strategy for FVHE Staff and Students, dated 2 August 2022

specialisation) and the results achieved in the evaluation of non-academic staff (by the Head) and superior results in activities supporting teaching (excellent evaluation in the evaluation of teaching effectiveness) and in activities supporting scientific activities. As part of the regular annual evaluation, the staff member meets with his/her supervisor to discuss what has been accomplished and what his/her next goals and needs are.

The criteria for the promotion of academic staff are determined by the attainment of the relevant scientific or University degrees and the corresponding classification as assistant lecturer, lecturer, associate professor and professor. The evaluation processes and criteria leading to the career advancement of academic staff are defined by national (the Higher Education Act) and internal regulations[47,48,49]. They include the evaluation of all aspects of academic staff performance – significant achievements in teaching, demonstrable experience in lecturing and in the publication of teaching materials, significant achievements in creative activity, ability to mentor students, contacts with practice, etc.

Management positions (Dean, Vice-Deans) are appointed according to the procedures set out in the legislation (the Higher Education Act) and the internal regulations of the University and the Faculty. Other management staff (Head of Section, Head of Department/Clinic) are selected on the basis of an open selection procedure. The selection committee assesses the fulfilment of the set conditions and the Dean of the Faculty decides on promotion to a management position.

For non-academic (support) staff, career advancement is associated with continuous improvement of education and professional qualifications, participation in research projects, gaining new work experience, skills and competences. Career advancement is possible for the position of laboratory technician (three qualification levels), or from a regular employee to an employee with management competences.

c) the mentoring and supporting procedures

FVM

Staff members can take advantage of individual counselling, coaching, education and training at any time with the support of their line managers. To ensure optimal working conditions, individual work schedules can be arranged where possible, e.g. taking care of family members or relatives, training in European and other specialisation examinations or professional development. Parking spaces are available free of charge and dogs or other animals are allowed in most buildings and outdoor areas of the premises.

The Faculty supports a formal level of mentoring – the undertaking of joint teaching by a senior (by experience) and junior (by experience) academic staff member (in part of their teaching load) leading to an increase in the teaching ability of the junior academic

FVHE

The support for staff members consists, for example, in reducing the teaching obligation of an employee (preparation for the state doctoral examination and the defence of a dissertation, preparation for National Certification, European specialisation, habilitation or professor appointment procedure), support for foreign stays and internships, support for participation in conferences, seminars and training courses, adjustment of working conditions for employees providing care to their immediate family members (unpaid leave, adjustment of the amount of time worked, individual working time scheduling).

Faculty staff members may use the services of the University's C & C Centre if necessary. Informal mentoring is also encouraged – the transfer of experience to younger teachers by

[47] Consolidated Study and Examination Regulations in the Doctoral Degree Programmes of the VETUNI, dated 20 June 2018
[48] Consolidated Regulation of the Habilitation Procedure and the Procedure for the Appointment of a Professor of the VETUNI, dated 20 June 2018
[49] Rector's Directive No. ZS 9/2022 Requirements for Candidates for Habilitation and Professor Appointment Procedures at VETUNI

staff member. Guidance and support procedures are set out in the *FVM Career Regulations*.	more experienced colleagues (individually or in smaller teams). The Faculty financially rewards academic staff also on the basis of exceptional results in education and research.

d) their implication in the decision-making processes

Faculty staff representatives are part of all Faculty bodies – advisory and expert committees and bodies with control and approval powers (AS, SB). Within these bodies, they participate in the preparation of Faculty development plans, their implementation and evaluation, in the discussion and approval of changes to the curriculum, strategic documents, decisions on the allocation of financial resources within the Faculty, management, QA system, etc. Faculty staff are also represented in a number of VETUNI bodies and committees.

All staff members are involved in data collection for the evaluation of Faculty activities and the quality of these activities. Staff activities are part of their evaluation by their supervisor and thus enter into the parameters of their remuneration.

Major issues in the activities of the department/clinic are discussed by the head with members of the academic community of the department, usually at regular meetings of the whole department or smaller groups.

STANDARD 9.5

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

In accordance with the system set up within VETUNI[50], both FVM and FVHE implement a comprehensive system of evaluation of academic and non-academic staff. Academic staff assessment (ASA) evaluates all activities of an academic staff member (educational activities, creative activities and social activities). ASA allows feedback for the academic staff member, for the head of the department/clinic (joint evaluation of academic staff of the respective department/clinic) and for the dean of the Faculty (joint evaluation of academic staff of the whole Faculty). Based on the result, excellent performers (with higher scores) and lower performers (with lower scores) can be identified. The evaluation of non-academic (support) staff is carried out by a supervisor (Head of Department/Clinic) who summarises all the activities of individual staff members. The results of the evaluation for a given year are summarised and serve as a basis for the *QA Report* at the Faculty and University level.

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

System for assessing the teachers by the students

In compliance with the VETUNI[51] system, both FVM and FVHE implement a functional system of evaluation of academic staff by students through IS STAG. At the end of the semester, students evaluate each course they have taken and the teachers who taught them in that semester. The teaching of the course is evaluated in terms of the quality of lectures, practical training, the system of knowledge assessment and the provision of learning resources. Teachers are evaluated in terms of the content and formal clarity of teaching, overall approach and ability to motivate students to learn. The evaluation is numerical (partial marks, average mark) or

[50] Rector's Directive No. ZS 2/2022 Evaluation of Academic and Support Staff at VETUNI
[51] Rector's Directive No. ZS 9/2018 Evaluation of Teaching by Students at VETUNI

verbal (comments). The evaluation is primarily anonymous, but the student may give their name. The results of the assessment are available in IS STAG. The results of the teaching evaluation are discussed in the line of the Dean (DB, MDH) – Head of the Department/Clinic – course guarantor – teacher. The Head of Department informs the Dean of the measures taken. Feedback towards students is usually addressed with student representatives in the Student Council.

In addition, an evaluation of the study programme is carried out by graduates[52]. It focuses on the entire study programme (courses, academic staff), its provision (equipment, learning support) and the environment at the Faculty/University. It is carried out in the form of a written questionnaire with the allocation of points.

Management, assurance and evaluation of the academic and support staff strategy

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

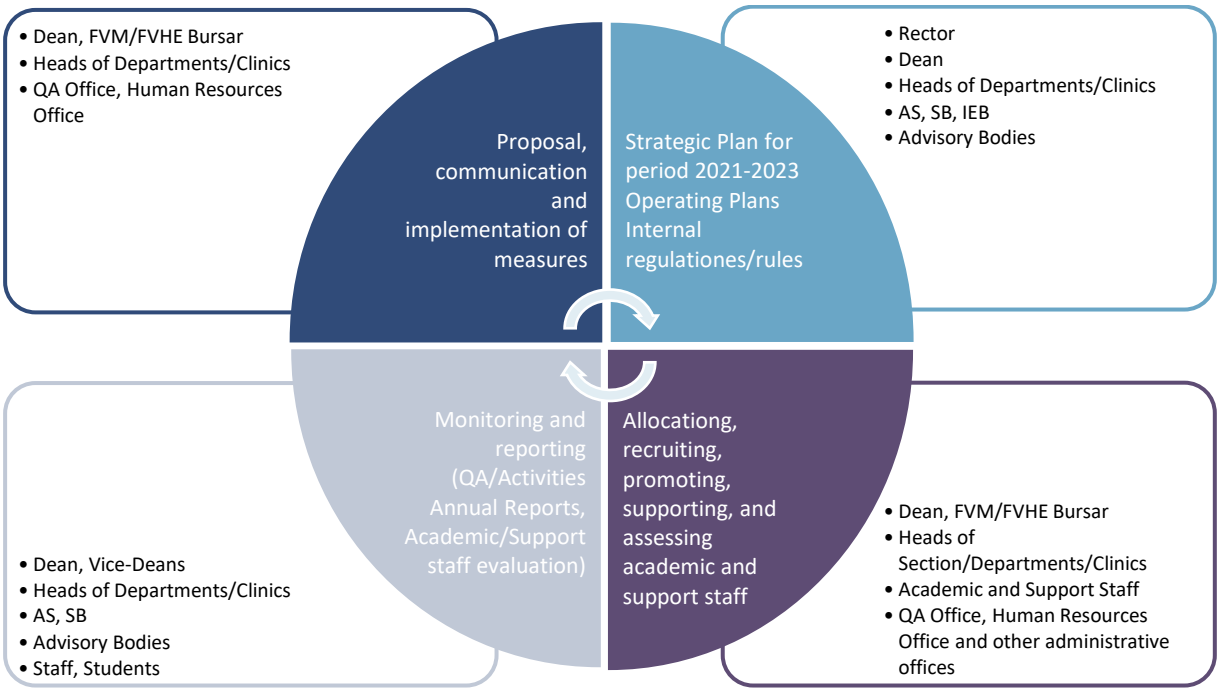


Figure 5 PDCA cycle of the Strategy for allocating, recruiting, promoting, supporting, and assessing academic and support staff at FVM and FVHE

[52] Rector's Directive No. ZS 12/2018 Evaluation of the Study Programme by Graduates at VETUNI

Comments on Area 9

Supporting academic careers and young researchers is a priority for VETUNI and both Faculties. The number of employees in each category corresponds to the needs of teaching, scientific and research activities, provision of veterinary care and other academic activities and is influenced by the financial possibilities of the University. In the future, it is possible to envision a higher number of Faculty staff, thus reducing the teaching load on teachers.

Both FVM and FVHE are aware of their responsibility for the quality of their staff and, in accordance with the requirements of the ESG and the ESEVT SOP, create an environment in which transparent and fair recruitment procedures are applied and working conditions are set with an emphasis on supporting staff training. Both Faculties make great efforts to retain the best teachers – evaluating the performance of each teacher and comparing performance and quality in the areas of educational activities, creative activities and other staff activities. According to these results, the variable component of salary is graded to motivate staff to further improve their performance.

Suggestions for improvement in Area 9

FVM	FVHE
• Increasing the number of academic employees with professional specialisation (attestation, clinical education, European specialisation).	• Expanding learning opportunities with new blended learning-oriented courses. • Increase the number of academic employees with the European specialisation training.

AREA 10. Research Programmes, Continuing and Postgraduate Education

STANDARD 10.1

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

Table 10.1.1.1 List of funded (ongoing) research projects **FVM**

Scientific topic (project title)	Grant/2022 (€)	Duration
Physiological properties and functions of dentition related stem cells with focus on *in vivo* context	GAČR / 44,139	2021-2023
The influence of the level of livestock management and prevention of diseases, including biosecurity, on the reduction of antimicrobials usage and the spread of antimicrobial resistance	NAZV / 39,285	2021-2023
Preventive measures towards restricted and rational use of antibiotics in broiler production in the Czech Republic	NAZV / 40,018	2022-2024
Development of an anti-methanogenic feed supplement to mitigate the environmental impact of livestock farming	TAČR / 43,357	2023-2025
Development of the recombinant vaccine against rabbit hemorrhagic disease	TAČR / 91,617	2023-2028
Characterization of selected innate immunity genes in domestic and wild felids*	GAČR / 65,272	2021-2023
The problem of the occurrence of bacterial, protozoan and viral zoonotic agents in small ruminant breeds*	TAČR / 21,988	2019-2023

***** *conducted under CEITEC; GAČR – Grant Agency of the Czech Republic; NAZV – National Agency for Agricultural Research; TAČR – Technology Agency of the Czech Republic.*

Table 10.1.1.2 List of the major funded research projects **FVHE** in year 2022

Scientific topic (project title)	Grant/2022 (€)	Duration
Mycobacteria in bats and their role in health and disease	GAČR / 61,770	2021-2023
Conservation of amphibian biodiversity when emerging infectious diseases spread	TAČR / 28,381	2020-2022
Spectrum extension of medicinal products in aquaculture in the Czech Republic and evaluation of their residues in fish meat	NAZV / 65,394	2021-2025
The degree of cold chain disruption during state sampling and sample transport and its effects on the resulting microbial profile	NAZV / 144,021	2021-2023
Determination of pure muscle proteins by direct method	NAZV / 99,068	2021-2023
Rapid, complex and multiplex methods for simultaneous detection of food-borne pathogens in food of animal and plant origin	NAZV / 32,371	2018-2022
Impact of reformulation on the shelf-life and physical and chemical properties of food products	NAZV / 33,267	2019-2023
The possibilities to influence the content of inhibitory substances in milk as an effective tool to improve animal health for food quality and safety	NAZV / 25,449	2021-2025
Globalization, modern technologies and climate change provide both new opportunities and hazards for salmonid breeding management	NAZV / 24,187	2021-2025
Multiplex detection of DNA of probiotic bacteria and yeasts in food supplements using xMAP and qPCR technologies	NAZV / 86,160	2022-2024
Multiplex detection and identification of genes responsible for antimicrobial resistance and toxin production in important bacterial agent in foodstuffs	NAZV / 97,969	2022-2025
New methods of pig carcass classification	NAZV / 32,575	2021-2023
Antibiotic resistance routes of dissemination, means of evolution and adaptation: Incorporating WGS in the equation*	AZV / 120,961	2020-2023

***** *conducted under CEITEC; GAČR – Grant Agency of the Czech Republic; NAZV – National Agricultural Research Agency; TAČR –Technology Agency of the Czech Republic, AZV – Agency for Medical Research of the Czech Republic*

VETUNI as the only veterinary higher education institution in the Czech Republic carries out high quality basic, translational and applied clinical research at national and international level. In addition to clinical research, numerous research activities are focused on other areas – animal health, APW, FSQ and VPH. These areas correspond to the focus of the implemented veterinary study programmes.

Based on the requirements of national legislation[53], academic staff undertake scientific, research, development, innovation and creative activities in addition to educational activities. This aspect is important for the professional development of academic staff and also provides a wide range of opportunities for cooperation between teachers and students. Academic staff follow new scientific findings in the field of their research, carry out or participate in scientific experiments, and publish their outcomes in scientific and expert journals and at conferences. The acquired findings are transferred into theoretical and practical classes, posters from conferences are made available to students at the departments of the institutes/clinics (corridors, auditoriums, premises outside lecture halls or training classrooms, etc.). Veterinary classes are often conducted in the form of discussions, students can acquire specific research skills in practical training and can be involved in research projects. Undergraduate students can build on their experience at the doctoral level and subsequently pursue an academic career.

The University runs an internal grant system through internal agencies. This system strongly encourages the involvement of undergraduate and postgraduate students. ***The Internal Grant Agency*** (IGA) focuses on specific support for research projects carried out by students of accredited master's or doctoral degree programmes that are directly related to their studies (so-called specific University research). It is therefore a direct link between scientific and research activities and educational activities at the University. ***The Internal Educational Agency*** (IEA) facilitates creative learning projects in which students (under- or postgraduate) and academic staff co-develop new learning resources. In their development, they usually use the outcomes of research activities of academic staff and as such incorporate the latest findings into teaching. The resources of the ***Internal Mobility Agency*** (IMA) are used for student and academic staff mobilities. One of the priorities are mobilities facilitating the acquisition of knowledge, experience and skills that promote the development of professional and scientific knowledge used in research at VETUNI, or facilitate their presentation at international expert and scientific meetings abroad. Students of doctoral programmes are involved in projects undertaken through the ***Internal Creative Agency*** (ICA). These are scientific research projects financed by resources for the long-term conceptual development of a research organisation.

Lists of publications are given in Appendix 5.1 (FVM) and 5.2 (FVHE).

STANDARD 10.2

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

Evidence-based medicine and scientific research in veterinary curriculum

The compulsory curriculum of the study programmes of *Veterinary Medicine* (FVM) and *Veterinary Hygiene and Ecology* (FVHE) includes courses introducing students to the methods of research work and work with scientific journals and databases in the area of veterinary medicine aimed at acquiring competencies in the evidence-based medicine.

Biostatistics	• methods for objective evaluation of biological data • work in Excel and UNISTAT • learning to independently evaluate data obtained in experimental/clinical studies and formulate conclusions
Information Literacy and Data Management	• basic principles of evidence-based veterinary medicine • work with specialist resources (journals, online databases), classification, storage and use of information in clinical decision-making • advanced processing of experimental data

[53] Section 70 of Act No. 111/1998 Coll., the Higher Education Act

Practical classes in all courses are based on student participation in discussion, the teacher leads the student on a journey of knowledge discovery, they do not just provide instructions to complete a task. The aim of the training is not only to acquire knowledge, but also its practical application. In many courses, including clinical courses, the method of solving model cases is used. The aim of this approach is to teach students effective learning, to search for information, process it, and make decisions based on it.

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

Offer to undergraduate students to participate in research programmes

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

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

Graduation thesis – requirements, supervision and assessment

FVM

The diploma/expert thesis in the Master's degree programme is not compulsory, it can be selected as one of the optional state rigorous examinations in the 6th year of study. Each thesis must meet the requirements of good scientific practice and is evaluated by a supervisor and reviewed by another academic or specialist in the relevant field. The supervisor must be part of the academic staff of VETUNI and have the appropriate qualifications (assistant lecturer, lecturer, associate professor, professor). The supervisor primarily provides advice on the design and structure of the thesis, access to relevant literature, research methodology and analysis, presentation and interpretation of data. Each thesis is also checked for plagiarism through Thesis.cz. The thesis

FVHE

The rigorous thesis is an optional part of the SRE. The basic requirements and conditions for preparation, submission and defence are regulated by the *StExR*. More detailed requirements and conditions, including model forms and requirements on supervisors, are regulated by the *Dean's Directive* No. 2/2019[54]. The student can choose to work a rigorous thesis when enrolling in the 5th year of study. Topics are proposed by supervisors or students. The proposed topics must correspond with the focus of the SP and are subject to the approval of the SP guarantor and the Dean. The supervisor must be part of the academic staff of VETUNI and have the appropriate qualifications (assistant lecturer, lecturer, associate professor, professor). The Dean

[54] Dean's Directive No. 2/2019 Rules for the Processing, Submission, Defence and Publication of Final Theses at the Faculty of Veterinary Hygiene and Ecology

defence is part of the optional component exam of the state rigorous examination and takes place before a committee appointed by the dean. The committee includes an external member and an opponent. The actual defence and evaluation of the thesis is governed by the *StExR*.

appoints a committee for the defence of the rigorous thesis, which is approved by the Scientific Board. The defence is graded 1 to 4. All theses are checked for plagiarism through the programme Thesis.cz. In accordance with the Higher Education Act, rigorous theses, including the opinions of the supervisor and opponent, are made public.

STANDARD 10.3

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

Table 10.3.1.1 Number of students registered in postgraduate clinical training **FVM**

Training	2021/2022	2020/2021	2019/2020	Mean
Interns	0	0	0	0
Total	**0**	**0**	**0**	**0**
Residents – EBVS disciplines				
European Veterinary Parasitology College (EVPC)	1	1	0	0.7
European College of Veterinary Surgeons (ECVS), equines	2	2	2	2.0
European College of Equine Internal Medicine (ECEIM)	0	1	1	0.7
European College of Zoological Medicine (ECZM)	1	1	1	1.0
Total	**4**	**5**	**4**	**4.3**
Others (non-EBVS programmes)				
American College of Veterinary Emergency & Critical Care (ACVECC)	1	1	1	1.0
Foot-and-Mouth Diseases Emergency Preparation Course (EuFMD)	2	0	0	0.7
Royal College of Pathologists – Small domestic animals (DipRCPath)	1	0	0	0.3
Total	**4**	**1**	**1**	**2.0**

Table 10.3.1.2 **FVHE** had no students enrolled in postgraduate clinical training in the years indicated.

Table 10.3.2.1 Number of students registered in postgraduate research training **FVM**

Degrees	2021/2022	2020/2021	2019/2020	Mean
PhD	64	66	62	64.0

Table 10.3.2.2 Number of students registered in postgraduate research training **FVHE**

Degrees	2021/2022	2020/2021	2019/2020	Mean
PhD	69	81	79	76.3

Table 10.3.3 Neither **FVM** nor **FVHE** had any students registered in other postgraduate programmes not related to either clinical or research work in the years indicated.

Table 10.3.4.1 Number of attendees in continuing education courses provided by the **FVM**

Courses	2021/2022	2020/2021	2019/2020	Mean
Courses organised by the FVM	92	81	155	109.3
Courses organised by the VETUNI	152	102	75	109.7

Compulsory Occupational Health and Safety courses are not included; postgraduate PhD and residency training see Table 10.3.1 and 10.3.2.

Table 10.3.4.2 Number of attendees in continuing education courses provided by the **FVHE**

Courses	2021/2022	2020/2021	2019/2020	Means
Courses organised by the FVHE	180	163	91	144.7
Courses organised by the VETUNI	26	40	19	28.3
Other professional development courses*	44	20	15	26.3

*Compulsory Occupational Health and Safety courses are not included; * courses organized by external institutions, where the participation of the employee was financially supported by FVHE funds.*

Prospected number of registered post-graduate students for the next 3 academic years

FVM

The Faculty will strive to increase the total number of postgraduate students (by 5-10 students each year) over the next 3 years.

FVHE

The Faculty will strive to increase the total number of postgraduate students over the next 3 years. (by 2-3 students each year)

Postgraduate students and their contribution to undergraduate veterinary education

Postgraduate students gain new knowledge, experience and competencies during their clinical training at the VTH, which they can use in their subsequent practice. Experienced teachers and clinical staff act as their mentors. Postgraduate students are involved (e.g. as members of clinical teams) in teaching or traineeships of undergraduate students, with whom they can share their acquired skills and competences. The head of the clinical department decides on the allocation of cases to ensure sufficient numbers and diversity of clinical patients for both undergraduate and postgraduate students.

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

Due to its unique position in veterinary medicine in the Czech Republic, VETUNI is considered a centre of postgraduate and lifelong learning in veterinary sciences. Postgraduate education is carried out by the Faculties, and lifelong learning is organised at the University at the Institute for Lifelong Learning. The expert level of lifelong learning is coordinated by the VETUNI Board for Lifelong Learning, which approves educational programmes and their changes before their submission to the Internal Evaluation Board. Each educational programme has its own guarantor (an academic staff member of VETUNI). Lifelong learning includes primarily attestation, specialisation, retraining, extension, complementary, thematic studies – usually as a specifically focused cycle, course, symposium, lecture, internship or seminar (e.g. professional competency in experimental animals, animal trapping, insemination course, animal transport, etc.). The courses are open to external participants, VETUNI academic staff and students. Academic staff of both Faculties participate in the teaching or in the examination, if the examination is an obligation at the end of the course.

VETUNI in collaboration with the SVA organizes, in compliance with the Veterinary Care Act[55], a national certification study, which is carried out in two parts: a) Level I – the condition for certification is professional training and passing the final examination before a committee appointed by the Executive Director of the SVA, b) Level II (specialisation) – graduates, after defending the prepared expert thesis and passing the final examination before the committee appointed by the Executive Director of the SVA, obtain certification in one of the selected areas: Food Hygiene, Epidemiology and Animal Welfare, and Laboratory Diagnostics. Academic staff of FVHE also regularly participate in the certification training, which significantly increases their professional expertise and specialisation in the above-mentioned areas mentioned above. The acquired specialisation allows them to deal with complex cases from state veterinarians' service when teaching subjects related to FSQ, VPH or APW.

[55] Act No. 166/1999 Coll., Act on Veterinary Care and on Amendments to Certain Related Acts (Veterinary Act)

Currently, 50% of FVHE academic staff (veterinarians) have a Level I and 26% have a Level II of national certification.

VETUNI carries out clinical education in collaboration with representatives of the CVS, SVA and other practitioners according to the Veterinary Act and the implementing directive[56]. Clinical training is intended for private veterinary surgeons, as well as for veterinarians working for various institutions in the public and private sphere. It is designed with a focus on individual species and categories of animals and is carried out in two successive stages: a) 1st degree clinical training, graduates receive a certificate of genera veterinary practitioner for diseases of a particular group of animal species; b) 2nd degree clinical training, graduates after defending their expert thesis and passing the final examination receive a certificate of a specialist veterinary doctor for diseases of a particular group of animal species.

FVM

- FVM carries out scientific postgraduate programmes in specialisations leading to the degree of PhD: Pathology and Parasitology, Morphology, Physiology and Pharmacology, Infectious Diseases, Microbiology and Immunology, Diseases of Dogs, Cats and Pet Animals, Diseases of Horses, Pigs, Ruminants and Poultry, Genetics, Breeding and Animal Reproduction (in Czech and English).
- Faculty staff are also encouraged to participate in the system of European specialisation training, mobilities and international conferences and stays.
- Faculty staff are actively involved in lecturing in professional courses provided by Lifelong Learning Centre VETUNI, or organizing international summer schools (e.g. Summer School Exotic Pet Medicine).

FVHE

- FVHE has five accredited scientific postgraduate SPs in Czech and English: Veterinary Ecology and Wildlife Diseases; Animal Husbandry, Animal Nutrition and Biochemistry; Veterinary Public Health, Forensic Veterinary Medicine and Toxicology; Animal Protection, Welfare and Behaviour; and Food Hygiene and Technology. Graduates are awarded a PhD title.
- FVHE motivates and supports staff to participate in national and European specialisation training.
- The departments provide internships and study stays, and the Faculty, together with specialist organisations, organises training courses for the expert public (e.g. the Czech Breeders' Association).
- The Faculty organizes or co-organizes international summer schools (Summer School Food Hygiene, Summer School Animal Welfare).

STANDARD 10.4

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

Both FVM and FVHE implement a system of management, quality assurance and evaluation of activities, which evaluates the opportunities provided to students and staff for research activities. Both FVM and FVHE implement a system of management, quality assurance and evaluation of activities, within the framework of which the opportunities provided to students and staff for research activities are evaluated.

The evaluation concerns mainly the scope of IGA projects (numbers of projects, student involvement), ICA projects (involvement of academic staff and PhD students), IEA projects (staff and student involvement in creative activities), grant agency projects and other projects

[56] Directive No. 331/2021 Coll., on the Organisation of Training for Veterinarians Working in Clinical Veterinary Medicine

(academic staff and student involvement). Internal agency projects are presented at a conference open to the public. The outputs of the projects are further used for education in both undergraduate and postgraduate studies.

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

Research is linked to educational activities through sharing the research outcomes in the theoretical and practical teaching (e.g. references to published research studies carried out at different departments) and through the involvement of students in research projects (see Standards 10.1 and 10.2).

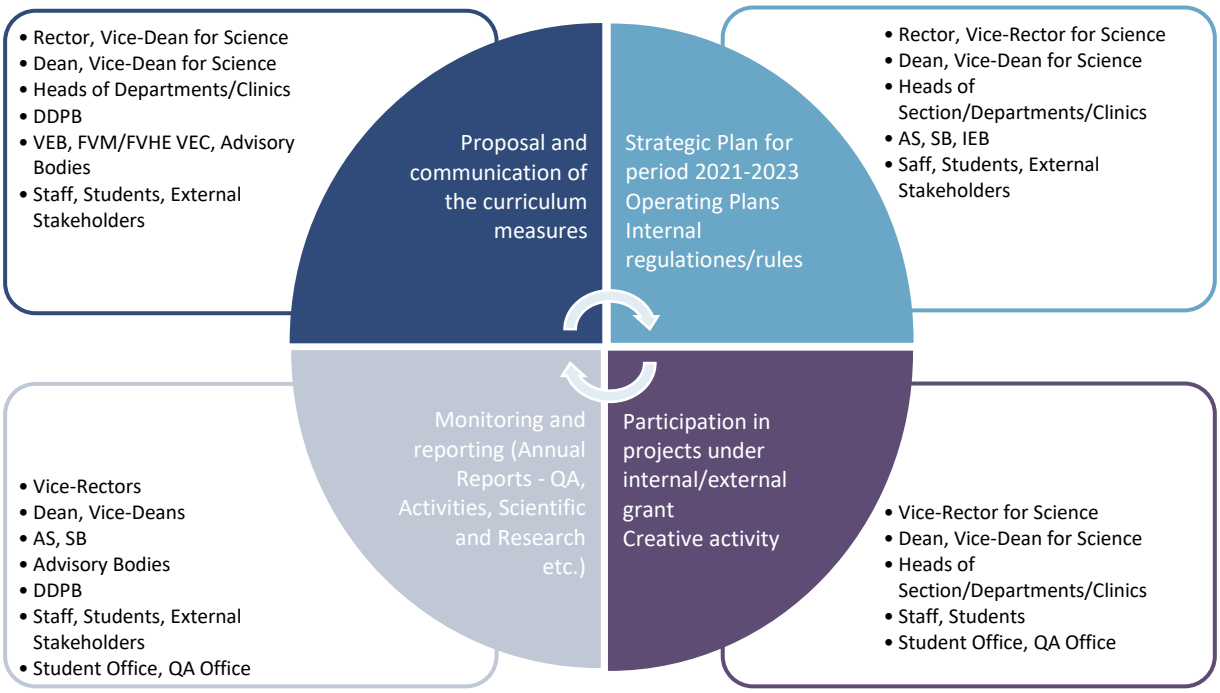


Figure 6 PDCA cycle of research strategy in relation to the development of teaching at FVM and FVHE

Management, assurance and evaluation of research, continuing and postgraduate education programmes

FVM and FVHE carry out postgraduate research studies leading to the PhD degree in study programmes that are approved by the Faculty's Scientific Board and accredited by the VETUNI Internal Evaluation Board. Postgraduate studies in Doctoral Degree Programmes (DDP) are governed by the VETUNI internal regulation *Study and Examination Regulations in the Doctoral Degree Programmes (StExR-DDP)*. FVHE has drawn up further details on the implementation of the DDP in the *Dean's Directive No. 3/2019*[57].

For individual accredited DDPs, Doctoral Degree Programme Boards (DDPB) are established – the fundamental expert, control and evaluation body of the study. Members of the DDPB are academic staff of the Faculty and academics from other colleges (professors, associate professors), or other experts with relevant qualifications. The chair of the DDPB is an academic

[57] Dean's Directive No. 3/2019 Rules for the Expert Supervision, Processing, Submission, Defence and Publication of Dissertation Theses at the Faculty of Veterinary Hygiene and Ecology

staff member of the Faculty who is also the guarantor of the relevant DDP. The Dean appoints the members of the DDPB after they have been approved by the Faculty Scientific Board. The DDPB evaluates and supervises the course of postgraduate studies and reports its activities to the Dean. Duties and procedures of control and implementation of the DDP are specified in the *StExR-DDP* and are part of the VETUNI QA system.

Students are admitted to postgraduate studies on the basis of an admission procedure which tests their ability for research work and knowledge in the field of study. The conditions of the admission procedure are approved by the Faculty AS and are published on the Faculties' websites. The student has a set study plan, a part of which is the obligation to pass examinations in the courses specified for the field of study, to carry out scientific and research activities in the subject of their dissertation, and to participate in teaching in the studied field. The student has a set topic of their dissertation and has a designated supervisor or a specialist supervisor. The standard period of study is 4 years. In the course of scientific research, the student is obliged to publish at least one article based their new research findings in a scientific journal with an impact factor. The student completes their studies by defending their dissertation thesis and passing the state final doctoral examination. Upon a successful completion, the student is awarded a PhD degree.

Comments on Area 10

Both Faculties facilitate students' involvement in research activity in the course of their studies, either by participating in ongoing grants or research tasks at clinics/institutes, or by working on independent smaller projects through internal grant agencies. The opportunities for students to be active participants in research at the University appear to be sufficient. The unique position of the University in veterinary education in the Czech Republic creates conditions for providing various forms of further education, which can be used by students, academic staff, state and practising veterinarians and other professionals, and which also increase the prestige of the University as a centre of veterinary education. The quality of lifelong learning relies on experienced teachers from both Faculties and experts from practice, with whom the University and its Faculties have been cooperating for a long time.

Suggestions for improvement in Area 10

Students appear to have sufficient opportunities to actively participate in research at the University.

FVM

- More encouragement and support for FVM staff in European specialisation training.
- Promotion and encouragement of individual departments in obtaining certification for European specialisation training.
- Promotion of mobilities and external stays of academic staff and postgraduate students.
- Organization of seminars and professional workshops in addition to postgraduate studies involving top experts from other institutions or practice.

FVHE

- More encouragement for postgraduate students and staff to participate in training programmes for universities.
- Promote support for students completing rigorous theses (e.g. assistance in selecting a topic, arranging study and work stays).
- To explore the potential for establishing a training centre for European College of Zoological Medicine focusing on Wildlife Population Health.

ESEVT Indicators

The numerical values of the indicators are given in Excel File:
ESEVT_Indicators_Excel_table_for_automatic_calculation_2019 FVM_FVHE VETUNI.

Comments on Indicators

FVL

All set numerical ESEVT indicators related to the provision of the study programme *Veterinary Medicine* are met. The focus of SP with the strengthening of competences in the field of clinical medicine reflects the results of the indicators:

- I5 number of hours of clinical training
- I8 number of companion animal patients seen intra-murally
- I10 number of equine patients seen intra-murally
- I11 number of rabbit, rodent, bird and exotic seen intra-murally
- I17 number of companion animal necropsies
- I19 number of equine necropsies
- I20 number of rabbit, rodent, bird and exotic pet necropsies.

FVHE

SP *Veterinary Hygiene and Ecology* is a comprehensive veterinary study programme that meets all EAEVE indicators, in most cases even above the median level. The focus of the SP towards the field of competence of state veterinarians and veterinary medicine of food animals is documented by the results of the following indicators:

- I6 number of hours of teaching in FSQ and VPH
- I9 number of ruminant and porcine patients examined on the premises
- I13 number of ruminant and porcine patients examined extramurally
- I15 number of visits to ruminant and pig herds
- I16 number of visits to poultry, rabbit, fish and bee farms
- I18 number of necropsies of ruminants and pigs.

Suggestions for improvement on Indicators

FVM

In the upcoming period, the Faculty will take steps to increase the number of academic staff involved in teaching (primarily specialist veterinarians) and the number of completed PhDs. To reduce the study load, a modification of the core curriculum could be implemented in the form of optimization of non-clinical teaching hours.

FVHE

In the upcoming period, the Faculty will focus mainly on increasing the number of specialized veterinarians involved in veterinary teaching.

List of Abbreviations and Glossary

List of Abbreviations

AAVMC	American Association of Veterinary Medical Colleges
ACVECC	American College of Veterinary Emergency & Critical Care
APW	Animal Protection and Welfare
AS	Academic Senate
ASA	Academic Staff Assessment
AVO	Association of Veterinary Officers of the Czech Republic
BoT	Board of Trustees
C&C Centre	Career and Counselling Centre of the VETUNI
CEEPUS	Central European Exchange Programme for University Studies
CEITEC	Central European Institute of Technology
CIT	Centre of Information Technology
CT	Computed Tomography
CVS	Chamber of Veterinary Surgeons of the Czech Republic
DB	Dean's Board
DDP	Doctoral Degree Programme
DDPB	Doctoral Degree Programme Board
DipRCPath	Royal College of Pathologists – Small domestic animals
DOC	Day One Competences
DOS	Day One Skills
EAEVE	European Association of Establishment of Veterinary Education
EASVO	European Association of State Veterinary Officers
EBVS	European Board of Veterinary Specialisation
ECEIM	European College of Equine Internal Medicine
ECTS	European Credit Transfer and Accumulation System
ECVS	European College of Veterinary Surgeons
ECZM	European College of Zoological Medicine
EIR	Electronic Information Resources
ENQA	European Association for Quality Assurance in Higher Education
EPT	External Practical Training
ERASMUS+	EuRopean Action Scheme for the Mobility of University Students
ESEVT	European System of Evaluation of Veterinary Training
ESG	European Standards for Guidelines for Quality Assurance in the European Higher Education Area
EU	European Union
EUA	European University Association
EUCEN	European University Continuing Education Network
EuFMD	Foot-and-Mouth Diseases Emergency Preparation Course
EUVH	European Union of Veterinary Hygienists
EVERI	European Veterinarians in Education, Research and Industry

EVPC	European Veterinary Parasitology College
FNAB	Fine Needle Aspiration Biopsy
FP	Fire Protection
FSQ	Food Safety and Quality
FTE	Full-Time Equivalent
FVE	Federation of Veterinarians of Europe
FVHE	Faculty of Veterinary Hygiene and Ecology
FVL	Faculty of Veterinary Medicine
GAČR	Grant Agency of the Czech Republic
IEB	Internal Evaluation Board
ICA	Internal Creative Agency
ICRC	International Clinical Research Center
ICU	Intensive Care Unit
IEA	Internal Educational Agency
IEC	Internal Evaluation Committee
IGA	Internal Grant Agency
IMA	Internal Mobility Agency
IS STAG	Information System for the administration of the VETUNI STudy AGenda
IT	Information Technology
IVSA	International Veterinary Students' Association
MDH	Meeting of Departmental Heads
MEYS	Ministry of Education, Youth and Sports of the Czech Republic
MRI	Magnetic Resonance Imaging
MVDr.	Title of Medicinae Veterinariae Doctor / Doctor of Veterinary Medicine
NAB	National Accreditation Bureau for Higher Education of the Czech Republic
NAZV	National Agency for Agricultural Research
NRP	National Recovery Plan for Higher Education (2022-2024)
OHS	Occupational Health and Safety
PDCA	Plan Do Check Adjust
QA	Quality Assurance
RVA	Regional Veterinary Administration of the State Veterinary Administration
SB	Scientific Board
SIC	Study and Information Centre
SMSP	Strategic Management Support Programme for Universities for Years 2022-2025
SOP	Standard Operating Procedures
SP	Study Programme
SRE	State Rigorous Examination
SS	Summer Semester

StExR	Study and Examination Regulations in the Bachelor's and Master's Study Programmes at VETUN
StExR-DDP	Study and Examination Regulations in the Doctoral Degree Programmes of the VETUNI
SVA	State Veterinary Administration of the Czech Republic
SWOT	Strengths Weaknesses Opportunities Threats
TAČR	Technology Agency of the Czech Republic
UF	University Farm Nový Jičín
USA	United States of America
VEB	Veterinary Education Board
VEC	Veterinary Education Committee
VEE	Veterinary Educational Establishment
VetNEST	Veterinary Network of European Student and Staff Transfer
VETUNI	University of Veterinary Sciences Brno
VPH	Veterinary Public Health
VTH	Veterinary Teaching Hospital
VUA	Visegrad University Association
WS	Winter Semester

Glossary

Annual Report	Annual Report on the Activities of the VETUNI/FVM/FVHE
Eleanor	Personnel software of the VETUNI
EPT Logbook	Student’s personal EPT training booklet
EZproxy	Remote access to electronic online resources for VETUNI students and employees
Financial Management Report	Annual Report on the Financial Management of the VETUNI/FVM/FVHE
IdP	VETUNI Identity Provider (access to libraries, magazines, personal network storage, etc. for VETUNI students and employees)
IFIS	Economic software of the VETUNI
IS STAG	Information system for the administration of the VETUNI study agenda
MOODLE	Software for creating educational electronic courses (e-learning platform)
OBD	Personal bibliographic database
QA Report	Report on the Internal Quality Evaluation of the VETUNI/FVM/FVHE
QA system	System of quality assurance and internal evaluation of the educational, creative and related activities
SIMS	Combined student register information (evidence established according to the Higher Education Act and controlled by the MEYS)
Skills Logbook	Student’s personal clinical skills training booklet
VEFIS	Portal for sharing documents, internal regulations and study materials
VETIS	Information system for veterinarians, used at the Equine Clinic, Ruminant and Swine Clinic, Large Animal Clinical Laboratory
WinVET	Information system for veterinarians, used at the Small Animal Clinic, Avian and Exotic Animal Clinic, Small Animal Clinical Laboratory

List of Appendices

Appendix No.	Appendix Name	Drawn up for Faculty
1.1_FVM	List of Academic Staff Providing the Study Programme *Veterinary Medicine*	FVM
1.2_FVHE	List of Academic Staff Providing the Study Programme *Veterinary Hygiene and Ecology*	FVHE
2a.1_FVM	*Veterinary Medicine* Study Programme and Study Plan in 2022/2023	FVM
2b.1_FVM	Courses of Veterinary Programme, Learning Outcomes, DOC – *Veterinary Medicine* in 2022/2023	FVM
2c.1_FVM	DOC within Individual Courses of the *Veterinary Medicine* Study Programme	FVM
2a.2_FVHE	*Veterinary Hygiene and Ecology* Study Programme and Study Plan in 2022/2023	FVHE
2b.2_FVHE	Courses of Veterinary Programme, Learning Outcomes, DOC – *Veterinary Hygiene and Ecology* in 2022/2023	FVHE
2c.2_FVHE	DOC within Individual Courses of the *Veterinary Hygiene and Ecology* Study Programme	FVHE
3_FVM_FVHE	Maps of the VETUNI and Intra-mural and Extra-mural Facilities	Joint for FVM and FVHE
4_FVM_FVHE	Assessment Procedures for QA	Joint for FVM and FVHE
5.1_FVM	List of Scientific Publications in Peer Reviewed Journals during the Last Three Years	FVM
5.2_FVHE	List of Scientific Publications in Peer Reviewed Journals during the Last Three Academic Years	FVHE
6.1_FVM	Response to Comments from the Last Final Visitation Report	FVM
6.2_FVHE	Response to Comments from the Last Final Visitation Report	FVHE
7.1_FVM	Strategic Plan for the Period 2021 – 2030	FVM
7.2_FVHE	Strategic Plan for the Period 2021 – 2030	FVHE
8.1_FVM	Biosafety & Biosecurity Manual	FVM
8.2_FVHE	Biosafety & Biosecurity Manual	FVHE
9.1_FVM	Logbook Manual	FVM
9.2_FVHE	Logbook Manual	FVHE
10_FVM_FVHE	VETUNI Organisation Structure, Composition of the University and Faculties Bodies	Joint for FVM and FVHE
11.1_FVM	Departments/Units/Clinics of the Faculty	FVM
11.2_FVHE	Departments/Units of the Faculty	FVHE
12_FVM_FVHE	Impact of the COVID-19 on VETUNI – Brief Summary	Joint for FVM and FVHE

List of Figures and Tables

List of Figures

List of Tables

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