



VISITATION REPORT

To the University of Veterinary Medicine Budapest, Budapest, Hungary

On 18 September – 22 September 2023

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Introduction

Brief history of the VEE and of its previous ESEVT Visitations

The University of Veterinary Medicine Budapest (UVMB) is Hungary's only VEE (Veterinary Educational Establishment). UVMB has a long and interesting history from its foundation in 1787 when the first department of veterinary medicine was formed at the Medical Faculty of the University of Pest. Until 2000 it was a sovereign veterinary university and at that time became a Faculty among 6 other faculties within the Szent István University. UVMB became an independent university again on the 1st of July 2016.

UVMB became a "Foundation University" in August 2020, with the Marek József Foundation (MJF) replacing the Ministry for Innovation and Technology (MIT) as the overall governing body. The education activity is financed from both state subsidies and tuition fees.

UVMB was first evaluated by EAEVE in 1995 without major deficiencies and, after eliminating two deficiencies in 2004, has remained approved. The last EAEVE visitation took place in February 2014 resulting in accreditation. In addition, the Hungarian Accreditation Council (HAC) accredited UVMB in June 2023.

Main features of the VEE

The Faculty graduates veterinarians for the Hungarian society but it also teaches in German and English, therefore delivering veterinarians for the European and wider societies. In addition to the veterinary medical training programme, UVMB also has EBVS residency programmes, and several other continuing education programmes. Approximately two thirds of students participating in the foreign-language programs come from 65 countries.

The main campus of UVMB, is located in the central area of Budapest, while some departments and units can be found on satellite campuses near the Teaching Farm (TF) in Üllő (35 km from the main campus) and the artificial insemination centre in Martonvásár (40 km).

Main developments since the last Visitation

The Self Evaluation Report (SER) lists a plethora of changes since to last ESEVT evaluation which can be accessed under the following headings:

- Major organisational changes
- New buildings and major items of equipment
- Main changes to the academic programme

Version of the ESEVT SOP which is valid for the Visitation

The ESEVT SOP 2019 as amended in September 2021 is valid for this visitation.

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 Standards.

1.1.1. Findings

The university has clearly defined its mission in the field of education, research and clinical activity in the veterinary field in the Mission statement document (https://univet.hu/wp-content/uploads/2022/09/K%C3%BCIdet%C3%A9snyilatkozat_2022_ENG.pdf), to meet both domestic and international demand of professionals and linking its lines of action to ESG standards. The self-evaluation report (SER) clearly states the university's commitment to offer students evidence-based education in the field of veterinary care and research, in line with ESG recommendations. This commitment is also reaffirmed in the document "University of Veterinary Medicine Rules of Organization and Operation (Volume I Order of Organization and Operation)" (https://univet.hu/wp-content/uploads/2023/07/%C3%81TE_SZMR2-ENG-002.pdf). Reading the SER it is also clear how this commitment has evolved over the years through the transformation of a traditional curriculum towards an output-oriented curriculum, aimed at acquiring an adequate level of first-day skills in the various areas of the veterinary medical profession. The university's commitment to updating the curriculum is constantly monitored and subject to periodic reviews with attention to continuous improvement and coherence with ESEVT standards.

1.1.2. Comments

- It is not easy to reach the Mission statement from the introductory web page.

1.1.3. Suggestions for improvement

- Provide more prominent evidence on the university website for the mission policy.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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 Standards.

1.2.1. Findings

UVMB has a history of over 200 years as a university institution for training in veterinary medicine. Since 2016 it has operated as an independent university and since 2020 as a non-state, but legally recognized university in Hungary, owned by a non-profit foundation. The University grants the title of Doctor of Veterinary Medicine (Dr. Med. Vet.) to graduates of its veterinary medicine programme. The university is governed by a Rector, who makes use of the collaboration of four Vice-Rectors. Both the Rector and the Vice-Rectors in charge of academic and professional affairs are qualified DMV. The decision-making body is the Academic Senate, which makes use of 19 committees with functions and responsibilities that cover all aspects relating to institutional activities (education, research, clinic) and support activities to the latter. Committees with responsibilities related to education activities always include student representation (undergraduate and/or PhD student). An articulation in 7 institutes and 38 departments allows the implementation of the strategic objectives.

1.2.2. Comments

- The VEE is a government-recognised institution and issues second- and third-level academic degrees; in the academical governance rector and vice-rectors are DMV.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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.

1.3.1. Findings

The University mission is defined in a specific Mission statement (https://univet.hu/wp-content/uploads/2022/09/K%C3%BCIdet%C3%A9snyilatkozat_2022_ENG.pdf) adequate for a University with a specific commitment to veterinary education, but an articulated strategic plan is not available on the UVMB website; nonetheless, the University's strategic lines are indicated in the SER, preceded by a SWOT analysis of the context. In The SER, the strategic lines are broken down into strategic objectives and correlated actions to be undertaken in the fields of education, research, clinics and teaching farms. The list of actions is associated with a time forecast, which for most of them is in the range of 3-4 years. Although they are not reported in the SER document, it is indicated in this document that indicators related to education (Number of students and their performance) and research (grants, patients and publications) activities are contemplated and they are part of the commitment the University has with the government. In a yearly institution's development plan the governance integrates strategic action proposals received by the departments. No indication of analysis for the

feasibility of the planned action through connection to budget provisions is presented. No monitoring of objective achievement and/or review of the plan are publicly reported.

1.3.2. Comments

- The university carries out its strategic planning activities starting from objectives expressed annually by the departments, channelling them into an annual planning document approved by the Senate. Although this activity is shared and participated by all departments, neither the departmental nor the general university planning is made public and accessible to all national and international stakeholders
- The goals definition of the strategic planning (reported in SER) is not linked to indication of expected targets for appropriate monitoring
- Furthermore, indications of who is responsible for their implementation, or feasibility indications in relation to specific financial resources indicated in the annual budget are missing.

1.3.3. Suggestions for improvement

- The team suggests to translate the mission into policies, strategies, objectives (strategic and operational at, short, medium and long term) and report them in the strategic and operational planning and budget documents, accessible to all stakeholders, both internal and external
- Strategic and operational objectives should be clearly defined, quantified through appropriate indicators and targets, achievable and verifiable, taking into account the reference context, the skills and resources available, the development potential of the University and also the results achieved in the previous planning and monitoring cycles.

1.3.4. Decision

The VEE is partially compliant with Standard 1.3 because of suboptimal implementation of an overall publically available Strategic Plan with a timeframe and indicators.

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

1.4.1. Findings

The university has an approved quality policy document (https://univet.hu/wp-content/uploads/2022/09/Min%C5%91s%C3%A9gpolitika_2022_ENG.pdf) which reports the objectives for the quality assurance system the university has adopted and ensures that these are in line with ENQA, EAEV and HAC guidelines and recommendations. The university has also approved a document for quality assurance policies (<https://univet.hu/wp-content/uploads/2023/07/Quality-Assurance-Policy.pdf>) which sets out the criteria applied for the implementation of quality assurance actions under the responsibility of the Accreditation and Quality Management Committee (AQMC), declined in various areas of activity concerning the university's commitment towards both internal and external stakeholders. The envisaged quality assurance activities are always set up with a view to continuous improvement. The

composition of the AQMC includes the presence of student representatives and of internal and external stakeholders.

The quality assurance system provides periodic reviews and updates also at department level using feedback collection systems and/or suggestions from various types of internal and external stakeholders.

The documents are also accessible on the university website in English.

1.4.2. Comments

- The Rules of Organization and Operation document adequately defines the tasks and responsibilities of the governing bodies and clearly defines structures responsible for QA.
- Attention has been paid to coordination and communication between the Governing Bodies and the Departments, and a critical issue in information flow has been taken in charge.
- The bodies and structures responsible for QA are in condition to exercise their role effectively.

1.4.3. Suggestions for improvement

- Implement guidelines for information flows between departments, institutes and central government bodies

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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.

1.5.1. Findings

In the SER, the university declares that the website is the main vehicle of information outwards for all internal and external stakeholders; moreover, there is an area on the site with access reserved for teachers, students and staff. Other outward communication systems include social media. External stakeholders involved in committees provide external input to decision-making processes. The quarterly Univet Magazine is a further communication channel of the university towards the outside world. Being the only VEE in the country, the largest part of the professional community in the country remains connected for the professional growth of the students. It is a planned action of the AQMC to periodically collect inputs from the principal external stakeholders. Students can find detailed information on the training course on the website and have computer systems available for registration and for finding the teaching material provided by the teachers. An internal e-mail system is the main vehicle for the university's internal exchange of information.

Numerous events are organised to maintain relations with graduates and the general public. The alumni association has a specific web page.

The ESEVT VEE's status and the last Self Evaluation Report and Visitation Report are easily available for the public in a specific page of the website.

1.5.2. Comments

- The interaction with external stakeholders is very dynamic and continuous, in particular with some institutional activities; unfortunately, these interactions are not systematically recorded.

1.5.3. Suggestions for improvement

- It would be appropriate for the AQMC to define guidelines for the identification and consultation of interested parties for the different curricula considering their reference context.
- In the presentation of the course (<https://univet.hu/en/education/students-secretariat/general-information/short-introduction/>), it would be appropriate to explain to the students how in the planning and updating of the training project were taken into account the needs expressed by stakeholders and the wider society, identified through consultations with an adequate range of interested parties and/or by making use of sector studies.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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.

1.6.1. Findings

The activities are periodically monitored and reviewed within the committees using both qualitative and quantitative assessments of their efficiency/efficacy and the related recommendations are sent to the Senate for subsequent decisions. The analysis is made public to students and staff through institutional channels. The related procedures and other main processes for the functioning of the university are described in the Quality management directives, not accessible in the documentation presented. The review process of the quality assurance system from the perspective of the PDCA cycle is illustrated in the SER.

1.6.2. Comments

- Verifiable indicators in strategic planning are limited to those provided for in the agreement with the government (indicators relating to teaching activities and research products)
- The absence of indicators and targets associated with strategic planning actions, both at departmental and university level, does not allow a systematic and transparent assessment of the adequacy of the actions undertaken.

1.6.3. Suggestions for improvement

- Implement a well-structured strategic planning and performance monitoring system, covering all strategic objectives, to be shared with internal and external stakeholders (domestic and international) and to be used to periodically update strategic planning

and objectives, both at department and university level.

1.6.4. Decision

The VEE is partially compliant with Standard 1.6 because of limited monitoring of the activities of the Strategic Plan.

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.

1.7.1. Findings

The VEE received its last accreditation in 2014 and the evaluation report and accreditation certificates can be visualised on a specific university web page. Two years after accreditation, the veterinary school became an independent university and from 2020 its control passed from the government to a foundation bound to the purpose of the university. The positive assessment in relation to accreditation in 2014 was accompanied by some recommendations which were taken into account by the university and for which the actions undertaken are reported on the website, some of which can be easily found also by viewing the university web pages.

1.7.2. Comments

- Specific pages in the institutional website are dedicated to EAEVE Accreditation (<https://univet.hu/en/about/eaeve-accreditation/>) in which ECOVE final visitation reports and self-evaluation report relative to previous visitation are accessible.

1.7.3. Suggestions for improvement

- A summary report of the impact of recommendations and suggestions produced by the accreditation procedures on the continuous improvement process could be added to such a web page.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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).

2.1.1. Findings

UVMB joined the group of higher education institutions, becoming a foundation university in 2020. The financial management has become independent, and the public funding system was reconfigured and is now more market- and customer-orientated. The academic area, research and operation are funded separately. UVMB's performance in the three areas are evaluated on the basis of pre-defined indicators. The system allocates resources to fund research activities, with payments subject to performance.

The financing agreement signed with the government on 28 September 2021 allows for operational planning 6 years in advance. Within the 6-year cycle, predefined academic and research objectives have been set by the government. UVMB was involved in assigning annual indicators and measurement values to these objectives.

Teaching and support staff grew by 7% and 8% between 2020 and 2022, respectively.

According to table 2.1.1. total expenditures increased from 25 166 958€ in the AY 2020/21 to 37 943 495€ in the AY 2022/23. The revenues were more than 49 000 000€ in both AY 2021/22 and AY 2022/23. A positive balance between expenditures and revenues was obtained over all the AY, but it was more significant in the AY 2021/22.

According to the financial agreement of UVMB a defined number of Hungarian students (see details in Area 7) are enrolled, and their costs are met by the state, so they do not need to pay tuition fees. In addition to the state-subsidised students a limited number of Hungarian students are also enrolled, whose tuition fee is €7,200, while students of the English and German classes have to pay €11,560 in an academic year.

2.1.2. Comments

- Incentive systems work as benefits to improve the quality of education and research. These incentives play an important role in motivating individuals or groups to achieve specific goals.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision,

The VEE is compliant with Standard 2.1.

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 Standards.

2.2.1. Findings

UVMB uses its own resources to finance investments (construction, renovation, equipment, etc.) worth 2.5 million euros a year on average.

As an independent university, UVMB has complete financial autonomy.

The finance department, headed by the finance director, reports to the rector and prepares proposals and decision-support documents for the rector and the Senate.

The accounts relating to UVMB's internal incentive system are settled at the end of each half-year. On the basis of the actual figures for the previous half-year, the control group prepares the accounts and each head of department confirms and distributes the profit to the staff involved in the activity, based on their performance.

2.2.2. Comments

- A significant portion of its earnings go towards supporting or expanding the clinic's operations or services. This allows to improve the quality of care provided, enhance infrastructure and facilities, purchase necessary equipment or supplies, hire additional staff, or expand the range of services offered.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

UVMB has started a campus development project for 2022, which will mainly affect the educational facilities located on the main campus, which will be fully funded by the government.

A digital upgrade of all classrooms and practical rooms was completed in 2022 and 2023 with EU funding.

Education and research are the two main areas of revenue allocation.

UVMB's annual financial planning process begins in the last quarter of the previous fiscal year. Needs are assessed in the light of strategic objectives, with the participation of UVMB's different units (departments and administrative units). The first version of the plan is finished at the end of February, after the end of the reference year, and finalised at the end of April.

The financial area supplies data and information to the Rector, heads of departments and other decision-making bodies/commissions.

2.3.2. Comments

- A trust-based cooperation between the Chief Financial Officer (CFO) and the decision makers, supported by stable financial management, creates a positive environment for effective decision-making and financial governance.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

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

3.1.1. General findings

3.1.1.1. Findings

The curriculum formulated by the VEE is structured in English, German, and Hungarian language programmes and adheres to the stipulations of the EU (2005/36/EC), national regulations (Higher Education Act and the governmental decree No 65/2021 XII 29) and German regulation on the licensing of veterinarians (TAppV) to equip veterinary graduates with the essential Day1 Competences thereby enabling them to proficiently function across diverse domains at an international level. The VEE has the autonomy to determine the hours of subjects within the study fields and the ratio of theoretical lectures and practical work. The curriculum was last reviewed in 2017-18. It includes core subjects (A-type courses), as well as elective and optional courses (B and C types, respectively), which span over 11 semesters, facilitating the accumulation of a total of 330 ECTS credits.

Basic, pre-clinical and animal production subjects are included in semesters 1st to 5th, while Clinical Sciences (Medicine, Surgery, Obstetrics, Anaesthesia, etc), Food Safety and Quality, Veterinary Public Health and Professional Knowledge subjects are mainly considered in semesters 6th to 10th. The last 11th semester is devoted to an intense period of intramural practical training (rotations), which allows the student a certain degree of specialisation. This semester includes 3 clinical blocks of 160 hours each, 3 practical rotations of 80 hours each (Food Hygiene, State Veterinary Medicine and Laboratory Diagnostics) and the Thesis defence.

A-type (core) subjects encompass essential knowledge for achieving the training objective, making them mandatory for all students. Teaching of core subjects is normally done at the UVMB premises, but some practical training can be taken extramurally (always supervised by UVMB academic staff), as well as in external departments or collaborative institutions. B-type optional subjects are directly relevant to veterinary training, while C-type optional subjects are not directly linked to veterinary training. There is a remarkably wide offer of B- and C-type courses, from which students choose up to a minimum of 30 credits from semester 1 to 10th. Registration into those optional courses depends on the student's choice, although some specialisation tracks are available.

The Education Committee (EC) accredits the programmes of A-type course units and approves the curriculum's optional B- and C-type course units. Accreditation requests for recommended course units, along with the programme details, can be submitted to the EC twice a year using a designated form. The curriculum, upon pre-launch accreditation, receives approval from the University Senate, which also grants approval for subsequent curriculum modifications. A rational PDCA loop involving all educational bodies assures a continuous update and fine-tuning of the curriculum. Curricular overlaps, consistency, and integration of the curriculum are continuously checked, and leaders of connected subjects coordinate the content of their subjects

The curriculum of the English programme (since 1992) is designed as a parallel programme to the Hungarian programme. However, there are some minor differences between the two programmes. For example, the English programme includes extra tutorial courses in the first

years to help foreign students reach the same level as their Hungarian classmates, and prerequisites apply to exam sign-up rather than course sign-up as described in the assessment section. Prerequisite courses are arranged in a manner that ensures efficient acquisition of the necessary knowledge, based on the professional sequence of subject themes. In the process of establishing the order of prerequisite courses within the university's majors, it is possible to designate a maximum of three subjects or modules as prerequisites. A firewall system is present at three levels in the English curriculum, between curricular years 2 and 3 (all exams of years 1-2 need to be passed prior to entering the 3rd year) and between curricular years 4 and 5 (all exams of all subjects which finish by the end of year 4), as well as prior entering the 11th (practical) semester (all exams of the first 5 years need to be passed prior to enter the 11th semester). The curriculum of the German programme (since 1989) offers the first four semesters (i.e. the pre-physicum and physicum) being largely adapted to the latest TappV. After completing the individual subjects (anatomy, histology, comparative embryology, botany, chemistry, zoology, biophysics and radiation protection, biochemistry, physiology, genetics, animal husbandry, biomathematics, computer science, clinical propaedeutics and elective subjects), the students are issued with confirmations of the examinations. Thereafter, when students do not register in a German speaking VEE, they can continue their studies in UVMB for another 3,5 years.

The recommendation from the last visitation in 2014, regarding development of a timetabled series of hands-on practicals to teach the students basic animal husbandry and animal handling were found to be improved. The Teaching Farm currently provides animals for teaching and practical training of animal husbandry, breeding, nutrition, and offers placement for summer practices of animal husbandry and nutrition along with the opportunities for students to familiarise themselves with and practise real-life health care situations under the guidance of university instructors, in real working conditions.

There is a limited number of staff in the small animal clinical skills laboratory, with only one very enthusiastic student-assistant supported by 11 students but without involvement of other staff members. The open hours are not fully supervised and several guest speakers are included into this programme (e.g. wildlife, shelters). There is no real SOP and the training is integrated only as a partial mandatory course within the curriculum. Although the creativity is great in order to develop simple homemade models, there is little financial support for the purchase of essential, expensive commercial models. (see also Area 4 Facilities and Equipment).

3.1.1.2. Comments

- The outlined differences in the evaluation systems (subject prerequisite and exam prerequisite/firewall system) between the Hungarian veterinary programme and its English and German counterparts at the VEE is majorly designed to aim to bridge any language or educational gaps, demonstrating a consideration for the unique needs of international students
- Meanwhile this distinction in evaluation methodologies could result in varying levels of preparation and potentially affect the fairness and equity in the assessment process for students from different linguistic and educational backgrounds.
- The integration of curriculum design and the evaluation process is crucial to ensure effective alignment, addressing these discrepancies and upholding a level playing field for all students, regardless of their programme or linguistic affiliation
- The mandatory subject-based prerequisite system in Hungary, as per national regulations, is posing additional challenges for students participating in the Erasmus or similar exchange programmes.

- The VEE has a functional system of monitoring the student progression aligned with the achievement of D1C. It is initiated at subject level and then integrated into the whole curriculum through the Cblue platform, which provides a comprehensive mapping of the relationship between subjects and D1C.
- The number of hours of Non-clinical animal work in Tables 3.1.1 and 3.1.2 have some missing data in the SER. Table 3.1.1. does not include the hours devoted to dissection. In Table 3.1.2 the hours devoted to physiology practices on live animals (20 h) is incorrect, as well as the hours of practical training in abattoirs which are not detailed in their matching subjects. A revised version of these tables with corrected data has been supplied immediately after request.

3.1.1.3. Suggestions for improvement

- It would be beneficial to provide access to online courses for subjects that students have not taken within the UVMB curriculum during their Erasmus period. This enhancement would prevent students from facing additional academic years upon their return.
- The skills lab in Budapest, which is based on the principle “learning first on models before handling live animals” needs a permanent academic staff supported by an adequate technical staff in order to assure an optimal functioning and an adequate supervision. A central financial support is certainly justified while a formal teaching system has to be set up. The skills lab has to be started ASAP in the curriculum for all students, independent of the language of the students.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Basic Sciences subjects are part of the core programme of the first three years of the curriculum; which includes 1034 hours of lectures, 165 hours of seminars, 517 hours of lab and desk-based work, 61 hours of non-clinical animal work, and 1777 hours in total. Basic Sciences category includes Anatomy, Histology, and Embryology, Physiology, Biochemistry, General and Molecular Genetics, Pharmacology, Pharmacy, and Pharmacotherapy, Pathology, Toxicology, Parasitology, Microbiology, Immunology, Epidemiology, Information Literacy and Data Management, Professional Ethics and Communication, Animal Health Economics and Practice Management, Animal Ethology, Animal Welfare, and Animal Nutrition. The curriculum also includes Basic subjects grouped into Medical physics, Chemistry, Animal biology (including zoology and cell biology), Feed plants biology and toxicology and Biostatistics. That block accounts for a total of 345 hours (210 lectures, 30 seminars & 105 lab and desk-based work). Both Basic subjects (just mentioned) and Basic Sciences subjects are distributed along semesters 1st to 7th.

Training in basic animal handling is carried out in semesters 1 to 4. Students spend 40 hours/semester of animal handling and care at the Teaching Farm, with the possibility of dealing with different animal species each semester. Additionally, students are instructed in this topic during practical courses of Topographic Anatomy (horses), Physiology and Biochemistry (blood sampling) as well as Pharmacology (drug administration, anaesthesia monitoring). All manual skills trained during this time are registered in the Logbook of the students.

The Skills Lab in Budapest, It is available to all students from the beginning of their studies, offers a complementary way of hands-on training.

The cadavers and materials of animal origin used for anatomy classes are provided by veterinary practitioners in Budapest and the surrounding areas. These practitioners send or bring the teaching materials to the VEE, and they are accompanied by an official veterinary document. This document includes information about the animal or material, such as its signalment (i.e., its species, breed, age, and sex) and any relevant clinical data (i.e., information about the animal's health or any diseases it may have had). There are two dissection rooms, one in the Department of Pathology and one in the Department of Anatomy and Histology. The Department of Anatomy and Histology also has an examination laboratory.

Electronic resources, including recorded lectures, video demonstrations, lecture notes, study aids, and special packages elaborated for practical work for Basic Sciences strengthen the students' responsibility for their own learning. The Department of Anatomy and Histology, pioneered the use of live dissections with camera tracking and projection known as the plenary lecture. This innovative approach, continuously improved over decades, has been further modernised with a cutting-edge 3D projection system for live broadcasting, enhancing image quality, depth perception, and overall understanding. The system's flexibility, including simultaneous 2D projection, offers a versatile teaching tool for anatomy education and is expected to benefit undergraduate and further education students alike.

Some students of advanced years volunteer as demonstrators in subjects such as Anatomy and Physiology. They are contracted by the UVMB and have been found to act as an effective way of guiding and engaging students from early years into their lab work.

3.1.2.2. Comments

- The formalisation and structure of the vertical integration process (frequency structured inter-departmental discussions and the established approach to documenting and incorporating the outcomes within the curriculum) contributes to a more informed evaluation of the curriculum's robustness and alignment with educational objectives. There is an insufficiency in the current programme regarding the formalisation and SOPs to ensure the clarity and accountability in the integration processes
- Students are requested to pass a basic knowledge exam before being allowed to take some particular lab practices. In addition to facilitating the students' engagement on the subject it is a useful tool of keeping records about their particular progression.

3.1.2.3. Suggestions for improvement

- It is recommended to enhance the formalisation of the horizontal-vertical integration of basic sciences to clinical sciences according to an established SOPs to govern the frequency and structure of inter-departmental discussions, as well as the systematic documentation and integration of outcomes in alignment with educational objectives.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

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UVMB has a Hungarian and an international English study programme over 11 semesters (330 ECTS credits), which are basically identical (with some minor differences). Beside these two programmes, a German programme is organised which includes 4 semesters. There is also an international cooperation with UAEU whereby students have lecture courses in the UAE but clinical dry and wet labs, farm visits and clinical rotation are organised by the UVMB. Apparently, the same academic person is teaching the same module of a subject whereby all teachers speak Hungarian, English and German in the case of subjects of semester 1 to 4.

The last major curricular reform dates from 2017/2018 (new subjects of small animal, equine, food animal, and exotic animal medicine). The information on each subject is uploaded in the Neptun system.

The clinical subjects of small animal and equine medicine start in the 6th semester (focusing on core issues and diagnostics plus clinical biosafety measures). There are several core clinical exercises, practical training, and seminars prior to the start of the clinical rotations. Clinical practical labs (groups of average 16 persons), diagnostic and therapeutic procedures on models (Skills Labs) and healthy dogs and 'cadaver wet labs' are scheduled from the 6th to the 9th semester on weekly 'clinical day'. The practical clinical education in small groups includes core clinical rotations (starts from 7th semester), emergency service, summer clinical practice, and clinical blocks of the 11th practical semester in small animal, equine, exotic & wild animal and food animal medicine. A 4-week-long (160 hours totally) summer hands-on clinical practice is scheduled following the 4th year in the different units (internal medicine, surgery, obstetrics) and in the 24-hour emergency service and the night shifts. Additionally, a neutering programme (5 to 6 female or male dogs per day belonging to animal shelters) for the students has been installed at the UVMB. The intramural clinical training of the 11th semester includes three 4-week clinical blocks (480 hours of clinical hands-on practice). Clinical blocks are devoted to farm animal, equine, small animal and/or exotic animal medicine. At least one of the 3 blocks must be food animal medicine. The remaining 2 blocks can be 1 or 2 of each type of companion animal medicine including equine medicine. The students must spend 1 or 2 blocks at UVMB clinics or high-level practices (teaching staff part-time employed by UVMB). Collaborative partners (such as National Stud Farm) participate in the extramural practical training. External practical training of students is also assured by the local practitioners.

Information available from the tables Tables 3.1.1 and 3.1.2 in the SER with focus on clinical science of companion animals including equine and exotic pets, more specifically total hours 'clinical animal work' and 'practical rotations'

From 2022, elective and optional courses were organised (B electives; classical veterinary activities; C optional courses with wider scope; both 2 credits). Over 10 semesters max. 40% can come from C courses.

There is no tracking system but students can make a kind of track by themselves by taking electives (primarily in semester 11).

The Logbook contains the practical tasks including information on the manual clinical procedures studied and practised, the clinical practical training at clinical rotations and extramural practical training. All items indicated in the Logbook must be fulfilled and signed by the supervisor by the end of the 11th semester. The students must take a practical OSCE exam at the end of the clinical block(s) at UVMB clinic. The final grade consists of the grade of the practical activity and the exam.

Extension the practical (11th) semester is presently on the agenda whereby UVMB plans a 12th practical semester.

3.1.3.2. Comments

- A substantial increase of hands-on clinical hours has been achieved by establishing the Skills Labs. The skills labs of equines and food animals are fully equipped and staffed. However, the skills lab of small animals has few essential commercial models and is understaffed (one student-assistant plus several students on voluntary base).
- A further considerable achievement was the introduction of species-specific subjects (small Animal, equine, food animal) in the newest curriculum, by which the clinical training in the 4th and 5th years was further extended
- The number of electives with topics of veterinary soft skills has considerably increased for the 5th year students
- The neutering programme of dogs is an optimal opportunity for the students under supervision before the end of the 5th year (more than 500 animals pro year)
- The Logbook (paper document) is obligatory for all students from September 2022 (replacing the clinical card).

3.1.3.3. Suggestions for improvement

- The skills lab of small animals needs more commercial models. An increase in permanent staff is also justified to assure access to an optimal functioning. Supervision, even during open hours and a permanent staff are recommended
- It is justified to also include the clinical staff of the different small animal departments in the operational activities of the skills lab, since the existing experience by the clinical staff is valuable and can be transferred towards the students at all times
- The handling and distribution of drugs in the clinics must be done according to the existing legal guidelines. Leaving drugs unattended in the clinic must be avoided at all times.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

The core curriculum includes, in total, 195 hours of lectures in the area of animal production subjects, divided into 75 hrs. of Animal Production, including breeding, husbandry and economics and 120 hrs of herd health management. Seminars include 60 hrs in total, divided equally between animal production and herd health management. The 180 hrs of clinical animal work, concentrated in the area of herd health management. 30 hrs are allocated in the area of animal production subjects being divided equally between lectures and clinical animal work. Four weeks are allocated for external practical training, divided equally between animal nutrition and animal husbandry. Training agreement must be signed by the farm manager and two different species are required for practical work. All farm animals are accepted. 60 hrs are allocated during the 7.th and 9.th semester for ambulatory (mobile) clinics. During the 11.th semester, clinical activities are divided into 3 blocks, 160 hrs each. Students must take the clinical block III (food animal medicine), and for the remaining two, students may choose between equine, food animal, companion animal and exotic animal medicine. Skills lab of food

producing animals and equine is well defined and commercial and smart home-made models are present to teach rectal palpation in equine and bovine and artificial insemination in bovine and swine.

3.1.4.2. Comments

- The curriculum in the area of food producing animals is well designed, and together with the skills lab in the food producing animals clinic give the possibility to gain day one competency.

3.1.4.3. Suggestions for improvement

- It is suggested to improve continuously the skill lab activities, to allocate specific hours and personal for these activities

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

Subjects of Food Safety and Quality (FSQ), Veterinary Public Health (VPH) and Professional Knowledge are studied in semesters 9 and 10. In the final 11th semester, students attend specialised practical courses. The core programme of the first three years provides the basic knowledge in natural sciences, fundamentals of agriculture and related fields.

External practical training of students is welcome, and students' activity is monitored and acknowledged by the local practitioners. These local veterinary supervisors receive written instructions about the objectives and requirements of UVMB.

According to SER table 3.1.2., there is a total of 620 hours taken by each student in the area of Food Safety and Quality, Veterinary Public Health and One Health Concept, which are divided into 305 lectures, 45 of seminars, 35 of supervised self-learning and 235 laboratory/desk based practical.

Practical rotations under academic staff supervision (excluding EPT) in the field of FSQ and VPH were performed in the 11th semester, in a total of 240 hours.

Two different types of extramural meat inspection practices are mandatory for all the students. In the 10th semester a small-group type hands-on practice in two big slaughterhouses (Kaposvár, Mohács) to introduce the best practices, and in 11th semester 80 hours (2-weeks practice) are spent in the fields of food hygiene and technology as well as the official control of food, feed, and animal by-products. These 80 hours are performed by students in different (~19) counties, organised via the competent authority in cooperation with the External Department of Food Chain Safety. A major part of this practical block is spent in one or more slaughterhouses and at least 40 hours must be accomplished in a pig and/or cattle slaughterhouse. The training is supervised by a state veterinarian, who also serves as part-time teacher at the University and controlled by members of the Department of Food Hygiene. The remaining hours of extramural training can be performed in other food-producing animals (small ruminants, poultry, rabbit) slaughterhouses, or at a game-processing establishment.

Those students who would like to spend their practices in another country might choose

adequate sites based on official requirements regulated by the Department.

At the end of the practical the students must write a practical diary, which is evaluated by the staff of the Department and the representatives of the authority (NFCSO). Then, the students take an oral exam presenting a selected topic based on their own practical training. After the presentation all the examiners ask some questions to discuss the experience of the students and evaluate their knowledge. The outcome of the practical evaluations is also used as feedback contributing to the decisions about the practice sites to be offered for the students next year. The feedback on the suitability of the different practical sites is also forwarded to the authority.

3.1.5.2. Comments

- Students are familiarised with the entire process of official veterinary control of animals for slaughter and meat production in a sequential form.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The curriculum is wide open to all aspects of the veterinary profession, with an increasing number of elective/optional courses

A logbook is used to follow the reality of the knowledge, not yet an e-logbook. The practical aspects of veterinary practice are taught very early in the curriculum, and students are, with the Marek Joseph Scholarship, encouraged to do large animal practice.

3.1.6.2. Comments

- Since the last visitation, the curriculum offers more opportunities to discover the different aspects of the veterinary fields.
- The Marek Scholarship is an answer to the world problem of insufficient number of large animal practitioners, but it only began two years ago, so the result is not yet available.
- Optionals courses are increasing, especially in FAS and VH.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

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.

3.2.1. Findings

The defined professional profile and the learning outcomes are in line with national and European community legislation (European Directives 2005/36/EC and 2013/55/EU) and include the Day One Competences envisaged by EAEV. The definition and coherence of the curriculum are under the responsibility of the Education Council and of the Vice-Rector for Study Affairs. The student's achievement of learning objectives is documented on the teaching management systems.

The educational path and the training environment are focused on the student, favouring moments of self-learning, interdisciplinarity and evidence-based approaches to veterinary medicine, which guarantee the acquisition by the student of an aptitude for lifelong learning. The student-centred learning environment is favoured by the logistical organisation of the university which insists mostly on a single location, and which allows for frequent and eventually non-formal interaction between teachers and students.

Self-learning activities are encouraged in many disciplines, using students' active approaches in teaching activity. The availability of teaching materials and recordings of lessons favours the student's independent study.

3.2.2. Comments

- General learning outcomes are documented in the online Neptun system (freely available for attending students and teaching staff), and CBlue curriculum mapping software.

3.2.3. Suggestions for improvement

- General learning outcomes should be publicly available also to external stakeholders, on web pages in the non-restricted section of the website.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

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.**

3.3.1. Findings

The constructive alignment between expected learning outcomes, teaching methods and

assessment methods is generally well recognizable within the structure of the study programme. The arrangement of courses and exams follows a logical stratification aimed at acquiring skills and knowledge committed to the profession. The collection of Syllabi is available in a webpage (<https://univet.hu/en/education/courses/>): it contains all the obligatory courses and some of the elective or optional subjects.

Each syllabus presents the course objectives and the contents of the lessons, but the expected learning outcomes are usually missing.

The syllabi are not homogeneous: Not all of them have the exam methods adequately defined or clearly aligned with the expected learning outcomes.

The Day One Competences are not mentioned in the syllabi.

Syllabi for the 11th semester clinical practice are missing, except for Laboratory diagnostic practical.

The Syllabi are accessible from the website (<https://univet.hu/en/education/courses/>)

In the SAR it is reported that the intended learning outcomes are reviewed annually by the VRSA and the EC, with the participation of student representatives, but no records of this activity are presented.

3.3.2. Comments

- A single document reporting the general learning objectives and the related D1Cs is not available to students on the website.

3.3.3. Suggestions for improvement

- Definition of expected learning outcomes for the teaching units in the syllabi
- Reference to D1C among the learning outcomes in syllabi
- Present a complete list of general learning objectives of each curricula linked also to the D1C.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

3.4.1. Findings

The Education committee is in charge of the phases of the educational project from its definition to its delivery. The EC is composed of the 4 vice-rectors, the Director of Education and 6 academic staff (4 senior and 2 junior). Students are represented in the EC: 2

undergraduate and 1 PhD student. Specific responsibilities for EC in curriculum management and supervision are defined in the Order of Organization and Operation document.

The EC periodically revises the curriculum taking into account stakeholders' input. The contents of the courses are defined by the subject leader and the heads of departments.

3.4.2. Comments

- Activities for updating the expected learning outcomes and coordinating the objectives of the courses are carried out periodically within the departments.
- Faculty development activities are occasional and organised mostly at the department level.
- While students are adequately represented on the EC, some other committees do not include student representatives.

3.4.3. Suggestions for improvement

- Implementation of systematic activities at University level aimed at developing the teaching and evaluation, leadership and management skills of university teachers and instructors, as part of increasing the quality of the student-centred university system.
- Adequate student representation must be included in all committees and their voice must always be considered in decisions affecting student affairs. Several council/committee has no representatives of students:
 - Ethical council: dealing with ethical misconduct of persons belonging to the staff, students or external parties
 - Animal experimentation committee: dealing with experimental animals for research work but also with the handling of animals owned by the UVBM for educational purposes.
 - Clinical council: responsible for clinical education, development, and service.
 - Biosafety advisory board: handling all matters with biosafety including temporary emergency measures and rules in case of an epidemic for staff and students.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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.

3.5.1. Findings

External practical activities are organised in structures not belonging to the VEE, in which students must carry out three periods of practical activity in animal husbandry, animal nutrition and in equine, small and/or exotic animal clinical practice, for a total of 8 weeks in the second, third and fourth year of studies. In the SER it is clearly indicated that the students' engagement in this period is under the supervision of the professionals in charge and is focused on the practical activities of the different establishments. Upon completion students must complete a

report, a prerequisite to take the exam in Animal Breeding and in Animal Nutrition II. The EPT rotation report in equine, small and/or exotic animal clinical practice is verified by the Department of Internal Medicine (Head: Ferencz Manczúr, DVM). Room for improvement in the definition/description of the EPT in the regulatory document “Code of Studies and Examinations”.

The three periods are reported in the study plan (student guide 2“22/23) reporting the student's commitment in terms of time but not of ECTS.

3.5.2. Comments

- Situations have occasionally been reported in which, during the EPT, a non-Hungarian student was not able to receive adequate information from the facility staff on the activities carried out due to a linguistic problem.

3.5.3. Suggestions for improvement

- Language compatibility criteria must be prescribed in the agreements with the structures selected for EPT, with particular attention to the English curriculum.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

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.

3.6.1. Findings

EPT providers have collaboration agreements with the VEE. The academic persons responsible for the supervision of the EPT activities are indicated in the SER. They monitor if the student successfully fulfilled the requirements of the practical training. It is also reported that students and providers give feedback to University about the EPT activities. Which allows the VEE to improve their EPTs and the curriculum.

3.6.2. Comments

- Foreign students are encouraged to do the EPT in their home country.
- In a few cases there were difficulties with the language in the EPT for foreign students.

3.6.3. Suggestions for improvement

- It would be appropriate that suitability requirements of the facilities hosting students for EPT would be defined in the operational documentation or in EPT guidelines.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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 officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

Students can autonomously choose the EPT facilities from a list. The list is not available in the public part of the website. In addition to completing the report, students are required to keep a logbook of EPT activities, which must be countersigned by the assigned supervisor. Students have the option to report suggestions or complaints.

3.7.2. Comments

- No indication is reported for the type or characteristics of the extramural training structures.

3.7.3. Suggestions for improvement

- Define *ex-ante* types and minimal standards for extramural training structures.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

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 standards.

4.1.1. Findings

UVMB is located in the centre of Budapest (main campus with 5 locations) and in Üllő (field station; 35 km from Budapest). The central administration and most of the theoretical education and research units, plus the Small Animal Clinic are located in the centre of Budapest, while the field station houses the Teaching Farm, the Department and Clinic of Equine Medicine, and the units of the Department of Obstetrics and Food Animal Medicine and the Department of Pathology. An infrastructure development at UVMB started in 2018. Some reconstructions (Food Animal Medicine Clinic, students' dormitory in Üllő) were completed in 2022; a reconstruction program of the Budapest campus started in January 2023 (some units moved into temporary facilities).

The buildings and the infrastructure are on property management of UVMB whereby the strategy and program for maintaining and upgrading the facilities are outlined in the Development Plan (discussed in Rector's Council and Innovation Committee, Clinical Council, Animal and Quality Management Committee; final decision made by Senate). Investment in equipment is suggested by department heads (discussed in above committees, final decision by Rector).

The Chief Financial Officer and the Secretary-General are responsible for compliance with all relevant national legislation. Additionally, the Rector issues different orders (occupational safety, biosafety, accidents, risk assessment, personal protection methods, waste management,

cleaning and disinfection, vaccinations, fire prevention, radiation, animal experiments etc.). There are compulsory online courses with exams for staff members (occupational safety, biosafety, fire prevention, animal experiments) and students (occupational safety, biosafety, fire prevention).

The VEE puts an effort in to adhere to all local, national, and international regulatory standards and guidelines related to waste management, ensuring legal compliance and environmental responsibility. Meanwhile during the visitation, implementing a colour-coding system for bins and containers to differentiate between types of waste (e.g., red for hazardous waste, blue for recyclables, green for non-hazardous waste) were not observed in all departments. Furthermore, there was occasional evidence that the presence of clearly labelled bins and containers, featuring suitable hazard signs for facilitating effortless identification and safe disposal of diverse waste types, was not noticeable and chemicals which should have been stored separately due to their incompatible properties were found stored together.

4.1.2. Comments

- The management of buildings of the UVMB is an impressive task involving a lot of committees. Even more, the buildings in the centre of Budapest are under architecture protection which complicates the implementation of full accessibility measures, such as elevators or ramps, and can be a limitation for the reconstruction program.
- The investment of equipment has to be discussed in several committees which hopefully does not induce a competition between departments.
- Several online courses are obligatory for the staff and students which have the full support of the Visitation Team.

4.1.3. Suggestions for improvement

- It is recommended to enhance the uniformity of the waste management system by implementing specific hazard signs on all bins, ensuring consistent use of appropriate coloured plastic bags in containers, and establishing a designated containment system for liquid chemical waste before collection by the waste management company.
- To establish measures aimed at reducing the limitations imposed by the insufficient number of elevators or ramps in some buildings to enhance accessibility and inclusivity.

4.1.4. Decision

The VEE is partially compliant with Standard 4.1 because of suboptimal waste management.

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.

4.2.1. Findings

Theoretical education takes place in 13 lecture halls (mean capacity 100 places), 4 computer labs (mean capacity 20 places), 13 seminar rooms (mean capacity 20 places), multiple labs, and dissection rooms. The lecture halls are equipped with a central display device(s) (laser projector plus repeating monitors). 250 computers can be connected to the Teams-based

education system, to assure lectures can be accessed from outside the classroom (hybrid education with active collaboration). WIFI access points are available for students. The audio-visual material of the recorded lectures are stored and made available for students (Moodle platform).

The Skills Labs started in September of 2020 (as a student-run project, originally staffed by the Skills Lab Director, student demonstrators and students with an extensive experience). At the same time, dry labs (involving phantoms, models, ...) started at the Department of Internal Medicine and at the Department of Surgery. Skills Labs have presently 3 venues: Small Animal Skills Lab (main campus), Equine Skills Lab and Food Animal Skills Lab (both in Üllő). The equine and food animals skills lab are up to date in regards to models and personnel and standard hospital equipment (e.g. ultrasound) that can be used by students. The skills lab of the small animal however has little commercial models and is run by one student-assistant together with students.

Study and self-learning premises are stimulated and WIFI is available on the whole campus. Lockers are available for students (management by the Students' Counsel). Accommodation with sanitary facilities is available for students on night shift in the clinics and the farm. A bistro, cafeteria, vending machines, restaurants, fast food restaurants, and kiosks are available to students, staff, and visitors. UVMB has a dormitory (capacity of 300 beds), and there are many renting options available throughout Budapest.

The main meeting places for students are the Students' Centre, the Library, the Equus club (including a study room), and the campus park. There are sports facilities (gymnasium with one large hall, some smaller rooms on the main campus plus facilities in the field station and dormitory).

Staff offices and laboratories meet the national regulations of Hungary and are regularly checked by the Security Department.

4.2.2. Comments

- There are plenty of lecture halls and related rooms for educational purposes with equipment for recording the lecture so these are available for the students (WIFI system in main campus). This evolution is certainly useful to allow students to participate and review when they are not able to attend lectures physically.
- Students have different facilities for their daily activities (lockers, accommodation for night shifts, meeting places, sport etc.) which is certainly a positive point for the UVMB.
- Offices and labs have to follow the national regulations.
- Apparently, some study rooms for students have some problems with the temperature in winter. Also, the opening hours are restricted.

4.2.3. Suggestions for improvement

- The skills lab of small animals needs more commercial models and an increase in permanent staff is justified to assure access to this facility for all students. Supervision, even during open hours, is recommended. A sufficient number of permanent staff (academic and technical) is required. It is justified to include also the clinical staff in the operational activities of the skills lab since the experience of the clinical staff is valuable and can be transferred towards the students at all times. (see also curriculum Area 3).

- Although Wi-Fi is widely available on the campus, some places do not have this (e.g. certain study rooms, Equus student meeting room which is also used as study room). If rooms are designated to be a study room, Wi-Fi has to be installed to assure a smooth access to the internet.
- Adapted climate conditions (e.g. heating during winter time) has to be installed in all study rooms. Opening hours of the study rooms need to be flexible whereby students can have access, even after normal working hours.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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.**

4.3.1. Findings

Housing of all animals is in accordance with current EU animal welfare laws whereby the staff is educated about animal welfare and work safety regulations (see above online course plus exam).

Livestock (cattle, sheep, pigs, poultry) are kept on the Teaching Farm under semi-extensive technology (pasture with paddocks for cattle, pasture and stables for sheep and pigs) and moved the stables of the Food Animal Medicine Clinic for the practical trainings of the stables.

UVMB has healthy animals for teaching purposes:

- 10 horses: 6 at the Department and Clinic of Equine Medicine (standard stalls of 12 m² + a large paddock of 900 m²), 4 horses at the Teaching Farm in boxes with paddock.
- Beagle dogs are fostered by voluntary students; housing at UVMB is possible in 2 kennels. At this moment, 4 Beagle dogs are used for educational purposes.
- Cats can be housed at UVMB. At this moment, no cats owned by the UVMB are present.
- 5 bee colonies are kept in hives.

Housing of hospitalised patients:

- The Food Animal Medicine Clinic has 4 stables (can be separated for isolation purposes). Three stables have boxes for cattle, sheep, goats, or pigs, and the fourth stable is designed for sows with piglets (8 farrowing units).
- Research animals are kept in the laboratory animal houses of different departments (Anatomy & Histology, Pharmacology & Toxicology, Physiology & Biochemistry, Microbiology, Infectious Diseases).
- The Equine hospital has 4 stables (internal medicine, surgical, non-surgical orthopaedic, and reproductive/obstetric cases divided over 51 stalls + 4 isolation with an average 12 m²) and 1 small stable (2 stalls). Six paddocks are present for hospitalised horses (from 90 m² tot 436 m²).

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- The Department of Exotic Animal and Wildlife Medicine has no hospitalised patients but a small isolation facility.
- Small animal patients (dogs, cats) are housed in different locations (67 cages divided over internal medicine, surgery, obstetrics; 10 isolation cages).

Activities:

- The Department and Clinic of Equine Medicine provides standard clinical activities in a large, central and 2 smaller examination rooms, plus a separate area with 3 stocks. In the stable for reproductive cases, separate stocks are available. Two surgical theatres are in use (colic & sterile procedures). Horses are anaesthetised in a padded drop-down box and recovered in a separate padded recovery box. Most laboratory examinations are done in-house. Necropsy and histopathology for equine patients are provided by a unit of the Department of Pathology
- Small Animal Hospital
- The Department of Internal Medicine is located in 3 different buildings (main units the Internal Medicine Ambulance, the Internal Medicine Hospital including the Intensive Care Unit, the Infectious Unit, and the Instrumental Diagnostic Unit).
- The ambulatory unit has 3 general consultation rooms and rooms for emergencies, general internal medicine, and speciality consultations (gastroenterology, endocrinology, hepatology) plus a dermatology consultation room.
- The Internal Medicine Hospital has a consultation room and a haemodialysis room.
- In the Instrumental Diagnostic Unit 2 ultrasound rooms and 1 room for endoscopic and otology examinations.
- The Department and Clinic of Surgery has 2 surgical suites (soft tissue and orthopaedic), anaesthesia preparatory and recovery rooms, a hospital ward for dogs, a ward for cats, a hospital treatment room, an isolation ward, a dental treatment room, 3 separate exam/consultation rooms. There is a diagnostic imaging facility (radiography, CT scanning, and image reading rooms). Additionally, there is an ophthalmology consultation room and a diagnostic room (ophthalmic ultrasonography, slit lamp exams, ophthalmoscopy, and intraocular pressure testing).
- The Small Animal Obstetrics Unit has a surgical suite, anaesthesia preparatory and recovery room, an exam/consultation room, a hospital ward and 2 rooms for diagnostic examinations equipped to perform ultrasound examinations and vaginal/transcervical endoscopy.
- The Food Animal Medicine Clinic has a practical/examination room, an operating room and a room for rectal examination (18 stocks). Additional rooms included storage and preparation of medications, storage of medical equipment, 2 rooms for storage of husbandry tools and a scrubbing area. There is a Skills Lab adjacent to 5 laboratory rooms.
- The Department of Exotic Animal and Wildlife Medicine has 2 examination rooms, a room for dental treatments, an X-ray room and a small operating room.

Work load in the departments:

- The Department of Pathology provides comprehensive diagnostic services as well as forensic investigations and expert opinions in judicial cases.
- The Food Animal Medicine Clinic offers physical examination, ultrasonography, basic laboratory diagnostic tests, classic and advanced reproductive services plus common surgeries for cattle, small ruminants, and swine.
- The Department of Microbiology & Infectious Diseases performs viral and bacteriological and serological diagnostic tests.

- The Department of Clinical Pathology & Oncology offers complete blood count, as well as clinical biochemical and endocrinological examinations.
- Metabolic profiles of food animals are examined at the Department of Animal Hygiene, Herd Health, and Mobile Clinic (plus antimicrobial susceptibility testing of samples of milking cattle)
- The Department of Pharmacology & Toxicology performs antimicrobial susceptibility investigations, in association with pharmacokinetic/ pharmacodynamic analyses.
- The Department of Parasitology & Zoology performs protozoological, endo- and ectoparasitic diagnostic work.

All clinics have state-of-the-art equipment (extensive list included in the SER).

The Institute of Food Chain Science conducts the intramural and extramural practical teaching.

- Intramural using:
 - an accredited microbiological laboratory
 - a students' practical room
 - a fully equipped food technology laboratory (focus on technological risks in field of milk hygiene, dairy products, and hygiene of meat products)
 - a food-toxicological laboratory (demonstration of the analysis of contamination in food).
- Extramural using:
 - Pig, cattle, and other animals (sheep, goat, poultry, rabbit etc.) slaughterhouses, (for meat inspection done by students).
 - Food business operators including primary production (different kind of farms), a food processing establishment (bakery, meat, milk and game processing establishments, coffee roastery etc.), a catering establishment (restaurant, cooking kitchen, etc.), a wholesale storage unit, a retailer (market hall including e. g. butchery, milk shop, etc.), and a small-scale food producer.
 - 35 supervisors in Hungary and about 60 supervisors in other EU countries are involved in these practical training.

4.3.2. Comments

- The UVMB has good livestock facilities including animal housing, clinical teaching facilities with state-of-the-art equipment, sufficient for the number of students according to their curriculum. All described items are of a high standard whereby animal welfare, biosecurity and safety are respected
- Most of the departments provide professional veterinary activities and/or services. The caseload of the clinical departments is high, especially in the small animal clinics
- The education in food safety and hygiene is delivered intramurally as well as using departmental and external facilities.

4.3.3. Suggestions for improvement

- The use of a limited number of Beagle dogs (4) owned by UVMB for educational purposes (handling, palpating, sampling etc.) must be supervised to avoid that these animals are used too many times. A possible solution can be the use of dogs owned by students or staff whereby all aspects of the welfare of these animals is respected.
- Apparently, cats are not often referred to the small animal clinics and are also less offered in the pathology department. Legislation around the registration of cats was reported to be the reason whereby the transfer of disease (e.g. rabies) from unidentified

cats to humans is possible. Most likely, the UVBM has little impact on the current legislation for identification of animals including cats in Hungary. However, cats as patients have an important role in small animal medicine so an effort has to be made to increase the number of cats in the clinics and pathology.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

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 Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

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

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

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

4.4.1. Findings

The VTH has species-specific referral clinics with a 24/7 emergency service for equine and small animals. The Food Animal Medicine Clinic has an ambulatory (mobile) with an on-call service. The Clinic of Exotic Animal & Wildlife Medicine provides consultations during standard working hours. The service portfolio of VTH and ambulatory clinic includes classic items found in most of the VTH's in Europe.

Within all clinics, research-based and evidence-based concepts are respected and integrated in hands-on clinical education. The VTH clinics have been regarded as “top referral institutions” in Hungary.

All clinics are operated in harmony with the students' theoretical and hands-on clinical training schedule (start with Equine and Small Animal Medicine in the second semester of the 3rd year). Students are involved in emergency critical care, rounds, journal clubs, specialist consultations, hospital treatments and clinical rotation during day and night shifts. There is a 4-week-long summer clinical practice (after the 4th year; 2 weeks obligatory at VTH) followed by a 4 or 8-week block clinical training in the 11th semester at VTH.

UVMB has a professional relationship with the Hungarian Veterinary Chamber (e.g. involvement in the establishment of the Directive of Practice Standards of the Chamber).

There was an occasion during the visitation that the drugs in the large animal clinical practice room were found to be inadequately stored and easily accessible to students, raising concerns about potential misuse and abuse, thus contravening established regulations regarding the proper storage and controlled access to veterinary medicinal products.

4.4.2. Comments

- UVMB demonstrates that the clinical training is research and evidence based and also supervised by a professional staff. The Food Animal Medicine Clinic has an ambulatory with an on-call service. The relationship with the national practice standards is assured by a good collaboration with the national veterinary chamber.

4.4.3. Suggestions for improvement

- A local practitioner (small animal) and several students reported that there is a need for additional extramural clinical training since the obligatory periods for these activities are relatively short; students have to leave the practice too soon (4 to 8 weeks) whereby acquired training/clinical knowledge including the practical skills cannot be fully and further developed. UVMB suggested in the SER an extra 12th semester; this proposal is certainly supported and encouraged by the Visitation Team. The financial impact of this extra semester has to be kept in mind at all times.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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.

4.5.1. Findings

Clinical hands-on training and work are done in small groups, supervised by the clinical staff of UVMB. See Standard 4.3

4.5.2. Comments

- See comments of Standard 4.3

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

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.

4.6.1. Findings

There are isolation units for companion animals (10) at the main campus, horses (7) in the Equine Clinic and food producing animals (4) both in Üllő.

There is a Biosafety SOP (3 languages) available on the website.

4.6.2. Comments

- Isolation facilities are available for different animal species guided by a Biosafety SOP.

4.6.3. Suggestions for improvement

- The isolation facilities of the small animals include a so-called 'rabies' unit which was until now never in use. Most likely, this is not a task of the UVBM but of the official bodies of Hungary. Since the isolation facilities are relatively far away from the clinic, a camera system for remote observation of the isolated patients can be useful, whereby all aspects of GDPR have to be respected.

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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.

4.7.1. Findings

4th and 5th year students take part in ambulatory clinical practical training at various livestock farms (block of 60 hours) (see also Standard 3.1). Herd health management practice (farm visits) is obligatory for each 4th and 5th year student taking core subject Animal Hygiene & Herd Health 1 and 2 (12 hours farm visits, 3 hours plenary exercises). The mobile clinic uses 4 vehicles with multiple seats and are fully equipped.

4.7.2. Comments

- The ambulatory clinic, as well as Herd Health, as part of Animal Hygiene and Herd Health 1 and 2 are obligatory for all students.4.7.3.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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 standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.

4.8.1. Findings

UVMB has multiple vehicles for personal transport (including buses) and other transport. (agricultural tractors, animals, trailers, etc.). Sick animals are transported by the owners. Cadavers and organs are transported by external partners (with required licence). Transportation of cadavers and organs within UVMB happens according to the rules of the Biosafety SOP.

4.8.2. Comments

- UVMB has transport for students, live animals and internal transport of cadavers and organs. External transport assures the transport of cadavers and organs (7 to 8%) whereby the UVMB has cooperation agreements with 4 to 6 external partners.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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.

4.9.1. Findings

Good Laboratory Practice and Good Clinical Practice are included in the teaching. UVMB places great emphasis on increasing the level of biological safety and security in its facilities by demonstrating all aspects of infection prevention, and disease surveillance procedures, the use of signposts and pictograms in lecture halls, laboratories, and the focus on biosafety measures. All units have a safety coordinator; their activities are coordinated by the Biosafety Advisory Board. Staff members and students must pass an online training and exam. At the start of practical training all receive in-person training on department-dependent specific rules. The Biosafety SOP is available in Hungarian, English and German on the homepage (Fig. 13.). Feedback from students, staff and stakeholders is done mostly by email (biosecurity mailbox) or personally with the secretary of the Biosafety Advisory Board.

4.9.2. Comments

- Good Laboratory and Clinical Practices plus Biosafety are parts of the education for students and staff
- There are differences in the laboratory sample acceptance system across departments, except for transfers from veterinary clinics. Different departments, like parasitology and food chain safety, have their own distinct protocols for sample acceptance. This variance in sample acceptance approaches affects the uniform assessment of sample quantities received, and services provided, across departments in a standardised manner.

4.9.3. Suggestions for improvement

- Remarks on the waste management as part of the Biosafety see Standard 4.1
- In terms of efficient management and resource allocation, a more consistent and centralised sample acceptance system would streamline operations and ensure a standardised approach to handling laboratory samples for outside services throughout the institution.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

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.

5.1.1. Findings

Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality

In the area of basic science cadavers accompanied by specific documents, provided by surrounding practitioners and owners are used, and serve as teaching materials. Those materials are stored in a frozen state, used, cadavers and materials of animal origin are destroyed by a contractual state-owned company. Healthy/live animals used for teaching purposes are located in Ullo teaching farm. For practical anatomical training, 2 sheep, 4 cattle, 22 pigs, 1055 companion animals, 6 equines and 153 poultry/rabbits are used on average. A variety of healthy live animals are used for preclinical training like animal handling, physiology, animal production and propaedeutics (141 cattle, 420 small ruminants, 51 pigs, 7 companion animals, 21 equine, 5 guinea pigs, 16 mice, 849 poultry, 87 rabbits and 73 rats. For clinics, an adequate number of patients (442 cattle, 105 small ruminants, 328 pigs, 23877 companion animals, 1092 equines, 0 poultry/rabbits and 1280 exotic pets) are seen intramurally. For extramural training, 42043 cattle, 138 small ruminants, 14393 swine and 35860 poultry/rabbits are seen. In pathology, the number of necropsies averages 70 in cattle, 37 in small ruminants, 671 pigs, 645 companion animals, 130 equine, 5216 poultry/rabbits and 10 in exotic pets. The number of visits, organised in animal production/herd health management subjects, averages 177 in cattle, 41 in pigs and 38 in poultry. In the area of food safety quality, visits are organised in slaughterhouses and related premises, averaging 1-3 for ruminant slaughterhouses, 2-3 in pig slaughterhouses, 2 in poultry slaughterhouses, and 5 in premises for the production, processing, distribution or consumption of food of animal origin. Visits are organised full day (8hr) during the 11.th semester.

5.1.2. Comments

- The Department of Pathology (small animals) is restricted mainly to the dissection of canine cadavers while little cadavers of cats are involved. Since the number of cats in small animal medicine is increasing all over Europe, this species has to be included into this department. The Visitation Team is aware of the lack of traceability of cats in Hungary because there is no legal obligation for this species compared to other domestic and food animal species. Consequently, since no history is known of the cats because of a lack of traceability, the risk for zoonosis such as rabies is certainly present.

5.1.3. Suggestions for improvement

- To promote the development of learning materials in cats for anatomy and pathology, alternative methods can be implemented.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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 standards as those applied in the VEE.

5.2.1. Findings

The establishment's teaching farm is located 35 km from Budapest and it provides optimal conditions for teaching in different areas of clinical and preclinical areas such as handling, breeding, nutrition and animal husbandry during the summer practice from the first and fourth semester. The Ullo teaching farm provides conditions for the acquisition of some of day one skills as are castration, vasectomy, rectal examination, assisted reproduction, caesarean section of cows and sows, care of calves, care of piglets, cryptorchidectomy. Teaching farm houses different animal species as are horse, cattle, small ruminants, swine, poultry, and bees. Animals in the teaching farm (equines, bovines, swine, poultry, ovines) are maintained in optimal conditions and the students are involved in all areas of activities starting with handling and nursing during the first semesters ending with clinical activities.

5.2.2. Comments

- Conditions in the teaching farm and food producing animals clinics are optimal for the acquisition of specific competencies within the area.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision,

The VEE is compliant with Standard 5.2.

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

5.3.1. Findings

Students instruction in the area of nursing care skills starts during the second semester being included in the frame of Animal welfare subject. Also, during the first and fourth sem students spend one week in the teaching farm where they take responsibilities in dealing with different farm animal species from that location. Nursing skills are also taught during clinical courses in some subjects as are Small Animal Medicine I, Equine Medicine I, and Food Animal Medicine I. Practical nursing care skills are constantly supervised during clinical shifts and rotations.

5.3.2. Comments

- Conditions in the small animal, equine, exotic and food producing animals clinics together with those of teaching farm are optimal to provide nursing care skills. Students are actively involved in all areas of activities.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision,

The VEE is compliant with Standard 5.3.

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.

5.4.1. Findings

There is a bilingual electronic patient record system (“Doky for Vets”). The network includes all clinical departments together with the pathology department. The system is used mainly by staff members. Students have also the possibility to check the list of appointments, prepare retrospective studies etc.

5.4.2. Comments

- All clinics except for the Department of Wildlife and Exotics can exchange information (lab results, RX, data from clients etc.).

5.4.3. Suggestions for improvement

- A complete exchange of information must also assure for the Department of Wildlife and Exotics

5.4.4. Decision

The VEE is compliant with Standard 5.4.

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.

6.1.1. Findings

A continuous access is available to all students and staff members, with electronic resources, a VPN system for home access,

There is a shortage, for some subjects in German books

The freshmen have an introductory library lesson in first semester, receive a student’s guide

Wi-Fi is available everywhere in the campus, except in the Equus building

A PDCA is included in the SER.

6.1.2. Comments

- The development of the learning resources is well coordinated through the PDCA
- There are no laptops available for impecunious students
- Need to improve the number of German books

6.1.3. Suggestions for improvement

- Organise a way for students to have the possibility of hire or given laptops (student association, gift from IT companies, stock exchange.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

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).

6.2.1. Findings

The UVMB library is the only veterinary one in Hungary, with 5.5 FTE librarians and 3 support staff, is open 48 hours a week from Monday to Friday, is responsible for the departmental libraries. The library catalogue is in an OPAC interface. The IT department has 11 employees, provides services for everyone in the university, with different links available

The e-learning support is managed by 3 contracted people.

The software is a full Microsoft licence with all the updated programs.

There are 13 large lecture halls and a 3D system is in the Anatomy lecture.

All the lectures are recorded and can be viewed from outside, and a VPN system allows the access from outside.

6.2.2. Comments

- The human resources are adequate with the needs in IT.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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.

6.3.1. Findings

Three digital interfaces are available: Moodle is used for self-learning, MS Teams is used for theoretical lectures and the Neptun Unipoll for the test and exams.

The SASL, ESL, FASL, are organised to maximise their education capacity.

6.3.2. Comments

- Due to the efficient organisation, the UVMB continued its activities during the COVID-19 lockdown.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

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 advertisements for prospective national and international students.

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

The rules that define all phases of the student's life, from admission to the final exam, are described in Rules of Organization and Operation, also available on the website in English [(Rules of the Admission Procedure (RAP), Study and Examination Rules (STER)]. The rules and requirements for admission are also described in detail on the dedicated web pages of the website. All the information relating to the student's career is also present in the student guide, in three languages.

No cooperation with other VEEs is indicated on the website, but a list of regular collaborations with other VEEs is reported in appendix 1.4 to the SER [VetNEST partnership (9 members), Bilateral Exchange programs (2) and Erasmus partnership agreements (46 agreements with several European VEEs)].

7.1.2. Comments

- The information for enrolment, course progression and final exam is adequately and clearly reported on the dedicated web pages, in the different languages of the curricula.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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.

7.2.1. Findings

The SER reports tables with the number of students and the number of graduates but does not

give any indications on the extent of the available resources.

7.2.2. Comments

- The maximum total number of admitted students is determined yearly on the basis of the clinical facilities available for practical training, in accordance with the opinion of the vice-rector for Clinical Affairs; the number of national students is determined by the government, whereas international students will be admitted to sum up to the total defined number.

7.2.3. Suggestions for improvement

- It would be preferable to use predefined and public criteria to calculate the number of yearly admitted students, considering as well other learning facilities.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

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 the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

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

7.3.1. Findings

The selection criteria are clearly indicated on the University website dedicated to admissions, as well as the procedures for the admission test. No restrictions on enrollment are indicated except for the educational requirements (completion of the secondary school cycle) and the certification of physical fitness. A statement of non-discrimination is reported in the general information page of the website. The criteria for defining the number of eligible students have not been defined.

The document *Rules of the Admission Procedure* (<https://univet.hu/wp-content/uploads/2023/07/HKR-Felv%C3%A9teli-szab%C3%A1lyzat-ENG2-002.pdf>)

regulates all the details of the admission procedure.

The review of the admissions process will be assessed during the visit as it is not found in the submitted documentation.

The periodic initial training of the personnel involved in the selection process is not documented.

7.3.2. Comments

- Curriculum admission criteria and selection procedures are different for Hungarian and English curricula. Also, in the curriculum progression criteria are different for the enrolment to subsequent semesters for Hungarian and English curricula. This is due to more severe government regulation for Hungarian students, but this is perceived by students as unjustified discrimination.

7.3.3. Suggestions for improvement

- It would be desirable for the university to take positive action to standardise the criteria used for enrolment for the following semester for all students,

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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.

7.4.1. Findings

Equal chances for applicants with disabilities are considered in the document *Rules of the Admission Procedure* (<https://univet.hu/wp-content/uploads/2023/07/HKR-Felv%C3%A9teli-szab%C3%A1lyzat-ENG2-002.pdf>). The SER reports some concessions in exams for students with disabilities.

Applicants for admission to the undivided veterinary medicine program must meet requirements related to medical aptitude (section 36 of *Rules of the Admission Procedure*).

7.4.2. Comments

- No problems were detected for the indications provided in the standard

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

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.

7.5.1. Findings

The rules which guarantee a smooth career progression for the student are clearly defined in the student guide. The SER indicates some actions envisaged to reduce the risk of dropout, especially for students with curricula in German and English. The career management system allows for proper monitoring of the student's progress.

7.5.2. Comments

See comments to Standard 7.3

7.5.3. Suggestions for improvement

See suggestions to Standard 7.3

7.5.4. Decision

The VEE is compliant with Standard 7.5.

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.

7.6.1. Findings

The rules for the exclusion of students from the program are well defined in the regulation (STER) and include both administrative and medical reasons and inadequate profit in the studies; they are also summarised in the student guide. There is a procedure for appealing the exclusion decision; the regulatory documents and information are available on the website.

7.6.2. Comments

- rules for exclusion from the program are not perceived as a problem by the student or academic community

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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).

7.7.1. Findings

The university's commitment to creating an effective and stimulating learning environment for students is expressed in numerous initiatives ranging from social events to promote familiarity among new students to counselling interventions (Student Support Service) and workshops for the reintegration of inactive students. All information is available on the website. In particular, it is worth mentioning the SAM-Buddy program initiative which allows recently admitted students to get to know colleagues for the formation of groups dedicated to team learning. The program also includes a short course focused on study techniques in the medical field.

The process for solving grievances is also defined.

The university has adopted a code of ethics and conduct for students, teachers, and administrative staff.

7.7.2. Comments

- Occasional unreported cases of harassment in different academic activities have been reported during the audit to the Visitation Team.

7.7.3. Suggestions for improvement

- In order to effectively address harassment within the school environment, it is imperative to establish an independent body outside the faculty dedicated to student welfare (Student Ombudsperson), ensuring a safe and impartial space for reporting, investigation, and resolution of harassment cases or of any dysfunction or restriction affecting student's rights.

7.7.4. Decision

The VEE is partially compliant with Standard 7.7 because of a suboptimal effective mechanism for resolution of student grievances.

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 standards.

7.8.1. Findings

There are multiple channels through which students can convey comments or complaints to the university both individually and collectively. Furthermore, the university systematically anonymously collects students' opinions on teaching, which also include considerations on discrimination. All inputs are conveyed to the Vice-Rector who sorts the various requests to those responsible to find resolution measures.

7.8.2. Comments

- Suggestion boxes are available in different departments and teaching facilities.
- No systematic feedback is given to the students on action taken in response to the student's opinion on courses/teachers.

7.8.3. Suggestions for improvement

- Give systematic feedback through student representatives in academic committees or councils of results of action taken in response to suggestions, comments or complaints from the student community

7.8.4. Decision

The VEE is compliant with Standard 7.8.

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.

8.1.1. Findings

The VEE's assessment system is regulated by clear and detailed guidelines in the Study and Examination Rules (STER) Rules of Organization and Operation- Code of Studies and Examinations, Vol III. The process of exam registration, scheduling, and completion is meticulously detailed, with requirements for obtaining signatures and the consequences of failure to appear for exams. The guidelines also address procedures for exam postponement, medical certificates, and the usage of unauthorised tools during exams. For unsuccessful exams, retake options are available, allowing students to attempt to improve their grades. Practical field and its evaluation are also addressed, with provisions for delayed completion and re-evaluation. Similarly, retaking successful exams is discussed, with conditions for obtaining better grades or evaluations, as well as the process for recording repeated exam results. Each exam can be taken up to five times, with three opportunities during the actual exam period and two further postponed occasions available within specific periods.

The primary forms of testing and evaluation within the university's academic framework are outlined in Section 27 of the mentioned guidelines. These forms of assessment are carefully aligned with the educational goals established by the curriculum, with content requirements defined by the course curriculum. The evaluation process is designed to reflect mid-term performance, activity in classes, mid-term achievements, completion of tasks, and end-of-semester exam performance. The resulting evaluation of academic progress is recorded in the academic record book and/or the Neptun system, using a five-grade scale: Excellent (5), Good (4), Satisfactory (3), Pass (2), and Fail (1).

Theoretical knowledge is assessed by a variety of formative and summative tests and official exams all along the semester. The so-called semester exams involve knowledge restricted to a particular semester, while comprehensive exams involve all the content of a particular subject although acquired for more than one semester. Comprehensive exams, particularly those of all clinical subjects, consist of an oral and a practical exam part (on animals). Oral exams are conducted before committees of one to three members and are open to all students and staff. However, during the visitation some students have raised comments about the occasional relaxation of such a criteria.

Practical skills are assessed formatively throughout the semester, and certain subjects combine theoretical and practical exams. Limited appliances are available for the summative methods. Pre-clinical practical skills are documented in the Logbook, contributing to the comprehensive assessment of students' capabilities.

Evaluation of soft skills is carried out in multiple ways, including the practical and oral exams, workshops and, particularly, when students defend the degree thesis.

8.1.2. Comments

- The criteria regulating the oral exams should be observed at any moment, and the equity guaranteed for all students. Including an observer helps to create a confident atmosphere and to facilitate objective assessments of students.

8.1.3. Suggestions for improvement

- The VEE has to safeguard the oral exams, including an observer and using a consistent set of parameters, promoting fairness and eliminating potential bias.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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.

8.2.1. Findings

The assessment framework is also outlined in the Study and Examination Rules (STER- Rules of Organization and Operation Code of Studies and Examinations with latest version adopted in June 2023), accessible to students available through online and printed resources, including the Students' Guide. Prior to each semester, subject-specific assessment criteria and procedures are submitted to the Vice-Rector for Study Affairs (VRSA), then made available to students through the Neptun system and CBlue software. Additionally, subject leaders verbally inform students about exams at the semester's outset, with information disseminated through department webpages, class representatives, and notice boards. Guide for the exam-registration in the NEPTUN system are accessible online.

Grading practices adhere to the STER, utilising a five-grade or, in some instances, a three-grade evaluation system; which encompasses practical work, midterm tests, reports, and written and oral exams, with different components evaluated by various instructors. Examination results are promptly published in the Neptun system, and students are afforded the opportunity to request paper revisions or lodge complaints. In cases of legitimate formal concerns about the assessment, the Vice-rector of Study Affairs (VRSA) has the authority to overturn examinations. An established Student Appeals Committee provides students a channel to address decisions made by the VRSA. Oral exam outcomes are communicated immediately after the exam. VEE does not routinely solicit feedback from students regarding their assessment methods and outcomes, instead opting to receive feedback upon request only.

8.2.2. Comments

- The question preparation system utilised in the Physiology department across three languages ensures an equitable assessment approach, enabling all students to be presented with identical questions, thus promoting fairness in evaluation. Moreover, this approach sets a commendable precedent for other departments, showcasing an effective and equitable method for question preparation and assessment across multiple languages.
- When assessment is carried out with objective, unequivocal exams (i.e multiple choice test, fill-in the gaps, etc), publication of the correct list of answers helps the student to better understand the assessment criteria as well as the marks.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

The assessment system is meticulously planned and periodically evaluated by the same bodies responsible for the curriculum; with a collaborative effort involving the VRSA, the Education Committee, the subject leaders, and department heads, to be finally communicated to the Senate. Quality assurance of the assessment strategy involves all these bodies as well as students, teaching staff, stakeholders, IT unit, Rector, etc. At subject level, the factual form of assessment is under the responsibility of the subject leader.

The VEE leverages the CBlue curriculum mapping software and the Neptun system to closely monitor the alignment between learning outcomes and the assessment system. This ensures a coherent and interconnected approach that safeguards the congruence between the objectives of the program and the methodologies employed for assessment.

Along with student opinions especially for English and German programs, oral assessments were restricted to cover a limited number of program outcomes.

8.3.2. Comments

- Diversifying the scope of assessments combined with different methodologies to align with a comprehensive set of program outcomes would yield significant benefits and enhance the evaluation process.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

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.

8.4.1. Findings

VEE has designed a curriculum underpinned by a prerequisite system, mandating that students successfully pass specific examinations before embarking on particular subjects. This approach ensures that foundational knowledge from core subjects serves as a prerequisite for advanced study. Notably, the English course employs an exam prerequisite system for core subjects, where successful completion of prerequisite subject exams allows access to subsequent core subject examinations.

The university emphasises the acquisition of Day One Competences (D1C) through subject completion, aligning with a model curriculum delineated in the CBlue program. The progression of students is evidenced by credit accumulation, with strict credit point requirements to remain on course during the early semesters. This sequential structure ensures a systematic buildup of knowledge and skills, culminating in the successful completion of

obligatory subjects and allowing entry into higher-level semesters.

Active student involvement is promoted through a multifaceted approach, including formative assessment methodologies such as practical training, short tests, clinical work, case discussions, and thesis-writing. The integration of electronic resources, recorded lectures, video demonstrations, and study aids empowers students to take responsibility for their learning journey.

8.4.2. Comments

- Concerning student support, further insight is sought into the VEE's provisions for students requiring additional assistance in meeting exam prerequisites, along with a clear delineation of mechanisms in place for monitoring and supporting students who may be performing at a lower level.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

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

8.5.1. Findings

Ongoing curriculum evaluation utilising tools like CBlue and Neptun ensures that D1C are met by the time of graduation. The institution employs diverse examination formats, often in combination, to assess learning outcomes, theoretical and clinical skills, and D1C, tailored to the level of training received. Competence-based examinations are governed by prerequisites, such as successful midterm exams, practical training, and comprehensive reports, attested by subject leaders' final endorsement before exam registration.

The Logbook ensures the completion of essential tasks, enhancing the quality and readiness of students for their final assessments spanning from the 1st to the 11th semester. The faculty is eager to comply with the new e-logbook which is under construction by the EAEVE e-logbook working committee. Meanwhile, direct alignment and congruence between some of the specific skills outlined in the logbook and the corresponding learning outcomes within the relevant departments were not present.

The VEE employs the pedagogical approach of small-group teaching to facilitate meticulous individual skill observation and direct delivery of feedback, particularly within the context of clinical studies.

8.5.2. Comments

- The skills described in the logbook are expected to match with the relevant departments' learning outcomes.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

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 involved with teaching.

Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

The human resources plan is annually revised, based on the needs of the units and approved by the Rectors Council and Senate. Requirements are transparently stipulated into the Higher Education Act. All teaching staff comply with the conditions for filling their positions. Compulsory e learning of pedagogy is available for teaching staff, finalised with an evaluation, the minimal score being 80%. Academic and support staff must complete an occupational health, safety, biosafety, and fire protection course with an exam every year. Among the teaching staff, 69% are veterinarians.

9.1.2. Comments

- Recruitment process and constant training for teaching staff is well defined, most academic staff being veterinarians.

9.1.3. Suggestions for improvement

- Constant improvement of the english/german communication skills

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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.

9.2.1. Findings

According to The Higher Education Act, teaching staff is composed of three distinct groups:

academic, research and clinicians, having the same role and expectations in the education process. Most of the teaching staff have a permanent position (133,67 FTE), while 7,75% FTE are temporary, 3,5 FTE are interns, 1,67 FTE are residents, 16,6 FTE PhD students and 12,23 FTE are practitioners. Support staff involved in the veterinary program (324,24 FTE) total FTE) is divided into permanent (309,91 FTE) and temporary (14,33 FTE). Research staff are also involved in the teaching process and are also divided into permanent (39,5 FTE) and temporary (2,33 FTE) staff being in total 41,75 FTE. Staff teaching/assessment is yearly evaluated, based on the Performance Evaluating System and performances are rewarded. Teaching performances are also evaluated by students. Compulsory language courses and optional workshops are available for teaching staff. Some students comment on the English/German language proficiency of teachers, and miscommunication is possible in isolated situations.

9.2.2. Comments

- Being a multilingual establishment, communication between teaching/support staff and students is essential.

9.2.3. Suggestions for improvement

- Constant improvement of English and German communication skills for teaching and support staff. English and German courses are recommended for all staff.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Improved the Teaching/assessment skills of staff is offered by the establishment by organising yearly online courses, mandatory for all teaching staff. Additionally, teaching and support staff have opportunities to develop their IT and digital competences. Excellence is encouraged and a rewarding system is available. Staff is encouraged to take more responsibilities and extra-salarial bonuses will ensure the stability of the personal.

9.3.2. Comments

- The VEE supports the Residency programme. Unfortunately, Diplomates are not officially recognised by the government.

9.3.3. Suggestions for improvement

- Efforts are required for the recognition of the residency programme.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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.

9.4.1. Findings

Professional growth and development is encouraged for each staff member by organising online courses in the pedagogical, IT, digital skills for teaching staff and IT and digital courses for support staff. Other training programs which generate useful knowledge for the institution are encouraged for teaching/support staff and paid by the VEE. Promotion criteria are described and the promotion into a higher position can be attended following an application analysed by RE. Applications for research and senior academic positions are conditioned by the habilitation process where teaching presentation and research activities are evaluated. There are no defined criteria for promotion of the support staff, they can be promoted to a higher position if they enhance their skills and their unit supports them. There is a senate representative at all levels for both teaching and support staff, by this way they are involved in the decision-making process. Efforts were made to attract qualified staff (Diplomates) in the area of equine clinic and is appreciated by the Visitation Team.

9.4.2. Comments

- The continuous effort in recruiting qualified, skilled clinical staff is notable. The clinical performances are required for the clinical teaching staff, but are not fully included into the promotion criteria.

9.4.3. Suggestions for improvement

- It is recommended to consider the clinical activities of the teaching staff in the evaluation and promotion process.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

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.

9.5.1. Findings

There is a system for evaluation of teaching staff. Each teacher, subject and departments are evaluated at the end of the semester by students. The evaluation is based on 1-5 systems, 5 being maximum. Evaluated teachers, head of departments and management of the establishment have access to these evaluation results and, if necessary, decisions for improvement are taken.

The institution diligently adheres to the stipulations of Hungarian national higher education

law, specifically Article 61, b, governing student feedback on the performance of academic teaching staff. Annually, students participate in surveys assessing approximately 15 instructors across three subjects, aligning with the prescribed requirements. These surveys encompass a set of general inquiries designed to gauge teaching effectiveness. The resulting evaluations, with a benchmark expectation of 3.5 out of 5, are made accessible to the Rector, Vice Rector for Education, and Vice Rector for International Affairs. In accordance with the established protocol, department heads receive these evaluations for further analysis, enabling the identification of areas for improvement and the implementation of precautionary measures. While the institution dutifully follows the guidelines, pertaining to student feedback on academic teaching staff performance, there is a notable absence of written regulations specifying measures to be taken if a lecturer receives less than the benchmark of 3.5 out of 5 in the surveys. Additionally, there are no documented provisions addressing the potential implications of these feedback scores on the lecturers' future employment or professional development within the institution. The current system focuses on gathering feedback to evaluate teaching effectiveness without outlining formalised steps or consequences based on the received ratings. This gap warrants consideration to ensure a more comprehensive and transparent approach in handling and utilising student feedback for the continuous improvement of academic instruction. Notably, certain departments (such as Pharmacology and Toxicology, Microbiology and Infectious Diseases etc) have developed specialised evaluation systems with questions tailored to specific course content, enabling a comprehensive and nuanced assessment.

9.5.2. Comments

- The evaluation system includes the participation of students. It is not very specific for different areas of activities, and students are worried about confidentiality.

9.5.3. Suggestions for improvement

- It is suggested that the effective practice of developing specialised evaluation systems with tailored questions for specific course content, observed in some departments, be shared and adopted institution-wide. This approach has the potential to enhance evaluation processes comprehensively and in a nuanced manner.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

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.

10.1.1. Findings

In addition to the veterinary medical training programme, UVMB also has Biology BSc, Biology MSc, and Zoology Research programs; as well as PhDs in veterinary sciences, EBVS residency programs, post-graduate veterinary expert training, and several other continuing education programs.

The Institute of Food Chain Science was established to reinforce teaching about food safety and public Health.

A significant amount of funded research programmes were ongoing during the last full academic year.

10.1.2. Comments

- The VEE is actively engaged in research activities with external funding support. This is a positive sign as it reflects the institution's ability to attract research funding and conduct innovative research projects.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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.

10.2.1. Findings

The Scientific Students' Association (SSA), where researchers work in close collaboration with students, gives the opportunity for the students to get involved in the entire process of research. SSA research connects the academic staff and individual students for a minimum of 2 academic years. Those students that are not involved in SSA must write a thesis based on their own work. About 25-30% of the students do research within the framework of SSA.

All first-year students attend a library literacy session to learn about the use of the library and be introduced to bibliographic searching. Students not participating in SSA activities are required to attend a thesis preparation course at the beginning of the 4th year.

All students must write a diploma thesis at UVMB, and 20 ECTS credits are allocated to it in the 10th and 11th semesters. The thesis project includes an experimental research part, either a laboratory experiment, a clinical study, or an analytical activity, and concludes with a diploma thesis. Students must work independently under the supervision of a recognised teacher or researcher.

Finally, the thesis is presented at a public defence in front of internal and external examiners. The grade obtained is part of the final grade of the diploma.

10.2.2. Comments

- The Scientific Students' Association (SSA) is not well-known among the students which indicates a lack of awareness or visibility of the association's activities and purpose.

10.2.3. Suggestions for improvement

- Ensure that communication channels between the SSA and students are easily accessible and well-maintained.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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.

10.3.1. Findings

The number of students registered at postgraduate research training was increased from 71 in the AY 2020/2021 to 87 in the AY 2022/2023.

The number of attendees to continuing education courses provided by the VEE is 860 in AY 2022/2023. The “Prudent use of antimicrobials in food producing animals” and “Responsible dog ownership certificate course” were the subjects with the most attendees in the last 3 AY. Continuous education is mandatory for Hungarian practitioners (300 credits in 3 years) whereby a great deal of the credits are collected at courses offered by UVMB.

10.3.2. Comments

- The number of continuing education courses provided by the VEE is exemplary, as is the continuing increase in postgraduate training.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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.

10.4.1. Findings

The VEE exhibits a structured approach through defined employment standards encompassing appointment criteria and regular assessments conducted every four years for various staff positions, ranging from assistant research fellow/assistant professor to professor/research professor with differing levels of Q1-Q4 publications. This emphasises the importance of ongoing evaluation in maintaining high standards within the academic and research environment. Meanwhile, as this is a new system, feedback has not been received yet to close the PDCA cycle at the current moment. Additionally, students are provided with comprehensive training in research tools, methodologies, and scientific writing, employing standardised reference tools accessible through the library and elective courses. This robust academic support system empowers students in the proper composition of their theses. Moreover, research activities are systematically announced and made accessible online, enabling students to select research topics aligned with their interests. Notably, students actively engaged in projects are afforded the opportunity to contribute to scientific articles, promoting a culture of student involvement and collaboration in research endeavours.

10.4.2. Comments

- The structured approach and well-defined evaluation standards within the VEE for various staff positions underscore the importance of continuous assessment in

upholding high academic and research standards.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

Name of the VEE: University of Veterinary Medicine Budapest
 Name & mail of the VEE's Head: Prof. Péter Sótonyi, rektor@univet.hu
 Date of the form filling: 14.07.2023

	Raw data from the last 3 complete academic years	Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training	231,99	220,6	199,3	217,30
2	n° of undergraduate students	1600	1603,5	1559,5	1587,67
3	n° of FTE veterinarians involved in veterinary training	153,48	151,05	145,34	149,96
4	n° of students graduating annually	221	213	230	221,33333
5	n° of FTE support staff involved in veterinary training	350,86	319,84	302,02	324,24
6	n° of hours of practical (non-clinical) training	1333	1333	1333	1333
7	n° of hours of Core Clinical Training (CCT)	1575	1575	1575	1575
8	n° of hours of VPH (including FSQ) training	860	860	860	860
9	n° of hours of extra-mural practical training in VPH (including FSQ)	240	240	240	240
10	n° of companion animal patients seen intra-murally	25586	20977	25069	23877,333
11	n° of individual ruminant and pig patients seen intra-murally	1095	1064	467	875,33333
12	n° of equine patients seen intra-murally	908	997	1371	1092
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	926	1267	1648	1280,3
14	n° of companion animal patients seen extra-murally	0	0	0	0,0
15	n° of individual ruminants and pig patients seen extra-murally	68228	71344	30149	56573,7
16	n° of equine patients seen extra-murally	0	0	0	0,0
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	81256	24457	1867	35860,0
18	n° of visits to ruminant and pig herds	321	178	155	218,0
19	n° of visits to poultry and farmed rabbit units	46	35	34	38,0
20	n° of companion animal necropsies	697	583	655	645,0
21	n° of ruminant and pig necropsies	970	711	653	778,0
22	n° of equine necropsies	148	138	104	130,0
23	n° of rabbit, rodent, bird and exotic pet necropsies	4683	4436	6558	5225,7
24	n° of FTE specialised veterinarians involved in veterinary training	21,7	17,3	17,3	18,8
25	n° of PhD graduating annually	15	20	18	17,7

FINAL REPORT AS ISSUED BY ECOVE ON 11 DECEMBER 2023

Name of the VEE: University of Veterinary Medicine Budapest
Date of the form filling: 14.07.2023

	Calculated Indicators from raw data	VEE values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,137	0,15	0,13	0,011
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,678	0,84	0,63	0,048
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,465	0,88	0,54	0,925
I4	n° of hours of practical (non-clinical) training	1333,000	953,50	700,59	632,410
I5	n° of hours of Core Clinical Training (CCT)	1575,000	941,58	704,80	870,200
I6	n° of hours of VPH (including FSQ) training	860,000	293,50	191,80	668,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	240,000	75,00	31,80	208,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	107,880	67,37	44,01	63,870
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	259,559	18,75	9,74	249,819
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	4,934	5,96	2,15	2,784
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	167,803	3,11	1,16	166,643
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,985	1,29	0,54	0,445
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,172	0,11	0,04	0,127
I14	n° of companion animal necropsies / n° of students graduating annually	2,914	2,11	1,40	1,514
I15	n° of ruminant and pig necropsies / n° of students graduating annually	3,515	1,36	0,90	2,615
I16	n° of equine necropsies / n° of students graduating annually	0,587	0,18	0,10	0,487
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	23,610	2,65	0,88	22,730
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,085	0,27	0,06	0,025
I19	n° of PhD graduating annually / n° of students graduating annually	0,080	0,15	0,07	0,010
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

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

	C	PC	NC
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 Standards.	X		
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 Standards.	X		
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.		X	
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and Standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
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.	X		
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.		X	
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.	X		
Area 2. Finances			
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).	X		
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 Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
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 companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		

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3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		
<p>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.</p> <p>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.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>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:</p> <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 	X		
<p>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).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>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.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>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 officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Area 4. Facilities and equipment			
<p>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 standards.</p>		X	
<p>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.</p>	X		

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Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.			
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning. 	X		
<p>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 Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.</p> <p>The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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 standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.</p>	X		
<p>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.</p>	X		
Area 5. Animal resources and teaching material of animal origin			
<p>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.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>	X		
<p>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 standards as those applied in the VEE.</p>	X		
<p>Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.</p>	X		
<p>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.</p>	X		
Area 6. Learning resources			
<p>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.</p>	X		
<p>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.</p>	X		

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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).			
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.	X		
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.	X		
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.	X		
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 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.	X		
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.	X		
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.	X		
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.	X		
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).		X	
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 Standards.	X		
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.	X		
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.	X		
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, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
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.	X		

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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 Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
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 involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
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 they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
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 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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

Brief history of the VEE and its previous EAEVE Visitations

The University of Veterinary Medicine Budapest (UVMB) is Hungary's only VEE (veterinary educational establishment). UVMB has a long and interesting history from its foundation in 1787 when the first department of veterinary medicine was formed at the Medical Faculty of the University of Pest. Until 2000 it was a sovereign veterinary university and at that time became a Faculty among 6 other faculties within the Szent István University. UVMB became an independent university again on the 1st of July 2016.

UVMB became a "Foundation University" in August 2020, with the Marek József Foundation (MJF) replacing the Ministry for Innovation and Technology (MIT) as the overall governing body. The education activity is financed from both state subsidies and tuition fees.

UVMB was first evaluated by EAEVE in 1995 without major deficiencies and, after eliminating two deficiencies in 2004, has remained approved. The last EAEVE visitation took place in February 2014 resulting in accreditation. In addition, the Hungarian Accreditation Council (HAC) accredited UVMB in June 2023.

Brief comment on the SER

Although the SER was reasonably comprehensive, it still had sufficient gaps to cause a very extensive list of questions to be produced by the team prior to the visitation. Despite this large number of questions sent to the VEE prior to the visitation, the requested data was provided well before the visit

Brief comment on the Visitation

Although somewhat complicated due to the addition of a second basic science expert in the team, the additional expert allowed for a comprehensive evaluation of the teaching facilities.

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

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

- Highly committed staff
- Continuous effort to improve the VEE's buildings, equipment, teaching programme and students facilities
- Very well-trained clinical staff and state of the art equipment in equine, farm animal and small animals clinics
- Impressive small animal case load
- Mission statement specific for a University with a commitment to veterinary education
- Actively engagement of stakeholders to address students' diverse educational needs across various domains
- Marek József Scholarship for promoting student interest in food animal medicine
- Strong commitment to promoting high-quality science and fostering research excellence
- Proactive engagement and collaboration with several stakeholders including government bodies to advance food chain safety education

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- Well-equipped and organised equine and farm animal skills lab that is fully integrated into the respective teaching pathways
- Dedicated and successful efforts to develop a QA culture
- Excellent collaboration and focus between QA in individual departments and the dedicated QA people in the QA Committee
- Specific interest in transcultural education in animal welfare.

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

- Partial compliance with Standard 1.3 because of suboptimal implementation of an overall publically available Strategic Plan with a timeframe and indicators.
- Partial compliance with Standard 1.6 because of limited monitoring of the activities of the Strategic Plan
- Partial compliance with Standard 4.1 because of suboptimal waste management
- Partial compliance with Standard 7.7 because of a suboptimal effective mechanism for resolution of student grievances.

Items of non-compliance with the ESEVT Standards:

None.

Glossary

Assembly of the unit heads: Meeting and discussion of the management and the unit heads of

UVMB CBlue: Curriculum mapping software

Comprehensive exams: Exams covering the content of the whole subject as taught for more than one semester.

Doki for Vet: Electronic patient recording system

Final exam: Exam in front of a committee, closing veterinary training

General Assembly: Meeting and discussion of the management and the whole staff of UVMB

Habilitation: A qualification process to demonstrate the candidate's teaching, presentation competencies and research activity. It is a precondition of promotion to associate or full professorship.

Instructor: Member of the teaching staff

Moodle: Electronic learning resource, where syllabi, handouts, recorded lectures, videos etc. can be found

Neptun: Electronic student registration, recording and information system

Postgraduate veterinary expert training One to two-year-long courses for veterinarians having at least three year-long practice focusing on certain animal species or veterinary activity

Semester-exam: Exams about topics encompassing the whole term's work

Subject leader: Academic person, responsible for a subject (teaching, assessment, administration etc.)

Syllabus: Detailed description of a subject, available in Neptun, CBlue and Moodle

Unipoll: Electronic examination system of Neptun

Univet Magazine: Journal, published by UVMB four times a year

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The University of Veterinary Medicine Budapest is therefore classified as holding the status of: **ACCREDITATION**.