



**UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN**

## **Faculty of Veterinary Medicine**



## **INTERIM-REPORT**

**January 2016**

**University of Warmia and Mazury in Olsztyn**  
**Faculty of Veterinary Medicine**

# **Interim-Report 2016**

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## **Introduction**

The Faculty of Veterinary Medicine in Olsztyn, Poland was evaluated by EAEVE on May 21<sup>st</sup>-25<sup>th</sup> 2012.

The decision by ECOVE who met on January 30<sup>th</sup>-31<sup>st</sup> 2013 following this visit was:  
**CONDITIONALLY APPROVED.**

The major deficiency which led to this decision was: **Necropsies for instructional purposes are insufficient.**

During the past three years this major deficiency has been properly corrected by increased exposure of students to large animal postmortem examinations.

## I. Response to Category-I deficiency

Number of necropsies 2009-2011 is present in Table 7.2.

**Table 7.2. Number of necropsies 2009-2011**

Species		Number of necropsies			Average
		2011	2010	2009	
Food-producing animals	cattle	6	4	4	124
	small ruminants	3	3	7	
	pigs	145	94	107	
Equine		3	3	13	6
Poultry*		1333	1326	1356	1340
Rabbits		1	1	2	
Companion animals/exotic	dogs	160	102	89	327
	cats	29	14	19	
	reptiles	39	30	36	
	pet rodents	3	2	3	
	amphibians		1		
	silver foxes	96**	90**	11/86**	
	minks	108**	4/87**	64**	

Explanations: \* - necropsies of poultry cadavers performed in the Department of Avian Diseases.

Poultry cadavers are usually obtained from large-scale poultry farms; \*\* necropsies of silver fox and mink cadavers performed in the Department of Epizootiology.

Number of necropsies 2012-2014 is present in Table 7.2a.

**Table 7.2a. Number of necropsies 2012-2014**

Species		Number of necropsies			Average
		2014	2013	2012	
Food-producing animals	cattle	79	71	42	171
	small ruminants	47	57	36	
	pigs	78	45	57	
Equine		15	13	15	14
Poultry		5/1350*	41/1309*	1315*	1345
Rabbits		16**	-	-	
Companion animals/exotic	dogs	149	149	144	346
	cats	111	108	111	
	pet rodents	5	3	2	
	silver foxes	12**	32**	24**	
	minks	71**	64**	52**	

Explanations: \* - necropsies of poultry cadavers performed in the Department of Avian Diseases.

Poultry cadavers are usually obtained from large-scale poultry farms; \*\* necropsies of silver fox and mink cadavers performed in the Department of Epizootiology.

The ratios concerning animals available for necropsy 2009-2011 are present in Table 7.6.

**Table 7.6: Animals available for necropsy 2009-2011**

<b>R 18:</b>	No. of students graduating annually	=	$\frac{160}{130}$	=	$\frac{1}{1}$	Denominator : 0.8
	No. necropsies food-producing Animals + equines					
<b>R 19:</b>	No. of students graduating annually	=	$\frac{160}{1340}$	=	$\frac{1}{1}$	Denominator : 8.38
	No. of poultry/rabbits necropsies <sup>1)</sup>					
<b>R 20:</b>	No. of students graduating annually	=	$\frac{160}{327}$	=	$\frac{1}{1}$	Denominator : 2.04
	Necropsies of companion animals <sup>1)</sup>					

<sup>1)</sup>Table 7.2, average

Taking into account the new data the ratios were recalculated, resulting in the following values:

**Table 7.6a: Animals available for necropsy 2012-2014**

<b>R 18:</b>	No. of students graduating annually	=	$\frac{153}{185}$	=	$\frac{1}{1}$	Denominator : 1.20
	No. necropsies food-producing Animals + equines					
<b>R 19:</b>	No. of students graduating annually	=	$\frac{153}{1345}$	=	$\frac{1}{1}$	Denominator : 8.79
	No. of poultry/rabbits necropsies <sup>1)</sup>					
<b>R 20:</b>	No. of students graduating annually	=	$\frac{153}{346}$	=	$\frac{1}{1}$	Denominator : 2.26
	Necropsies of companion animals <sup>1)</sup>					

<sup>1)</sup>Table 7.2a, average

Thus, significant and positive changes can be observed in the indexes.  
The main explanations for the evolution of these figures are the following:

- increased financial support from the Faculty to the Department of Pathological Anatomy that allowed to cover costs of transport of large animals from farms to the Department and from the Department to the utilization company.
- increased collaboration between Department of Pathological Anatomy and Faculty clinics and large animals practitioners. The large animals practitioner started to inform the Department about the death of animals, and after that according to the agreement the company transporting the carcasses is obligated to transport of the animal to the Department. The cooperation with Faculty clinics has been improved, and after euthanasia the animals carcasses together with medical history are transported do the Department. In this way, students during necropsy have all information about the case. Furthermore, the cooperation with City Animal Shelter has been improved and old and sick animals after euthanasia are regularly transported to the Department.
- signing of the agreement between University of Warmia and Mazury and the company transporting the carcasses and the waste of animal origin. Thereby, the transport of animals carcasses from the owners to the Department of Pathological Anatomy has been improved. The new agreement between the University and the company “Przewóz i zbiórka padliny. Transport i Handel” Andrzej Figa, 11-300 Biskupiec, ul. Słoneczna 3, has been signed. According to the agreement the company following our, the owner or large animals practitioner information about case of the animal death is obligated to transport the carcasses to the Department. After the necropsy the same company picks up the carcasses from the Department and transports it to the utilization company. The company receives payment for each carcasses transport.

## **II. Responses to the other suggestions made in the EAEVE Expert Committee Report**

### **1. OBJECTIVES & STRATEGY**

**Develop a Strategic Plan and review it every 3-5 years.**

**Develop methods for assessment of achievement of objectives.**

**Increase the number of European College Diplomates.**

The development strategy of the Faculty of Veterinary Medicine of Olsztyn (FVMO) is closely linked with the mission of the University of Warmia and Mazury in Olsztyn (UWM) which was adopted in 2012 by the UWM Senate in Resolutions No. 55 and 56. In line with those documents, the mission of the UWM is to educate high-quality graduates and academic staff, to conduct scientific research that caters to the needs of regional and national markets, and to enrich the national culture. The UWM carries out its mission through the following strategic goals: to develop and implement high-quality educational standards that cater to regional market requirements, in particular in the Region of Warmia and Mazury; to promote the development of high-quality scientific research, in particular research that contributes to the growth of an innovation-based economy, by participating in domestic and European research programs; to promote international cooperation in the area of education and scientific research; to provide the University's leading faculties with the status of research and development units, and to guarantee the University's financial stability.

The mission and strategy of the FVMO was developed in 2013 pursuant to Resolution No. 7/2013 of the FVMO Council of 18 January 2013 on the adoption of the FVMO development strategy for 2013-2020, and it was amended and implemented during a meeting of the Faculty Council on 22 November 2013 (Resolution No. 81/2013 of the FVMO Council of 22 November 2013 on the adoption of the FVMO development program for 2014-2020). The FVMO strategy was developed in view of the statutory documents of the UWM to guarantee that it is fully compliant with the University's mission and strategy.

The mission of the FVMO is to educate students in line with European and domestic standards, to conduct scientific research that caters to the needs of the national economy, and to promote the development of high-quality academic staff and professionals.

To achieve its strategic goals, the FVMO makes every attempt to guarantee the highest quality of educational services for its students by conforming to European and domestic standards and catering to the needs of the labour market, by introducing English-language courses in an effort to become a member of the international academic community, by promoting high-quality scientific research conducted with the use of advanced equipment as part of national and European research programs, by launching various projects with the aim of improving the Faculty's infrastructure, including the modernization of academic and research facilities and the construction of the Clinical Teaching Centre.

The effectiveness of the performed tasks and the achievement of the planned goals are evaluated at the FVMO each year. The results of the assessment are used to plan goals for the following year.

The most important achievements of the Faculty in 2013-2015:

- The FVMO was granted the status of a Leading National Research Centre in Veterinary Sciences (as part of a consortium with the Institute of Animal Reproduction of the Polish Academy of Sciences in Olsztyn, Institute of Genetics and Animal Breeding of the Polish Academy of Sciences in Jastrzębiec, National Veterinary Research Institute in Puławy, and the Faculty of Veterinary Medicine of the Warsaw University of Life Sciences) in 2015. As a Leading National Research Centre, the FVMO is entitled to State funding from the Ministry of Science and Higher Education (MSHE) in the annual amount of PLN 1.8 million (€420,000) over a period of five years;
- First place in a ranking of the *Perespektywy* magazine in the “Best faculty of veterinary medicine in Poland” category in 2014,
- First place in a ranking of the *Perespektywy* magazine in the “Best faculty of veterinary medicine in Poland” category in 2015,
- Award from the President of the City of Olsztyn in the "Science" category in 2014.

The FVMO encourages its personnel, in particular the youngest members of the academic staff, to improve their skills and competencies by participating in European Board of Veterinary Specialisation (EBVS) programs. Despite the above, residency programs and European certification programs are difficult to reconcile with the academic requirements imposed on PhD candidates in Poland (obtaining a doctoral and postdoctoral degree), which is reflected in a low number of European College Diplomates in Poland (5 certified experts).

Despite those difficulties, this path to professional growth has been garnering increasing interest. Mirosława Kwiatkowska, PhD, lecturer/Assistant Professor at the FVMO, was a resident of the School of Veterinary Sciences at the University of Bristol in 2013-2015, where she specialized in neurology. She is currently preparing for a diploma examination approved by the European College of Veterinary Neurology.

The Department of Animal Reproduction with Clinic applies to European College of Animal Reproduction for recognition as training institution in animal reproduction.

## **2. ORGANISATION**

### **Reduce the number of Departments**

The UWM Senate is working on a new Statute which will promote the creation of larger departments within faculties to optimize their educational and research performance, and to reduce costs. The organisational structure of the FVMO will be modified in accordance with the new Statute, and the number of departments will be reduced. Those measures will

promote structural changes to improve the quality of educational services including species-oriented teaching.

### **3. FINANCES**

**The Rectorate and Ministry should account for this situation and it is strongly suggested that the budget and monetary support for the FVMO is increased.**

**Consider adopting the habit of producing a financial report each year.**

**Consider discussing with the Rector the possibility of Faculties to gain financial independence.**

**Increase the amount of financial support from the University.**

A new model for financing the operations of UWM Faculties was adopted in 2014-2015. In line with the new provisions, a self-financing (self-supporting) program was launched at the FVMO, based on subsidies from the MSHE. The University's Finance Department develops annual financial reports for the FVMO. The FVMO closed 2015 with a positive balance, which indicates that the Faculty manages its finances effectively and rationally. The Faculty's financial standing improved substantially after it had been granted the status of a Leading National Research Centre.

### **4. CURRICULUM**

#### **4.2 BASIC SUBJECTS & SCIENCES**

**Self-direct learning must be reconsidered and included into the student curricula.**

**There should be an increase in the financial support for the teaching activities and of the salaries of teaching and support staff.**

Self-learning tools are continuously developed in the area of basic sciences, in particular in the field of Animal Anatomy, Histology and Embryology where students can use the FVMO website to access 3D anatomical models, videos presenting anatomical preparations and virtual histological specimens. The Faculty has recently purchased the CASUS e-learning system which combines biochemistry with clinical cases.

The salaries of academic teachers and support staff in UWM and FVMO were increased gradually in 2013-2015. A raise system for academic teachers and support staff was introduced based on strictly defined qualitative criteria.

#### **4.3 ANIMAL PRODUCTION**

**Despite these criticisms, animal production teaching is moving forwards in a promising way. However, early stage handling experience with food producing animals and distinct teaching of rural economics must be implemented.**

In line with the recommendations of the EAVE Report on the Visit to the Faculty of the Veterinary Medicine in Olsztyn from 2012, the curriculum was expanded to include a new subject, Veterinary Economics, which is taught by Professor Józef Szarek in year 2, semester 3, and covers 15 lecture hours.

#### **4.4 CLINICAL SCIENCES**

**Consider how the inter-connectivity of the various clinical teaching facilities, and the patient flow through these could be improved to enhance student learning.**

**Consider how the number of support staff to veterinary teacher ratio might be improved.**



**More investments both in time and money should be made in the infrastructure of the departments involved with clinical teaching.**

One of the goals of the plan for the modernization and expansion of the existing clinical facilities is to improve inter-connectivity between the Polyclinic and the building which hosts specialist clinics to facilitate patient admissions.

In view of the restructuring measures in the Polyclinic and the positive financial result noted by the FVMO, the Faculty is highly likely to expand its support staff in the near future, in particular in clinical facilities.

The FVMO applies for various projects to improve the facilities of departments involved in clinical teaching.

#### **4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH**

**The time spent on food spoilage could be increased.**

**The time spent on a risk-based approach to ensuring food safety and quality should be increased.**

**In the food hygiene training, there should be a clear link to farm animal health and welfare, and zoonosis. One possibility is to organise different elective “farm to table” courses; for example pig or poultry production from farm to table. Every student should take one of these courses to get familiar with the whole food chain concept.**

The problem of food spoilage is addressed in detail during lectures and classes. The topics discussed during lectures include decomposition processes in meat and meat-based products. In classes dedicated to sanitary and hygiene requirements for different groups of products of animal origin, students evaluate the sensory properties of raw foods, fresh products and products showing signs of spoilage (pork, milk, poultry, fish, seafood, eggs, cured meats, canned meats, edible animal fats, honey) with the use of methods deployed in food sensory analyses. Some classes are held in the sensory analysis lab of the Department of Veterinary Public Health Protection.

Risk evaluation issues are discussed during lectures and classes. Lecture curricula have been expanded to include the following topics: food quality and food safety, food safety regulations in the European Union, food safety monitoring by State authorities and proprietors, food safety requirements imposed on proprietors (GMP, GHP, HACCP), the role of international organizations in food safety monitoring (EFSA, RASFF, ISO, Codex Alimentarius), voluntary and obligatory food quality assurance systems (ISO-22000, BRC, IFS). In classes, students learn to estimate and evaluate microbiological risk during analyses of food pathogens. The risk of chemical contamination of food is discussed during classes dedicated to the National Program for Food Control Research and food sampling methods. Students learn to identify inhibitors in milk with the use of microbiological and enzymatic methods. During classes, students watch risk assessment videos on the websites of EFSA and RASFF.

Animal welfare, zoonoses and the legal requirements imposed on animal farms are discussed during obligatory lectures that accompany the following courses: Slaughter and meat hygiene, Hygiene requirements for food of animal origin, and Milk hygiene, which are taught in years 4 and 5 (Regulation (EC) No. 853/2004 of the European Parliament and of the Council of 29 April 2004 laying down specific hygiene rules for food of animal origin). Students learn about the protection of animals at the time of slaughter during discussions relating to Council Regulation (EC) No. 1099 of 24 September 2009 on the protection of animals at the time of killing and a video presentation. Field classes are held in a fish farm which operates a fish processing plant. Students learn about food safety monitoring procedures carried out by the proprietor and State agencies in all stages of food production which lead to the production of

freshly dressed fish, smoked fish and marinated fish. During field classes held in an agricultural farm in Balcyny, students learn about food safety monitoring in milk production. Classes are also held in the machine plant of the Faculty of Food Sciences where students become acquainted with various dairy production processes.

## **5 TEACHING QUALITY & EVALUATION**

**The teacher evaluation must consider both aspects of their role - both their teaching activities and their research.**

**The best teachers should be rewarded for achieving the best results.**

**In the case of a teacher with bad results the situation must be analysed and taken into consideration.**

**Consider a formal system of mentors, or year-tutors so that students have a clear route to discuss problems they may be having – this should be backed up with access to counselling and health care.**

**Consider how students may have ready access to refreshments somewhere within or close to the Faculty – perhaps by re-establishing vending machines where they were originally.**

The main tool for evaluating teachers and the quality of teaching are questionnaire surveys involving students. Various types of surveys are conducted at the FVMO. In 1999, the Faculty introduced a questionnaire entitled "Evaluation of courses, subjects and teachers" which is completed by students upon graduation. The results are used to compare and monitor the quality of courses and the teaching process across the years. Survey results are presented and discussed during Faculty Council meetings, and they are used to improve the content and form of classes and to reward outstanding teachers. If selected teachers do not meet the students' expectations, they are subjected to classroom observations (Faculty procedure WSZJK – A-MW-1 "Classroom observations"). Academic teachers have the right to view the results of student questionnaires in the part relating to the form and content of the taught courses. Graduates can also present additional comments regarding a teacher's academic performance, which are annexed to the questionnaire in the form of a written anonymous statement. Upon the request of the student and/or the teacher as well as their representatives (year representative/prefect, year tutor, head of department), the University can initiate a formal procedure for diagnosing problems in the educational process. The diagnostic and remediation procedure can be initiated upon the request of a student, a group of students, an academic teacher, a group of academic teachers, a PhD student or a group of PhD students. A collective request (submitted by a group of students, academic teachers or PhD students) is filed by the representative of a group reporting an educational problem/incident (Faculty procedure WSZJK-A-MW-3 "Diagnostic and remediation procedure for the educational process"). The main advantage of the questionnaire is that it is completed by nearly 100% of the graduates, therefore, the results are highly reliable. The main disadvantage is that the survey is very time- and labour-consuming because the questionnaire is filled out in paper form. The respondents select 5 best academic teachers conducting lectures and 5 best academic teachers conducting classes as well as 5 academic teachers in each group who do not meet expectations. The results are used by the Faculty Council to reward the best teachers. In 2013, the best lecturer, Professor Andrzej Krzysztof Siwicki, PhD, received the medal of the Commission of National Education. In 2014, Professor Andrzej Raś, PhD, received the highest marks in the survey completed by graduates and was nominated for the above award. Pursuant to the provisions of Regulation No. 51 of the UWM Rector of 31 May 2013 defining areas of the teaching process which are covered by survey, questionnaire templates and survey procedures, the questionnaire can be filled online as of the 2013/2014 academic year.

In line with the above regulation, various surveys are carried out to improve the quality of education, including questionnaire surveys analysing the quality of courses taught at the UWM, surveys tracking the career paths of UWM graduates, surveys of graduates' opinions about the UWM, and surveys of employers' opinions about UWM graduates. Surveys are conducted at all levels, including full-time Master's degree programs, PhD programs and training programs in veterinary medicine. The respondents are all participants of the educational process: academic teachers, students, PhD students, students enrolled in specialization programs, graduates and employers. Surveys are conducted with the use of survey software integrated with the University's Student Support System. At the end of each semester, the FVMO Quality Assurance Team develops detailed reports based on the results of conducted surveys.

System processes are supervised by the Deputy Dean for Education who proposes new procedures, presents evaluation results at Faculty Council meetings, disseminates survey results and implements remedial measures. Pursuant to Resolution No. 249 of the UWM Senate of 21 June 2013 on the terms, criteria and procedures for evaluating academic teachers, the UWM has introduced a Performance Appraisal Form for Academic Teachers. In the form, teacher's performance is evaluated in three areas:

- 1) research activities, including research staff training,
- 2) educational activities,
- 3) organizational and/or popularization activities

Educational activities are evaluated based on assessment results described in a report of the Faculty System for Quality Assurance in Education (WSZJK). In line with the provisions of §7 point 3 of Resolution No. 249, "a negative result in a report of the Faculty System for Quality Assurance in Education indicates that an academic teacher's educational activities have been negatively evaluated". The quality assurance system has been linked with performance appraisal forms to motivate academic teachers to continuously improve the quality of the educational process. Review results determine the performance-linked component of academic teachers' salaries.

Students from every year have a tutor who is appointed by the Dean to provide them with assistance during the entire educational process at the University.

Due to legal regulations, commercial undertakings, including vending machines dispensing beverages and snacks, may not be operated on the premises of the FVMO. Faculty students use the canteen, snack buffet and vending machines in the neighbouring buildings (Faculty of Humanities and Conference Centre).

## **5.2 EXAMINATIONS**

**In the interests of fairness, the team recommends to allow at least one retake of the first year exams.**

Unfortunately, the University Regulations do not allow for any exam retakes of sequential courses that are required in the first year (including Animal Anatomy, Histology and Embryology). Students can retake exams for non-sequential courses such as Biophysics.

## **6 PHYSICAL FACILITIES & EQUIPMENT**

**The fire extinguishers must be checked for their validity and it is necessary to replace the missing ones.**

**The renovation of those parts of the buildings which have not been renovated yet should be completed.**

**In the entire faculty there should exist facilities for disabled people.**

**It is necessary to mark all the bio-hazard areas.**

The observance of fire protection regulations is monitored by fire protection experts employed by the UWM. Fire extinguishers are checked and validated by certified service providers. Each year, the observance of occupational health and safety standards is revised by a committee appointed by the Rector, which includes the employees' representatives.

Most buildings have been renovated, and the remaining facilities will be renovated according to schedule. Design documentation for the reconstruction of the Department of Animal Anatomy and the Department of Pathological Anatomy has been developed.

The UWM operates an Office of Student Disability Services which is responsible for providing equal access to educational programs for students with disabilities. The FVMO has appointed the Dean's Representative for Disabled Persons. The University continues to equip its buildings with disabled facilities. Lecture halls at the FVMO have been provided with hearing assistive devices. Visually impaired students have access to computers with dedicated software. Mobile devices such as powered stair climbers are operated in buildings where permanent disabled facilities have not yet been installed. Disabled facilities will be provided in all renovated and planned buildings. The Office of Student Disability Services trains academic teachers to work with disabled students.

All bio-hazard areas are suitably marked.

## **6.2 CLINICAL FACILITIES & ORGANISATION**

**Consider some rearrangement of the facilities with more sharing to enhance the teaching experience and reduce capital and running costs.**

**Consider an overall strategy to better integrate clinical departments, including computer systems and public areas.**

The Faculty is presently implementing a computer system which will integrate clinical departments. The FVMO has developed various scenarios for reorganizing its clinical activity.

## **7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN**

**Reconsider the role of the University ethics committee in assessing animal welfare when teaching medical or surgical procedure in healthy animals.**

**Consider ways to improve the access to large pig farms for swine herd health work.**

**Consider some early investment in the University farm and equine infrastructure and reintroduce sheep and even some pigs to give a broader range of animal handling opportunities.**

**Consider the “purchase” of live cases from farmers which would give students valuable teaching material on-site, and if unsuccessful would provide necropsy material as well. Unless the number of food producing animal and equine necropsies is improved there is a potential for a major deficiency. There is also an opportunity for a win-win situation by providing a gross pathology service for farmers in the Olsztyn area; giving valuable information to the producer while providing enhanced teaching opportunities.**

**It may be that equine cadavers have to be purchased but a plan must be put in place to remedy this deficiency.**

**Consider finding additional drivers for the large animal collection vehicle and further promoting the availability of this service.**

**Consider having a lockable metal container in the mobile clinic vehicles for storage of dangerous drugs.**

In 2015, the Polish Parliament adopted a new Act on the protection of animals used for scientific and educational purposes (Journal of Laws of 2015, item 266) which implements

the provisions of Directive 2010/63/EU of the European Parliament and of the Council of 22 September 2010 on the protection of animals used for scientific purposes (OJ L 276, 20.10.2010). The new act sets forth the requirements for keeping and handling animals used for scientific and educational purposes. All FVMO employees have been suitably trained in this respect. The Faculty has a Team of Animal Welfare Consultants as well as a dedicated employee who is responsible for animal welfare.

Students visit pig farms in Gołdap (3 farms, around 20,000 pigs, situated around 150 km from FVMO) and Wawrowice (2,000 pigs, around 120 km from FVMO). The Faculty also works with a veterinary clinic in Lubawa operated by Grzegorz Palczewski. The clinic specializes in swine diseases and monitors the health status of 20,000 pigs. Students complete practical training at the clinic.

Sheep and goats are kept in the animal laboratory of the Department of Sheep and Goat Breeding at the Faculty of Animal Bioengineering. In the laboratory, classes for FVMO students and treatment of clinical cases are conducted. At present, the laboratory houses 40 sheep, 20 goats and 4 lamas.

Horses for educational purposes are obtained from the University's farm in Bałdy (50 horses) and the University's Horseback Riding Centre (40 horses). Severe cases treated by the mobile clinic are transported to the FVMO by horse owners or in a faculty vehicle for animal transport.

The Faculty works with a cadaver transport company (*Przewóz i zbiórka padliny. Transport i Handel*. Andrzej Figa, 11-300 Biskupiec, ul. Słoneczna 3) which delivers large animal cadavers to the Department of Pathological Anatomy for necropsies. This arrangement has significantly increased the number of large animal necropsies performed at the FVMO.

Additional drivers for the animal collection vehicle are not required because many horse owners transport the animals to the clinic in their own trailers.

Clinical vehicles are equipped with metal containers for the storage of dangerous drugs.

## **10 ACADEMIC & SUPPORT STAFF**

**Develop a system to reward outstanding and committed teachers as well as researchers.**

**Increase the number of support staff.**

Pursuant to Resolution No. 249 of the UWM Senate of 21 June 2013 on the terms, criteria and procedures for evaluating academic teachers, the UWM introduced a Performance Appraisal Form for Academic Teachers. In the form, teacher's performance is evaluated in three areas:

- 1) research activities, including research staff training,
- 2) educational activities,
- 3) organizational and/or popularization activities

The points scored in the appraisal form constitute a formal basis for rewarding outstanding teachers.

The results of performance reviews determine the performance-linked component of academic teachers' salaries. Performance-linked raises were introduced at the UWM and FVMO in 2013. On 30 September 2015, the Faculty Council adopted Resolution No. 45/2015 on the distribution of the Incentive Fund in 2017-2018.

The number of technical employees at the Faculty depends on the number of students and teaching hours, and is calculated by the University. In 2015, the Faculty employs 47 support staff members and 91 academic teachers ( $R5 = 0.516$ ). Four technical employees were financed from the funds for the statutory research, 2 from research projects and 1 from service income.

## **11 CONTINUING EDUCATION**

**Consider lobbying the authorities in Poland to introduce compulsory CPD in line with other EU countries.**

In line with the Resolution of the Polish National Board of Veterinary Surgeons, every veterinary surgeon can score points for participating in Continuing Professional Development (CPD) programs. In Poland, CPD training is not mandatory for veterinary practitioners.

## **12 POSTGRADUATE EDUCATION**

**In the future it is recommended that postgraduate students and PhD students are encouraged to access the EBVS residency programmes.**

The Faculty encourages postgraduate students and PhD students to participate in EBVS programmes and obtain specialist diplomas, but postgraduate specialization courses organized by the FVMO enjoy greater popularity in Poland.

## **13 RESEARCH**

**Stimulate students to engage in research by explaining to them early in their career (during the 2nd or 3rd year of study) the importance of scientific investigation as well as writing and presenting it for their professional development.**

**Develop a prize/reward system to reward those students who decide to participate in research projects.**

An incentive system promoting participation in research projects has been developed for PhD students. Undergraduates can develop their research interests by joining Student Research Circles. The Dean's Representative for Student Research Circles promotes the importance of scientific investigation among students and involves academic teachers in club activities. Students conduct research in various fields, under the direct supervision of academic teachers. Research topics can be proposed by both academic teachers and students. The members of Student Research Circles have direct access to analytical equipment in laboratories and the equipment in FVMO clinics.

The members of Student Research Circles present their achievements during student circle conferences as well as national and international conferences and congresses. Student Research Clubs at the UWM have received many awards and distinctions.

There are 16 research circles at the FVMO: Histology Research Circle, Obstetrics Research Circle, Anatomy Research Circle, Clinical Physiology Research Circle, Veterinary Internal Medicine Research Circle, Forensic Veterinary Medicine Research Circle, Surgery Research Circle, Clinical Pathology of Poikilothermic Animals Research Circle, Veterinary Pathology Research Circle, Veterinary Ophthalmology Research Circle, Buiatrics Research Circle, Food Safety Research Circle, Food Sensory Analysis Research Circle, Parasitological Research Circle, Veterinary Epidemiology Research Circle and Swine Disease Research Circle. Each year, the FVMO hosts the International Research Circle Seminar (Veterinary Panel) coordinated by the Dean's Representative for Student Research Circles. During the seminar, students present their achievements on a broader forum and confront their findings with the accomplishments of students representing other faculties. Research circle members attend other seminars, conferences and competitions organized by Faculties of Veterinary Medicine across Poland. Each year, they participate in the National Competition of Student Research Circles of the Polish Society of Veterinary Sciences, where they have received numerous awards and mentions.

Student Research Circles are financed by the University and the Faculty. All students have access to the FVMO library, the UWM Library and its electronic resources (which can be accessed in dormitories, FVMO and UWM computer labs, UWM Library computers), including professional content published in online journals, knowledge platforms and databases such as Elsevier, Springer, Kluwer, Proquest, Wiley, EBSCO, Web of Science and Scopus.

Some students help also in research projects of the Faculty. In the project “Research on innovative immunostimulatory drug in animals”, realized 2013-2015, participated 20 students.