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VISITATION REPORT

To the Faculty of Veterinary Medicine, Banat University of Agricultural Sciences and Veterinary Medicine, Timisoara, Romania

On 24 – 28 February 2020

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Contents of the Visitation Report

Introduction

The Faculty of Veterinary Medicine in Timisoara (FVMT) was originally established in Arad in 1944 (although the Establishment was only functional from 1948 to 1957) and then re-established in Timisoara in 1962.

The campus is located in the northern outskirts of Timisoara as part of the Banat's University of Agricultural Sciences and Veterinary Medicine. Banat's University comprises a total of six faculties (Agriculture, Horticulture, Farm Management, Agro-Food Processing Technology, Animal Sciences and Biotechnology and Veterinary Medicine).

A crisis occurred in the 1980's when "democratic" centralism dominated economic, political and social life in Romania. This approach caused all three faculties of the Agronomic Institute becoming a single faculty, termed the Agricultural Faculty, with three sections: agriculture, veterinary medicine and animal husbandry. At that time funding was drastically reduced and in fact teachers' promotions were stopped for 8 years.

New buildings for the Faculty of Veterinary Medicine were opened in 1975 and in 1977, followed by a third building marking the moment when the whole activity was moved to the campus in Aradului Street.

In the 90's, after the 1989 Romanian Revolution, and as a result of the division of the three sections, the Faculty of Veterinary Medicine became an independent faculty and it then took its opportunity to extend the study period to 6 years. From this moment on, the Faculty of Veterinary Medicine underwent continuous development and after Romania's entry into the EU, was able to benefit from European development funds.

In 1998 the Faculty was visited by representatives from EAEVE on a so-called pre-visit. Numerous potential category I and II deficiencies were identified, and the Faculty has strived to rectify these deficiencies over the years. The pre-visit report is enclosed in the SER as

appendix 01, p. 159-170. Teaching and research facilities have since been significantly improved with funds obtained from the EU and the Romanian government.

In October 2010 the Faculty of Veterinary Medicine (FMV), Banat University of Agricultural Sciences and Veterinary Medicine, Timisoara, Romania was visited by the ESEVT. The decision by ECOVE following this visit in 2010 was **Not Approved,** with the identification of eight Major Deficiencies. After this decision, the Dean and his team set in motion a series of changes to address each of these eight Major Deficiencies and to develop a sufficiently effective programme aimed at a Re-visitation to cover the issues mentioned in the ECOVE report.

In October 2014 the Faculty of Veterinary Medicine at Timisoara was revisited to evaluate progress done in solving the issues identified in the 2010 visit. Following on from this Re-visitation report, ECOVE classified Timisoara as holding the status of **Approval**.

It should be noted that this initial Visitation and the subsequent Re-visitation were undertaken under the old Stage 1 ESEVT SOP and as a result **no** QA was assessed.

The ESEVT SOP 2019 is valid for this Visitation.

Standard 1: Objectives, Organisation and QA Policy

1.1 The Establishment 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.

1.1.1. Findings

- The mission of the FMV focuses on the development of a high–quality environment for graduate and post-graduate education, and for the achievement of research excellence.
- The general objectives are outlined in a list of teaching and research objectives including the development and modernization of teaching and research facilities, the provision of post-graduate, PhD and life-long learning courses, the development of themes for researches and studies on a broad range of topics concerning the Veterinary Sciences.
- The Faculty Council, also taking into account the proposals of teaching staff and students' representatives, is in charge of establishing the objectives and revising them.

1.1.2. Comments

The Mission and general objectives are clear and cover all the ESEVT Standards.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision
The Establishment is compliant with Substandard 1.1.

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

1.2.1. Findings
- The Faculty of Veterinary Medicine is part of the Banat's University of Agricultural Science and Veterinary Medicine "King Michael I of Romania". The University has six Faculties offering a full educational programme: Bachelor's degree, Master's degree and PhD.
- The **Dean** of the Faculty is elected by the Rector for a four-year term period. He/she coordinates the Faculty Council Office and chairs the Faculty Council.
- **The Faculty Council Office** is the body that elaborates proposals, applies decisions of the Faculty Council, and coordinates the activities of the Departments. Members of the Faculty Council Office are the Dean, two vice-Deans, in charge of the teaching activities and the research activities respectively, and the Heads of the four Departments.
- The key representative body of the Faculty is the **Faculty Council**; chaired by the Dean, it is the body approving strategic decisions, educational plans, teaching and research positions. Meeting monthly, the council consist of 18 members: 13 representative of teaching staff and 5 representatives from students.
- The Veterinary Faculty is organized in four **Departments** and a **Doctoral School** acting as the operative units in charge of teaching and research activities. The heads of departments and the members of the department councils are elected among and by the members of the department for a four-year mandate.
- There are ten commissions. Students' representatives are involved in some but not all commissions.

1.2.2. Comments
- The Establishment is an integrated part of the Banat University; the interactions between the Faculty and the central body are extensive and lead to an active cooperation.
- At the Faculty level, many different commissions cover the whole area of the Establishment activities. Sometimes, the allocation of tasks is not optimal, for example didactic commission and curriculum monitoring commission. However, communication between commissions guarantees a cohesive system of management.

1.2.3. Suggestions for improvement
- The responsibility allocation between didactic and monitoring commission should be better defined.
- Make minutes of the committees' meetings available on the intranet.

- Students' representatives should be involved in the didactic commission and the Erasmus+ Commission.

1.2.4. Decision
The Establishment is compliant with Substandard 1.2.

1.3 The Establishment 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 SWOT analyses outlined within the SER considers the general context of the University of agricultural science and veterinary medicine with some references to the specific situation of the Faculty.
- The FMV Strategic Plan for the period 2016-2020 as well as the 2019 operating plan are publically available via the Establishment's website.
- The Dean is in charge of writing the Strategic Plan and of sharing it with both staff and students' representatives during the Faculty Council meetings. In addition, staff, students and stakeholders have possibilities to provide input/suggestions which are discussed during the Faculty Council meetings.
- Four strategic areas are established regarding academic objectives, didactic activity, research activity and post graduate education.
- The Dean and the Department heads are responsible for the implementation of the Strategic Plan.

1.3.2. Comments
- The Establishment has a structured Strategic Plan. It involves feedback from different sources, including external stakeholders. The introduction of a new subject concerning antimicrobial resistance as result of the suggestion of the National Sanitary Veterinary Agency, is an example.
- Staff and students are involved through internal reports and through representatives (five for students) in the approving body, the Faculty Council.
- The Establishment's Strategic Plan and the university's Strategic Plan are strictly connected, and they refer to the same indicators.

1.3.3. Suggestions for improvement
- Internal and external stakeholders should be included at the very beginning of the writing of the Strategic Plan in order to provide suggestions, and not only comment on it before validation by the FVM Council.
- The documentation on the website should be updated.

1.3.4. Decision
The Establishment is compliant with Substandard 1.3.

1.4 The Establishment 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 Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement

of quality. The development and implementation of the Establishment'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 BUASVM has developed policies and strategies for the assurance of quality. Its quality management system is certified ISO 9001:2015 and it is described in the Quality Manual.
- The Rector is responsible for the quality of education in BUASVM. The key body for the quality assurance system is the BUASVM Commission for Quality Evaluation and Assurance (CEAC); it coordinates the commissions for quality evaluation and assurance of each Faculty. CEAFC-FVM has responsibility in the field of the Veterinary curriculum. Students and the president of the college of Romanian Veterinarians are members of the CEAC FMV. Annual reports of both commissions are available via website.
- Specific procedures are provided regulating all educational activities. The Regulation of studies covers all phases of the student life cycle. It is published on the website.
- There are written regulations, including principles, methods and procedures concerning periodical evaluation of teaching staff. Data on teaching staff performances are collected using self-evaluation forms, peer evaluation reports and students' questionnaires. The data are analysed at the level of departments and, annually, the results of the students' evaluation and proposals for improvement are presented to the Faculty Council and to the BUASVM Senate. Results on teaching performances are taken into consideration to assign teaching load and good performances are financially rewarded.
- Periodically the FMV undergoes an external evaluation by a national agency (ARACIS).

1.4.2. Comments

- The different bodies in charge of QA at the University and at the Establishment level actively collaborate.
- During the on-site Visitation, examples of documents related to each procedure have been checked. The FMV has clear written procedures for QA to guide the different processes and to make them consistent, reliable, and fair.
- Not all documents uploaded on the website and related to quality assurance are updated.
- Overall the Establishment and its parent university should be congratulated on an extensive and efficient QA system which has contributed to the successful Quality culture within the Establishment.

1.4.3. Suggestions for improvement

The documents uploaded on the website should be updated.

1.4.4. Decision

The Establishment is compliant with Substandard 1.4.

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

1.5.1. Findings

- Information about objectives, programmes, research and teaching activities are publically available on the website.
- Once or twice a year, the Faculty Council has formal meetings with the representatives of veterinary authorities with the aim of organising continuous education courses and revising the content of the curriculum.
- The Faculty also uses media channels (TV and Radio broadcast) to inform the general public.
- On the website, the ESEVET certificate of approval, the 2010 SER and the report on the 2014 Re-visitation are available.

1.5.2. Comments

There is no information about employment destination of past students and profile of the current student population.

1.5.3. Suggestions for improvement

Information about past and current students' population should be provided via the website.

1.5.4. Decision

The Establishment is compliant with Substandard 1.5.

1.6 The Establishment 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 Establishment 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

- Annually, an analysis is made of the achievement of the general objectives. The results are reported in the Dean's report, covering teaching and research activities as well as human and financial resources. The report is submitted to the Faculty Council for approval and finally made publically available via the website.
- The commission for monitoring and periodic evaluation of teaching programmes, including two students, is in charge of the assessment of teaching objectives. The assessment takes into account the analysis of internal and external context, students' evaluation and graduates' employment. The commission's proposals are presented, debated and approved by the Faculty Council.
- The Faculty requires an annual report from each teaching staff on research activity and the Heads of department use it as one of the criteria for the evaluation of teaching

staff.

1.6.2. Comments
The Dean's annual report analyses the results of teaching and research activities to a deep level, so providing a useful tool to monitor the outcomes; however, the scheduling of actions in the quality loop should be implemented.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The Establishment is compliant with Substandard 1.6.

1.7 The Establishment 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
- In 2010, the FMV underwent external review through the ESEVT for the first time. Eight Major Deficiencies were identified and the ECOVE decision was "NOT APPROVED".
- In 2014, the Faculty requested a Re-visitation. The Re-visitation Team found that all the eight Major Deficiencies had been rectified and so recommended full approval.
- In December 2014, following the ECOVE decision, the FMV was classified after the Re-visitation as holding the status of "APPROVAL".

1.7.2. Comments
Since the last ESEVT Visitation, improvements have continued to be made with facilities and clinical equipment.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision.
The Establishment is compliant with Substandard 1.7.

Standard 2: Finances

2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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
- Between 70% and 80% of the Establishment's budget comes from the central Romanian Government (Ministry of National Education). The number of students

registered in the course impacts the Establishment's budget, as it is directly associated to Government funding.

- The remaining 20% - 30% of the income businesses is defined by the Establishment as the "Complementary Budget" and it includes, but it is not limited to, University fees, clinical services and external. Sources listed under this section are varied and most of them represent a variable income. The University has in place an internal audit process for this budget, which is carried out by the Internal Public Audit Department.
- Regarding students' fees, these are categorised as national paid by the government (1,200 Euros), national paid by the student (1,100 Euros) and non-Romanian students (3,200 Euros).
- Income through research grants is managed by the grant holder, not by the university. Although over the last three financial years the Establishment has not purchased new equipment for the laboratories or clinics with their own budget, money from research grants has been used for this purpose. Currently, laboratories and clinics often have up-to-date equipment and in some cases, state-of-the-art equipment.
- In the last three financial years, income through clinical services has increased to 200,000 Euro. However, the current status of the companion animal surgery area of the VTH (collapsed roof), reduces the possibility to further increase the income under this item. Additionally, at the moment of the visit, there was no evidence that the Establishment's current budget (or their three years financial plan) would allow them to make the necessary investment to turn the area in a fully functional surgery room. As a result, companion animal surgeries are currently carried out in large animal facilities.

2.1.2. Comments

- The Establishment has managed to increase its sources of income, which allows them to reduce their dependence on national budget contributions.
- Several sources contribute towards the Complementary Budget. However, implementing processes that identify these sources easily could help the Establishment to strategically decide on potential interventions that could result in further increasing their income.
- At the moment of the visit, there was no evidence of funds to repair the facilities in the surgery room. Therefore, that specific area of the VTH is currently non-operational. Identifying sources of funding to carry out the essential maintenance work in that area would not only help the Establishment to increase their sources of income, but also would increase their teaching and research capacity.

2.1.3. Suggestions for improvement

- It is suggested that the Establishment further itemises its sources of revenue when assessing their Complementary Budget. This could provide them with a better understanding of the areas that generate a higher revenue (prioritising them) and what areas may be relevant to review in more detail.
- The Team strongly suggests to the Establishment to identify funds that would allow them to carry out essential maintenance work to repair the roof in the companion animal surgery room, making it fully functional.

2.1.4. Decision
The Establishment is partially compliant with Substandard 2.1 because of insufficient evidence of available funding to carry out essential maintenance work in the companion animal surgery complex within the VTH.

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 Establishment 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
- Revenues from clinical and laboratory services cover the cost of running the facilities for teaching, learning and research. Surplus from the income due to services can be allocated to replace and procure equipment, but not for developing infrastructure.
- Income from external services (laboratories and clinic) are widely used for teaching and research, giving priority to instructional purposes (undergraduate and postgraduate).

2.2.2. Comments
None.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The Establishment is compliant with Substandard 2.2.

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

2.3.1. Findings
The Establishment has a three-year financial plan that considers the annual variations of the Government contributions. The Establishment has put interventions in place that have resulted in the successful increase of alternative sources of funding.

2.3.2. Comments
The Establishment has an effective process to review their finances.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The Establishment is compliant with Substandard 2.3.

Standard 3: Curriculum

3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

- The curriculum of the Veterinary course of the Faculty of Veterinary Medicine of Timisoara is in accordance with the Romania Agency for quality Assurance in Higher Education (ARACIS) for the specialized commission for Agricultural Sciences, Forestry and Veterinary Medicine, with the European Union recommendations (Directive 36/2005 E.C. amended by the Directive 55/2013 E.C. and GD 469/2015), and the relevant EAEVE recommendations.
- The last major curriculum modification was made in 2017 according to the specific standards approved by ARACIS, and in 2019, following a request of ANSVSA (National Veterinary and Food Safety Authority) to introduce in the sixth year, in the second semester, the discipline of Antimicrobial Resistance and Prudent Use of Antimicrobials in Veterinary Medicine, as an optional discipline.
- The course ensures and teaches the basic and specialized scientific knowledge, the practical training and the specific skills of the veterinary profession in an appropriate way that ensures the qualification of the students for the different fields of the veterinarian profession, described in the Day One Competences.
- The disciplines in the Veterinary Medicine course are divided in Fundamental Disciplines and Specific Disciplines.
- The Specific Disciplines include: Fundamental Science Disciplines, Clinical Science, Animal Production and Food Hygiene disciplines.
- The Basic Sciences comprise the basic subjects and specific veterinary subjects.
- The course has 12 semesters, with 16-22 weeks of classes, with a total of 5102 hours including supervised self-learning and elective disciplines.
- The Curriculum is compulsory based on the transferable credit system (ECTS) with a total of 360 ECTS compulsory credits (30 ECTS compulsory credits per semester), not including in this the credits for elective subjects.
- The ECTS for the elective disciplines are different depending on the disciplines and the year (one ECTS in the first year, 2 ECTS in almost other and 5 ECTS in the 4th year, second semester).
- Decisions regarding the number of hours per discipline and the balance between the hours of theoretical and practical training are taken after consultation with the teachers and are subsequently approved by the Faculty Council (which includes representative students) and the University Senate.
- The decisions concerning the syllabus and the content of the disciplines are based on the proposals of the Heads of Departments, of the Didactic Commission and of the

Monitoring Commission of the study programmes, which are approved by the Faculty Council.

- The analysis of possible curricular overlaps, absences, omissions and insufficient coherence and transversallity of each discipline is done systematically and planned at the beginning of each semester by each Head of Department to whom the discipline belongs.
- Within the course there are 3 different disciplines covering parasitology, parasitic diseases and clinical lectures in the 7th, 8th and 9th semesters; this subject is even in Infectious Diseases disciplines.

3.1.1.2. Comments

- The number of hours in parasitology and parasitic diseases throughout the course should be reduced, and the biology of parasites should be taught closer to these disciplines.
- Cytology is only referred to in Dermatology.

3.1.1.3. Suggestions for improvement

- The Elective subjects should have the same ECTS number along the course.
- It is suggested that the syllabus of the different disciplines is analysed by the Monitoring Commission instead only by the head of the different departments. This would combine and articulate the content of different disciplines and avoid overlapping content in all curricula.
- It is suggested to include cytology contents in Anatomical Pathology or as an independent subject.

3.1.1.4. Decision

The Establishment is compliant with Substandard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

- The Basic Sciences comprise the Basic Subjects and Specific Veterinary Subjects.
- Basic Subjects include: Medical Physics, Chemistry (inorganic and organic sections), Animal Biology, Zoology and Cell Biology, Feed Plant Biology and Toxic Plants and Biomedical Statistics. These subjects comprise 466 hours during the first year.
- The Specific Veterinary Subjects on Basic Sciences include the disciplines 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, welfare and Animal nutrition. These subjects are taught throughout the course, during the 6 years, for a total of 2976 hours.
- Genetics is only in one semester. The Eredopathology studies in the 5th year complete this knowledge with the diseases with hereditary transmission, diagnosis and prevention modality. The justification for this delay in time is because in this last year the students have enough background to understand the implications of the presence of diseases with hereditary transmission in the animal's herds where the assisted reproduction and selection of animals are practiced.
- The parasite biology and taxonomy are taught in the 1st year, in the Animal Biology

discipline and specific biology details, to each parasite, are studied within the Clinical Parasitology disciplines, the first in the 4th year.
- Immunology is in the 3rd year, and an elective subject (Applied Immunology) in immunology is simultaneous.
- Vaccines and Vaccination are addressed in several disciplines (Immunology, Applied immunology, Infectious diseases, preventive medicine and clinical lectures on species 1, 2, 3, and 4, Epidemiology, Practice 4).

3.1.2.2. Comments
None.

3.1.2.3. Suggestions for improvement
- Parasitology is a basic scientific subject. The biology of parasites is a component of parasitology, so it is suggested that these disciplines be taught together.
- The Parasitic Diseases is a clinical component and should be taught in a different year, after the parasitic biology.
- Immunology must be taught earlier in the curriculum and the related elective subject (Applied Immunology) moved later in time, so as to avoid the overlapping of subjects.
- Vaccines should be part of only one subject before the specific plans for specific species.

3.1.2.4. Decision
The Establishment is compliant with Substandard 3.1.2.

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

3.1.3.1. Findings
- All EU-listed subjects are covered (course hours are combined hours for all species):
    - Obstetrics, reproduction and reproductive disorders: 371 hrs
    - Diagnostic pathology: 202 hrs
    - Medicine and surgery including anaesthesiology: 704 hrs (290, 343, 71 hrs, respectively)
    - Clinical practical training in all common domestic animal species: 500 hrs
    - Preventive medicine: 290 hrs
    - Diagnostic imaging: 66 hrs
    - State veterinary services and public health: 45 hrs
    - Veterinary legislation, forensic medicine and certification: 156 hrs
    - Therapy in all common domestic animal species: 27 hrs
    - Propaedeutics of all common domestic animal species: 256 hrs
- The species-oriented Curriculum includes 150 hrs on dog and cat diseases (including exotics and birds) and 150 hrs on equine diseases.
- During the 4th year students can choose lectures on exotics animals on a voluntary basis (28 hrs) and during the 6th year (semester 12: 50 hrs) in the elective Companion, sport and exotic animals' module. They are not part of the standard Curriculum.
- Core subjects for companion animals include general surgery and anaesthesiology, diagnostic imaging, clinical and laboratory diagnostics, infectious diseases,

reproduction, surgery and internal medicine. Clinical animal work involves 840 hrs, whereas non-clinical animal work is performed for a total of 532 hrs.

- For Extramural Practical Training concerning companion animals 90 hrs are scheduled for each student during the 3rd and 4th year. EPT in companion animals is spent in a private practice or clinic having an agreement with the University to be chosen by students from a tutor's list or on their own initiative.
- Core clinical rotations at the Small Animal and Equine VTH are provided in the 5th and 6th year. Specific activities are carried out during the 5th year. (semester 1: 70 hrs/student, semester 2: 75 hrs/student), and in the 6th year (semester 1: 62 hrs/student). These activities are divided over internal medicine, obstetrics and reproduction, infectious diseases, surgery, parasitology, and dermatology. At the VTH, training involves consultations, surgeries, and hospitalization of animals.
- The Small Animal VTH is open 24/7 in 2 shifts for general consultations and emergencies. During the night, one veterinarian and students are on duty for emergencies.
- The Large Animal Equine Clinic is also open 24/7 for general consultations. Night shifts are carried out with students, and veterinarians on call. Students are involved in all activities during emergency services.
- Ambulatory clinics are carried out under academic staff supervision at horse farms (internal medicine, reproduction and surgery) for 14 hrs/student (5th year, semester 2).
- During clinical rotations, students examine the animals and make a reasoned diagnosis, which is discussed and/or confirmed by the supervisors. Students have individual records of training progress (Day One skills diary, logbook on clinical training, and rotations report), each of which needs to be approved by their supervisor. Students are involved in neutering and castration surgery in small companion animals and assist occasionally in equine surgical procedures such as hoof trimming and orthopaedic shoeing.
- There is no functional computerised case recording system used in the hospital. All hospital/case records are kept on a manual system in separate departments and is not integrated (see 5.4.1).

3.1.3.2. Comments

- The Curriculum covers all EU-listed subjects as requested.
- There is no mandatory teaching of and insufficient clinical hands-on training in birds and exotic animals.
- Students are not actively involved nor exposed to basic dental surgery, such as tooth rasping in horses.
- It is essential that the Establishment instigates a fully functioning case recording system in the VTH. This will have the benefit of teaching students how to record all aspects of clinical data as well as allowing students and staff to analyse past clinical records.

3.1.3.3. Suggestions for improvement

- The Establishment is encouraged to establish a birds & exotics clinic.
- Despite the limited number of horses in Timisoara county, it is suggested that students should gain more experience in equine dentistry.
- It is suggested to establish additional contracts with animal shelters in order to further enhance the students' opportunity to perform neutering and castration in small animals.

- The Establishment needs to choose a clinical case recording system that allows data retrieval for both companion and farm animals.

3.1.3.4 Decision
The Establishment is compliant with Substandard 3.1.3.

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

3.1.4.1. Findings

- All EU-listed subjects are covered (course hours are combined hours for all species):
  - Obstetrics, reproduction and reproductive disorders: 371 hrs
  - Diagnostic pathology: 202 hrs
  - Medicine and surgery including anaesthesiology: 704 hrs (290, 343, 71 hrs, respectively)
  - Clinical practical training in all common domestic animal species: 500 hrs
  - Preventive medicine: 290 hrs
  - Diagnostic imaging: 66 hrs
  - State veterinary services and public health: 45 hrs
  - Veterinary legislation, forensic medicine and certification: 156 hrs
  - Therapy in all common domestic animal species: 27 hrs
  - Propaedeutics of all common domestic animal species: 256 hrs

- In the preclinical phase (1st to 3rd years) animal handling and some animal husbandry subjects are taught.
- During 4th and 5th years students in groups of no more than 12 are involved with consultations involving sick animals and establishing diagnoses and treatments. They are also involved in surgical interventions; the students are involved in clinics from the 4th to 6th years.
- The Large Animal Clinic is also open 24/7 for general consultations. Night shifts are carried out with students, and veterinarians on call. Students are involved in all activities during emergency services. However, the caseload out of hours appears quite low.
- Students have tracking and electives.
- Ambulatory clinics (dealt with in Chapter 5) are run either as organised group visits to collaborating farms in internal medicine, reproduction or surgery under academic staff supervision at farms (internal medicine, reproduction and surgery) for 14 hrs/student (5th year, semester 2). There is also an emergency service offered where academic staff take emergency calls and students can volunteer to participate.
- During clinical rotations, students examine the animals and make a reasoned diagnosis, which is discussed and/or confirmed by the supervisors. Students have individual records of training progress (Day One skills diary, logbook on clinical training, and rotations report), which are approved by their supervisor.
- Students get the opportunity to carry out Swine EPT during the summer on the Smithfield pig farms.
- For herd health all the critical didactic elements are well covered from the early years in animal production and nutrition, reproduction, genetics breeding and animal management right through to the clinical aspects.

3.1.4.2. Comments

- While the basis components of herd health are taught in a didactic manner, students do not consistently participate in herd health visits and carry out herd health investigations culminating in a report to return to the farm.
- The Faculty has good farm animal courses across the curriculum. In particular there is good emphasis on animal handling in the early years with animals from the Faculty farm, Faculty animals and animals on farms where there are collaborative agreements.
- Like many countries, access to pigs for the clinical aspects of swine medicine is difficult. However, with the large Pig farms operated by Smithfield farms, interested students (~20 per year) get the opportunity to work as part of their EPT on these pig farms as part of Animal production EPT. This gives good experience to those interested in the production and management aspects of swine.

3.1.4.3. Suggestions for improvement

- For herd health, students would benefit from a final integration of herd health to get the opportunity to conduct a completely integrated evaluation and report on some of the farms that the Faculty has agreements with or on the Faculty farm.
- In cattle reproduction, the text book that is written by staff and used as the basis for teaching would benefit from being updated to include all the current oestrous synchronisation protocols that are in use, specifically inclusion of 7-9 day progesterone protocols, prostaglandin based protocols, and OVSYNCH protocols (and the various derivatives of OVSYNCH that are used) and their limitations. There is also confusion in this book regarding recurrent follicular waves through the oestrous cycle and how they are regulated by FSH. This should be updated to avoid confusion amongst students.
- Because of an insufficient computerised case recording system in the hospital/clinics (see Substandard 5.4.1) it is very difficult for students to cluster similar cases to use in projects. Development of an integrated case recording computer system will revolutionise student project work in the Faculty.

3.1.4.4. Decision

The Establishment is not compliant with Substandard 3.1.4 because students do not consistently participate in herd health visits to carry out herd health investigations culminating in an integrated farm report.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

- The Establishment delivers Food Safety and Quality through different teaching methods, including lectures, self-directed learning, laboratory and desk based work and external visits.
- The subject is covered in the clinical rotations, during both semesters of year 5 and the first semester of year 6. Students are divided into 10 -11 groups of 12 students each and take part in the following activities:
    - First semester of year 5: Two weeks of training (equivalent to 42h).
    - Second semester of year 5: Two weeks of training (42h). These are divided in 28h (two weeks) of food hygiene and technology and 14h (one week) of practical work in slaughtering and food processing facilities.
    - First semester of year 6: Two weeks on inspection and control of foodstuff

of animal (28h – two weeks).

- There is a good array of external visits arranged for the students. These are compulsory. During the visits, students are expected to abide by a similar level of professionalism as expected at the Establishment. There is an informal understanding between hosts of the visits and the Establishment's session lead to address professionalism issues when they arise. However, there is no yet a formalised process.
- Laboratory experience:
    - All the students get in-house training on food microbiology at the Establishment's food microbiology laboratory.
    - Additionally, all the students have the opportunity to visit the regional Government laboratory (for Banat province) located in Timisoara (6h visits). There students are shown the work carried out on animal disease surveillance, control of residues in food (in different food matrices) and antimicrobial resistance. Staff at the facilities guide the activity, aiming to increase the students' understanding on the wider veterinary role in public health. The laboratory also hosts students in external placements.
- Slaughterhouses:
    - All the students visit swine and ovine slaughterhouses. These two species account for the largest proportion of livestock in the province. Therefore, these slaughterhouses operate all year round. In the swine slaughterhouse, the visit also includes their treatment plant for Animal By-Products category 2 and 3.
    - On the other hand, equine and bovine are more scarce, seasonal and located at longer distances away from the Establishment, resulting in only few rotation groups being taken to see these facilities.
    - Visits last 4-5h and are repeated weekly until completing the required number of training hours. University staff is present during the visits and delivers the teaching. Additionally, official veterinarians are present at the premises and in some cases management staff from the companies (i.e. swine slaughterhouse) actively collaborate with the delivery.
    - Training during the visits include increasing awareness and understanding of the slaughtering process and the official veterinary controls.
    - During the visits students witness a large number of animals being slaughtered and the process of their carcasses. The throughput of the Food Business Operator facilities visited by students are as follows:
        - Ovine slaughterhouse: 400 – 800 heads/working day;
        - Swine slaughterhouse: 3,200-4,000 heads /working day;
        - Bovine slaughterhouse: 50-100/ working day;
        - Equine slaughterhouse: 50-100/working day.
    - There are protocols in place in case a student misses the slaughterhouse activities. This includes reviewing audio visual material covering all the aspects of the animal health and welfare and food safety relevant for slaughterhouses. However, on few occasions this alternative approach has been used for students who have expressed concerns regarding seeing the slaughtering process.
- Food processing units:
    - This training is run in both semesters of year 5 and second semester of year 6. It is carried out in commercial external facilities but lead by University staff. Processing plants include milk and dairy production plants, meat

processing units and cold storage of animal origin foodstuff units. The visits focus on official controls and legislation, hygiene, production systems and HACCP.

3.1.5.2. Comments

- Graduates from Romania must carry out further training after graduation if they want to work in slaughterhouses' official controls. This includes 200h of supervised ante- and post-mortem inspection. Therefore, the current length and number of visits to slaughterhouses is sufficient for students registered at the Establishment.
- The relationship between the Establishment and the alumni is commendable. Alumni are willing to provide opportunities to the students by hosting teaching activities. This was especially evident at the swine slaughterhouse and the government laboratories.
- The students have a unique opportunity with the visits to a highly mechanised swine slaughterhouse and the regional laboratory. Although there is already an understanding on how to address professionalism issues during the visit, perhaps formalised guidance to the hosts and students should be given. That could not only provide guidance to the students (on what is expected), but also would provide more reassurance to the hosts.
- Though there is a process in place for students who may be missing slaughterhouse visits due to extenuating circumstances and there is no concern regarding the covering of this subject, the process should not be activated for students who object slaughterhouse visits.
- Visits to equine and bovine slaughterhouses may not be essential, especially as these are seasonal and only few students have access to these two facilities. Students not able to visit these slaughterhouses may feel they do not get the same learning experience.

3.1.5.3. Suggestions for improvement

- It is suggested that a formalised procedure to deal with professionalism issues during the external visits is put in place. This should provide structure to the process.
- It is strongly suggested that the visits to slaughterhouses must continue to be clearly compulsory. Students must be aware that understanding the slaughtering process is core part of training, highly relevant for animal disease surveillance, animal welfare and protecting human health. The process in place for students with extenuating circumstances (i.e. illness) should not be used for students that express ethics concerns. These cases could be dealt with differently. For example, students at the Establishment already have a unique opportunity using fresh slaughterhouse specimens for anatomy, aspects like this could be used when discussing slaughterhouse visits with students reluctant to see animal slaughter (slaughterhouse is involved in several areas of training).
- As all students visit ovine and swine slaughterhouses, visits to equine and bovine could be offered as an additional experience to interested students, rather than keeping it as a core activity (which only few groups will be exposed to).

3.1.5.4. Decision

The Establishment is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

- Professional knowledge is not specifically described in the SER and the information is only available in some tables and in the annexes. The subjects are professional ethics and communication, animal health economics and practice management, herd health management, veterinary legislation, veterinary certification and deontology.
- Legislation is taught at the VTH to Y6 and accounts for 14 hours while herd health management represents 78 hours, 50 hours of which spent on farm during clinical rotations.
- Professional knowledge therefore represents 342 hours in the curriculum but the number of hours in veterinary medicine and certification is mixed up with the number of hours spent in forensic medicine.
- Knowledge of the legislation covers a wide range of topics: the Romanian health legislation, the use of animal products, medicines and narcotics in veterinary medicines, veterinary surveillance of the production are some examples.
- History of veterinary medicine is an optional course and represents 28 hours.
- Students are trained to write official certificates and reports in various fields of activities (laboratory, food production operator, etc.).
- Animal health economics and practice management concentrate on:
    - The way of working and therapeutic conduct from the economic point of view, taking into account international and national trade legislation, as well as the global epidemiological situation.
    - Prospects concerning the markets for animals, animals' products and veterinary services.
    - The economic consequences of the relation between the veterinarian and animal owners.
    - The increase in the value of veterinary clinics through continuous training and profitable investments.

3.1.6.2. Comments

The subjects relevant to the Substandard are included in the curriculum and allow the acquisition of the Day One Competences related to them.

3.1.6.3. Suggestions for improvement

Professional veterinary organisations (CVMR, for example) could bring some added value by being more involved in some educational topics such as deontology.

3.1.6.4 Decision

The Establishment is compliant with Substandard 3.1.6.

3.2 Each study programme provided by the Establishment 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 Establishment 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings

- The study programme is designed to meet criteria and standards for the accreditation established by the national agencies for QA in Higher Education (ARACIS) and by the ESEVT.
- The resulting qualification is specified.
- The monitoring and periodic evaluation of the study program is implemented following two approaches:
  - Internal evaluation, taking into account as input data the evolution of the number of students, the analysis of the results obtained by the students, the analysis of labour market insertion, etc., and producing as output a report that is submitted for approval to the Faculty council.
  - External evaluation using quality indicators and methodology developed by ARACIS.
- In each department at the end of the session an analysis of the results obtained by the student is made and the department head verifies the achievement of the intended learning outcomes. The results are discussed in Faculty council with the participation of the student representatives.
- Self–learning is encouraged using different techniques including a guide to independent study, pinpointing areas that need reinforcement, making sense of learning.

3.2.2. Comments

- There are well-established procedures for the monitoring and periodic evaluation of the study programmes. The monitoring of the study programme is done systematically with the aim to timely detect the shortcomings and implement corrective and preventive actions.
- Monitoring is carried out with the participation of teachers, faculty management, students and quality assurance structures.

3.2.3. Suggestions for improvement

Synergies and coordination should be guaranteed between the four departments.

3.2.4. Decision

The Establishment is compliant with the Substandard 3.2.

3.3 Programme learning outcomes must:

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

adequate and are effectively achieved.

3.3.1. Findings

- Within the cohesive framework formed by the degree programme content, teaching, learning and assessment activities are based on the descriptions of learning outcomes.
- The content of the subjects is organized accordingly to reflect the Day One Competences.
- The expected learning outcomes are decided by the discipline responsible and approved by the Faculty Council, with joint teacher and student representatives. The factual learning outcomes are assessed by the teachers and compared with the planned ones. If necessary, the syllabus of the subject is adjusted. Finally, it is introduced in the discipline sheet, published yearly.
- For each subject a discipline sheet is provided giving information regarding specific competencies, objectives of the discipline, the syllabus, evaluation methodologies and criteria.
- Every year, the teacher, if applicable, adjusts learning objectives, learning outcomes, learning assessment taking into consideration the feedback received from all actors involved in curriculum design (external stakeholders, students and teachers).

3.3.2. Comments

- Learning objectives, outcomes including Day One Competences, and the definition of their assessment are well defined and communicated.
- The discipline sheets are well-structured giving comprehensive information.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The Establishment is compliant with the Substandard 3.3.

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

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

3.4.1. Findings

- The key body overseeing the curriculum is the Monitoring Commission, chaired by the Dean and including two students. The commission meets annually. The Commission monitors and evaluates the curriculum applying the two approaches

described in 3.2, receives proposals from external and internal stakeholders and makes proposals for improvement to the Faculty Council.
- An example of modification made following the suggestion of the National Sanitary Veterinary Agency was provided.

3.4.2. Comments
Taking into consideration the QA process implemented at the level of the university as well as the faculty, the process of evaluating and amending the curriculum on a regular basis is adequate.

3.4.3. Suggestions for improvement
The results of students' survey should be included within the input data used for monitoring and periodic evaluation of the programme.

3.4.4. Decision
The Establishment is compliant with the Substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, 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
- 570 hours of EPT, which corresponds to 27 ECTS, are provided to students over the six years.
- Each year is dedicated to a specific field of activity: Y1 and Y2 students train on pre-clinical of companion and food-producing animals, Y3 and Y4 on clinical of both types of animals, and Y6 on FSQ, VPH and licence practice.
- Some EPT takes place outside Romania with some Erasmus + program, and during the last academic year, 52 students were included in a national project.
- Lists of EPT providers are available at the tutors and contain a large variety of locations but students are free to choose any location they wish in agreement with their supervisor.

3.5.2. Comments
More than 100 EPT providers are listed by the Establishment and cover a wide range of veterinary occupations.

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The Establishment is compliant with Substandard 3.5.

3.6 The EPT providers must have an agreement with the Establishment 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 Establishment 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

- There is a specific dean for each year whereas the vice-dean in charge of didactic activity supervises the whole EPT organisation. Some teachers also help in this training.
- Agreements have to be signed by both the EPT provider and the Establishment.
- The EPT providers assess the students and provide feedback to the Establishment.

3.6.2. Comments
None.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The Establishment is compliant with Substandard 3.6.

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

3.7.1. Findings

- Each student prepares his/her stay with the dean in charge of his/her year. She/he has a logbook with clear goals to be reached and techniques to be gained with the support of the EPT provider.
- The tutor carries out the final evaluation by taking into account the feedback of the EPT provider, the content of the logbook, and the interview of the student.
- Students can express complaints during the evaluation process. They have been told what to do in case of problems with an EPT provider. If the problem cannot be solved, it will be brought to the attention of the Council for a final decision.

3.7.2. Comments
None.

3.7.3. Suggestions for improvement
EPT activities could be globally assessed by the Establishment in order to make sure they maintain a certain level of quality and carry on enhancing the professional knowledge of the students.

3.7.4. Decision
The Establishment is compliant with Substandard 3.7.

Standard 4: Facilities and equipment

4.1.1. Findings

- The Faculty of Veterinary Medicine is one of the five faculties of Banat's University of Agricultural Sciences and Veterinary Medicine. The Establishments' main campus is located in the Timisoara vicinity, as are the two livestock teaching farms for cattle, sheep, pigs and poultry, and part of the agricultural farmland. In 2016, the cattle shelter has been changed into a closed-circuit farm. The pig farm is in the process of renovation. All other facilities (table 4.1.1 and Annex 4.1.4), such as teaching facilities, necropsy room, library, students' restaurant, sports facilities and dorms, are on the same campus.
- Recently, the separation of the Small Animal Clinic and the Large Animal Clinic has been initiated. The modernized Laboratory and Clinical complex (CLCHC) is housing the VTH with the separate small animal clinics, and clinical and research laboratories for e.g., cytogenetics, immunology, molecular genetics, and microbiology.
- The Establishment has a programme for maintaining and upgrading its facilities, thereby continuously creating optimal conditions for learning. Annually, each discipline draws up an annual investment plan for the next year, to be approved by the central university administration. Facilities comply with all relevant legislation.

4.1.2. Comments

- The physical facilities of the Establishment provide an environment conducive to learning.
- The Establishment has a programme for maintaining and upgrading its buildings and equipment.
- The teaching farm for pigs is not operational.
- Most facilities are not prepared to provide access to persons with reduced mobility.
- There is inadequate implementation of biosecurity and biosafety regulations at various facilities, such as laboratories, the necropsy room and the teaching farm for cattle (e.g. manuals not available on site, absence of eyewashes, no biosecurity signs, students not wearing special clothes consistently, students wearing their own boots, and absence of a crush for e.g. hoof trimming).

4.1.3. Suggestions for improvement

- The Establishment is encouraged to make a long-term investment plan for the Establishment's facilities.
- The Establishment is advised to implement biosecurity and biosafety SOP in all facilities and to provide manuals and eyewashes where appropriate.

4.1.4. Decision

The Establishment is not compliant with Substandard 4.1 because of inadequate biosecurity and biosafety.

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

- The Campus Establishment has 3 general lecture halls (holding 83 - 156 students), 8 seminar rooms (150 places; range 13-31 seats), and 36 premises for practical work (10 -26 seats). All premises are sufficiently equipped.
- Research animals and healthy animals used for practical training are separately housed: experimental units for cattle (32), horses (8), and swine (dependent on their size 137-200); biobase for rabbits (9-72) and rodents (up to 1400).
- The modernized Small Animal VTH (with clinics for surgery, internal medicine and reproduction, the pharmacy [serving also the large animal clinics], an emergency unit for cases during working hours, and a dialysis unit) has 4 consulting rooms (including specialized rooms for cardiology, and ophthalmology), and a demonstration room with 15 working tables (each with water, O2 and compressed air supply).
- The surgery units of the new Small Animals VTH are not operational due to construction problems (since 2017). Surgery is alternatively performed in the large animal surgery department.
- Neutering and castration of small animals using injectable anaesthetics is organized at the Reproduction department. If pet owners can afford it, it is performed under inhalation anaesthesia in the surgery unit of the Equine VTH.
- The Radiology and Imaging Service of the VTH is used for both large and small animals and has facilities for X-ray, ultrasound, eco-Dopler, and CT scan (only small animals). In addition, a mobile, high-performance ultrasound is available for direct use in the clinics.
- The Large Animal Clinic (for both farm animals and equines) is situated in the old buildings on the campus and involves separate clinics for internal medicine, surgery, and reproduction, as well as the Infectious diseases clinic and the Parasitology clinic. The Large Animal Clinic has 2 consultation and examination rooms, 2 surgery rooms (with 4 hydraulic operation tables), a sterilization room, surgery preparation, and recovery. Equipment is adequate for e.g., minor soft and hard tissue surgery, dentistry and ophthalmology. In addition, a mobile C-arm type investigation device (shared with the Small Animal Clinic), and a treadmill for kinematic analysis, are present.
- For regular hospitalization and in-patient treatment, boxes/cages are available for horses (6), cattle (6), small ruminants (6), dogs (18), and cats (20). There are no premises to hospitalize exotics and birds.
- The Intensive Care unit for dogs and cats is operational and adequately equipped. There is no such unit for horses.
- The necropsy room is adequately equipped for small animals, but necropsy of large animals can be undertaken on the floor if necessary.
- The drainage from the necropsy suite is collected into a separate tank while the carcases are collected by a specialised company for incineration.
- In 2014, 8 laboratories were modernized and 25 were newly built. Together, this Laboratory and Clinics Complex (CLCHC) provides optimal facilities and equipment for research, teaching and diagnostic services to the VTH.
- For academic staff, 65 offices are available, whereas there are 10 offices for support staff.

- For students a restaurant, which serves snacks, hot meals and drinks, sports facilities and 4 dorms are available. In addition, there is general access to cloak rooms, and lockers at the Small and Large Animal Clinics. Each clinic has appropriate accommodation for on-call students or on night shift. Two rooms (each equipped with 2 beds and a bathroom with shower) are available for students on call during night shifts.

4.2.2. Comments

- Although the new surgery units for small animals at the VTH are built and are well designed and spacious, a serious problem with drainage on the flat roof has allowed a serious ingress of water which has made these surgical facilities not operational.
- Lecture theatres, the large animal clinic, laboratories and other teaching facilities are adequate in size, number and equipment.
- For students adequate and sufficient facilities are available for study, self-learning, recreation, locker, sanitary and food service.
- Exotic animals and birds cannot be hospitalized.
- There are no facilities for critical care medicine of horses.
- Although having excellent facilities for small animals, the necropsy room is less adequate to perform necropsies of large animals.

4.2.3. Suggestions for improvement

- It is suggested that the Establishment should organize hospitalization for exotics and birds.
- It is advised that the Establishment should improve the facilities for large animal necropsies, including renewing the instruments needed for necropsy.
- The Establishment should start the repair of the Small Animals Surgery suite as soon as possible.

4.2.4. Decision

The Establishment is not compliant with Substandard 4.2 because of the surgery units of the small animals VTH being non-operational due to construction problems.

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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

- The livestock teaching farm has housing facilities for herds of cattle (140), sheep (500), horses (6) and hens (500). The cattle shelter has recently been modernized into a closed-circuit farm for young and breeding cattle. Students are trained in animal husbandry, feeding, milking, gynaecological examination, pregnancy diagnosis by palpation and by ultrasonography, prevention, treatment, etc. under supervision of a veterinarian.
- Within the Small Animals VTH housing for dogs as well as for cats is excellent.

4.3.2. Comments
The VTH has excellent hospitalization facilities for dogs and cats.

4.3.3. Suggestions for improvement
None.

4.3.4. Decision
The Establishment is compliant with Substandard 4.3.

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 Establishment 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 Establishment 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 emergency service for companion animals and horses at the VTH is carried out 24/7. Students work in shifts from 07:45 – 20:00 (4-5 students) and from 19:45 – 08:00 (2-3 students). During the evening/night, an on-call veterinarian will contact the relevant specialist in case of an emergency, who subsequently will come to the VTH.
- In case of an emergency of ruminants on-call service is non-stop available. The veterinarian or the students from the emergency and hospital service will contact the relevant specialist. An adequately equipped minibus is available for transport.
- At the VTH, research-based and evidence-based clinical training supervised by academic staff is the standard.

4.4.2. Comments
- At the VTH, the standard of education and clinical research is compliant with the ESEVT Standards.
- For ruminants an emergency on-call service is operational.
- Not all practice centres involved with the Curriculum meet the current requirements regarding agricultural technologies and animal husbandry.
- The new surgery units for small animals at the VTH are not operational, due to construction problems.

4.4.3. Suggestions for improvement
- It is suggested to involve students more at the university-owned cattle farms in the practical training on herd health management.

4.4.4. Decision
The Establishment is partially compliant with Substandard 4.4 because the new surgery units

for small animals at the VTH are not operational. This issue is also addressed at Substandard 4.2

4.5 The Establishment 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

- During the clinical rotations, students (in groups of 3-5) are actively involved in the diagnostic and treatment procedures under supervision of the teachers. Students perform the general and specific examinations, such as neurological, orthopaedic, dental or dermatological examination, communicate with owners, and collect samples for blood tests or cytology. In addition, they assist in performing medical procedures, such as ultrasound, endoscopy, CT, and liquid therapy, surgical preparation, monitoring anaesthesia, and basic surgery (castration, suturing, wound debridement), and are involved in performing necropsies and histopathological examination. With regards to ruminants, students also actively participate in gynaecological examination, sperm harvesting and analysis, and mastitis control.
- Students need to be involved in a minimum number of examinations, which are monitored by means of personal observation sheets and discussion with the supervising teacher, during which session students must formulate a differential and presumptive diagnosis, make suggestions for additional tests, and propose an appropriate treatment plan. Essentially, such system is applicable during intramural and extramural rotations (e.g. ambulatory clinics, herd visits).

4.5.2. Comments

- Students have access to a broad range of diagnostic and therapeutic facilities and, usually, actively participate in the various procedures.
- Students are not exposed to critical care medicine of horses during their clinical training periods.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The Establishment is compliant with Substandard 4.5.

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

4.6.1. Findings

- New isolation facilities (2014) are present for farm animals and horses (3 places), and small animals (dogs: 5-6 places, cats: 2-3 places).
- Hospitalization in the latter premises is not performed according to adequate, standardized protocols.

4.6.2. Comments
Standard procedures for the isolation facilities are not readily available.

4.6.3. Suggestions for improvement
The Establishment should implement a full and readily available set of procedures for the isolation units.

4.6.4. Decision
The Establishment is partially compliant with Substandard 4.6 because the hospitalization in the isolation facilities is not performed according to adequate, standardized protocols.

4.7 The Establishment 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
- Ambulatory clinics have been organized for production animals (poultry, cattle, small ruminants) and equines. Scheduled ambulatory clinical activities are organized during clinical rotations, enabling students to participate. Students are involved in all aspects of clinical work under supervision of academic veterinarians. They practice activities, such as hoof trimming, artificial insemination, caesarean, mastitis control, pregnancy diagnosis in cows, and tuberculin skin testing. Groups of 11-12 students participate in herd health visits.
- Apart from scheduled visits, an ambulatory service is also provided in case of an emergency call (see at 4.4.1).

4.7.2. Comments
- Ambulatory clinics for production animals and equines are operational.
- Herd health management is not delivered under academic supervision.

4.7.3. Suggestions for improvement
Although students are taught the theoretical approach to herd health, advantage should be taken of the facilities at the university farm and other nearby dairy herds to implement herd health at the practical level.

4.7.4. Decision
The Establishment is partially compliant with Substandard 4.7 because herd health management is not delivered under academic supervision at the farm level.

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
- Cadavers, organs (either cooled, frozen or formaldehyde preserved), and waste from practical trainings is transported by a specialized service provider on a contractual base and according to legislation.
- Live animals used for practical, hands-on training are transported by trailer (one for horses, one for farm animals). For ambulatory work 2 minibuses (14 seats each) are

available for students and the supervising teacher. If needed, 4 other buses (with 13-54 seats) can be acquired.

4.8.2. Comments

- Transportation of students to farms is adequately arranged.
- Transport of live animals, cadavers and other teaching materials is done in agreement with national and EU regulations.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The Establishment is compliant with Substandard 4.8.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught ad posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment 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

- Biosafety/biosecurity and occupational health is inadequately controlled in the facilities according to SOPs or external requirements, with the exception of the Diagnostic Imaging Department. The overall supervision is performed by coordinators at the Department of Safety and Health at Work, Prevent and extinguish fires, and Emergency Situations, checking the compliance with government and University regulations.
- Controlled drugs are stored according to good GCP- and GPP-standards.
- At the start of each semester staff and students are trained and updated. In each department of the Establishment one person is responsible for the periodic training of employees and the keeping of the training/monitoring activities. The assessment of the chemical and biological risk for laboratories and clinics is done every two years by Establishment departments together with the Territorial Labour Inspectorate of the county.
- On the webpage of the Establishment there is a link to 'Biosecurity' where all rules, regulations and instructions in case of hazards, are communicated (https://usab-tm.ro/ro/informatii-generale-36/norme-ssm-si-psi). The Regulations on Organization and Functioning of the University Veterinary Clinics imply norms for the control of infectious diseases and nosocomial infections (prevention, control, mobility, cleaning, disinfection, and protection).

4.9.2. Comments

Biosafety manuals are not obviously present in laboratories and clinical facilities, nor are eyewashes and clear information on biosafety requirements (where appropriate).

4.9.3. Suggestions for improvement

It is advised to provide biosafety manuals and eyewashes in all relevant facilities and to

develop a biosafety culture. This issue has been addressed also in Substandard 4.1.

4.9.4. Decision

The Establishment is not compliant with Substandard 4.9 because biosafety manuals are often not present both in laboratories and clinical facilities, and there is insufficient information on biosafety requirements.

Standard 5: Animal resources and teaching material of animal origin

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

5.1.1. Findings

- Animals and animal materials are used in Anatomy, Animal Production, Pathology and clinical settings. In anatomy teaching body parts – bones, joints and fresh organs are used in addition to cadavers and live animals (at the farm). Plastinated specimens are also used although costs are cited as an issue for developing these.
- Fresh organs and cadavers are also used. Some preservation involves freezing or placing in storage solution. Most cadavers are donated by owners or bought when needed.
- For Pathology (Necropsy) pigs come from a company where the Faculty has an agreement/contract. Poultry comes from a local poultry farm. Horse, ruminant and other species cadavers come from local breeders.
- Animal materials, parts and waste are stored frozen and disposed of by incineration by an authorised service provider.
- The University teaching and research farm is only 0.5km away from the School which must be a great bonus. Students get involved with animal husbandry, feeding, milking gynaecological examination, pregnancy diagnosis (rectal palpation and ultrasound), and preventive medicine.
- There are also collaborative relationships with various farms. This helps to compensate for the small numbers of intramural cases in some species (e.g. equine).
- Numbers of teaching animals available in the Faculty are low for some species. They include 8 horses in the equine club, 3 ponies and 2 donkeys.
- For the ESEVT indicators, there are no companion animals seen extra-murally – but this is fully compensated by the large intramural companion animal caseload. For equine necropsies the numbers are below the minimum indicators. Other animal indicators provided in the SER by the Establishment meet the requirements.
- Recording of animal cases is currently a paper-based system.
- It appears not a requirement in Romania for teaching with non-clinical animals to undergo ethics and licensing approval under 2012 SI 543 when procedures are carried out.
- To date there is no clinical skills laboratory in the Faculty.

5.1.2. Comments

- The excellent use of fresh animal cadavers and body parts for the teaching of basic practical anatomy is commendable. This gives really good material for students to dissect and use as an important learning resource.
- It was observed that the hoof care of the ponies belonging to the Faculty may need attention.
- It may evolve over time that in Romania further requirements will be implemented under 2012 SI 543 (Protection of Animals used for Scientific purposes) to consider ethics for non-clinical animals being used for teaching purposes.
- The Team are aware of difficulties with attaining numbers of equine necropsies.
- Unavailability of finances appears to be the reason for not developing a clinical skills laboratory.
- Given the difficulties with attaining equine cases in Romania, the caseload is admirably high. The Establishment should ensure there is no double accounting of normal animals.

5.1.3. Suggestions for improvement

- The Faculty should endeavour to ensure that teaching animals maintained by the Faculty receive optimal care and husbandry.
- In the context of reducing, replacing and refinement of animal usage for teaching purposes, the Faculty should develop teaching models and a clinical skills laboratory for teaching of some skills that are required in veterinary education.
- The Faculty should ensure to use any available equine cases that die on site to be fully utilised as necropsy case material.

5.1.4. Decision

The Establishment is compliant with Substandard 5.1.

5.2 In addition to the training provided in the Establishment, 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 Establishment.

5.2.1. Findings

For farm (cattle and pig) and equine teaching external farms are used. These are organised with contracted establishments and provide good numbers of extramural cases.

5.2.2. Comments

The external farms and companion animal practices that were visited were of a good quality and provide good teaching opportunities. The dairy farm and equine unit were state owned and are typical of Romanian farms.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The Establishment is compliant with Substandard 5.2.

5.3 The VTH must provide nursing care skills and instruction in nursing procedures.

Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

- These are mentioned in the SER. Students do participate in providing nursing care to patient animals.
- There are excellent dog and cat hospital facilities providing the animals with enrichment in a well designed kennel facility that is bright and excellent for both animals and the care team.

5.3.2. Comments

The Faculty is commended on the excellent dog and cat kennels.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The Establishment is compliant with Substandard 5.3.

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

5.4.1. Findings

There is currently no functional computerised case recording system used in the hospital. All hospital/case records are kept on a manual system in separate departments and it is not integrated.

5.4.2. Comments

None.

5.4.3. Suggestions for improvement

- The Faculty needs to implement a fully integrated computer system for case records. This needs to have the capacity to be added to as various people/departments add to the clinical file for that animal. It should include the capacity to electronically add laboratory/diagnostic analyses (results) and financial charges costs are incurred.
- It also needs to be searchable by staff and students alike to be able to cluster cases of similar diagnoses or treatments etc.

5.4.4. Decision

The Establishment is partially compliant with Substandard 5.4 because of non-optimal case recording.

Standard 6: Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study

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

6.1.1. Findings

- The main available learning resource is the BUASVM library which was renovated in 2019, and the Moodle based e-platform. No skill lab or museum are mentioned.
- The Research vice Dean of the University is in charge of acquiring new books further to the proposals of the Faculty's teaching staff. The librarian elaborates and implements the acquisition plan. New purchases are published on the library website and communicated to users by e-mail.
- A course on documentation and information methods is provided to Y1 students and is part of the curriculum, whereas sessions are regularly organised for the staff and other students. Cooperation with other libraries is set up at national and international levels.
- Specific and regular procedures are implemented to internally evaluate the library (student satisfaction questionnaire, audit) while external audits are carried out by ARACIS (Romanian Agency for Quality Assurance in Higher Education) and SRAC (Romanian Society for Quality Assurance).

6.1.2. Comments

None.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The Establishment is compliant with Substandard 6.1.

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

6.2.1. Findings

- The library occupies 730 square meters on two floors, first floor for users, second floor for stock and Agroprint Publishing.
- The library is open to the public and run by a qualified librarian and 5 full-time employees. An IT engineer is in charge of the maintenance and the Agroprint Publishing.
- It opens daily, from Monday to Saturday, and is closed for Christmas and Easter and National days. Wi-Fi and VPN allow access by students and staff to electronic

learning resources on site and off campus.
- 24 computers are available as well as reading rooms equipped with electrical connections.
- The library budget cannot be clearly identified. Several important investments have been made recently for renovation, learning resources access and e-book purchase.
- The *Softlink Liberty 3* computer system is being used for bibliographic research but does not allow any research by subject title.
- Subsidiary libraries with reading rooms exist in various veterinary departments.

6.2.2. Comments
None.

6.2.3. Suggestions for improvement
The number of spaces for small group working should expand.

6.2.4. Decision
The Establishment is compliant with Substandard 6.2.

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

6.3.1. Findings
- Books (1024), periodicals (85), journals, e-books (70), etc. are fully available, some of them in French (100 books) or in English (300 books). More is available by having access to various databases (Springer, Science Direct, etc.).
- PhysioEx is a software which allows performing experiments without harming animals in Physiology.

6.3.2. Comments
PhysioEx contributes to the implementation of the 3R principle concerning animal welfare within the Establishment.

6.3.3. Suggestions for improvement
The Establishment must be encouraged to develop a skills lab with the support of the teaching staff.

6.3.4. Decision
The Establishment is compliant with Substandard 6.3.

Standard 7: Student admission, progression and welfare

7.1 The Establishment 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 Establishment must provide accurate and complete

information regarding all aspects of the educational programme in all advertisings for prospective national and international students.
Formal cooperation with other Establishments must also be clearly advertised.

7.1.1. Findings

- The Regulation regarding the professional activities of the students, available on the website, covers all phases of the student "life cycle" providing detailed rules for the student enrolment, attendance of teaching activities, examination and grading as well as student rights and obligations.
- All information about the educational offer and programme, including the number of students admitted, the admission procedures and tuition fees, both for national and international students, is available on the website.
- The educational offer is promoted through target visits to and from high schools. During these meetings with potential candidates all information about the study programme and employment opportunities is provided.
- Offer for international mobility and protocols of collaboration with other institutions are available on the university website.

7.1.2. Comments

- In spite of a national economic crisis, FMV attracts a constant number of students. The Establishment has a dynamic recruitment strategy with a good promoting system, coordinated by the Office of Image and Public Relations, including contacting schools in the area of interest, carrying out of efficient campaigns for media promotion and organizing visits of potential candidates to the Establishment.
- The information about cooperation with other Establishment is available, but not updated.

7.1.3. Suggestions for improvement

The Establishment should keep up to date the list of protocols of collaboration with other institutions.

7.1.4. Decision

The Establishment is compliant with the Substandard 7.1.

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

7.2.1. Findings

- The number of students to be admitted is proposed by ARACIS (Romanian Agency for Quality Assurance in Higher Education), based on evaluation of the Establishment's resources (staff, buildings, equipment, healthy and diseased animals) and according to nationally regulated performances indicators. The proposal is submitted for approval to the Government Decision.
  Finally, the Ministry approves the number of positions financed from the state budget.
- The selection process takes place in two sections, in July and in September, in order to occupy all vacant positions financed from the state budget and with tuition fees.
- During the last three years, the Establishment admitted on average a hundred new standard students (covered by the state budget) each year, plus seventy new full fees

students. The number of the students taking teaching session in English and in French is rapidly increasing.
- During the last three years, 114 students graduated annually; the 84% graduated in due course.

7.2.2. Comments
- There are no interns or residents, and the number of PhD students is quite low (10).
- The rapidly increasing number of students on the English and French curriculum could in the near future affect the students - staff ratio.
- The educational offer of three curricula (Romanian, English and French) and the organization of teaching in small groups could overload the teaching staff.

7.2.3. Suggestions for improvement
- It is strongly suggested that the Establishment consider offering internship and residencies programmes.
- With increasing numbers of students on the English and French courses, the Establishment should recruit more staff to maintain the student – staff ratio.

7.2.4. Decision
The Establishment is compliant with the Substandard 7.2.

7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.
The Establishment 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 Establishment.
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 admission process is regulated by the Ministry of National Education and is organized by the BUASVM. Relevant regulations and procedure are available on the University website.
- The main selection criterion is a general score, calculated taking into account the main score of the baccalaureate exam (80%) and the main score of the high school years (20%). The minimum admission score is five. According to their admission score, the top students from the applicant list are enrolled as state supported students, the other candidates can be enrolled as full fees students until all positions are occupied. The results of the admission contest are made public on the Faculty website. Complaints can be submitted within 24 hours.
- An ad hoc Commission, appointed by Rector on proposal of the Faculty, and composed of five individuals, oversees the admission process and decides on the merit of any complaints.
- The FMV plans to keep stable the number of new students admitted for the next 3 years.
- The announcement regarding the admission process as well as all related information

and the results of the contest are published on the website of the University and the Faculty.

7.3.2. Comments
The Regulation of study successfully details the procedures and criteria for students' enrolment, rights and duties, progression and appeals. The appeals are rapidly resolved from the time of submission of the complaints by an appointed commission.

7.3.3. Suggestions for improvement
None.

7.3.4. Decision
The Establishment is compliant with the Substandard 7.3.

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

7.4.1. Findings
According to the national law, the Faculty ensures the accessibility to the teaching and research infrastructures for persons with disabilities.

7.4.2. Comments
The Faculty council may decide to organize extraordinary examination sessions for students who find themselves in situation of temporary disability.

7.4.3. Suggestions for improvement
The policy for assessment of students with special needs (disabilities, dyslexia, etc…) should be updated.

7.4.4. Decision
The Establishment is compliant with the Substandard 7.4.

7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment 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 Establishment 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 students' assessment is based on the interaction during the practical work, during the courses and through specific examinations. There are two ordinary exam sessions and additional sessions of re-examinations. The attendance to practical work is mandatory to access the exam.
- A 1 to 10 grading system is used, 5 being the minimum passing mark. Each year the students have to obtain a minimum of 2/3 of the total expected credits to progress to

the next year. In order to graduate, students have to acquire 360 credits.

- At the end of each academic period, the students are ranked according to their exam performance. The students who have achieved outstanding results are rewarded with a grant and scholarship.
- After each exam session, the results obtained by the students are analysed.
- A year tutor (teacher) monitors students' academic progression. The monitoring system allows for the identification of students who are not performing adequately and who need support. The Faculty adopts different approaches for helping students improve their results. The mechanisms include adapting the teaching-learning strategies, establishing programmes for the recovery of practical works and engaging students in peer to peer tutoring.
- During the last three years, the dropout rate was below 5%. Monitoring the reasons revealed that the greatest number of withdrawals occurs in the first two year due to economic or social causes.

7.5.2. Comments
The progression of students is efficiently monitored, and the Dean's annual report rigorously analyses the students' performance. The Establishment is aware of the causes of attrition and, to attempt to reduce the attrition rate, assures services like academic, professional, psychological and social counselling. A specific project, the ROSE project, has been implemented especially addressed to student coming from underprivileged environment.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The Establishment is compliant with the Substandard 7.5.

7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The Establishment'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 mechanisms and the list of reasons for the exclusion of students are explicit and stated by the Regulation regarding the professional activities of students. The regulation also lays down the term for appealing and identifies the body appointed to manage appeals, usually Faculty council. Appeals against admission decision are managed according to Regulations concerning the organisation and conduct of admission.

7.6.2. Comments
None.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The Establishment is compliant with the Substandard 7.6.

7.7 Provisions must be made by the Establishment 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

- For each year of study, a teacher is in charge of acting as tutor/dean of year, instructing and helping students in issues related to the structure and regulations.
- Students can benefit from a number of services including free medical assistance, counselling services and loans.
- Some student associations and societies are active on the campus.

7.7.2. Comments

- The excellent relationship between staff and students and the concern for student welfare expressed by the academic stuff is noteworthy. This willingness to help students was confirmed by the students themselves. There are a number of support systems for students with personal problems and those in need of counselling. The students feel catered for all their need.
- The sport facilities are excellent.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The Establishment is compliant with the Substandard 7.7.

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

7.8.1. Findings
Students can provide suggestions, comments and complaints addressing personally the "dean of the year", a special commission for student problems, the dean of the Faculty or the Faculty council. In addition, periodically the students are asked to fulfil a questionnaire for the assessment of the learning environment.

7.8.2. Comments
The FVM adopts many formal mechanisms for collecting students' suggestions, comments and complaints; in addition, students can easily interact with teachers who are willing to discuss most problems that students could incur. The relationship between teachers and students is friendly, leading to excellent levels of collaboration.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The Establishment is compliant with the Substandard 7.8.

Standard 8: Student assessment

8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment 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 evaluation process of the Veterinary Medicine Course at BUASVM is in accordance with 5 regulations/guidelines described as R040, R060, R015, R006 and R038 documents of the University.
- These different documents are subject to academic debate and approved by Commission for Assessment and Quality Assurance, the Administration Board, and the final form is discussed and approved by the BUASVMT Senate.
- Based on the R040 document, the titular professor does the *Discipline Record* where in addition to regulatory norms, the student assessment system (examination methods and percentage of different tests) is described.
- The assessment procedures are obligatory exposed and explained to the students during the first class at the beginning of each semester by the Professor.
- The day and time of the exams will be approved by the deans, at the proposal of the student groups, with the consent of the titular Professor.

8.1.2. Comments
The *Discipline Record* presented only during the visit are very well constructed documents, with all the information students need.

8.1.3. Suggestions for improvement
None.

8.1.4. Decision
The Establishment is compliant with the Substandard 8.1.

8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The Establishment 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
- In the *Discipline Record* are described the minimum standards, the form of student assessment, the objectives pursued during the examination and the criteria according

to which students will be assessed including minimum knowledge required to pass the exam and the method of calculating the final grade, its presence at the teaching activities, individual study activities, colloquiums and of partial examinations that will be recorded in the student card, and are transmitted to the students at the beginning of the semester by the professor.

- The answers to the exams are marked from 10 to 1, expressed in whole numbers, with a minimum score of 5 points, and each discipline defines the percentage of the exam in the final grade.
- In each discipline, the student has two opportunities to take the exam without paying a fee. For repeating the exam again, the student should request, through a written document, the examination and in this case pay an examination fee in the amount established by the University Senate.
- Appeals regarding the results of the assessment are submitted to the faculty secretariat within two working days from the publication of the results. The appeal is resolved by the Faculty Council within 3 working days from the date of submission.

8.2.2. Comments
None.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The Establishment is compliant with the Substandard 8.2.

8.3 The Establishment 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

- At the beginning of each semester, the Head of Department to which the discipline belongs analyses the *Discipline Record* to ensure the accuracy of the assessment procedures, the curricular contents, learning outcomes, and in case inconsistencies are submitted, to debate in the VMF Council, which approves the assessment strategies set by the departments and applied immediately in the semester.
- This process is made each semester, and the members of this commission are professors, students and stakeholders.
- The skills, abilities, knowledge and attitudes that make up the competences acquired by students at the end of a study subject are the criteria for assessing the learning outcomes described on the *Discipline Record*.
- Progression is achieved when all subjects for the year have been completed or when a minimum of 2/3 of the total credits allocated to the respective year has been completed, with the accumulation of a maximum of 20 credits from the previous year.
- The students are motivated to enrol in the "Academic Development Volunteer Program" (VADA) which allows integration as volunteers in the research activities carried out within the FVM.
- The 1st year students benefit from additional training within the project "Support for

the students of the Faculty of Veterinary Medicine, from the first year of study, at risk, in order to ensure the academic success" the ROSE project, an integrative project organized by the CCGC-FMV.

8.3.2. Comments

- The ROSE and VADA projects are an excellent means of including students in the university life.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The Establishment is compliant with the Substandard 8.3.

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

- The preclinical practical skills and laboratorial are evaluated during the practical activities carried out in the fundamental and preclinical disciplines.
- During partial exams during semester in clinical training subjects, teachers allocate time for additional training and enhancing students' knowledge and provide immediate feedback. If the student is not confident or has not acquired these skills, the teacher helps in improving their knowledge and soft skills.
- The theoretical knowledge is assessed in all disciplines, and the examination form could be oral, multiple choice or written examination.
- The final oral examination is usual in almost all disciplines and can take an average of 20 minutes, depending on the number of subjects, and evaluates theoretical knowledge, critical and associative thinking, communication skills and the use of specialized language.
- Thirty students are assessed each day on each exam, in two small groups at a time and all are present and listen to each other's exams.
- The quality of oral exams is guaranteed over time because they are performed by the same teacher, maintaining the same type of assessment and the same standard mentioned in the discipline's record.
- In some subjects, the teacher uses an "exam ticket" or exam cards. These are the different assessment topics and students blindly choose one to answer.
- In oral and practical exams, feedback is provided immediately.
- In some subjects with written exams, if students fail, they have the chance to attend an oral exam on the same day.
- The students have two ordinary sessions of exams, of three weeks (winter session, summer session) and one re-examination session.
- The exams scheduling is made by the titular Professor together with the student representative. The oral examination is held, according to the legal provisions, at least by two professors, one being, necessarily, the holder of the course, assisted by another professor (who gives the practical classes or another similar).

8.4.2. Comments

- Students were highly enthusiastic about oral assessments, as they claimed they could demonstrate all their knowledge in this way.
- The time spent on oral assessment is excessive due to the high number of students to be assessed.

8.4.3. Suggestions for improvement

Even when ensuring that the quality of the oral exams is maintained during evaluations, it is suggested to reduce the time of these oral evaluations per teacher.

8.4.4. Decision

The Establishment is compliant with the Substandard 8.4.

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

8.5.1. Findings

- The students have a logbook from their first year. Within the logbook, students have the skills for intra and extramural training for all procedures in the clinics, practice, including contact with live animals and necropsies.
- Items within the logbooks are structured and correlated with the different disciplines of each year.
- The clinical communication and practical skills are assessed daily during the activities within the clinical disciplines, and the activities carried out in the Veterinary Clinics are recorded in the logbook along the course.
- The competences have partial examinations with discussions of case studies, practical activities and have a summative assessment in the final examinations for each discipline.
- The tutor of each year examines the student for clinical procedures, practical and hands-on training planned in the study programme, according to the curriculum.
- The tutor of each year is also responsible for the annual evaluation of the logbook.

8.5.2. Comments

- Throughout the course, students record the skills acquired during the different internships and the different activities, until completing all the different skills and Day One Competences in the logbook.
- The distribution of these different skills over the different years of the course is not completely expressed within the logbook.

8.5.3. Suggestions for improvement

- It is suggested that the name of the teacher responsible for the annual evaluation be explicitly registered in the logbook.
- It is recommended that *Day One Competences* are fully discussed with the students.

8.5.4. Decision

The Establishment is partially compliant with the Substandard 8.5 because the logbook does not sufficiently cover both the academic oversight of this practice as well as an indication where the different skills should be learned or acquired.

Standard 9: Academic and support staff

9.1 The Establishment 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

- 65/75 academic staff are veterinarians so the 2/3 requirement is met. Staff appear to be appropriately qualified.
- Staff that are hired as assistants are required to have both a PhD and a formal University teacher training certificate (a course is offered by the University). This course may be taken by undergraduates, PhD students or staff (as a retraining opportunity if returning from a career break).

9.1.2. Comments

- The staff on site exhibited excellent commitment to their work, to veterinary education and to the students. They were well praised by the students and recent graduates in the Establishment for engaging the students and for being available to help students to maximise their learning opportunities.
- There are just limited training opportunities for staff in the Establishment.

9.1.3. Suggestions for improvement

In addition to attending research meetings to stay up to date in areas of expertise the university could provide additional training opportunities for staff.

9.1.4. Decision

The Establishment is compliant with the Substandard 9.1.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment'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

- There are no interns or residents!
- Academic staff numbers are marginally low on the ESEVT Indicators.
- The number of vets involved in training/number of students graduating annually is okay – 0.603 vs. minimum of 0.59. This is probably due to the fact that the Vet programme is 6 years.
- Support staff numbers are low on the ESEVT indicators.
- Teaching norms exist within Romanian legislation and they vary between 8 and 16h per week depending on staff categories and other commitments.
- Those active in research are allowed to decrease their teaching hours (average norm).

9.2.2. Comments

- It is important that the Establishment realise that because they are already marginally below threshold on Indicators, with new courses (French and English language course in Veterinary Medicine that are now increasing student numbers), it will be necessary to increase staff numbers.
- While support staff numbers appear to be low, the support staff seem very happy in their work and help each other across disciplines to ensure work gets done when it is needed. There is a clear promotional structure available for them which the staff are satisfied with.

9.2.3. Suggestions for improvement

The Establishment should ensure sufficient academic staff ratios, as the student numbers increase with the new language courses offered by the Establishment.

9.2.4. Decision

The Establishment is compliant with the Substandard 9.2.

9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The Establishment 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

- In Romania, clinical veterinarians in commercial practice require 120 CPD points where 4h = 20 CPD points.
- However, CPD points for veterinary teachers is not a requirement under national regulations.
- Section 9.2 in the SER describes that over time staff have participated in courses in pedagogical preparation etc.
- Staff members who get good reviews by students are rewarded by having less teaching hours in the teaching "norm".

9.3.2. Comments
None.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The Establishment is compliant with the Substandard 9.3.

9.4 The Establishment 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 Establishment'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
The systems for professional growth, development and promotions are described as being regulated by university regulations/laws in the SER.

9.4.2. Comments
- Promotion through teaching does not exist. It is only possible to get promoted through research and habilitation. This is regulated by national laws.
- It is surprising that there is bar to supervision of PhDs until habilitation is achieved and the staff member becomes a member of the Doctoral school within the University. However, this is again regulated by Romanian laws and will be difficult to change.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The Establishment is compliant with the Substandard 9.4.

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

9.5.1. Findings
A description of the staff evaluation process by students is available in the SER. There are two evaluation sessions per year in a confidential process (normally teaching staff evaluated in one of the two sessions).

9.5.2. Comments
- Staff who receive good evaluations by students are rewarded by having reduced teaching hours as their "norm".

- The student feedback organised centrally as part of QA is an excellent system and is commended.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The Establishment is compliant with the Substandard 9.5.

Standard 10: Research programmes, continuing and postgraduate education

10.1 The Establishment 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
- The Establishment runs a wide range of research activities. Research is integrated as a core component of the undergraduate curriculum. In addition, academics integrate their own research in their teaching/learning activities.
- There are ongoing research collaborations in the Establishment. Also, The University has other faculties, which focus on complementary disciplines (e.g. Farm Management, Food Processing Technology and Animal Husbandry and Biotechnologies), which facilitates potential collaborative projects at University level.
- Although the Establishment carries out research activities in a number of disciplines, most of it is in the area of basic sciences. As a result, despite the good quality of most of the facilities and the equipment available at the VTH, clinical research represents a lower proportion of their ongoing research.
- Factors such as time required to carry out academic activities and cost limit the participation of junior academics in large grants proposals and international dissemination of outcomes of their research. Nevertheless, academics are aware of external funding (e.g. national and EU).

10.1.2. Comments
The current laboratory and clinical facilities are excellent (with the exceptions mentioned in the Facilities Chapter). This allows research in a wide area of disciplines. But the Establishment could expand even more their research.

10.1.3. Suggestions for improvement
- Although there is clear evidence of active involvement of academics and students in research, the Establishment is encouraged to continue creating instances for internal research collaboration (both interdepartmental and interfaculty). This could enhance their research power.
- The Establishment could further identify and disseminate information on external funding to junior academic staff, in order to provide them with comprehensive guidance when searching for economic support.

- It is suggested that the Establishment reviews how data is collected in the clinics and uses records on evidence-based research. Furthermore, the Establishment could explore opportunities of developing qualitative research.

10.1.4. Decision

The Establishment is compliant with Substandard 10.1.

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

10.2.1. Findings

- Students have the opportunity to join research groups as volunteers. However, in order to graduate, all undergrad students must submit a research dissertation ("*graduating report*").
- Topics for the research project can be either proposed by the academics or by the students. Students have the possibility to select from a wide range of research topics (e.g., microbiology, clinical sciences, epidemiology).
- The allocated time for the dissertation is three weeks during the second semester of year six (final year). This period only covers the preparation and submission of the final report.
- Students are supervised by a member of the academic staff. Each staff member is allowed to supervise up to three students registered in the same academic year. The supervision process may start as early as year four.
- The supervisors' role includes training and guiding the students under their supervision, providing feedback on their report (before submission) and completing and evaluation form on the activities carried out by the student.
- As students normally start collecting and/or producing the required data earlier in their training (years three, four or five), the time spent in the undergrad research project by both the student and the supervisor, can be significantly longer than the three weeks allocated in the formal timetable.
- Since 2017 the Establishment has been supporting an in-house scientific symposium in order to disseminate the work carried out by young researchers, which includes undergraduate students. Additionally, the results from some of the undergraduate research projects have been published in an internal journal, indexed in the Centre for Agriculture and Biosciences International (CABI). Undergrad students' contributions are acknowledged as the first author in these publications when applicable. However, the participation in publications and/or symposiums depends on the students' interest and it is not compulsory.

10.2.2. Comments

- It is commendable that the students can take part in research projects from very early in their training. Students in general are aware about research opportunities and they can propose their own ideas to the academic staff. Their involvement as authors (including first author) in indexed publications is particularly encouraging for undergraduate students.
- According to the timetable, the time spent by the undergraduate considers only the preparation of the final report. As a result, the time spent in research by each student in not necessarily consistent (depends on the project and in which academic year they

started working). As students start with data collection as early as year three, the time spent by the students in research activities is currently underestimated in the curriculum. Academic time dedicated to teaching activities related to the undergrad research project (student supervision) is not accounted (with the exception of the three weeks allocated in second semester, year 3), resulting in underestimating the time dedicated to didactic activities.

10.2.3. Suggestions for improvement

- The Establishment is encouraged to include research time in the students' timetable of years four and five. That would better reflect the time spent in research activities by students, which may be underestimated.
- The Establishment is also encouraged to consider as didactic hours the time spent by academic staff on supervision of undergraduate students in early years. That will help to blueprint the didactic workload allocated to academics and better estimate the didactic time, which may be underestimated.

10.2.4. Decision

The Establishment is compliant with Substandard 10.2.

10.3 The Establishment 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

- Currently, there are more than 30 PhD students registered at the Establishment. During the last three academic years, an average of three PhD students/annum have graduated.
- The standard PhD training period is four years. Current PhD research topics are in areas where the Establishment has "habilitated" PhD supervisors. The process to become a PhD supervisor is dictated by national policies.
- As part of the PhD contract, PhD students must deliver teaching; the current requirement is 4h/week. Several PhD students get involved in the delivery of the French and the English undergraduate courses. However, the time allocated for didactic activities considers only contact hours, without including for example preparation of teaching, providing student's feedback, translating material and supervision of undergraduate students carrying out their Diploma research project. As a result, PhD students spent more hours in didactic activities than what is required by contract.
- According to Romanian legislation, veterinarians must complete 120 points of training/annum (4h training, equivalent to 20 points). In order to meet training needs of the profession, over the last three academic years the Establishment has run continuous education courses on the following subjects: parasitology, internal diseases, pharmacology, microbiology/infectious diseases, surgery, animal nutrition, reproduction, medical imaging, clinical biochemistry, toxicology and welfare and animal farming. This allows veterinary graduates to have access to continuous learning activities and meet the requirements to continue practicing.
- Currently, the Establishment offers neither internships, nor residency programmes in clinical subjects. This is related to several factors such as not having European

Diploma holders in the staff that could implement a residency programme and issues with facilities (roof damage in the VTH companion animal surgery).

10.3.2. Comments

- The Establishment commits to provide a wide variety of continuous education courses and to increase the number of PhD students. However, further improvements of their clinical facilities, could allow the Establishment to offer an even wider variety of training, providing more training opportunities to their students and staff.
- The time PhD students devote to didactic activities for undergraduate students is underestimated.
- Hiring and/or supporting junior staff to become European Diploma holders would also allow the Establishment to offer a broader array of training programmes.

10.3.3. Suggestions for improvement

- The Establishment is encouraged to support junior staff to enrol in residency programmes for European Specialisation. It is also suggested to further develop fully functional clinical facilities, as well as hiring Diplomates of the relevant European Colleges, in order to implement in-house residency programmes.
- The Establishment is encouraged to consider all didactic activities carried out by PhD students when assessing their teaching workload. At the moment only students' contact hours are included but not other didactic activities (e.g. preparation time, supervision of undergraduate students carrying out their Diploma projects). As a result, the Establishment is potentially underestimating the time PhD students are currently spending on didactic activities (which are carried out in three different languages).
- Re-evaluating how to measure teaching workload would allow PhD students to better balance their didactic activities and research work. Additionally, it may allow PhD students more time to fulfil the requirements for completing their PhD and the requirements for future supervision of PhD students (habilitation).

10.3.4. Decision

The Establishment is compliant with Substandard 10.3.

10.4 The Establishment 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 Establishment actively encourages students to get involved in research activities, which is also part of their core curriculum in the second semester of their final year (year 6). The research project is assessed and there is a QA process for this activity.
- Research is well integrated in the teaching programme and interviewed students from all academic years demonstrated awareness of the relevance of research for the profession and on how research was integrated in their training.
- The involvement of academic staff in research activities is included in their annual appraisal. There is a well-structured guidance regarding the research requirements for promotion of academic staff and the academics are well aware of these requirements. However, teaching activities take priority during normal working hours. For teaching, only contact hours are considered, but not preparation time. This could be challenging

for junior staff, especially for those teaching in two or three different languages. Also, undergraduate supervision and provision of feedback (research project) is not counted as didactic time. As a result, research activities tend to be carried out outside normal working hours and junior staff may require from 10 to 15 years before they can build a research portfolio which could allow them to supervise PhD students (habilitation process).

10.4.2. Comments

- Though there is a clear process for academic progression, the current student-staff ratio, as well as the current method used to measure teaching workload, results in academic staff often carrying out research activities outside normal working hours in order to meet research requirements.
- Additionally, the current time required by junior academics to fulfil the requirements that allow them to supervise PhD students (habilitation) ranges from 10 to 15 years. Including time used for supervision and teaching preparation as didactic would better reflect the time spent on teaching activities. This could allow academics to reduce the current time required to produce the necessary evidence for "habilitation" status. This would not only help academics in their career progression but also could further increase the range of subject areas for PhD programmes offered by the Establishment.

10.4.3. Suggestions for improvement

Re-evaluating how to measure academic staff teaching work load would allow them to better balance their didactic activities and research work. Additionally, it may allow academic staff to fulfil the requirements for supervising PhD students (habilitation) in a shorter period of time rather than 10-15 years), increasing the visibility and impact of the research carried out at the Establishment.

10.4.4. Decision

The Establishment is compliant with Substandard 10.4.

11. ESEVT Indicators

Raw data from the last 3 full academic years

Nr crt	Raw data from the last 3 full academic years	2018 -2019	2017-2018	2016-2017	Mean
1	n° of FTE academic staff involved in veterinary training	75,83	74,6	73,88	74,77
2	n° of undergraduate students	942	904	853	899,67
3	n° of FTE veterinarians involved in veterinary training	66,32	65,79	65,12	65,74
4	n° of students graduating annually	106	112	109	109
5	n° of FTE support staff involved in veterinary training	36	38	39	37,6666667
6	n° of hours of practical (non-clinical) training	1258	1258	1258	1258
7	n° of hours of clinical training	1170	1170	1170	1170
8	n° of hours of FSQ & VPH training	668	668	668	668
9	n° of hours of extra-mural practical training in FSQ & VPH	74	74	74	74
10	n° of companion animal patients seen intra-murally	4989	4477	4299	4588,33333
11	n° of ruminant and pig patients seen intra-murally	637	372	403	470,666667
12	n° of equine patients seen intra-murally	154	203	155	170,666667
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	182	167	169	172,7
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	3384	1719	1028	2043,7
16	n° of equine patients seen extra-murally	267	254	248	256,3
17	n° of visits to ruminant and pig herds	66	61	57	61,3
18	n° of visits of poultry and farmed rabbit units	8	10	11	9,7
19	n° of companion animal necropsies	164	161	158	161,0
20	n° of ruminant and pig necropsies	220	198	322	246,7
21	n° of equine necropsies	3	2	2	2,3
22	n° of rabbit, rodent, bird and exotic pet necropsies	269	175	363	269,0
23	n° of FTE specialised veterinarians involved in veterinary training	27	28	29	28,0
24	n° of PhD graduating annually	2	5	3	3,3

Calculated Indicators

Calculated Indicators from raw data		VMF TM values	Median values	Minimal values	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,083	0,16	0,13	-0,043
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,603	0,87	0,59	0,013
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,346	0,94	0,57	-0,221
I4	n° of hours of practical (non-clinical) training	1258,000	905,67	595,00	663,000
I5	n° of hours of clinical training	1170,000	932,92	670,00	500,000
I6	n° of hours of FSQ & VPH training	668,000	287,00	174,40	493,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	74,000	68,00	28,80	45,200
I 8	n° of companion animal patients seen intra-murally / n° of students graduating annually	42,095	70,48	42,01	0,085
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	4,318	2,69	0,46	3,854
I10	n° of equine patients seen intra-murally / n° of students graduating annually	1,566	5,05	1,30	0,268
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1,584	3,35	1,55	0,039
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,000	6,80	0,22	-0,223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	18,749	15,95	6,29	12,454
I14	n° of equine patients seen extra-murally / n° of students graduating annually	2,352	2,11	0,60	1,757
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0,563	1,33	0,55	0,015
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,089	0,12	0,04	0,044
I17	n° of companion animal necropsies / n° of students graduating annually	1,477	2,07	1,40	0,077
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2,263	2,32	0,97	1,293
I19	n° of equine necropsies / n° of students graduating annually	0,021	0,30	0,09	-0,071
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,468	2,05	0,69	1,775
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,257	0,20	0,06	0,194
I22	n° of PhD graduating annually / n° of students graduating annually	0,031	0,15	0,09	-0,057

Comments on the Indicators

- The number of companion animal patients seen intramurally per student is very close to the minimal value of the ESEVT Indicators. Although the number of companion animal patients is increasing year on year, the Establishment faces increasing competition from a large number of private companion animal clinics (nearly 50 such clinics now established in Timisoara and the surrounding district).
- In addition, the VTH is not ideally placed to attract cases, being on the outskirts of the city.

Suggestions for improvement on the Indicators

The Establishment should encourage an increase in extramural clinical activities for more companion animal clinical experience.

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

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The Establishment 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.**	X		
1.2 The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. **The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.**	X		
1.3 The Establishment 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		
1.4 The Establishment 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 Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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		
1.5 The Establishment 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 Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.**	X		
1.6 The Establishment 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 Establishment 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		
1.7 The Establishment 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		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment 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	
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 Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Standard 3: Curriculum			
3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge. **3.1.1. General findings**	X		
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)			X
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		

3.2 Each study programme provided by the Establishment 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 Establishment 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.**	X		
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.**	X		
3.4 The Establishment 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.**	X		
3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, 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.**	X		
3.6 The EPT providers must have an agreement with the Establishment 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 Establishment 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.**	X		
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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Standard 4: Facilities and equipment			
4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment 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.			X
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.**			X
4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment 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.**	X		
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 Establishment 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		X	

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 Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.** **The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.**			
4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.		X	
4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.		X	
4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.			X
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. **Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**	X		
5.2 In addition to the training provided in the Establishment, 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 Establishment.	X		
5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.		X	
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an 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 Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).**	X		
6.3 The Establishment 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		
Standard 7: Student admission, progression and welfare			
7.1 The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.** **Formal cooperation with other Establishments must also be clearly advertised.**	X		
7.2 The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
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 Establishment 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 Establishment.**	X		

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.			
7.4 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		
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 Establishment 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 Establishment 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		
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. **The Establishment's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**	X		
7.7 Provisions must be made by the Establishment 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		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT standards.	X		
Standard 8: Student assessment			
8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. **The Establishment must properly document the results of assessment and provide the students with timely feedback on their assessments.** **Mechanisms for students to appeal against assessment outcomes must be explicit.**	X		
8.3 The Establishment must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study. **The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**	X		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.		X	
Standard 9: Academic and support staff			
9.1 The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. **A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.** **Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**	X		
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission. **A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.**	X		
9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The Establishment 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		

9.4 The Establishment 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 Establishment'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		
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		
Standard 10: Research programmes, continuing and postgraduate education			
10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
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		
10.3 The Establishment 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		
10.4 The Establishment 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		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

The Faculty of Veterinary Medicine in Timisoara (FVMT) was originally established in Arad in 1944 and then re-established in Timisoara in 1962. The campus is located in the northern outskirts of Timisoara as part of the Banat's University of Agricultural Sciences and Veterinary Medicine.
A crisis occurred in the 1980's when "democratic" centralism dominated economic, political and social life in Romania and at this time funding was drastically reduced.

In the 90's, after the 1989 Romanian Revolution, the Faculty of Veterinary Medicine became an independent faculty and took the opportunity to extend the programme to 6 years. From this moment on, the Faculty of Veterinary Medicine underwent continuous development and after Romania's entry into the EU, was able to benefit from European development funds.
In 1998 the Faculty was visited by representatives from EAEVE on a so-called pre-visit. Numerous potential category I and II deficiencies were identified. Teaching and research facilities have since been significantly improved with funds obtained from the EU and the Romanian government.

In October 2010 FMVT was visited by ESEVT resulting in eight Major Deficiencies identified by ECOVE, resulting in a status of **Not Approved.** In October 2014 the Faculty of Veterinary Medicine at Timisoara was revisited to evaluate progress done in solving the issues identified in the 2010 visit. Following on from this Re-visitation report, ECOVE classified Timisoara as holding the status of **Approval**.

It should be noted that this initial Visitation in 2010 and the subsequent Re-visitation in 2014 were undertaken under the old Stage 1 ESEVT SOP, and as a result **no** QA was assessed, while for this current FV the 2019 ESEVT SOP was used.

The SER produced by the Establishment under the auspices of the 2019 SOP was delivered on time and although well produced, left many gaps which were fully answered in an extensive list of questions sent to the Establishment prior to the Visitation. Despite this very large number of questions, the requested data was provided before the Visitation. Additional information was provided on site.

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was efficient, both prior, during and post Visitation. 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 to meet.

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

- Strong commitment of staff to the education of veterinary students
- Enthusiastic students with a real commitment to learning
- Excellent rapport between students and staff
- Alumni proud of the Faculty and actively willing to provide training opportunities to students
- Exposure of students to research and also active involvement in research
- The spacious and modern facilities at the VTH
- Excellent hospitalization facilities for dogs and cats

- The VADA and the ROSE programmes
- Small working groups
- Fresh carcasses for anatomy dissection
- Excellent microscopes in Histology
- Live camera feed system in large animal surgery
- QA Culture:
  - *Interaction between the QA groups at the University level, Establishment level and departmental level*
  - *Excellent analysis of student feedback on staff and courses as well as learning environments*
  - *Detailed information about learning outcomes and assessment.*

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

1. Partial compliance with Substandard 2.1 because of insufficient evidence of available funding to carry out essential maintenance work in the companion animal surgery complex within the VTH;
2. Partial compliance with Substandard 4.4 because the new surgery units for small animals at the VTH are not operational. This issue is also addressed at Substandard 4.2.
3. Partial compliance with Substandard 4.6 because the hospitalization in the isolation facilities is not performed according to adequate, standardized protocols.
4. Partial compliance with Substandard 4.7 because herd health management is not delivered under academic supervision at the farm level;
5. Partial compliance with Substandard 5.4 because of non-optimal case recording;
6. Partial compliance with Substandard 8.5 because the logbook does not sufficiently cover both the academic oversite of this practice as well as an indication where the different skills should be learned or acquired.

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

1. Non-compliance with Substandard 3.1.4. because students do not consistently participate in herd health visits to carry out herd health investigations culminating in an integrated farm report;
2. Non-compliance with Substandard 4.1 because of inadequate biosecurity and biosafety;
3. Non-compliance with Substandard 4.2 because of the surgery units of the small animals VTH being non-operational due to construction problems;
4. Non-compliance with Substandard 4.9 because biosafety manuals are often not present both in laboratories and clinical facilities, and there is insufficient information on biosafety requirements;

Glossary

Abbreviations

EAEVE: European Association of Establishments for Veterinary Education
ECOVE: European Committee of Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
FSQ: Food Safety and Quality
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities, Threats
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7-year period starting at the date of the last (full) Visitation;
Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;
Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;
Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ...;
External Practical Training (EPT): clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);
Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;
Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;
Re-visitation: a partial visitation organised in agreement with the ESEVT SOP in order to evaluate if the Major Deficiencies identified during a previous Visitation have been corrected
Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;
Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

1. Non-compliance with Substandard 3.1.4. because students do not consistently participate in herd health visits to carry out herd health investigations culminating in an integrated farm report;
2. Non-compliance with Substandard 4.1 because of inadequate biosecurity and biosafety;
3. Non-compliance with Substandard 4.2 because of the surgery units of the small animals VTH being non-operational due to construction problems;
4. Non-compliance with Substandard 4.9 because biosafety manuals are often not present both in laboratories and clinical facilities, and there is insufficient information on biosafety requirements.

The Faculty of Veterinary Medicine, Banat University of Agricultural Sciences and Veterinary Medicine is therefore classified as holding the status of: **NON-ACCREDITATION**.